

Education Property Handbook 2007



the learning trust

the future for education in Hackney

www.learningtrust.co.uk

Education Property Handbook 2007

Contents

Section	Title	Page
	Foreword	3
	Introduction	4
PART A - RESPONSIBILITIES AND DUTIES		
1	General Stakeholders Roles	6
2	Overview of Legal Duties	9
3	Ownership, Works and Use of Buildings	12
4	General Building Maintenance	14
5	Statutory Testing of Plant and Equipment	28
6	Disability and Discrimination	30
7	Health and Safety Management Systems	49
PART B – PROJECT FUNDING AND MANAGEMENT		
8	Prioritising of Capital Work	59
9	Funding Sources	62
10	General Project Management Guidelines	68
11	School-managed Building Projects	70
12	The Learning Trust-managed Building Projects	75
13	Framework Agreement For Professional Consultancy Services	80
PART C – GENERAL INFORMATION		
14	Asset Management Plan	85
15	Property Training	88
16	Insurance	89
17	Contacts	90
	Contributors/Contractors & Trade Classification	92

FOREWORD

Welcome to the Education Property Handbook.

School and early year's development has entered an exciting period where the Council and The Learning Trust are working in partnership with the government, headteachers, governing bodies, diocesan boards and parents to secure new and improved learning environments for the benefit of future generations of Hackney children.

In delivering an impressive capital programme which incorporates new academies, secondary and primary schools and a range of children's centres we have also not lost sight of the need to support the day to day requirements of headteachers and centre managers in their management and maintenance of their premises.

This handbook has been developed by The Learning Trust's Property and Capital Development Team to guide and assist school and children's centre managers with their shared responsibilities for premises. It also seeks to provide information on, and simplify the processes concerning funding sources, project management and procurement.

We are working on the development of the Primary Capital Programme and the delivery of new Children's Centres and Academies as well as supporting the development of the Council's Building Schools for the Future Programme. This is underpinned by statutory Asset Management Planning duties and annual school improvement and maintenance works. Nearly £400 million is currently being invested in Hackney's Children's Services Estate.

The Trust's Property Team is here to support you in the spirit of our Core⊕ Services and, if you would wish to discuss any property related matters, please contact John Burrow, Head of Property and Capital Development at the Learning Trust or any of the named contacts listed in the Handbook.

Janet Pressland

Executive Director of Finance and Resources

The Learning Trust

INTRODUCTION

The management of school buildings and early year's facilities takes place within a complex and continually changing environment.

The Council, which owns the community school estate, has vested responsibility for the development, improvement and maintenance of schools in the Learning Trust. However, the delegation of building maintenance and introduction of devolved capital provides governing bodies with a much greater stake in the management of premises and a requirement to perform a range of statutory tasks. Greater demands are also being placed on school buildings through the integration of children's centres and promotion of extended services. Voluntary aided schools are generally owned and managed by diocesan bodies or trusts.

Over the next few years new initiatives such as Building Schools for the Future and the forthcoming Primary Capital Programme will introduce further changes in the way school buildings are developed and maintained.

The purpose of this handbook is to provide advice and guidance on the management, maintenance and improvement of schools and early years buildings throughout the borough. It is aimed at all those head teachers, early year's managers, governors and buildings and facilities managers who have a responsibility for the management of the building.

Whilst it is primarily aimed at the borough's 70 primary, secondary and special needs schools much of the advice is also applicable to the emerging network of children's centres. It is also recognised that the development and maintenance of schools will increasingly become the responsibility of a Local Education Partnership over the next 2– 4 years.

OFSTED inspection framework criteria for the planning and provision of property services suggest that a model of good practice should be built around the following principles:

- Major capital projects are consistently delivered on time and within budget, with minimum disruption to schools
- Schools involved in major capital projects are consulted effectively at all stages of development
- Technical advice to schools on building issues is accurate and prompt, and helps them to carry out their building responsibilities effectively
- Day to day and emergency repairs are arranged effectively and promptly
- Out-of-hours emergencies are attended quickly. There is immediate support for the Headteacher and governing body following fire, flood and other major incidents

Responsibilities and Duties

Part

A

Section 1

General Stakeholders Roles

A range of bodies hold key responsibilities for the management of the schools and early year's estate. These include the Council, the Learning Trust and School Governing Bodies of both Community and Voluntary Aided Schools and their Trusts. The general division of these responsibilities is as follows:

The Council as Local Education Authority

The Council has a statutory function for education as Local Education Authority but has contracted a managerial role to The Learning Trust. With the exception of some Voluntary Aided Schools, the Council owns the school and early year's estate, but has vested management and maintenance responsibilities to the Trust.

The Learning Trust (TLT)

The recommended division of responsibilities between the Trust (acting for the LEA) and the schools, for maintenance of school premises was drawn up in line with the Department for Education and Skills' (DfES) interpretation of the Chartered Institute of Public Finance and Accountancy's (CIPFA) Code of Practice on Revenue and Capital Expenditure. It is now embodied within the Hackney Schools Scheme of Fair Funding issued in 1999 and adopted by the Learning Trust.

Revenue

All revenue work to premises is the liability of the LEA (via the Learning Trust) with the funding subsequently being delegated in total to schools under the Fair Funding Formula.

Capital

Responsibility for certain areas of capital expenditure has also been devolved to schools through the introduction of devolved formula capital (DFC). This allows schools to undertake certain minor improvement and maintenance works. The LEA through TLT is responsible for major capital expenditure in schools .e.g. major roof replacements, window replacements, major mechanical and electrical replacements.

Major building and maintenance works are funded through the Council's Education Capital Programme, subject to availability and prioritisation in the Asset Management Plan.

Voluntary Aided Schools and Trusts

The funding arrangements for premises related works at Voluntary Aided (VA) schools have been the subject of amendment through the Regulatory Reform Act 2001, which came into force in March 2002. The effect of this is that for:

Revenue

All revenue work to premises is the liability of the LEA (via the Learning Trust) with the funding subsequently being delegated in total to schools under the Fair Funding Formula. As a result there is no statutory governing body contribution to revenue work and therefore no need for the DfES to contribute grant.

