

Non-negotiable performance specifications	Benchmarks - criteria to be met and/or some views of what success might look like
<p><b>SITING, MASSING AND INTERGRATION</b>  <b>The building(s) should:</b>            Be located to provide easy access for pupils travelling from all parts of the authority;</p> <p>Feel natural and approachable, drawing the community in towards it;</p> <p>Create connections and stimulate interaction between different parts of the school community;</p> <p>Integrate into everyday routes around the community and connect to existing and future local amenities, to support opportunities to develop skills for life and work;</p> <p>Integrate positively with its neighbours – appropriate scale and massing, particularly in relation to nearby residential areas; and</p> <p>Maximise natural light for both internal and external spaces.</p>	<p>The building and forecourt should help to build relationships and networks between staff, pupils and parents by providing spaces which encourage interaction between different parts of the school community, particularly at start and end of school day.</p> <p>The building line as much as possible should be used to create enclosure within the site and offer security.</p> <p>The building position must not impose on neighbouring residential properties</p> <p>The building should be orientated to ensure internal and external spaces benefit from as much natural light as possible throughout the day and to ensure it provides shelter from prevailing winds.</p>
<p><b>SITE LAYOUT</b>            The site should:            Provide safe and convenient access in for pupils travelling from all parts of the authority. Consideration should be given to drop off pick up arrangements for bus, taxi and private cars, noting that the overwhelming majority of pupils will be transported to school.</p> <p>Create a clear separation between public and private functions of the school without feeling exclusive;</p> <p>Provide a for the separation, where required, of pupils of different ages and needs, recognising that there will be a range of pupils from 3-18 attending the provision, with a wide range of learning and physical needs;</p> <p>Prioritise the activities and function of the school community ahead of the operational/logistical functions of managing the building;</p>	<p>Well lit, observable and pleasant routes from on-site bus/car drop off and connections into the building. Accessibility must be a key concern to ensure that pupils with a wide range of needs can safely and easily access the building.</p> <p>Good natural surveillance with safe, well lit and observable routes (i.e. no hiding places) from parking areas to both staff and main entrances.</p> <p>Routes from parking and drop-off areas must be well lit and observable, enabling pupils to travel safely to either school entrance or playgrounds.</p> <p>There site layout should allow for strong connections to be facilitated between staff, pupils and parents on arrival</p> <p>Through the positioning the building and links with various external areas - staff will be able to have a passive supervision over pupils whilst allowing them degrees of independence and responsibility</p>

<p>Should welcome people to public areas of school; and</p> <p>Consist of a mixture of different types of environment and terrain, while ensuring that children with a wide range of needs are not excluded from accessing different environments</p>	<p>Discrete servicing of FM from one point.</p>
<p><b>ARRIVING</b>  <b>Arriving at the building(s) should:</b>          Be warm and welcoming, with arrival spaces feeling friendly and safe places in daylight and in darkness;</p> <p>Link clearly and directly with the surrounding community and environment;</p> <p>The entrance to the school should feel public, and part of the school community, but site arrangements should give priority to maintaining the safety, security and dignity of pupils with a range of needs;</p> <p>Provide opportunities for interaction between different parts of the school community,; and</p> <p>Be a colourful, vibrant experience for learners with appropriate materials which are natural and soft as opposed to harsh and industrial. Materials should be carefully considered to limit impact on children with particular sensory needs</p>	<p>The space must be well connected and lit, well observed and pleasant offering amenities such as seating areas (considering shade and shelter from harsh sun and wind) planting and art, such that it feels like a pleasant space.</p> <p>Strong and direct links from the entrance(s) to any bus drop off ensuring that pupils retain independence while still under the supervision of the school building edge and entrance.</p> <p>The space will feel generous and uncluttered (with FM and other functions visually separate).</p> <p>Parking/drop off must not dominate the approach to the building, but should allow close and convenient access to Staff parking to be accommodated on site such that the entrance (or a public entrance) to the facility is clearly identifiable from the route to parking and pedestrian routes.</p> <p>Parking areas must be open, well lit and observed and pleasant to use. Levels of disabled parking allocations should be high, to account for pupil, parent and staff need.</p> <p>Ample, covered, overlooked cycle parking should be provided. Safe routes between cycle parking and playground / school entrances.</p> <p>Additional foot and cycle access points into the site must be developed to allow as many points of access as possible and enhance walking routes from the surrounding area.</p>

