

Alleyn's School

Accessibility Plan | SENDA | Part Two | 2025-2028 Working Document

Motionspot Inclusive Design Review of Estate

Updated: July 2025

Updates in Red

Building	Commentary on Positive Observations	Commentary on Areas of Improvement	Rating	School Commentary	Timescale
Main Building	The building has recently been refurbished and benefits from new surfaces to ground floor corridor which contrast well.	There are pinch points with furnishings in the hallways. Could benefit from simplified signage.	2	Main heritage asset for the School. Accessible via EAB at Ground & First Floor, but second floor not accessible. Lower Ground accessible in parts. Priority over accessibility to majority of the building, but all will not be easy to achieve.	5 Years
Great Hall	Acoustically this space was good quality.	Shiny floor, non accessible features to the stage.	2	Stage is being removed to increase floor space within venue. New ambulatory toilet also now located near hall.	3 Years
C Block	Signage on walls for societies which are inclusive including LGBTQIA.	There is limited access to many into the buildings, with small landings, cluttered corridors and a large number of inaccessible provisions with the food rooms, benches and stools.	3	Building has almost 8 levels within it, being a combination of 4 buildings having developed over 120 years. Plans have been drawn up for an external lift to allow access to multiple floors, and an external ramp for other floors.	5 Years
Science	Options of seating in some classrooms, level access, easy to use doors.	WC's are on landings, Multi-faith room low quality and inaccessible to many users.	2	Building over 60 years old and has other M&E issues to be resolved, so would be tackled over a 3 year period, 1 floor at a time.	7 Years
Lower School	Good acoustics, modern finishes, Lift is available for people who may find stairs challenging.	Management issues in AWC with the storage of toilet rolls. Cluttered corridors in places - but unclear if that was due to the program of holiday activities. It was difficult to locate the 'reset' button for the emergency assistance alarm.	1	Minor rectification works and management issues. Completed.	1 Year
Dining Room	Consistent lighting, evenly distributed. There was a tray sliding ledge which adds a level of support.	Lots of smells, limited room to move between tables, contrasting floors which create appearance of a step, inconsistent signage to the WCs.	2	Full replacement of this facility is the next big project for the School.	2 Years
Old Gym, D1 & AIM	Level access and clearly signed.	Poor colour contrast. The entrance to the drama rooms appeared as a 'back entrance' / fire exit, which appeared uninviting.	3	Along with Dining Room, this building will be completed refurbished as a Sixth Form Centre, with associated access throughout. Entrance to building improved in 2025 which is now more inviting.	2 Years
E Block	Selection of different furniture.	Hidden ramps within circulation routes, narrow corridors in places.	2	No immediate plans. Building accessible via EAB, and cannot change corridor routes.	10+ Years
EAB	Accessible stage in the theatre, large circulation spaces. Good variety in locked options.	Poor colour contrast on glazing and floors, potentially to have noisy spaces. Lacking colour contrast in WCs. Heavy doors.	2	Minor rectification works and management issues.	3 Years
Sixth Form & Library	Powered accessible entrance door, variety of seating options.	Seemed that at full capacity it could be over populated and noisy. Tight table set up.	1	Will be repurposed via the Dining Hall/Sixth Form Project. Likely to become dance or drama space.	2-5 Years
Library	Lots of seating options, positive messaging on the walls, small quieter spaces available. Lift to the first floor.	Lift was not open to all to use and required assistance. Doors were heavy to use and potentially created a lot of noise. Main desk didn't have a knee recess.	1	Upgrades as part of Project Crucible	2-5 years
Gymnasium	Light, great viability around the room.	Poor colour contrast, appeared to be little ventilation - very warm.	2	Now included within scope of Project Crucible. Will be permanent dining hall for Junior/Lower School and Gym. So receiving funding for upgrade. Works in 2026-2027.	1-2 Years
Swimming Pool	Accessible options throughout the building with provision of a lift to first floor.	Lacking Gender neutral provision for changing.	2	Will be picked up in summer works programme, likely now 2027.	1-2 Years
Sports Hall	Great gym equipment available	All AWC are labelled for Staff only. No accessible shower- step.	2	Access in via Swimming Pool Building, but can look at minor upgrade work.	3 Years
Music School	Lots of sizes of spaces.	Confusing layout, poor signage	3	This is a large and complicated project, which is at least 10 years away for the School. We don't have the resource to commit. The ground floor meets accessibility, but we can improve signage.	5+ Years

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DofE Building	Great equipment offered to the students, appeared to be a well used space.	Inaccessible to many users, stairs don't have handrails to both sides, handrails are poor quality, colour contrast is low on the stairs.	3	Small portion of school population so can be provided elsewhere.	10+ Years
Observatory	Great to see variety of offers to students.	Inaccessible location within the building. However it is understood the device is not accessible. Those who can walk short distances good not be able to benefit from the provision due to the number of flights of stairs.	2	Will be difficult to achieve anything about given location requirements.	None
Sports Pavilion	Stair lift provided, Accessible WC (AWC) provided, variety of changing options.	Confusing signage around gender, the male gendered changing remained but female signage had been removed. The AWC was poor quality. No level access to the balcony.	2	Decorated in 2025, and new staff showers and bathrooms being installed by October 2025 also.	1 Year
Alley's Well	This a good quality space, the finishes are generally high and there is good contrast throughout the environment. There are variety of seating orientations and options. The consultation rooms offer privacy and are a welcoming soft space.	Signage to WCs is non standard and could be hard to interrupt, pattern of timber cladding, management signage "staff only" accessible WC, reception desk: height, no knee recess .	1	Minor rectification works and management issues.	1 Year
Fortune Building	Not surveyed as part of works as brand new.	Door handles have been replaced with knobs during maintenance, which are more difficult to operate. There is clutter throughout, which would benefit from additional storage.	2	Ongoing replacement	10+ Years
Rose Building	Not surveyed as part of works as brand new.	External doors throughout are difficult to use, and heavy. The glazing to the front is lacking manifestation and creates glare from the internal lighting. Areas are cluttered which blocks key knee recesses, and creates trip hazards.	2	Manifestation works completed.	10+ Years
Fives Courts	Not surveyed as small location, partially used.	None	1	Has level access presently.	10+ Years
Townley Lodge	Not surveyed as small location, partially used.	None	N/a	N/a	N/a
Coronation Garden	Not surveyed as small location, partially used.	None	N/a	N/a	N/a
Sports Fields	Not surveyed as small location, partially used.	None	N/a	N/a	N/a
Estates Building	Not surveyed as small location, partially used.	None	N/a	N/a	N/a