Capital

The Governing Body is responsible for all buildings, both internally and externally, which includes the areas of kitchens and dining rooms, previously the responsibility of the LEA.

Playgrounds, perimeter walls, fences and building services all fall now within the responsibility of the school and governing body.

The LEA through the Learning Trust, as a result of the reforms, is only liable for playing fields and buildings on those fields which are associated with their use.

Note: Further information with regard to the changes in responsibility, grants, funding and other areas of reform is available within the DfES's publication: Capital Funding for Voluntary Aided (VA) Schools July 2006

Headteachers and Governing Bodies

School premises, like staff and finance, are a major resource to be managed by the headteacher and governing body so as to deliver the maximum benefit towards the development of effective teaching and learning. As a part of this, it is important that all parties involved in premises management within the school are aware of their individual and collective roles and responsibilities (some of which are strategic duties).

The governing body should focus on the strategic role of overseeing the use, maintenance and development of the premises and facilities so as to support the priorities in the asset management plan and the school development plan. The governing body should also be aware of its legal responsibilities relating to its overall control and use of the premises.

The headteacher has day-to-day responsibility for the deployment of staffing and financial resources. Premises management is an integral part of this. Both teaching staff and support staff have a part to play, whether by responsibilities which fall within their job description for identifying and reporting building disrepairs, or personal responsibilities for health and safety.

In effect all schools share a common responsibility to manage effectively the buildings they occupy. Essentially, schools and their governing bodies fulfil the role of 'responsible custodians' of the school premises. This involves:

- ensuring that the site and buildings are managed in an appropriate manner and users/staff operate in a healthy and safe environment;
- identifying the future premises needs of the school through the School Development Plan;
- working in partnership with the Learning Trust (and, for Voluntary Aided schools, via their Diocesan bodies) to prepare and implement the school-based asset management plan;
- working in partnership with the Learning Trust (and for Voluntary Aided schools via their Diocesan bodies) to develop and deliver Trust/Council/DfES funded projects;
- planning, budgeting and managing those works and projects they are responsible for;
- where appropriate, making the building and facilities available for community use.

Schools can also undertake new build projects utilising delegated/devolved budgets or a combination of funding. They must ensure that projects have appropriate approval and are implemented safely. The Learning Trust's Property and Capital Development Team can advise you. Information regarding how to run a project is provided in Part B.

Section 2

An Overview of Legal Duties

School governing bodies and early year's management committees have a range of legal responsibilities in relation to their buildings. These responsibilities are demanding and extremely important to the safety and well being of children, staff and other building users. It is essential, therefore, to provide clarity on the necessary processes and procedures. The key areas of legal responsibility are:

General Building and Grounds Maintenance

School governing bodies and early year's management committees are responsible for the day to day maintenance of their buildings and grounds funded through devolved budgets. This might be achieved by employing their own staff and/or employing building maintenance providers. The Learning Trust will act in an advisory role, assist schools and undertake a monitoring function.

Plant and Equipment Testing

School and early year's establishments are required to ensure that all electrical, gas, mechanical plant and water systems are safe through regular testing and servicing. The Learning Trust undertakes a monitoring function.

Disability Discrimination and Access

Schools and early year's establishments have a responsibility to identify the needs of their pupils and children and ensure full accessibility through the production of an accessibility plan. The Learning Trust will advise on the requirements of individual schools and where appropriate support works through the Schools Access Initiative.

Health and Safety

School governing bodies and early year's management committees have a responsibility for ensuring that their buildings meet health and safety and fire prevention standards. The Learning Trust will advise on requirements and ensure that procedures are in place.

Property Ownership, Works and Use

With the exception of some voluntary aided schools, all school and early year's buildings are owned by the Council. School governing bodies and early year's management committees therefore have a responsibility to ensure that buildings are properly maintained and that any capital works are undertaken with Council and/or Trust approval and that such works gain statutory approval. The leasing of premises to third party organisations will also require formal approval.

The Learning Trust and the Council also have legal obligations to schools and to each other in terms of estate management, works project management and capital expenditure. The Council's contract with the Learning Trust controls the following key functions:

Asset Management

The Trust is required to take proper steps to maintain the estate through making financial provision to schools to undertake day to day maintenance and in preparing statutory asset management plans which prioritise essential works for government funding.

Capital Planning

In collaboration with the Council, the Trust prepares and maintains rolling capital programmes for the maintenance, improvement and redevelopment of schools and children's centres. The Council has overall responsibility for capital funding which generally takes the form of government grant, borrowing or reserves and has to agree allocations to specific schemes. Where other funding opportunities exist the Trust will assist schools in bidding processes. The Trust has capital monitoring responsibility to the Council.

Project Development

The Trust has a responsibility to develop major improvement and redevelopment schemes as required by the Asset Management Plan and the Council including works ranging across school extensions, internal renovation and remodelling, major external works to buildings and grounds and the development of new schools. This includes working with schools and governing bodies

Project Management

With the exception of secondary schools, which will be delivered through a Local Education Partnership, the Trust will oversee the delivery of the capital programme including the procurement and management of property consultants and building contractors. All procurement is undertaken within Council Standing Orders. (Refer to Section 11)

It is important for schools to understand these specific responsibilities. The following table provides a quick reference and summary of the responsibilities of each organisation, which are described in detail throughout the handbook:

Organisation	Responsibilities
Schools & Children Centres	
Building Maintenance	Undertaking reactive repair works by contractor or qualified staff Undertaking planned preventative maintenance by contractor or qualified staff Maintaining maintenance manual
Minor Improvements	Undertaking minor improvements by contractors Notification and gaining agreement of Learning Trust/Council
Plant and equipment	Regular statutory testing of all plant and equipment
Health and Safety	Fire assessments checks Site and building security Small to medium scale asbestos removal Maintaining asbestos register Water quality monitoring
Capital funding	Use of devolved funding for repairs, maintenance, plant and equipment Securing best value for capital expenditure Notification and gaining agreement of Learning Trust/Council
The Learning Trust	
School development	Procuring feasibility studies Appointing and contracting project management consultants Overseeing appointment of contractors and site administration
Major repairs	Prioritising works to schools through Asset Management Plan Appointing and contracting project management consultants Overseeing appointment of contractors and site administration
Capital funding	Developing, maintaining and monitoring the capital programme Securing capital approval for major repairs and school development Procurement of contractors and works through LBH Standing Orders Bidding for external capital funding
Health and Safety	Advisory service Health and safety audits and assessments
Voluntary Aided Governing Bodies	For capital development, council standing orders and DfES procedures may not be compatible and VA school governors need to be directed towards their diocesan boards, where appropriate or to the DfES via their Blue Book.
The Council	Capital approvals and procurement management Capital contract approvals Capital programme monitoring Land and site ownership and management

Ownership of Buildings

Ownership of land can be a complicated issue. The following information can only provide a generalised view of the issues involved. Specific information and guidance can be sought from the Council's Property Services or through the Learning Trust Property and Capital Development Team.