<p><b>BUILDING ENTRANCE/RECEPTION</b></p> <p><b>The building(s) entrance / reception should:</b>  Provide an immediate point of welcome. The entrance must make you feel “cheery”, be colourful and friendly;</p> <p>Show and display the history of the school, past achievements and importantly pride and achievements of the school community;</p> <p>Provide an immediate impression of school identity, ethos, aims and values on arrival. These should be reflected in displays and connection with school activity; and</p> <p>Offer a clear, single main entrance to the school for visitors. This will be the single point of arrival and orientation for visitors to the school.</p>	<p>The space will have display areas, be colourful, light and airy, with good day lighting and views to other activity in the school.</p> <p>The design must easily orientate visitors when entering the school, directing them onwards to class, cloakrooms, assembly halls, or outside.</p>
<p><b>KEY INTERNAL SPACES/ROOMS – CLASSROOMS &amp; OTHER LEARNING AREAS</b></p> <p><b>Classrooms and Learning Areas should:</b>  Feel pleasant, promote well- being and support learning;</p> <p>Integrate and connect with other spaces in the building; and</p> <p>Feel spacious, light and of appropriate scale for the delivery of a highly individualised curriculum in small group learning settings;</p> <p>Provide a range of teaching spaces suitable to accommodate different levels of need for pupils from age 3-18, including moderate to complex learning needs, and moderate to profound physical and medical needs.</p>	<p>Classrooms must feel light and open, and be naturally. They must respond to human scale and feel welcoming.</p> <p>They must have good opportunities to display work and personalise by pupils</p> <p>Provision of formal class base areas for each class meeting EDC and national policy on space allowances (1.7sqm/pupil), with additional dedicated areas of flexible space for each class for informal work.</p> <p>Shared flexible resources areas throughout the school, allowing all classes have access to a range of learning areas.</p> <p>Flexible learning areas must be provided, with suitable links to outdoor areas.</p> <p>There must be as much as possible views to the outside throughout the building to green spaces</p> <p>Natural daylight must be provided in all occupied spaces</p> <p>The building should provide</p>

	<ul style="list-style-type: none"> <li>• Direct access to outdoor space from all learning spaces</li> <li>• Range of teaching and learning spaces - Small private spaces for 1:1 work, flexible space, classroom space.</li> <li>• Appropriate access to changing and toilet facilities for each classroom, providing suitable facilities to accommodate a range of needs including tracking and appropriate access requirements.</li> <li>• Access to a range of learning environments including art, science, life skills and music.</li> <li>• Space for vocational education to be provided (e.g. café/restaurant, workshop, shop, etc.)</li> <li>• Dedicated spaces for development of life skills to be provided (home style space)</li> <li>• Soft / quiet areas for pupil relaxation.</li> <li>• Accessible and suitable access to specialist resources including sensory, art, music, outdoor learning.</li> </ul>
<p><b>KEY INTERNAL SPACES/ROOMS – TOILETS</b></p> <p><b>Toilets should:</b></p> <p>Be of an appropriate design which caters for the different needs of pupils, recognising cognitive and physical/medical needs.</p> <p>Be attractive spaces which children have ownership of.</p>	<p>The design must provide toilets and cloakroom facilities adjoining classrooms, as well as toilet facilities throughout the building. Toilet design should reflect the needs of users – accessibility is a fundamental requirement, but the level of support for accessibility should reflect the different populations in the school. There should be a range of toilets for able bodied pupils, pupils requiring DWC facilities, as well as pupils requiring tracking, hoist, change and shower facilities. These should be distributed according to the proposed pupil distribution.</p> <p>Lessons learned from similar projects should be considered re: toilet and cloakroom design (e.g. storage).</p>

**KEY INTERNAL SPACES/ROOMS – HALL & DINING**

**Hall / dining space should:**

Accommodate 2 hours of high-quality PE per week for every child;

Support vocational training and the development of skill for life and work, for example through the use of the kitchen, events equipment, etc.

Cater for large assembly, performances and other activities as required by the school community; and

Be configured to maximise flexibility and functionality for the school community.

The location of the hall means it can be used after school hours if desired, without allowing access to the remainder of the school.

It is expected that at least one dedicated double height full size gym hall will be provided, with an additional double height gym hall that can be used as dining space when required.