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Building/Location	Area	Accessible	Comment	Action	Considered	Plan	Timescale	Notes
Main Building	Access to Ground Floor (Maths, Economics, Classics, Medical Room, Reprographics, CCF)	Yes	Via Maths corridor or E block external doors	None	N/A	N/A	N/A	
Main Building	Access to 1st Floor (HM, Reception, Administration, Bursary, History, Classics)	Yes	Via lift in EAB	None	N/A	N/A	N/A	
Main Building	Access to 2nd Floor (English, Modern Languages, Geography, Politics)	Yes	Via lift in EAB	None	N/A	N/A	N/A	
Main Building	Access to 3rd Floor (Modern Languages)	Alt	Modern Language lessons can be timetabled on 2nd Floor if necessary	None	2010-2021	N/A	N/A	
Main Building	Access to 3rd Floor (Modern Languages)		Provide access to 3rd Floor	Consider viability of installing a lift platform	2012-2021	Space/Masterplanning exercise to provide expert evaluation	Jan-Jun 2022	Lift accessibility possible, but project is not within at least first 5 years of development.
Main Building	Toilet Facilities	Yes	Disabled toilets accessible by Reprographics	None	N/A	N/A	N/A	
Main Building	Access to Ground Floor		Improve door access to accessible toilet by Reprographics	Consider installing power-assisted external door by Reprographics	2012-2021	Review according to whether specific pupil needs dictate this change	As and when required	
Main Site	Pedestrian access from Townley Road	Yes	Lodge easily accessed for further assistance	None	N/A	N/A	N/A	
Main Site	Pedestrian access from Hillsboro Road - to Lower School	Alt	Steps up from pavement. Access to LS via Townley Lodge gate	None	N/A	N/A	N/A	
Main Site	Pedestrian access from Hillsboro Road - to temporary Junior School (2021 only)	Yes	Temp access - controlled by guard limited hours each day	None	N/A	N/A	N/A	Temporary Junior School now removed, so no longer applicable
Main Site	Vehicle access from Townley Road	Yes	Gate buzzer linked to Lodge	None	N/A	N/A	N/A	
Main Site	Vehicle Parking	Yes	Disabled parking available at front of school and outside medical room. Temporary parking via 'minibus gate' off Townley Road.	None	N/A	N/A	N/A	
EAB	Ground Floor	Yes	Corridors, green rooms, Film Studies, offices all step free access	None	N/A	N/A	N/A	
EAB	First Floor	Yes	via lift	None	N/A	N/A	N/A	
EAB	Second Floor	Yes	via lift	None	N/A	N/A	N/A	
EAB	Toilets	Yes	Student toilets g/f, staff & visitors 1st & 2nd, disabled at each level	None	N/A	N/A	N/A	
C Block	Access to Ground Floor - IT Support	Yes	Via entrance opposite Townley Lodge & through Design Technology	None needed	N/A	N/A	N/A	
C Block	Access to Ground Floor (C1,2,3,4,5,6) Design Technology	Yes	Via entrance opposite Townley Lodge	None needed	N/A	N/A	N/A	
C Block	Access to Ground Floor Drama Space C7/8	Alt	Timetabled in D1 / Old Gym	None	2010-21	N/A	N/A	
C Block	Access to 1st Floor Art (C9a,C9b)	Alt	Art provided at alternative location (eg AJS Art room)	None	2015-20	N/A	N/A	External lift core required to allow access to multiple levels from rear of the site. Project designed within 5 year period.
			Provide disabled access to C9	Keep under review; possibilities very limited		Space/Masterplanning exercise to provide expert	Jan-Jun 2022	As above

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C Block	Access to 1st Floor (C14,15,16,17)	Computer Science Art (C12)	Alt	Computer Science and Art have been provided at alternative locations	(a) Provide access via a lift and walkway as part of an Old Gym redevelopment project	2015-20	Space/Masterplanning exercise to provide expert evaluation	Jan-Jun 2022	As above
				(b) Provide access via a lift on outside of Art & Technology Block				As above	
C Block	Access to 1st Floor - Food Technology (C11)	No	Options available in the event of redevelopment	(a) Provide access via a lift and walkway as part of an Old Gym redevelopment project. Reconfigure 1st Floor to provide new access route.	2015-20	Space/Masterplanning exercise to provide expert evaluation	Jan-Jun 2022	As above	
				(b) Provide access via a lift on outside of Art & Technology Block. Reconfigure 1st Floor to provide new access route.		Space/Masterplanning exercise to provide expert evaluation	Jan-Jun 2022	As above	
C Block	Access to 2nd Floor (C20,21,22,23,24)	Art	No	Options available in the event of redevelopment	(a) Provide access via a lift and walkway as part of an Old Gym redevelopment project.	2015-20	Space/Masterplanning exercise to provide expert evaluation	Jan-Jun 2022	As above
				(b) Provide access via a lift on outside of Art & Technology Block.		Space/Masterplanning exercise to provide expert evaluation	Jan-Jun 2022	As above	
C Block	Access to 2nd Floor	Photography (C25)	No	Sixth Form Only subject	Consider reconfiguration of Dark Room entrance	2015-20	Space/Masterplanning exercise to provide expert evaluation	Jan-Jun 2022	As above
C Block	Toilet Facilities	Alt	Disabled toilets available in Adjacent Buildings (e.g. Main Building, Dining Room, Lower School))			N/A	N/A	As above	
			Consider installing a disabled toilet in the building	Consider installation of a disabled toilet if reconfiguration becomes a realistic possibility	Dec 15	Space/Masterplanning exercise to provide expert evaluation	Jan-Jun 2022	As above	
Dining Hall	Access to Dining Room & Staff Dining Room	Yes	Entrance between Pupil & Staff Dining Areas - via ramp	None	N/A	N/A	N/A		
Dining Hall	Toilet Facilities	Yes		None	N/A	N/A	N/A		
Sixth Form Centre & Library	Access to Ground Floor - Sixth Form Centre	Yes	Automatic disabled access door opposite Dining Room	None	N/A	N/A	N/A		
Sixth Form Centre & Library	Access to 1st Floor (Library)	Yes	Via existing lift	None	N/A	N/A	N/A		
Sixth Form Centre & Library	Toilet Facilities	Alt	Disabled toilets available in Adjacent Building (e.g. Dining Hall)	None	N/A	N/A	N/A		
Music School	Access to Ground Floor M41, M45, Head of Instrumental Studies, Music Practice Rooms, Lanchbury Rehearsal Room	Yes	Via main entrance to Music School	None	N/A	N/A	N/A		
Music School	Access to 1st Floor (M39, M40, Director of Music, Music Staff Room)	Alt	Music teaching classes can be relocated to a room on the Ground Floor on one-to-one basis. Keep under review to assess continued suitability.	Consider the provision of access via a lift in the Music School; as a short-term solution if required, consider a stairway walker or chair lift if suitable	2012-2020	Space/Masterplanning exercise to provide expert evaluation	Jan-Jun 2022	Area of project covered in masterplan would not be within 10 year period, so adjustments would be made. C Block is greater priority.	
Music School	Toilet Facilities	Yes	Access from Ground Floor	None	N/A	N/A	N/A		
Drama/Dance	Old Gym	Yes	All at ground level, step free access	None	N/A	N/A	N/A		
Drama/Dance	D1	Yes	All at ground level, step free access	None	N/A	N/A	N/A		
Science Building	Access to Ground Floor labs and staff office	Yes	Via entrance opposite Lodge and from Lower School playground	none	N/A	N/A	N/A		
Science Building	Access to 1st Floor labs and staff office	Yes	Via lift	none	N/A	N/A	N/A		