- Community Schools: interest in the land and buildings is generally held by the London Borough of Hackney. Exceptions can exist, such as buildings and houses owned by schools where purchased from its own funds.
- Voluntary Aided Schools: interest in the land is held by the school trustees (for Roman Catholic and Church of England Schools this will be the Diocesan trustees).

All schools should follow certain legal procedures when leasing, disposing of or acquiring land and premises. For Community Schools, the Learning Trust and Council must agree to any land disposal, voluntary schools should refer the matter to the Diocese or their trustees. Anyone wishing to discuss this further should contact Property and Capital Development for advice.

Works to Buildings

Schools have the following legal responsibilities in relation to undertaking works to buildings in their own right. These include:

- Notification and approval of freeholder – Council with respect to community schools, relevant Board with respect to voluntary aided schools
- Notification of Learning Trust – so that asset management surveys and data can be upgraded
- Ensuring value for money for proposed expenditure via competitive tendering (see section 11 for further information)
- Seeking Planning Permission and, where necessary Listed Building/Conservation Area Consent
- Gaining Building Control Approval

Use of Buildings

The community use of school buildings, such as for playgroups, guide/scout groups, is a well established and important function. Any charges levied to external/community groups must reflect, as a minimum, all the costs the school incurs.

It is unlawful to let out school property for trading purposes unless a lease, tenancy or licence has been agreed.

The difference between them is outlined below:

- Lease: provides rights of exclusive possession for a specified period of time;
- Tenancy: provides rights of exclusive possession, but is not time limited. A tenancy can be cancelled by either party giving notice as specified in the initial agreement;
- Licence: gives permission to use premises, but not exclusively. A licence is either for a set period or can be ended by either party serving notice (usually, but not exclusively, a month).

There is considerable legislation dealing with issues of tenure, including the Landlord and Tenant Acts. Great care and caution is required when considering any of the above agreements and authority must be sought from the Council, by notifying the Property and Capital Development Team in the first instance.

There are also other property issues such as way leaves and easements that apply to some sites that can sometimes become relevant, e.g. electricity sub stations use. If this applies to your premises, please contact The Learning Trust's Property and Capital Development Team.

A change in use of buildings might require planning permission. Adaptation works might also require planning permission, listed building or conservation area consent and building control approval. Where in doubt, the school's project manager should contact the Council's Planning Service or seek advice from The Learning Trust's Property and Capital Development Team. Necessary Health and Safety consents and existing fire risk assessments will also need to be reviewed.

Section 4

General Building Maintenance

As a result of delegation and the scheme of Fair Funding, schools have responsibility for all those elements of building maintenance covered by statute. The day to day maintenance of buildings can be defined as work undertaken in order to keep, restore or improve the facility, with preventative maintenance work being carried out at pre-determined levels and intended to reduce the possibility of an item not meeting an acceptable standard.

Preventative maintenance, when undertaken in a phased and programmed manner, can reduce the volume of day to day and more costly reactive and responsive repairs. By introducing a planned approach to maintenance, the building asset will be preserved, disruption minimised and a financial benefit achieved by the "building manager".

At an early stage, the regular inspection of a building's condition can identify defects which, if left unattended, could incur more costly remedial works. The following schedule has been compiled to help schools plan and implement a cyclical maintenance programme that can help prolong the durability of buildings, plant and equipment and reduce reactive repairs.

Schools being redeveloped or remodelled under Building Schools for the Future will have their planned and preventative maintenance provided by the new Local Education Partnership who will be operating on the principle of Whole Life Costings. This principle will also progressively apply to primary schools and early years facilities. The principle essentially requires saving capital funding for medium and longer term works on an annual basis so that funds are available when required in the future.

Elements	Maintenance Activity	Frequency	Comments
A. Structure and Constructional items			
Floor, stairs and landings	Check and inspect damaged floors or trip hazards, especially in floor finishes.	Weekly	Defective tiles, lifting edges, joints to sheet materials
Roof coverings	Periodic inspection and ad hoc repairs	Monthly	Inspect pitched and flat roofs from ground level or suitable upper floor window and report defects and/or damage likely to cause failure in or water ingress.
	Periodic inspection of gutters. Roof outlets, rain pipes etc	6 monthly or more frequently as required	Inspect and remove debris, leaves, etc. Clear/clean gullies and report any blockages and/or defects.

Elements	Maintenance Activity	Frequency	Comments
Windows and doors	Periodic inspection of locks and security, and ad hoc repairs	Weekly	Check glazing and protective films for damage. Report damage in glass integrity.
	Glazing risk assessment	As required	Check glazing and protective films for damage. Report damage in glass integrity.
External walls, ceilings, partitions and cladding	Periodic inspection and ad hoc repairs	Monthly	Inspect wall surfaces externally and internally, check and report defects and/or damage. Note: be aware of asbestos containing materials
Miscellaneous structures outbuildings	Periodic inspection and ad hoc repairs	Monthly	Inspection of miscellaneous structures, check and report defects and/or damage
Lightning Protection	Periodic inspection and ad hoc repairs	Every 11 months	Inspect and test lightning tapes and earthing pits and report defects and/or damage. Seek specialist advice
B. Decorations			
Internal and external decorations	Periodic inspection Note: set up rolling programme of painting works, with circulation areas being painted more often.	Annually	Inspect internal and external finishes, including tiling, masonry and paintwork and report major defects and /or serious damage. Kitchens should be checked for flaking paint and treated. Kitchen walls above 2 metres require cleaning every 12 months (link with fan and canopy cleaning), additionally paint kitchens every three years. Note: be aware of asbestos containing materials.
C. Water and drainage			
Water supply systems	Periodic inspection and ad hoc repair of cold water supply and distribution pipe work	Annually	A service contract to check pipe work for leaks and stop valves for correct operation could be set up.
Waste pipes and above ground drainage	Periodic inspection and ad hoc repairs to pumps, cold water storage tanks and insulation	Annually	Suitable service contract to check pumps and equipment. Chlorinate cold water down service and anti legionella disinfections of pipe work. Drain and clean cold water storage tank.
	Periodic inspection and repair/ replacement of sanitary fittings, taps, wastes and traps.	Monthly	Inspect sanitary ware, check and report defects and/or damage. Check auto flushing systems for correct operation
Waste pipes and above ground drainage	Period inspection to check for blockages	6 monthly	Inspect drains, gullies, manhole chambers etc. and report need for rodding, jetting or cleaning.
	Kitchens-clean out grease traps.	3 monthly	