Gym, secondary PE and assembly/dining space should be as flexible as possible to allow whole school gatherings as required. Appropriate physiotherapy space and equipment should be provided.

Access must be provided to outdoor space

Furniture and staging must be provided and be mobile and stackable. Any stage lighting, PA and projectors will be provided through Affordability Cap.

Suitable storage space will be required to contain PE equipment, chairs, and demountable stage when not in use.

Dining space must be considered a multi-function space and should be integrated as closely as possible with other spaces to maximise flexible use of space. Suitable storage should accommodate this.

Consideration must be given via design and specification to providing suitable environment for activities which will be taking place.

Consideration must also be given to acoustic separation of spaces to enable multiple activities to take place simultaneously.

Dining space must be sufficient to accommodate the school roll. Dining areas should provide the flexibility and functionality of the reference design.

**OUT DOOR LEARNING & PLAY SPACES**

**Outdoor learning and play spaces should:**

Provide a mixed terrain which supports opportunities for true outdoor learning and a natural environment immediately outside the school;

Provide attractive, fun external spaces with a good relationship to internal spaces;

Allow for interaction between pupils, including between pupils in different age groups. This should support creation of friendships, mentoring and develop school community;

Provide smaller, separate environments for small group learning outdoors, and for pupils to play and be active within safe and secure outdoor environments.

To provide grounds for learning as an outdoor classroom. Provide appropriate spaces for social interaction in a variety of different settings and provide shelter for use during inclement weather;

Provide a variety of play areas and outdoor spaces which offer, sports, adventure, free play, meeting with friends, making new friends, eating and learning about nature and growing things, shelter, places to relax , places to chat. All of these spaces should be accessible to pupils with a wide range of needs.

Ensure all outdoor spaces to allow safe freedom of movement for all needs, with dedicated wheelchair accessible features

Provide outdoor storage areas suitable for a range of equipment

Direct access must be provided between classrooms and outdoor spaces.

Innovative use of play furniture must be used to delineate outdoor spaces. Provide discrete areas for different activities or age groups.

Provision of a range of sports equipment and surfaces which support best practice in the delivery of high quality PE for pupils with a wide range of needs.

Consideration must also be given to Sports Scotland guidance on variety of surfaces in external areas, e.g. hard court areas.

External grassed areas shall be implemented with time given for the spaces to mature enough to be used prior to the handover of the external areas to EDC.

Suitable lighting for external learning areas for when daylight is limited in winter months.

<p><b>SUSTAINABILTY (Inc. DRAINAGE)</b></p> <p><b>The building(s) will:</b></p> <p>Be sustainable in its use of energy and materials;</p> <p>Encourage biodiversity; and</p> <p>Link the design – construction – completed building to on-going sustainability agenda being pursued by the school community, e.g. Eco Schools activity.</p>	<p>Council aim to achieve a BREEAM 'Excellent' Rating for this project through design assessment &amp; guidance, and require EPC Rating B+.</p> <p>Natural ventilation should be provided throughout the building,</p> <p>Installation of biomass and back-up gas boiler. The pellet store should include a viewing panel and CO2 detector.</p> <p>Installation of Solar PV systems required (no. of panels to be confirmed during Stage 1). EDC require 250 watt panels, with space left inside the building for the inverters to be mounted. The inverters should be G59 rated in order to avoid a G59 relay being fitted. The system should kept under 50Kw. Roof mounting kits that use ballast weights are required.</p> <p>Non engineered drainage solutions (such as green, swales, ponds etc) Overland flows to be retained within the site.</p> <p>Re-use of rainwater for things like the gardens and play facilities.</p> <p>Dead spaces such as parking should be considered for capturing run off and to house drainage features.</p> <p>Planting types should be considered to help with air quality management and biodiversity. As well as creating shelter and enclosure of external areas.</p>
<p><b>SECURITY</b></p> <p>The design of the building(s), its position and massing must aid security and be part of the security strategy.</p>	<p>The scale, mass or materials must not leave parts of the building vulnerable to climbing or misuse.</p> <p>The arrangement of internal spaces and the site layout must provide observation and natural surveillance over walking routes, entrances and spaces. This will be supported by the required CCTV and other active measures</p> <p>A security strategy should be developed for the building and site, outlining security arrangements under different scenarios.</p>

