

**Service Group:**  
Schools, Children & Families

**Project Sponsor:**  
Terry Reynolds

**Project Manager:**  
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**Procurement Management:**  
MPI

**Building Design:**  
Bryant Harvey Partnership

**Structural Design:**  
Skanska Technology

**Services Design:**  
Skanska Rashleigh  
Weatherfoil/HBS

**Landscape Design:**  
Wynne-Williams

**ICT Design:**  
RM Plc

**Health & Safety Consultant:**  
Capita Symonds (CDM  
coordinator)

**Cost Management:**  
Skanska Construction

**Construction:**  
Skanska Construction

**Independent Certifier:**  
Capita Symonds

# Basildon, Pioneer New Model Special School

The Pioneer Special School site is 27,750m<sup>2</sup> and adjoins the De La Salle School.

The building has been added to the previous phase that was completed in 2008.

The site runs parallel to the south of Cranes Farm Road and access to the site is shared with De La Salle from Ghyllgrove.

Pioneer caters for children with a wide variety of profound disabilities. The age range is from 3 to 19 years, with the aim of catering for your adults up to 25 years, which is divided into two distinct groups; 3yrs to 13yrs or the 'School' which covers Key stages 1 to 3 plus Nursery and 14yrs to 25yrs or the 'College' which includes Key Stage 4 and Further Education.

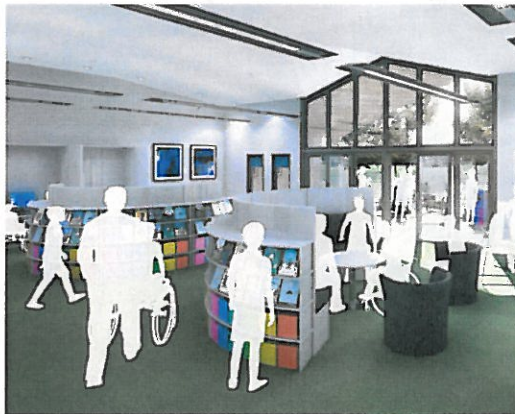
The project required a building that enhanced the existing architecture while adding further state of the art facilities; the building was in accordance to ECC New Model Special School (NMSS) brief and DCSF Building Bulletins.

The new building will offer a Mini-Enterprise area (see bottom image below) which will consist of a café, shop and IT drop-in area. There will also be a 'Virtual Learning Environment' where students immerse themselves in situations, such as shopping or a train station, before experiencing it first hand.

The school will also offer two Art & Design rooms, a Learning Resource Centre (see image below), a Food Technology room, a Performance space, Music room and a Keyworkers office, amongst others.

Externally, the landscaping has been designed to enable learning to take place in these areas. There is an external dance area which is constructed of a sponge type flooring, a covered performance space, a Practical Garden, a Quiet Garden, a Creative Garden, a Kitchen Garden and Enterprise Square.

The building has been added to the south facing side of the existing building. This created two internal courtyards with in the school building.



## Vital Statistics

**Floor Area in m<sup>2</sup>:**  
1,103

**Construction Cost:**  
£2.54m

**OJEU Date:**  
November 2008

**Completion Date:**  
August 2011

**Site Health & Safety Record:**  
There has been 1 reportable  
accident to date

**Building Design & Sustainability Statement**

The existing school provides an educational opportunity to demonstrate sustainable practice and learning about natural systems. The new build continues this strategy by expanding the range of opportunities for this to occur. One way the design provides this is through the external vocational area which gives children the opportunity to learn how to care for plants. The building itself is designed to be passively sustainable, using high insulation standards and natural cross ventilation to achieve optimum environmental conditions while reducing the carbon load of the building as much as possible. The materials used in the building have low-embodied energy and come from sustainably certified sources.

**Construction Statement**

As the work involved building an extension on to the existing Pioneer School the construction team had to work closely with both Pioneer staff and the staff of De La Salle team as both were fully operational during the construction period. A 2.4m high site hoarding fence was erected around the site to provide separation between the school and construction. This included viewing windows to enable the school to monitor construction progress. Construction deliveries were scheduled to avoid peak school start and finish times.



**Environmental and Services Design Statement**

The existing gas fired boiler plant acts as the heat source for the new wing, via extended LTHW mains derived from the capped off connections in each wing of the phase 1 building. Mechanical ventilation and cooling plant have been located in significant ceiling voids above functional and circulation routes. Natural cross flow ventilation has been provided to teaching spaces by means of openable windows at the opposing ends of the rooms.



**ICT Statement**

The ICT provision at Pioneer School is designed to be both personalised and progressive. The integration of technologies ensures that the devices and the software available are suited to the varied needs of all learners. The key cornerstone is the Accessibility opportunities that learners have, so there is a wide range of technologies available to be used as and when required. The ICT provision will ensure that new and emerging technologies are brought into the school and are personalised to provide the most effective support for all the learners as either they or their needs require, including the enabling of increased social inclusion. Cutting edge technologies will be included in the form of an Immersive Room, as one of their Specialist learning spaces. These rooms are innovative, exciting and pivotal learning spaces for a wide range of pupils in the School. The integrated Change Management programme is aligned to the School requirements and priorities, to embed the technology into the learning programme.

**Structural Design Statement**

Deep strip foundations support a suspended pre-cast concrete ground floor slab with structural topping. The superstructure consisted of a structural steel frame and timber roof structure. External walls are a mixture of brick and cedar cladding. The roof is made up of timber shingle and cedar cladding.

**Landscape Statement**

The layout and function of the external landscape spaces closely reflect those of the internal room spaces which are linked along an 'internal street'. There are strong linkages between the internal rooms and the external spaces allowing teaching and learning opportunities to be extended outdoors. The external landscape is divided into a series of outdoor garden rooms which are linked by a pedestrian route adjacent to the building and along a sinuous line adjacent to the mound on the southern boundary. This footpath provides a journey of sensory experience building on the learning opportunities provided within the sensory and wildlife garden which was created in the first stage of the school. The landscape design maximises learning and play opportunities for children of all abilities at the School by providing a stimulating and exciting environment. The external areas include The Creative Garden, The Kitchen Garden, a Performance and Dance space and an area outside the Mini Enterprise area amongst others.