Elements	Maintenance Activity	Frequency	Comments
Downpipe and gutters	Periodic inspection	6 Monthly or more frequently during Autumn and /or location	Clear leaves and offsets to prevent ingress and dampness.
D. Mechanical Services			
Heating Installation	Servicing of boilers, controls, burners and associated pumps, pipes and equipment within boiler house	6 Monthly	Service installation prior to heating season and minor service in spring.
	Servicing hot water calorifiers, pumps, controls and pumps, within the boiler house.	6 Monthly	Service installation prior to heating season and minor service in spring.
	Period inspection of pipes, valves, insulation and general surfaces within boiler house	Monthly	Inspect boiler house surfaces, check and report defects/damage
	Cleaning and servicing of boiler flues and chimneys	Annually	Specialists to check operation clean and repair prior to heating season.
	Cleaning and servicing of boiler flues and chimneys	Annually	Specialists to check operation clean and repair prior to heating season.
	Pressure testing of gas pipework	Annually	Service contract to test integrity of gas supply pipe work as part of boiler service.
	Check and service heat emitters, convectors, etc	Annually	Check integrity, fixings, valve operation
	Drain, clean and inspect calorifiers through examination	2 Yearly	Service contract to inspect, examine and overhaul.
Air conditioning and ventilation	Service and clean plant, equipment and duct work. Internal surfaces of ductwork –inspect and possible clean.	Annually	Service contract to inspect plant, equipment and report defects.
Oil and gas fired heaters	Service direct oil and/ or gas fired heaters including remote boilers ie. caretaker's house	Annually	Service contract to inspect equipment prior to heating season.
Sewerage pumps and chambers	Service foul water pumps, storage vessels etc. and periodically desludge	As required check monthly	Inspect and service equipment in accordance with manufacturer's recommendations.
Oil supply pipes & tanks	School to visually inspect. Periodic inspection and test	Annually	Service contract to inspect, check operation of valves etc and report.

Elements	Maintenance Activity	Frequency	Comments
Kitchen equipment	Service gas cooking equipment, water softeners, water boilers etc	Annually	Service kitchen equipment and check safety valves.
	Clean and service kitchen canopy	Annually	Degrease canopy filters and clean stainless steel hood. Annual service of fan motor and duct work.
Swimming Pools	Test pH levels of water and chemically treat water	Daily	Check water content and carry out daily maintenance
	Periodic inspection and check/ adjust heating plant, filtration and associated pipe work	Weekly	Carry out normal maintenance including backwashing of pool filters and plant
	Service plant and equipment	6 monthly	Carry out two major services in summer and spring each year.
	Electrical fixed wiring	Annually	Service contract for inspection/test and report
Fire Fighting Equipment	Check condition and operation of fire blankets, extinguishers, fixed hoses and valve	Weekly	Periodic Inspection of tamper proof seals and check equipment in good order
	Serve fire fighting equipment	Annually	Service contract to inspect, test and replace defective equipment.
Fume cupboards & other low electrical voltage	Periodic inspection and testing of fume cupboards including extractor fans and duct work	Annually or more frequently	Test fume cupboard performance, physical condition and service pipe connections
Workshop Machinery	Test and service workshop machinery, brazing hearths etc,	6 Monthly	Service mechanical plant and machinery to technology and workshop areas.
E. Electrical Services and Associated Switchgear			
Fixed equipment	Periodic inspection and testing of fixed plant and machinery i.e. lathes woodwork machines, kilns etc	Annually	Service contract for inspection/test fixed plant and equipment, and report.
	Periodic servicing of all kitchen equipment and white goods i.e. ovens ranges, refrigerators etc	Annually	Service contract for inspection/test fixed plant and equipment, and report.
School equipment related to curriculum activity	Portable equipment testing and maintenance of equipment register for all electrical items of a portable nature	Annually	Service contract to update equipment register, test and certify all items of portable equipment.

Elements	Maintenance Activity	Frequency	Comments
Lift installations	Periodic inspection and servicing of lift motors, hydraulics, switchgear	Monthly	Service contract for maintenance and servicing of passenger lifts and platform lifts in accordance with manufacturer's instructions and recommendations.
	Servicing hoists, lifting aids, barriers and electric door motors etc	6 Monthly	Service contract to test, maintain electric motors hydraulics and controls.
Powered stair lifts	Periodic inspection and servicing of motor etc.	Annually	Service contract for maintenance and servicing all as above
Fire alarm	Audible fire alarm test	Weekly	Can be carried out by premises manager or nominated representative
	General test of fire alarm system, including panel call points, detectors, etc	Annually	Service contract to inspect and test fire alarm system and issue certificate
	Test and commission integral fire alarm, and emergency lighting system and battery back up	Annually	Service contract to test and reset fire alarm system and issue certificate annually (required where public licence in operation)
Security system	Periodic inspection and testing of security system	6 Monthly	Service contract for testing and maintenance of security system including detectors, cameras, panels etc
Emergency lighting	Periodic inspection and testing of the emergency lights	Monthly	Monthly check can be carried out by premises manager or nominated representative
		6 monthly & Annually	Service contract for testing and inspection for 6 months and annual checks
F. Furniture, Fixtures and fittings			
Fixed sports and gymnasium equipment	Periodic inspection and ad hoc repairs	6 monthly	Service contract with manufacturers or specialist supplier to check, inspect and repair defects/damage
External play equipment	Periodic inspection and ad hoc repairs to children's play equipment and adventure areas	Monthly	Can be undertaken by premises manager or nominated representative. Specialist supplier to be contacted for repairs as required.
Kitchen equipment	Inspect folding table/ chair units	Daily	Can be carried out by premises manager or nominated representative. Annual inspection by supplier/ manufacturer
Pest control	Periodic inspection and eradication of vermin	As required	Checks for signs of vermin and seek specialist advice