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Science Building	Access to 2nd Floor labs and staff office	Yes	Via lift	none	N/A	N/A	N/A	
Science Building	Toilet Facilities	Alt	Disabled toilets available in Adjacent Building (e.g. Dining Hall, Lower School)	none	N/A	N/A	N/A	
LS	Access to site and playground	Yes	Step-free access	None	N/A	N/A	N/A	
LS	Access to ground floor classrooms x 6, offices, toilet facilities	Yes	Step-free access	None	N/A	N/A	N/A	
LS	Access to 1st floor classrooms x 6, offices, toilet facilities	Yes	Via lift. Disabled toilet facilities on each floor	None	N/A	N/A	N/A	
Swimming Pool & Gymnasium	Access to Ground Floor Changing Rooms, Gymnasium, Swimming Pool, Director of Pe & Sport Office	Yes	Main entrance	none	N/A	N/A	N/A	
Swimming Pool & Gymnasium	Access to first floor facilities	Yes	Via lift	none	N/A	N/A	N/A	
Swimming Pool & Gymnasium	Toilet & changing facilities	Yes	Off ground floor lobby and on first floor corridor	none	N/A	N/A	N/A	
Sports Hall	Access to Ground Floor Sports Hall, Changing Rooms, Boys' PE Staff Office	Yes	Via ramped main entrance and side entrances	none	N/A	N/A	N/A	
Sports Hall	Toilet facilities	Yes	Via Changing Rooms	none	N/A	N/A	N/A	
Sports Hall	Access to first floor fitness room and Dance Studio	Alt	Use downstairs fitness room, dance studios in Old Gym or EAB	none	N/A	N/A	N/A	
Pavilion	Access to Ground Floor	Yes	Entrance from AstroTurf side	none	N/A	N/A	N/A	
Pavilion	Access to First Floor	Yes	Stairlift available	none	N/A	N/A	N/A	Building identified as in need for refurbishment, to include platform lift, as stairlift is insufficient.
Pavilion	Toilet Facilities	Yes	On Ground Floor	none	N/A	N/A	N/A	
EAC	Redevelop clubhouse building	Yes	If EAC agrees to partner in parallel with the School's strategic plan			Space/Masterplanning exercise to provide expert evaluation.	2023-24	EAC is due to for full rebuild, which will be fully accessible.
EAC	Alternative approaches:							
	Access to Ground Floor	No	Alterations under consideration, costs to be shared with EAC and APA, subject to agreement with both bodies	Ramp entrance, modify lobby and doorway to foot of staircase	2015, 16 & 19	Recommend discussions with EAC/APA partners	2023-24	
	Access to 1st Floor	No	Alterations under consideration, costs to be shared with EAC and APA, subject to agreement with both bodies	Investigate structure for sufficient strength, alter as necessary, install platform stairlift	2015, 16 & 19	Recommend discussions with EAC/APA partners	2023-24	
	Fire exit from 1st Floor	No	Alterations under consideration, costs to be shared with EAC and APA, subject to agreement with both bodies	Create appropriate half-hour fire refuge	2015, 16 & 19	Recommend discussions with EAC/APA partners	2023-24	
	Toilet Facilities	No	Alterations under consideration, costs to be shared with EAC and APA, subject to agreement with both bodies	Create accessible wc in ground floor	2015, 16 & 19	Recommend discussions with EAC/APA partners	2023-24	
JS Site	Pedestrian access from Hillsborough Road	Yes	From Lent 2022, pedestrian access is re-established onto and around the JS site	Feb-22	n/a	n/a	n/a	
JS Site	Vehicle access	Yes	From Lent 2022, vehicle access restored from Hillsboro Road via remote-fab-operated powered vehicle gates	Feb-22	n/a	n/a	n/a	
JS Site	Vehicle parking	Yes	Disabled parking available in Junior School car park, at front of Senior School on Townley Road	Feb-22	n/a	n/a	n/a	
JS Building	Junior Classrooms	Yes	Access from outside to ground floor via flat step free openings and ramps; some classrooms have new access direct from classrooms. Lift provides access to first floor	None	n/a	n/a	n/a	
JS Building	Infant Classrooms	Yes		None	n/a	n/a	n/a	
JS Building	New JS Hall	Yes	Wide step free access from within building and direct from outside	None	n/a	n/a	n/a	
JS Building	Offices, medical, reception	Yes	Wide step free access from within building and direct from outside	None	n/a	n/a	n/a	
JS Building	Toilet facilities	Yes	Accessible toilets on ground and first floors, and within new building	None	n/a	n/a	n/a	

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Building/Location	Area	Accessible	Comment	Action	Considered	Plan	Timescale	Notes
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JS Access Arrangements

This access plan has been made with consideration for persons with sight loss, hearing or mobility impairment.

Sight loss is very individual. People who are blind or partially-sighted have varying degrees of sight loss, ranging from those who have no light perception at all (total blindness) to those who have a sight loss which is uncorrectable by aids such as glasses. Some people will be affected by a sight problem from birth, whilst others may inherit an eye condition which deteriorates over time, such as retinitis pigmentosa. People may lose their sight as the result of an accident, or, alternatively, illness can lead to conditions such as diabetic retinopathy.

Levels of hearing impairment

- profoundly deaf
- a slight hearing impairment
- one or both ears may be affected

A person may have had a hearing impairment since birth or early childhood or, alternatively, you may have developed your hearing impairment more recently. A person may communicate using sign language, by lipreading, or you may use hearing aids. They might consider themselves as part of the Deaf community, as partially deaf, as partially hearing or not label themselves at all.

‘Mobility impairment’ and ‘physical impairment’ are terms used to describe a vast range of physical difficulties an individual may experience. For example, your impairment may affect your whole body or part of it. You may need to use mobility equipment, such as a wheelchair or crutches, to help you get around.

The impact of the impairment may vary depending on the tasks that are being undertaken and may vary depending on how a person is feeling on a particular day. For example, the person may require the support of others to enable them to carry out daily tasks, or they may need to consider issues around accessibility, distance, and the physical tasks involved when making day-to-day decisions.