	<p>Reception must have good views to the arrival area.</p> <p>The building line should contribute to the secure line of the site.</p> <p>Should also have ability to secure the perimeter of the building itself.</p>
<p><b>STORAGE</b>  <b>The building(s) will:</b>  Provide adequate storage facilities at appropriate scale, distributed both within class rooms and amongst the school building itself. This will be a significantly greater area of storage than an equivalent mainstream school. Storage will be suitable to ensure that classrooms, circulation and shared spaces need not be used to store personal or shared support equipment.</p>	<p>Suitable storage will be provided through a mixture of storage rooms, fixed furniture in class, and mobile storage.</p> <p>Storage will provide space to accommodate specialist teaching, medical, and support equipment to support a wide range of needs.</p> <p>Storage will provide power points for the charging of powered equipment.</p> <p>Each group of classes should have convenient access to large central storages.</p> <p>Sufficient resource storage equally distributed around building.</p> <p>PE equipment and other specialist equipment must have additional dedicated separate storage from resources storage.</p> <p>Medical equipment, medicines, and personal care equipment should have dedicated specialist storage.</p>

<p><b>KITCHEN AND FACILITIES MANAGEMENT</b>  <b>The building(s) will:</b>  Provide adequate 'Export' kitchen and facilities management resources.</p>	<p>A fully fitted kitchen, plant room and office are located within the building, with the location of each to be confirmed through design process in Stage 1, however to meet EDC Facilities Management and Education's requirements.</p> <p>IMPACT Classroom pre-ordering and cashless catering will be provided as part of the Affordability Cap.</p> <p>The facilities manager/site coordinator office may be located adjacent to the kitchen or adjacent to the general office.</p> <p>A cleaner's cupboard is located on each floor.</p> <p>The kitchen specification and layout details are to be confirmed through design process</p>
<p><b>FF&amp;E</b>  <b>FF&amp;E will be significant factor in achieving educational benefits in the new provision</b></p>	<p>On-going consideration should be given to connection between FF&amp;E design/specification and building design / layout throughout the design development process.</p> <p>Appropriate use of FF&amp;E to delineate spaces and deliver educational benefits through design should be considered throughout the design development process.</p> <p>FF&amp;E should be of a sufficient quality to enhance the quality of environment, function and educational benefits delivered in the new school building</p>
<p><b>ICT</b>  <b>ICT will meet school requirements and support the flexible and interactive learning and teaching environment.</b></p>	<p>Require installation of IMPACT Classroom pre-ordering solution and cashless catering as part of the Affordability cap. Electrical design to accommodate this.</p> <p>ICT is to be wireless throughout with lockable storage for laptop trolleys on each floor.</p> <p>EDC will require a server room</p> <p>Wi-Fi throughout the school, and flexibility for pupils and staff to work all through the school and connect to the internet.</p>

	<p>Consideration should be given to appropriate bandwidth capacity and network layout. Forwards and backwards compatibility should be considered in the specification of ICT equipment / infrastructure, particularly with a view to accommodating increasing ratios of ICT equipment to pupils.</p> <p>Consideration will be given, through consultations with specialist officers/practitioners to assistive technologies including hearing inductions loops, microtec, etc.</p>
<p><b>SPECIALIST SPACES</b> The building(s) will:</p> <p>Provide a range of specialist therapy and treatment facilities to support the range of needs of the pupils attending the provision.</p> <p>Provide a circulation allowance significantly greater in width than equivalent mainstream environments, to accommodate the high proportion of users of wheelchair and other assistive devices.</p> <p>Provide a wide range of adaptations and enhanced specifications to enable the accessibility and support of pupils with a wide range of needs.</p>	<p>Specialist facilities will include:</p> <ul style="list-style-type: none"> <li>• Space for vocational education to be provided (e.g. café/restaurant, workshop, shop, etc.)</li> <li>• Dedicated spaces for development of life skills to be provided (home style space)</li> <li>• Access to hydro and splash pool with appropriate sensory lighting and music, physiotherapy space, dedicated visiting specialist space (GP/Nurse/OT/physio/HI/VI teams etc.).</li> <li>• Laundry facilities</li> </ul> <p>Specific consideration, through consultation with specialist officers and practitioners should be given to enhanced specifications throughout the building. Examples may include:</p> <ul style="list-style-type: none"> <li>• Wider doors to support accessibility</li> <li>• Enhanced signage and wayfinding</li> <li>• Increased acoustic performance to accommodate sensory need</li> </ul>