Elements	Maintenance Activity	Frequency	Comments
G. External works/Caretaker's House			
Playgrounds, car parks, roads and footpaths	General inspection, maintenance and surface treatment	As required	Maintain hard surfaces and walkways in safe condition and request ad hoc repairs as necessary
	Inspect kerbs, channels, verges, line markings etc and ad hoc repairs	As required	Generally maintain perimeters of hard surfaces, clean channels and maintain line markings as required
Ground generally	Normal ground maintenance	Weekly	Ground maintenance for grass cutting, planting and flower bed maintenance etc to suit
Fences, boundary walls and gates	Periodic inspection and ad hoc repairs	As required	Check gates for correct operation, inspect and maintain boundary walls, fences etc in safe condition and request ad hoc repairs as required
H. Below Ground Drainage			
Foul drainage	Periodic inspection of all manhole/access chambers.	Annual	Check for clear running location and fit of access covers/doors, grease and refit seals as appropriate. Clear soil and debris from channels. Note condition of pointing, broken covers and other obvious defects and arrange remedial work
	Periodic rodding and flushing of debris	As required	Report frequent need for rodding and arrange camera survey for possible breakages/ serious blockages
Surface water drainage	Periodic inspection of all manhole/ access chambers	Annual	Check clear running location and fit of access covers/doors, grease as appropriate. Clear soil debris from channels. Note conditions of pointing, broken covers and other obvious defects and arrange remedial work
	Periodic rodding and flushing of debris	As required	Report frequent need for advice and/ or camera inspection for breakages/ serious blockages
Caretaker's housing	Periodic inspection of residential accommodation including checks for dampness, rot, infestation and habitable condition	Annual	As per main school buildings but caretakers/site manager to report repairs/defects as required. Service all gas equipment
	Change of tenancy	As required	Check, test and inspect all gas, electric and other services
Outbuildings	Periodic inspection and ad hoc repairs to all outbuildings, stores, temporary buildings, sheds etc	Annually	Can be carried out by premises manager of nominated representative – checks to report defects or damage likely to lead to failure in weather tightness or structural stability

Building Defects

Repairing and maintaining buildings can be a very detailed, complicated and time consuming area of school's property responsibilities. The following pages go some way to listing some of the common defects found in buildings together with their possible causes. It is not an exhaustive list and if you are in any doubt about any particular problem, then you should seek specialist advice

Defect	Cause	Remedy
Ceilings		
Cracks in plasterwork on boards	Straight cracking will generally follow the edges of the boards and may be due to movement of the supports for the boards	If ceiling is cracked but otherwise sound, it may be enough to repair defects prior to decoration, or apply lining paper.
Loss of adhesion of laths to plaster	Seek advice	Remove all defective areas and replaster, check adjacent areas of plaster
Cracks in plasterwork on concrete	If the plaster has fallen off the concrete, this could be caused by a number of reasons: e.g. loss of adhesion; movement of structure; moisture ingress	Remove all defective areas, clear the surface, apply a bonding agent and replaster
Doors		
Door slams fails to close or latch properly	Defective door closer, or other fittings	Check, adjust or replace fittings as appropriate
Door sticks	Door or frame has distorted	Plane or trim to fit. Adjust door stops, replace door
Fire doors	Any fault	Repair or renew immediately.
Lifting, curling and cracking of floor screeds	Seek advice	Remedial work may involve removal and patching, levelling off areas or total renewal of screed in severe cases.
Lifting of clay tiles in either large areas or rows	Tiles may sound hollow, be arched or uneven, caused by initial expansion, or shrinkage of the floor screed	Relaying generally required incorporating a movement joint
Lifting and deterioration of plastic or thermoplastic floor tiles.	Tiles are loose, edges have lifted and may show a white salt-like substance, may be water passing through the concrete base or from excess water in cleaning	If in isolated areas, renew, however, in larger areas seek specialist advice. NB Be aware of asbestos possible in flooring material
Lifting of wood blocks/Granwood flooring	Humid conditions create and increase in moisture content within the blocks causing them to swell. Occasionally other sources of moisture have the same effect i.e. leaking radiator valves	Heating and ventilating the area will reduce the humidity and the blocks can be relayed. The provision of an expansion joint is recommended. Replace leaking valves

Defect	Cause	Remedy
Lifting of other floor coverings	Could be the result of excess moisture before or during installation, resulting in gaps and curling and the consequent lifting of any covering on the boards	Nail down loose boards and check existing nailing. The boards can be planed or sanded to an overall flat surface. Re-secure any boards that are "squeaky" by screwing. Renew floor covering
Glazing		
Cracking of glass in steel windows	As steel rusts it expands and can exert considerable pressure on the glass. Rusting is often caused by water finding its way down the back edge of glazing putties or by penetrating an unprotected gap between the window and reveal	If the frame is badly corroded or distorted it will be simpler to replace it. To replace only the cracked paned strip the putty, take out the glass, remove rust, treat and re-glaze with laminated glass
Rainwater penetration around glass	This is normally because of age or lack of maintenance, glass may be incorrectly bedded	Assess benefit of new beading/puttying, otherwise re-glaze if necessary
Glass loose	Check beading and putty	See advice on wood rot where extensive
Mist in sealed double glazing	This is caused by moisture penetrating into the sealed unit	The sealed unit cannot be repaired and will need to be replaced.
Leaking through rooflights	Possible causes include old putty, defective lead flashings or rubber seals, cracked glass, or rusting steel sections	Replace, or overhaul as required
Condensation to roof light metal upstands.	Lack of ventilation, or a cold bridge caused by inadequate ventilation	Provide ventilation and insulation
Roofs: Flat Felt		
Ponding	Generally caused by deflection in the roof decking preventing surface water getting to the outlets, by blockage of the outlets or because outlets are fixed proud of the decking. Persistent ponding at the same place causes a gradual deterioration of the bitumen felt, especially if it is old and based on organic fibres	Ponded areas that do not leak can be left until it is convenient to carry out remedial work, but should be inspected at regular intervals. The material causing the blockage will have to be removed by rodding or jetting. If the roof outlet was blocked consideration should be given to a guard to prevent debris from entering. It may be necessary to re-position height of the outlet
Roofs: Flat Asphalt		
Blistering	If unbroken they only affect the appearance of the roof, but if they are broken they may allow water to pass into the roof structure. Blistering is caused by pressure from water vapour forcing up the asphalt, particularly during hot weather. Penetration of water through asphalt is unlikely	If the blister has not split it can be left, though it should be inspected periodically, especially if there is any foot traffic on the roof. If the blister has split it should be opened and repaired by a specialist firm, first drying out the structure. If the cause is interstitial condensation a vapour barrier or check should be provided