Inclusive Design Review Summer Projects

Site address	Townley Road, Dulwich, London, England
Date of evaluation	05/06/2025
Revision Date	07/07/2025
Motionspot team	Carly Sharp, Kathryn Gundry
Introduction	Motionspot has been appointed to conduct an inclusive design review of the summer project spaces at Alleyns as part of the ongoing retainer. Motionspot has reviewed the AIM, Sports Centre, Classroom, Seminar Classroom, and IT space renovations and given comments accordingly.
Restrictions / exclusions	This is a desktop review based on pdf drawings supplied 13-05-2025 to Motionspot showing the proposed layouts.
Disclaimer	<p>This report is designed to provide a desktop review of accessible and inclusive features of the building.</p> <p>All recommendations provided are purely intended for this particular purpose and not to be shared or reproduced for other projects. The report is based on current legislation (The Equality Act 2010), Approved Documents Parts B, M, K, and T, British Standards best practice BS83001-2:2018, BS9999:2017, and relevant best practice guidance including PAS 6463:2022 Design for the Mind.</p> <p>Recommendations do not guarantee compliance with the legal framework as issues often require changes to management and operational procedures.</p> <p>This report does not include a comprehensive audit of health and safety requirements, functioning M & E infrastructure, The Workplace (Health, Safety and Welfare) Regulations 1992, or The Regulatory Reform (Fire Safety) Order 2005.</p>
Motionspot advisory best practice	Motionspot recommendations go above and beyond the minimum standards of Building Regulations. Motionspot recommendations are built on evidence-based inclusive design principles that have been formed drawing on global best practice, latest academic, and Motionspot-led research on topics such as neurodiversity and menopause, and guidance such as PAS 6463:2022, PAS 1899:2022, Design for Dementia Guidance, Multi-Faith Room Design Guidance etc.
Anti-discrimination legislation	<p>EQUALITY ACT 2010</p> <p>The Equality Act 2010 (EA) brought together over 116 separate pieces of legislation into one act including the Disability Discrimination Act which had been in existence since 1995. The EA requires reasonable measures, has an anticipatory duty and for public buildings, or those providing a service on behalf of a public body, and outlines additional public sector duties. It must be borne in mind that the EA is a civil rather than building led legislation; it is the activity that falls under the Act, not the building. Furthermore, there are no technical standards that apply; nevertheless, adherence with the legislation is obligatory. A building or environment either enables or disables a person from accessing services, education, or employment. The operators may have responsibilities as a service provider, educator, and employer.</p> <p>The reasonable adjustments under the Disability Discrimination Act will be familiar; the Equality Act has the same objective but deals with it in a slightly different manner.</p> <p>The act makes it unlawful to discriminate against a person with one of the nine protected characteristics:</p> <ul style="list-style-type: none">- age- disability- gender reassignment- marriage and civil partnership- pregnancy and maternity- race- religion or belief- sex- sexual orientation <p>PART M ACCESS TO AND USE OF BUILDINGS</p> <p>Access and use</p> <p>M1. Reasonable provision shall be made for people to gain access to; and use the building and its facilities, and access to extensions to buildings other than dwellings.</p> <p>M2. Suitable independent access shall be provided to the extension where reasonably practicable.</p> <p>For existing buildings regulations require that there should be no worsening of the accessibility, however, in relation to the EA and Building Regulations, the Approved Document M Use of Guidance, clearly states, in the 3rd paragraph on page 6 that compliance with Part M of the Building Regulations does not necessarily equate to compliance with the obligations and duties set out in the EA. In addition, Building Regulations ADM refers to other best practice guidance, such as the Sign Design Guide and Sport England documents. The provision must be appropriate for Building Regulations and the duties of the client under discrimination legislation.</p> <p>Where works are substantial and involve wholesale changes, they should comply with the Approved Document M for new builds.</p> <p>ADM volume 2 also refers to several other best practice guidance documents such as British Standards, the Sign Design Guide, Inclusive Mobility, and various sports best practice guidance. Furthermore, there are several specific references to sports buildings when considering, audience or spectator seating, communication systems, changing places, sanitary accommodation, and changing facilities.</p>
Reference Documents	BS8300-2: 2018 Design of an accessible and inclusive built environment Part 2 Buildings – Code of Practice PAS 6463:2022 Design for the Mind

Terminology		
Acronym	Term	Description
LRV	Light Reflectance Value	The amount of light that is reflected from a surface. LRV is used to identify contrast between surfaces and determine the visibility of features in a space.
ECW	Effective Clear Width	The amount of clearance space between an open door and the door's closing side. ECW is used to identify the space available for a person to move through a doorway.
AFFL	Above finished floor level	The distance between a fixture, fitting or piece of furniture and the floor. For example, a desktop that is 700mm AFFL is 700mm above the surface of the floor.

References		
As the property is an existing building, the site has been audited as such against current building regulations.		
Type	Doc ref	Document name
Building regulations	ADM (V2)	Approved Document M "Access to and use of buildings": Volume 2, buildings other than dwellings
Building regulations	ADK	Approved Document K "Protection from falling, collision and impact"
Building regulations	ADT	Approved Document T "Toilets"
Best practice	BS8300-1	BS 8300-1:2018 Design of an accessible and inclusive built environment
Best practice	BS8300-2	BS 8300-2:2018 Design of an accessible and inclusive built environment
Best practice	PAS 6463: 2022	Design for the mind – Neurodiversity and the built environment








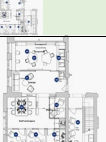

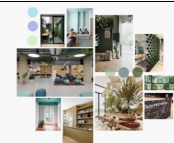
Legislative framework		
This report is designed to provide a snapshot of accessible and inclusive features of the building. The report is based on current legislation (The Equality Act 2010), Approved Documents Parts B, M, & K, British Standards best practice BS83001-2:2018, BS9999:2017, and relevant best practice guidance including PAS 6463:2022 Recommendations do not guarantee compliance with the legal framework as issues often require changes to management and operation practices.		
This report does not include a comprehensive audit of health and safety requirements, functioning M&E infrastructure, The Workplace (Health, Safety and Welfare) Regulations 1992, The Regulatory Reform (Fire Safety) Order 2005, Fire Safety (England) Regulations 2022.		







Executive Summary
Townley Road, Dulwich, London, England

AIM	<p>The AIM project is a classroom space for SEN students, the space benefits from larger group spaces and smaller supported study areas.</p> <p>AIM demonstrates a good range of best practice with some strong inclusive features and a welcoming aesthetic. In places there are restricted circulation points with pinch points in furniture layouts this could make manoeuvring the space difficult for people with limited mobility e.g. using crutches or wheelchair users. Other key access points have been raised including lack of 300mm space to doors leading edge and clarification is needed around turning spaces.</p> <p>Although there is a strong aesthetic with good biophilia and colour pallet, colour and contrast are low which could be a barrier to users with visual impairments. More consideration is needed around contrast between key features to improve usability.</p>
Classroom & Seminar Classroom	<p>The classroom look and feel renders show a variety of colours decorating the space which if incorporated with wayfinding could improve the environment for users including those with sight loss or neurodiversity.</p> <p>The classrooms are filled with flexible furniture which is shown fitted in a horseshoe shape. It will be essential to provide a guide to teachers using the space to explain the furniture layout and support them in their education practices.</p> <p>Lighting plan is unconfirmed and can largely impact students learning experience.</p>
IT	<p>The IT room demonstrates some positive inclusive design features such as lowered desks for wheelchair users and contrasting surfaces.</p> <p>The aesthetic of the room is a comfortable learning environment although some features present barriers and could be unusable by some students such as the teams pod. Consideration needs to be given to accessible alternatives to this or changing products to make them as inclusive as possible (e.g. Orange box)</p>

Motionspot | 'Putting the "All" in Alleen's' - Summer Project Review Input
AIM Department Project Review