Defect	Cause	Remedy
Splits or cracks in the asphalt, usually straight, possibly causing leakage of water into the building	Asphalt seldom cracks or splits of its own accord, though this may happen if the asphalt is very old and near the end of its useful life or if, in order to reduce solar heat gain, it has been painted with a wrong type of paint. The most common cause is movement of the base on which the asphalt has been laid. This movement may be the result of shrinkage of the base or of thermal movement of the roof	If the asphalt has perished or has been damaged by the use of the wrong paint it must be replaced. If the cracking is due to roof movements and this is likely to continue then convert the crack or split into a movement joint. If free movement between the asphalt and the base is restricted the restriction must be removed. Solar heat gain should be minimised by an appropriate treatment
Roofs: Pitched Tiles		
Delaminated or spalled tiles	This defect is due to frost action, generally on clay tiles. When a few tiles fail from this cause it is likely that the majority will similarly fail in time	Replace damaged tiles with frost resistant tiles
Slipping	Disintegration of nibs results from crystallisation of salts transferred by water from the exposed part of the tile. Usually happens when the tiles have been under-fired. This condition may also lead to a low frost-resistance and damage the remainder of the tile	The examination of the roof will have indicated whether the defect is general or confined to a few tiles, especially if has been possible to examine the underside of the roof tiles still in position. If only a few tiles are affected they can be replaced, but otherwise it may be preferable to replace all of them
	Inappropriate or deteriorated nails or other mechanical fixings	Renew with non corrosive fixings
Roofs: Pitched Slates		
Delaminated slates	The principal cause of this defect is attack by polluted air. Most British slates are very resistant to such attack, but some slates of continental origin contain calcium carbonate as an impurity. There is a possibility that the slates have been damaged by frost, but such slates would of poor quality	Confirmation of the condition may be obtained by testing a sample of slates removed from the roof. If only a few slates are affected they may be replaced until a greater number are involved. It is likely that the slates will deteriorate further in the course of time
Slipping	If nail-holes are broken it is likely that the slates are deteriorating and unable to resist the chafing action of the nails when disturbed by wind. This condition may be aggravated or influence by corrosion of nails	Strip the roof, replace with new slates conforming to BS680
Asbestos based materials	Asbestos can be found in various locations, e.g., as roof coverings, rainwater goods, wall cladding, boiler house door linings, window panels, as insulation boards and ceiling and floor tiles, especially in CLASP type buildings	Prior to any works being undertaken, it is essential to refer to the School's Asbestos Register to check if asbestos is present.

Defect	Cause	Remedy
Staircases		
Extensive wear to granolithic finish, cracks or hollows	Damage from structural movement could indicate a lack of movement joints	Defective areas need cutting out and replacing by specialist. Special advice recommended.
Nosing cracked or missing	Loss of adhesion or rough usage	Specialist repair recommended before it becomes dangerous
Worn nosings, treads, balusters, handrails, loose newel posts.	Cracked treads occur as a result of lack of angle blocks between treads and risers (timber construction)	Install extra angle blocks as necessary. Other faults require carpentry and joinery operations to make them safe
Handrails loose, balusters loose in their bases	Pay careful attention required to all bolted or welded joints in steelwork (metal construction)	Regular checks necessary to ensure safety. Re-fix all components, tighten bolts. Rake out and re-grout sockets
Walling		
Damp masonry	Leaking gutters or rainwater pipes, defective flashings or detailing Penetrating damp, rising damp, condensation, leaking appliances or plumbing, poor detailing, weathered movement joints.	Check for defects and attend as necessary. If no improvement, seek specialist advice to determine nature of dampness by appropriate tests.
Cracking	Components, differential settlement overloading, instability wall tie failure, render mixes too strong Weak bricks, frost attack, hygroscopic faults, defective mortar or pointing Cracks may be long and fine after new work dries out, commonly at junctions of floors, walls and ceilings. May correspond with joints in plasterboard or blockwork, caused generally by shrinkage during drying out process	Check for defects and seek specialist advice. Glass strips "tell tales" can be fixed over cracking to determine if movement is still occurring. A structural engineer can establish cause
Discoloration or blistered wall finishes	These are due normally to presence of moisture, chemical reaction or mould growth	Remedy dampness and re-decorate after drying out. May need special products for mould growth treatment.
Wall tiles loose or fallen	Hollowness may occur after fixing due to lack of adhesive or incorrect adhesive in wet area , or tile expansion	Re-fix tiles after cleaning using flexible or waterproof adhesive if relevant. If problem persists, seek specialist advice
Woodwork- windows, doors and external joinery		
Woodwork soft and friable	Decay due to wood rotting fungi, usually wet rot. Check for structural integrity	Seek specialist advice if extensive

Defect	Cause	Remedy
Distorted joinery and consequent gaps, poor fitting and draughts	Woodwork unevenly or not regularly painted is subject to varying moisture contents, causing expansion and contraction. Out of square usually results from a combination of dry conditions, and poorly made joints	Plane off the area that is binding. Repaint the planed area. In extreme cases replace affected parts. For loose joints fill with epoxy resin adhesive to make more rigid. Some gaps can be remedied by draught stripping
Wet and dry rot	There are two main types of wood-rotting and fungi found in buildings, wet and dry rot. It is not necessary to distinguish between the many species of wet rot	Successful remedial treatment of dry rot may require more elaborate and sometimes very expensive measures. It is therefore essential to establish whether dry rot or wet rot is present by seeking specialist advice
Wood boring insects	Many insects use wood as a food source and some of them can cause serious damage to building timbers. These insects all have fairly similar life cycles, although there are variations on the length of each stage, the type of wood attacked and extent of damage caused	The presence of damage caused by wood boring insects does not always indicate a need for remedial treatment. Correct identification is essential if the right treatment is to be selected. Seek specialist advice
Decoration		
Adhesion failure	Application to damp or dirty substrates or subsequent entry of moisture. Omission of suitable primer. Application to powdery or friable substrates	Flaking, peeling or poorly-adhering material should be removed. If moisture is the cause, eradicate the source. Prepare surfaces prior to redecoration
Blistering	Blistering is usually indicative of liquid or vapour beneath the coating. On woodwork, resinous material may be responsible	Preparation may be confined to removal of isolated blisters if the extent is slight. Where moisture is the cause, time should be allowed for drying out. Prepare and seal knots prior to redecoration
Colour, defects, fading, staining, bleeding or other discolouration	Due to age, exposure to sunlight and poor workmanship	Seek specialist advice prior to arranging for redecoration
Cracking, other than due to structural movement	Usually indicative of stresses within the coating film, caused by applying hard-drying over soft coatings. May also be initial stage of adhesion failure. Cracks may be confined to the finishing coat or extend through the thickness of the film	If cracking is slight and confined to the finishing coat, rubbing down may provide a satisfactory base for re-coating. If cracking is severe or extends through the thickness of the film, complete removal may be necessary
Damage to coating	Mechanical damage e.g. by abrasion, impact or vigorous cleaning	Where surfaces are subject to hard wear, specialist coatings or a different material may be required. Consider a protective barrier

Defect	Cause	Remedy
Reduced gloss	Refer to section on colour defects	Prepare as normal for redecoration. If in doubt, seek specialist advice
Organic growths, i.e. moulds, algae, lichen, moss	Usually the result of an unfavourable environment for painted surfaces	Consider modification of design or environment to eliminate or reduce causes of failure
Rust-spotting or rust-staining on painted iron	Paint system is too thin to provide protection to peaks and edges. May result from application of an inadequate system. A further possible cause is failure to use a rust-inhibiting primer	Treatment may range from manual cleaning and priming of localised areas to removal of the coating and treatment as for new iron and steel
Plumbing and Above Ground Drainage Systems		
Dripping tap	Split/damaged washer or worn seating. Wear and tear of moving parts	Change washer with washer of same type. Should washer not stop dripping, tap may require reseating or renewing
Defective WC cistern/does not flush	Defective flushing mechanism. Water level set too low	Fit new mechanism or complete siphon unit, adjust float arm
Overflows running	Passing water	Replace washer, clean out foreign bodies or renew ball valve
Water slow to run away from sink	Trap under sink is blocked	Remove trap, clean and refit. If the trap appears clear the waste pipe may be blocked or corroded
Drainage –Below Ground		
Drainage system blocked due to:	Sitting and build up of debris. It may be considered that specialist advice is sought before works ordered or undertaken. Ground movement. Backfalls created, allowing debris to build up	Rod or jet drains to clear debris. Establish defects using CCTV and undertake work required to allow proper operation of the pipework system
	Tree root action	Roots to be cut out from within drain. Leaking joints to be repaired. Drain to be surrounded in concrete to prevent further attack
	Loading from buildings	Redesign and re-lay system. Load to be taken off drain by underpinning
	Collapsed render from manhole	Clear blockage, re-render manhole. Renew collapsed or broken section of drain. Check remainder of run by use of CCTV survey
	Wholesale deterioration of system	Renew or re-line system
	Broken or cracked manhole covers	Replace with correct duty cover for situation and location
Electrics NB Always isolate electrical circuits prior to examining for faults.		

Defect	Cause	Remedy
No power or lighting to building	Possible external fault on supply cable to building	Assess whether neighbouring buildings are suffering similarly. Contact local supply authority to establish if fault is general. Contact N.I.C.E.I.C qualified electrical contractor
No power and lighting to part of the building	Possibly one of three phases out of circuit. Possibly one of the main supply fuses serving the local distribution board has blown	Seek specialist advice, as above
No power to socket outlets	Blown fuse or tripped circuit breaker	Seek specialist advice, as above
No lights working in an area	If the lighting fittings are not working in a small area there is every possibility that the local lighting control fuse or circuit breaker protecting that circuit has tripped or ruptured	Seek specialist advice, as above
No lights working in an area	If the lighting fittings are not working in a small area there is every possibility that the local lighting control fuse or circuit breaker protecting that circuit has tripped or ruptured	Seek specialist advice, as above
Light fitting not working	Broken or expired lamp	Replace lamp. If fault persists, then call qualified electrician
Fluorescent lighting fitting keeps flashing	Expired fitting or faulty starter	Replace lamp or starter switch if starter switch is fitted. If fault still persists call qualified electrician
Fan Convectors		
Fan not rotating	Blown fuse	Switch off unit and replace with correct fuse type. If fault persists contact qualified electrician
Inadequate heat output	Blocked or expired filter	Seek specialist advice
Fan convector(s) not blowing	Pipework not hot enough	Seek specialist advice
Fan convector blowing cold air	Faulty or incorrectly set thermostat	Adjust return temperature on thermostat or call electrician
Electrical Heating		
Storage heater not charging	Thermal link melted	Ask electrical contractor to replace thermal link
All heaters not working	Faulty or incorrectly set controls	Check time clock and associated controls
Water heater too hot	Thermostat set too high or faulty	Adjust or replace thermostat. Seek advice from qualified electrician

Defect	Cause	Remedy
Mechanical		
No heating	Boiler burner locked out	Press reset button twice, seek expert advice
	Fuel supply isolated	Seek expert advice
	Heating pump not working	Seek expert advice
	Boiler thermostats have been turned down or in the off position	Turn boiler thermostat up to approximately 65°C. If boiler does not operate, seek expert advice
	Main control panel locked out	Check if lockout light illuminated, if so, seek expert advice
Suspected gas escape		Do not switch on or off lighting and electrical appliances. If readily identifiable isolate main gas cock at meter. Contact gas emergency services, seek specialist advice
High water bills	Suspect mains water leak. Call Thames Water on 0800 714 614	Turn off supply at internal stop cock and inspect meter, if still movement on meter probably external mains water leak- seek advice. If sound, check for excessive flushing of urinals, dripping taps, defective ball valves and roof tanks overflowing

Section 5

Statutory Testing of Plant and Equipment

With reference to the scheme of Fair Funding, schools have now been delegated responsibility for all those elements of building maintenance covered by statute.