Item	Area / Type	Image	Image	Observation/Challenge	Recommendation	Reference	Motionspot Comments	Kam comments	Motionspot Comments
1	Doors	Entrance		Entrance door does not achieve an unobstructed space of at least 300mm on the pull side of the door between the leading edge of the door and any return wall and does not appear to be automated.	Due to the existing entrance door not achieving the required unobstructed space of at least 300mm on the pull side of the door between the leading edge of the door and any return wall, consider moving the door, handing the door or providing an automation to ensure the door is able to be independently used.	ADM4(3) 2015 edition incorporating 2016 amendments 3.24.f & g, Diagram 9	No longer applicable in updated design issue to entrance door. Still applies to Ground work space - ensure 300mm is achieved to pull side of door.	We've updated the group work space entrance door. Plan attached.	
2	Circulation	Group Work		Unclear on circulation spaces around the furniture and desks.	Designers to confirm if circulation space meets: - 1050mm between the side of a table and an adjacent wall - 1550mm between the front of a table and an adjacent wall - 2050mm between rows of tables	ADM V2:2015 3.14		As per brief from client. Furniture is loose asnd can be reconfigured	
3	Circulation	Group Work		Unclear whether turning spaces are provided, these are essential for manoeuvring for wheelchair users.	Ensure turning spaces are indicated on plans. They must allow a minimum of 1500mm x 1500mm turning space for a self-propelled or electric wheelchair user to manoeuvre comfortably.	BS 8300-2:2018 G.3	No longer applicable in updated design issue		
4	Furniture, fixtures and Equipment	Group Work		Chairs in group working area are all the same height and type with or without armrests. This does not accommodate people of different statures e.g. people that require armrests to sit down and get up, wheelchair users that wish to side-transfer etc..	Provide a variety of seat heights with and without armrests e.g. seats between 380-580mm AFFL to accommodate a broad range of people. Include seating with firm cushions and backrest support.	BS 8300-2:2018 15.1.1		2 chairs changed to have arms. Wobble stools are also included	
5	Circulation	Seating Area		The closed working space (Room 03) requires a 90 degree turn and could restrict some users.	Ensure where there is restricted access that doors are a minimum ECW of 775mm ideally 825mm.	ADM 2.12 table two.	No longer applicable in updated design issue		
6	Furniture, fixtures and Equipment	Lounge		Placement of furniture creates pinch points which reduces circulation space and navigability around rooms	The principle of movement into and between rooms should be applied, to ensure that clear widths between obstructions are no lower than 750mm at any point	ADM4(3) 2015 edition incorporating 2016 amendments 2.22.b	No longer applicable in updated design issue		
7	Circulation	Staff Workspace		Space behind seated area is less than 1050mm between any obstructions and/or walls and so is restrictive for navigation by wheelchair users and does not allow significant space to work.	See Item 2	ADM V2:2015 3.14		As per client brief, furniture is loose and an arm chair could be excluded if required	
8	Acoustics	Staff Workspace		The printer is situated in the open workspaces	Consider acoustics and the noise of this item. Review location of printer, its accessibility and potential noise.	https://www.acousticbulletin.com/how-to-improve-acoustic-privacy-in-open-offices and https://www.acousticbulletin.com/irrelevant-speech-is-a-risk-for-your-health	No longer applicable in updated design issue		
9	Circulation	Head's Office		There are no measurements on AIM Head office, however it appears narrow.	Designers to confirm measurements. Essential room is accessible to allow all to access for private meetings or operational procedures are provided for users who need to have private conversations with the head in an alternative room.	Motionspot	No longer applicable in updated design issue		
10	Look & Feel	Look and Feel		There is lots of biophilia in look and feel images which is positive. Plants can create a sense of calm and wellness and create a biophilic effect, but should be placed so as not to create potential collisions. Plants should also be avoidable by people that prefer a plain view.	Ensure all planters contrast at least 30LRV points with the surrounding flooring and walls and are placed out of line of travel to prevent collisions. Ensure a space clear of plants is available for people that prefer a plain view. Avoid plants with spikey appearance, bright blooms and distinctive odours such as lavender, which can cause discomfort.	PAS 6463 v2.1 14.1.10		LRV check has been done. Noted regarding plants	


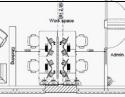
Motionspot | 'Putting the "All" in Alleen's' - Summer Project Review Input
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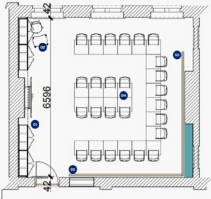

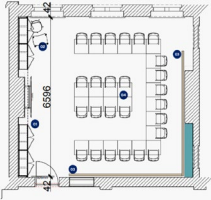
Item	Area / Type	Image	Image	Observation/Challenge	Recommendation	Reference	Motionspot Comments	Kam comments	Motionspot Comments
11	Look & Feel	Look and Feel		There is a natural colour pallet which allows a more calm environment.	N/A	PAS 6463-2022: 6.5			
12	Circulation	Render		There is manifestation on the glass, although the contrast is very low. Glazed walls, windows, doors with low contrasting manifestations can create the appearance of an open space and cause collisions.	Provide two-tone manifestation at 850mm - 1000mm and at 1400mm -1600mm AFFL to make glazing more visible against background and to prevent collisions. Consider providing a third band at 300mm AFFL to assist people that scan near ground level when navigating spaces. Use solid or random patterns and avoid repetitive, geometric and stripey patterns that can create visual confusion.	BS8300-2:2018 3.11 BS8300-2:2018 8.3.6	Noted	To be picked up in detail design stage	Noted.
13	Acoustics	Render		There are sound absorption pads above the working spaces which is positive	Some people are particularly sensitive to acoustics; the simple addition of some absorptive soft finishes should be taken into account to reduce high reverberation that exists within a space, such as the addition of cushions, carpets or curtains. Where necessary, acoustic wall panels should be taken into account.	PAS 6463: 2022- 14.1.6 BS8300-2:2018 10.5.3.4 Note 1		Ceiling panels within group work space and over admin desk area. Wall panels within consultations rooms	
14	Furniture, fixtures and Equipment	Render		There are lots of seating options allowing options to suit anyone. Seating options appear to be the same style and non-adjustable, which would not accommodate a broad range of people who may wish to sit at differing heights.	Seats with or without armrests should be provided. Armrest height should be 200mm from the surface of the seat and should extend from the back support forwards to cover at least 80% of the depth of the seat. Armrests should contrast visually with the remainder of the seat and have a space between them of 500mm.	BS 8300-2:2018 15.1.1		Arm chairs changed to have arms	
15	Furniture, fixtures and Equipment	Render		Loose rugs are moveable and cause tripping and slipping hazard.	Ensure rugs are level with the adjacent floor finish or if laid on floor, have rubber backing and chamfered edges. If, in exceptional circumstances, other types of surface laid rugs are used, securely fix them to the floor at their edges and at any joints, to prevent tripping or slipping.	BS 8300-2:2018 11.1		Backing and a thin rug specified	
16	Look & Feel	Render		Wall and floor do not contrast, so people cannot easily identify the size and shape of the room.	Provide at least 30LRV points of contrast between floor and wall and key surfaces e.g. doors and window frames. Adjacent walls should differ in shade but stark contrast from one another should be avoided. This is helpful for over 90% of people with low vision and for example allows people to identify the size of a room.	BS 8300-2:2018 11.1 PAS 6463 v2.1 12.3, 14.1.9		LRV have been checked and now meets 30 point difference	

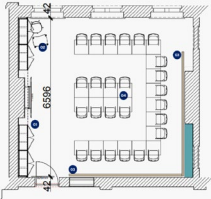
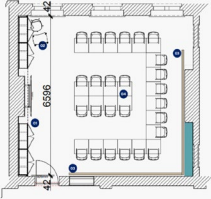
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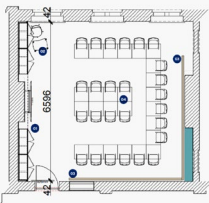
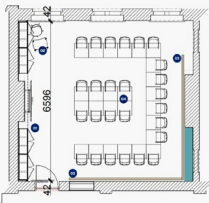

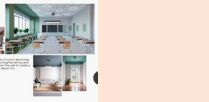
Motionspot | 'Putting the "All" in Alleen's' - Summer Project Review Input
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Item	Area / Type	Image	Image	Observation/Challenge	Recommendation	Reference	Motionspot Comments	Kam comments	Motionspot Comments
17	Whiteboards	Project 3 - AIM E Building - AIM Space - AIM Space AIM Teaching Wall Details		Details are provided for the walls surrounding the fixed whiteboard panels. The birch faced plywood is likely to contrast with the whiteboard panel. Provide more detail on the finish of the whiteboard.	Where possible, ensure whiteboards contrast at least 30 LRV points with surrounding wall to help people distinguish its location. Whiteboards should have a matte finish if possible, or positioned in respect with lighting to prevent glare and reflection.	BS8300-2:201812.3.2 PAS 6463: 2022		Noted	
18	Cupboard doors	Project 3 - AIM E Building - AIM Space - AIM Space AIM Teaching Wall Details		Cupboard shelves are reachable from a seated position, which is positive. Cupboard doors stick out into circulation space while open and pose a potential collision hazard e.g. for people with vision impairments.	Fix cupboard doors with 180 degree hinges to allow door to open fully back and reduce collisions while doors are open.	BS8300-2:2018 19.1.5, 19.1.4, 19.1.7.2	Noted	These will be lockable storage units managed by the teacher	
19	Windows	Project 3 - AIM Layout 004 005 Geography Classrooms (Applicable to all classrooms with windows)	N/A	Confirm whether blinds will be installed within classrooms. Glare from windows can make it difficult to engage with content on whiteboards. Blinds eliminate or significantly reduce this glare, ensuring that all visual aids are clear and legible from every part of the room. Prolonged exposure to glare can lead to eye strain, fatigue, and headaches for both students and teachers. For some neurodivergent learners, external visual stimuli such as bright sunlight can be highly distracting and make it challenging to concentrate. Blinds offer the flexibility to adjust the ambient light to suit various pedagogical approaches, catering to a wider range of learning styles.	Provide blinds or sheer curtains and if possible, safe and accessible controls for opening curtains and blinds automatically or by remote control. Consider voice activated controls. Provide safe and accessible controls for opening curtains and blinds automatically or by remote control. Rods or pull cords should have suitable grip to operate. Venetian blinds with opaque slats can create a striped pattern, which is associated with pattern glare and can cause visual discomfort, stress and distraction for some people, and has potential to trigger a seizure in someone with epilepsy.	ADM: 2022 4.20 BS8300-2:2018 19.2.8 PAS6463:2022 11.3.2 & 5.5.1		Allowed for roller blinds to teaching space	
20	Induction loop	Applicable to all classrooms	N/A	Confirm whether an induction loop is provided in each classroom.	Confirm whether an induction loop is provided in each classroom. An assistive listening system, using induction loop, infrared or radio transmission, should be installed in rooms and spaces used for meetings, lectures, classes, and at help and information points and service or reception counters where the background noise level is not low or where glazed screens are used. Where installed, there should be signage inside and outside the teaching space, indicating a hearing loop is installed.	ADM: 2022 4.12(m) BS8300-2:2018 13.2-13.5	Noted	Alleen's to confirm	Noted.
21	Lighting	Applicable to all classrooms	N/A	Natural lighting has been provided in each of the teaching spaces, which is positive. Confirm lux levels.	Provide at least 100 lux, preferably 200 lux of evenly distributed light at stairs and landings, ramps, in lifts and corridors, WCs shower and change areas, to allow people to distinguish between features. Provide 200-300 lux for tasks e.g. at counter and desk surfaces and changing benches. Avoid glossy finishes to prevent glare.	BS8300-2:2018 10.1.6, 10.2.7, 10.5.2 & 3, 18.3.9, 18.5.7, 18.6, 19.1.13 PAS 6463 v2.1 5.5 PAS 6463 v2.1 11.3.2	Confirm lux levels.	Lux levels	To be confirmed.
22	Furniture	Applicable to all classrooms	N/A	Confirm height and width of the underside of the desks, to accommodate different users.	If providing fixed desks, surface should be 730-750mm AFFL with at least 700mm knee space below. Provide at least 1550mm between the front of a desk and wall to enable a wheelchair user manoeuvre into a desk. Provide 1050mm clearance to the side of a desk and any obstruction. Occupied back-to-back desks should achieve 2050mm ECW between desks for wheelchair access.	BS8300-2:2018 17.6.1 Figure 28		All desks are loose. Table configuration would have to change to allow for the clear circulation for a wheelchair user. Alleen's to manage	Alleen's to consider management strategy

Item	Area / Type	Image	Image	Observation/Challenge	Recommendation	Reference	Motionspot Comments	Kam comments	Motionspot Comments
23	Furniture	Seminar rooms		Confirm furniture arrangement in the seminar spaces.	<p>Provide a variety of seat heights with and without armrests e.g. seats between 380-580mm AFFL to accommodate a broad range of people.</p> <p>Include seating with firm cushions and backrest support.</p> <p>If providing fixed desks, surface should be 730-750mm AFFL with at least 700mm knee space below.</p>	BS 8300-2:2018 15.1.1	Not applicable.	These 2 rooms are not part of the summer work	
24	Furniture	Work space		Confirm whether a mixture of stationary and height adjustable desks are provided.	<p>Provide height adjustable desks to enable flexibility and use by a range of users, including the ability to work standing.</p> <p>If providing fixed desks, surface should be 730-750mm AFFL with at least 700mm knee space below.</p>	BS8300-2:2018 17.6.1	Noted.	This station is a fixed height, however height adjustable tables are available in the 2 offices	Noted. Any additional adjustments to be considered on a case by case basis.

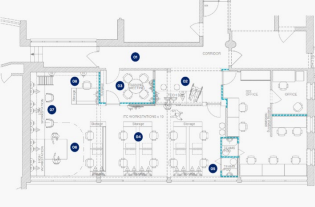
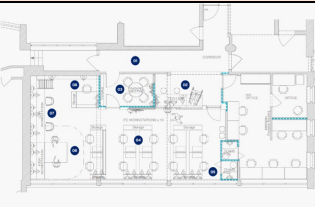


Item	Area	Area / Type	Image	Observation/Challenge	Recommendation	Reference	Kam comments	Motionspot Comments
1	Circulation	Classroom Layout		<p>Classrooms designed in Horseshoe shape allows each occupant visual range of peers and teachers. It allows opportunity for circulation space and flexibility.</p> <p>For people with hearing loss the optimal seating options include circular tables or horseshoe table layouts.</p>	<p>Within Horseshoe layout it is important that there are desks no further than 4.3,m from the board.</p> <p>Classrooms designed to facilitate visual communication should accommodate a "horseshoe" seating arrangement with the Presentation Space located at the one open end to allow each occupant equal visual access to one another and the lecture area. While the ideal maximum number of desks for this arrangement will vary with classroom size, is important to maintain a distance that will allow occupants to maintain focus on visual communication. Taking into account circulation space, storage requirements and the need for flexibility.</p>	<p>Deafspace guidelines 1.2.3</p> <p>Gallaudet University: DeafSpace Principles</p> <p>Designing Schools for Autistic Pupils</p>	4.9m, proportions of the room cannot be changed. The furniture is loose and can be rearranged if necessary	Noted.
2	Furniture, Fixtures and Equipment	Classroom Layout		Although in recommended horseshoe shape it is positive that the tables are able to be seperated to move them to alternate seating arrangements.	<p>Consider placing floor markers to indicate anticipated table layout, therefore if teachers wish to rearrange the room there are visual markers for the intended seating arrangement.</p> <p>This encourages consistency for students who may need to be informed of classroom adjustments.</p>	Motionspot.	Alleyn's to review	Noted.
3	Furniture, Fixtures and Equipment	Classroom Layout		It is a positive that the teachers desk is height adjustable and mobile allowing flexibility of space and comfort for the teaching staff.	N/A	Motionspot.		

Item	Area	Area / Type	Image	Observation/Challenge	Recommendation	Reference	Kam comments	Motionspot Comments
4	Circulation	Classroom Layout		There is no identified location for a wheelchair user space in the classroom.	Wheelchair space should be 900mm wide x 1.4 deep. There should be a seat adjacent which can be used by an assistant or attendant to the student, and which is required for use by a companion, in the social context, where the venue is open for public performances, conferences. Some seats should be provided with arms and some without, and the seat should be at between 400 and 500mm height.	Disability Access Standards: University of Edinburgh	Alleyn's will address this on a case by case basis	Noted.
5	Furniture, Fixtures and Equipment	Classroom Layout		The Horseshoe shape allows children to face each other in classrooms which may lead to behavioural challenges.	Consider behaviour management challenges if students are faced towards one another, consider if there are benefits to having a varied arrangement with some or all chairs facing forward. Some teachers believe chairs facing forward also allows for a higher engagement with teachers. Consider engaging with staff on these layouts and reviewing across different characteristics e.g. Students with deafness, visual impairments, wheelchair users and ADHD.	Motionspot.	Teachers will be able to rearrange the room as and when required	Noted.

Item	Area	Area / Type	Image	Observation/Challenge	Recommendation	Reference	Kam comments	Motionspot Comments
6	Furniture, Fixtures and Equipment	Classroom Layout		The tables in the centre of the horseshoe create a visual block to students seated in the back row.	<p>Although the horseshoe design is recommended for many users, the seating in the centre isn't shown in many best practice examples.</p> <p>Create a layout with unobstructed visual points to increase engagement with teacher and remove strain from students who are unable to see the board due to visual obstructions.</p>	Motionspot.		
7	Circulation	Classroom Layout		Circulation around students desks looks restricted for students to travel around desks when seated and for teacher to move around the room, especially with the interactive wall design integrating white boards.	<p>Consider increasing circulation spaces, e.g. provide at least 1550mm between the front of a desk and wall to enable a wheelchair user manoeuvre into a desk.</p> <p>Provide 1050mm clearance to the side of a desk and any obstruction.</p> <p>Occupied back-to-back desks should achieve 2050mm ECW between desks for wheelchair access.</p>	BS8300-2:2018 17.6.1 & Figure 28	Teachers will be able to rearrange the room as and when required	Noted.
8	Look & Feel	Look and Feel		The classroom look and feel has bright colour pallet which may be distracting.	Since communication between deaf and hard of hearing individuals is so dependant on clear visibility, colors that are contrasting and complimentary to skin colors are best for backgrounds to sign language. Blues and greens contrast with most skin colors. In addition, blues and greens visually calm space by avoiding overstimulating eyes and providing a restful backdrop for movement and signing. In large and active spaces, painting surfaces blue or green will help deaf and hard of hearing individuals better and more comfortably communicate.	Deafspace guidelines 4.1.4		
9	Look & Feel	Look and Feel		Wall and ceiling do not contrast due to colour drenching technique, so people cannot easily identify the shape and size of the room.	Provide at least 30LRV points of contrast between wall and ceiling to allow people to easily navigate and to identify the size of a room.	BS 8300-2:2018 11.1	Blue and green palette	See item 17 on AIM tab regarding whiteboards.

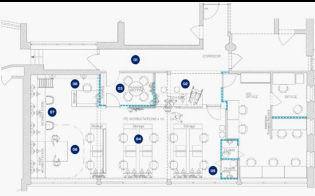
Item	Area	Area / Type	Image	Observation/Challenge	Recommendation	Reference	Kam comments	Motionspot Comments
10	Look & Feel	Renders		<p>Ductwork on the ceiling appears to be the same as its colour behind which is positive.</p> <p>Exposed ductwork, particularly high contrasting ductwork:</p> <ul style="list-style-type: none"> - Creates visual clutter - Makes it difficult to assess the size of the space - Makes it difficult for people that navigate by scanning wall and ceiling surfaces - Contributes to sensory overload. 	Where possible cover ductwork to reduce visual clutter, although where this is not possible Use a single tone on the ductwork and ceiling that contrasts from the walls by at least 30LRV points to reduce visual clutter and enable easier navigation e.g. for people with visual impairments.	BS 8300-2:2018 11.1 BS 8300-2:2018 5.2.4 PAS 6463 v2.1 14.1.9	Updated design now has a full solid panel with intergated lights, therefore no duct work will be on show	
11	Look & Feel	Renders		<p>Unclear where there are designated spaces for course specific work on the walls.</p> <p>The design shows recessed bookshelves and areas for pinboards which allows space for course related content to be placed on walls.</p>	<p>Students work better with subject related art and information on the classroom walls.</p> <p>Provide designated space for course relevent art work and visuals on the board to enhance learning and to allow a visual rest from watching the teacher for long periods of time.</p>	Design For EducationAutism Friendly Classrooms: School ED.	30% of display space is pinnable as per Alleyn's request	
12	Quiet Space	Classroom Layout		<p>Is there a decompression space in or near the classrooms?</p>	<p>Provide a quieter space in or near classrooms to allow children who may be overstimulated to decompress.</p> <p>Motionspot can advise further on designing quiet spaces if required.</p>	Designing Schools for Autistic Pupils	Alleyn's to consider	Noted.
13	Acoustics	Classroom Layout		<p>Unclear on acoustics of the room.</p> <p>Are there high levels of reverberation in classrooms?</p>	Ensure classrooms require good sound absorption and low reverberation, this can be achieved by adding soft furnishing and acoustic absorption techniques.	Designing Schools for Autistic Pupils	wood wool acoustic panels to ceiling to achieve a 0.6 reverberation rate	
14	Circulation	Classroom Layout		Consider how furniture is moved by staff to align with their teaching practices.	As furniture is flexible, it is important that staff are educated to communicate any classroom changes with students prearrival so they are able to plan their route.	Designing Schools for Autistic Pupils	600 x 600 tables and chairs, furniture is light weight and movable	
15	Furniture, Fixtures and Equipment	Classroom Layout		Are there plug sockets near some of the desks?	Provide multiple seating options that have a plug socket in proximity. Students with additional equipment may require to charge learning devices or electronic magnifiers.	Designing Schools for Autistic Pupils	Alleyn's will be trialling movable rechargeable power banks	
16	Training	Classroom Layout		Is there a teaching guide proposed outlining the measures to create an inclusive classroom?	Provide a teachers guide to the inclusive and pedagogical theory to the proposed layout to ensure there is understanding of the reasoning behind the horseshoe design etc.	Motionspot.	Alleyn's to consider	Noted.
17		Classroom Layout		<p>Consider colour scheme for deafspace design.</p> <p>Is the Colour choices to aid wayfinding?</p>	Colour should be used for simple easy to navigate visual orientation systems. It is a particularly important tool to aid ease of movement for signing individuals.	Deafspace design guidelines	Alleyn's to review	Noted.
18	Wayfinding	Wayfinding Colour Scheme		Are the colour choices to aid wayfinding?	Colour can create opportunity to aid navigate visual orientation systems. It can be coincided with wayfinding to be used as a useful tool in wayfinding.	Motionspot.	There is now a broader palette for classrooms that can relate to specific subjects.	

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Item	Area / Type	Image	Observation/Challenge	Recommendation	Reference	KAM Comments	Motionspot Comments
1	ICT Tech Centre		Consider noise levels and sound absorption from machinery for example printers.	Acoustic panels should be provided so as to block direct paths of speech between workstations, and extended below desk surface to increase noise absorption. Place acoustic panels close to other noise sources e.g. printers to reduce sound distraction in the office.	https://www.acousticbulletin.com/irrelevant-speech-is-a-risk-for-your-health	Acoustic panels have been removed due to VE. Alleyn's to review once office is complete. Panels could be added at a later date. No machinery/printers within space.	Noted.
2	ICT Tech Centre		There are a mixture of fixed desks and height adjustable standing desks.	Provide height adjustable desks to enable flexibility and use by a range of users, including the ability to work standing. If providing fixed desks, surface should be 730-750mm AFFL with at least 700mm knee space below.	BS8300-2:2018 17.6.1	Permanent work positions are all height adjustable	
3	ICT Tech Centre		Tech Bar offers a lowered seating area which is accessible to wheelchair users. Unclear on heights.	Provide a lower section between 760-860mm AFFL at the top, with a knee recess underneath at a minimum height of 700mm AFFL. Knee recess depth should be 300mm for short transactions and 500mm deep for longer transactions. The higher counter height should be between 950-1100mm AFFL.	BS83002:2018 16.3	This has been taken into account and the desk to now complies with suggested requirements	
4	ICT Tech Centre		Unclear on spacings between workstations.	Designers to confirm if circulation space meets: - 1050mm between the side of a table and an adjacent wall - 1550mm between the front of a table and an adjacent wall - 2050mm between rows of tables	ADM V2:2015 3.14	Between rows 1350, side of table to wall 950. This is to meet Alleyn's occupancy requirements for the space	If not complying with best practice consider advice on where there are accessible seating options and how to communicate this.


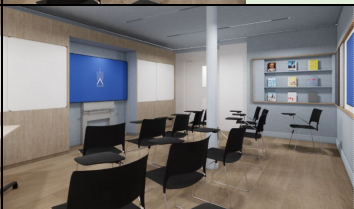
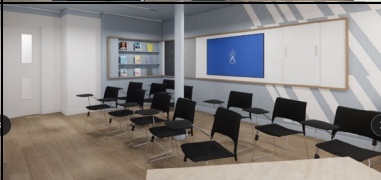

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5	ICT Tech Centre		Teams POD doesn't have turning space, or space for a wheelchair.	<p>Ensure the booths have ventilation and an adjustable stool. Provide alternative spaces for individuals with physical disabilities and limited mobility to access which are level access and have at least 1500mm x 1500mm circulation space in the room.</p> <p>If possible ensure that the Teams Pod has a door with 900mm ECW. Ensure Teams Pod has a level threshold. Ensure there is a lowered counter or height adjustable desk within Teams pod for a wheelchair user to use. Ensure there is turning space of 1500mm x 150mm available within the teams pod. Consider products like Orange Box</p>	Motionspot	Meeting room to be used in place of teams pods when required.	
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Motionspot | 'Putting the "All" in Alleyn's' - Summer Project Review Input

Seminar Rooms Project Review

Item	Area / Type	Image	Observation/Challenge	Recommendation	Reference	KAM comments	Motionspot response
1	Renders		Wall and ceiling do not contrast due to colour drenching technique, so people cannot easily identify the shape and size of the room.	Provide at least 30LRV points of contrast between wall and ceiling to allow people to easily navigate and to identify the size of a room.	BS 8300-2:2018 11.1	Whiteboards and pattern are based on the wall, and do contrast with the colour	
2	Renders		There is no contrast on the column in the centre of the room.	Any obstructions require a minimum of 30LRV points from surrounding surfaces to prevent collision and to aid people with sight loss.	BS 8300-2:2018 8.4.1	We have now taken this into account and have change to the dark grey to distinguish against the wall	
3	Renders		The door, door frame and wall are all the same or similar colour, so the door is difficult to distinguish.	Ensure door handles contrast at least 15LRV points with surface of door to enable easy identification. At least 30LRV points of contrast between the walls, floor and ceiling helps people with visual impairments to understand the extent of the space and navigate easily.	ADM V2:2015 3.10 BS 8300-2:2018 8.4.1	Doors will be Goosewing (44), architraves will be swansdown (78), door handles are black	
4	Renders		There seems to be restricted space for additional equipment and no outlined zones for support staff.	Consider space for any additional support staff and auxiliary aids	Motionspot	Alleyn's to review	Noted.

Motionspot | 'Putting the "All" in Alleyn's' - Summer Project Review Input
Seminar Rooms Project Review

Item	Area / Type	Image	Observation/Challenge	Recommendation	Reference	KAM comments	Motionspot response
5	Renders		Circulation around students desks is restricted for students to travel around desks when seated and for teacher to move around the room.	Provide at least 1550mm between the front of a desk and wall to enable a wheelchair user manoeuvre into a desk. Provide 1050mm clearance to the side of a desk and any obstruction. Occupied back-to-back desks should achieve 2050mm ECW between desks for wheelchair access.	BS8300-2:2018 17.6.1 & Figure 28	Layouts have now been updated. Furniture is loose and can be rearranged if necessary	
6	Renders		Is there a teaching guide proposed outlining the measures to create an inclusive classroom?	Provide a teachers guide to the inclusive and pedagogical theory to the proposed layout to ensure there is understanding of the reasoning behind the horseshoe design etc.	Motionspot.	Alleyn's to confirm	Noted.
7	General		Unclear on weight and ease of movement of furniture	Consider weight and moveability of chairs, are teachers able to comfortably lift them?	Motionspot	Table and chairs are light wieght, flip top tables have been specified to one seminar room for ease of moving	
8	Acoustics		Are there quiet zones for private conversations?	Provide a mixture of open spaces but also smaller spaces should be included for private conversations, this can be performed with flexible sliding panels to separate spaces.	Gallaudet University: DeafSpace Principles	Alleyn's to consider	Noted.