Schools must arrange for the listed servicing and testing to be undertaken at the appropriate time and frequency. Any organisation chosen to undertake the works must be recognised by an appropriate industry standards body to secure safe maintenance and management through competent, trained and qualified operatives and contractors.

All recommended planned maintenance is summarised in Section 4 including the following tests and servicing.

Servicing and Testing	Frequency
Gas Boilers	annual service
Gas Appliances	annual gas safety check
Gas Catering Equipment	annual service
Oil Fired Boilers	6 monthly service
Portable Appliance Testing	annual test
Fixed Electrical Wiring Installation	5 year test
Water Safety & Quality – Legionellosis	risk assessment leading to daily, quarterly, six monthly and/or annual tests as required
Extract Filters, Fans and Motors	filters – weekly mechanical fans and motors – annually
Fire Safety Risk Assessment	annually, or when any change occurs
Fire Alarms	quarterly, annual and 5 year tests
Portable Fire Fighting Equipment	annual service
Emergency Lighting	monthly, 6 monthly and annual tests
Lightning Conductors	annual test
Passenger Lifts	monthly checks, annual and 5 year tests
Non Passenger Carrying Lifts	quarterly checks, annual and 5 year tests
Power Stair Lifts	annual test
Lift Insurance	6 monthly checks and certification
Local Exhaust Ventilation	annual service
Compressors/Pressure Vessels	annual insurance inspection
Physical Education Equipment	annual test
Design & Technology and Science Equipment	regular examination and test

Servicing and Testing	Frequency
Oil Storage Tanks	5 year test
High Voltage Switch gear/Transformer Maintenance	annual test/service
RCD/RCBO (Residual Current Devices)	Quarterly test

The checklist of tasks and associated regulations is contained within Appendix 1. They do not have to be completed, but you may be asked for evidence that you have complied with each requirement.

Please note that failure to have the necessary servicing, testing and maintaining carried out may affect the school's insurance cover and ultimately the health and safety of all pupils and staff.

TLT has a framework agreement in place with a number of recommended suppliers. For more information please refer to Section 17.

Note: CORGI Consortium of Registered Gas Installers
 NICEIC National Inspection Council of Electrical Installation Contracting
 ECA Electrical Contractors Association

You must always obtain a certificate from the contractor to show that the works have been carried out.

Section 6

Disability and Discrimination

The Disability Discrimination Act (DDA) 2005 amends the Disability Discrimination Act 1995, widening the definition of disability and introducing a general duty to promote disability equality for schools. Under this legislation a school is required to:

- Ensure it does not discriminate against disabled pupils and prospective pupils in admissions and associated services and in education
- Ensure that it does not treat disabled people less favourably in all areas of school life and in employment
- Anticipate and make reasonable adjustments to ensure access to curriculum, information, physical aspects and all other services
- Develop an access plan to improve access to the physical environment of the school, including physical aids to access education
- Improve curriculum access and access to printed information for disabled pupils in schools

The DDA 2005 describes disability equality as a 'general duty' which is made up of the following six activities:

- promoting equality of opportunity
- eliminating discrimination
- eliminating harassment of disabled people that is related to their disabilities
- promoting positive attitudes towards disabled people
- encouraging participation by disabled people in public life
- taking steps to take account of people's disabilities even where this involves treating disabled people more favourably than other people.

The duty applies to all areas of school life including employing staff, working with partners and school visitors, dealings with present and prospective pupils and staff.

When buildings, services and employment practices are designed in a way that fails to take into account the particular circumstances of disabled people and their carers, this excludes and disadvantages them. These become the 'barriers'. Barriers include colours, furniture and signage, as well as physical features.

The general duty is based on a social model approach to disability in which the organisational and environmental issues are seen as the barriers to inclusion rather

than a medical model which identifies the impairment or disability as the barrier. This duty is a new approach to tackling disability discrimination requiring disability equality to be considered at the beginning of the process, rather than make adjustments at the end.

Schools will be able to implement the general duty by building on their existing work to address access issues as under DDA 1995 to include not just access for pupils but also for disabled staff and parents to buildings, information and services.

They should aim to take an inclusive approach in the management of facilities by identifying from the outset, in conjunction with disabled stakeholders, the features that create barriers to access and find solutions and alternatives for them.

The Act affects school governing bodies and LEAs in the following main areas:

- **employment**
you cannot discriminate against disabled people in the recruitment and selection process and may need to make reasonable adjustments to either the duties of the job, physical aspects of the premises or in the provision of auxiliary aids and services
- **non-educational services to the public including activities such as:**
 - governors meetings
 - services offered to pupils which are not related to their studies, such as skiing holidays
 - services offered to parents, such as meetings to present the annual report; admission and exclusion hearings where an appeal is by the parents
 - fund-raising events organised by parent teacher associations such as jumble sales, boot sales or dances
 - leisure time activities for children or adults without any element of educational development
 - the use of school sports facilities by the local community or the hiring of school accommodation to members of the public
- **policies, practices or procedures**
should be reviewed to ensure that they do not discriminate against disabled people gaining an education, employment or using or participating in other non-educational services or activities
- **access to education including post 16 education**
support for disabled pupils is available from three sources within the current legislation:
 - the disability discrimination duties
 - the planning duties
 - the Special Educational Needs (SEN) framework

The Disability Discrimination Duties

There are two key disability discrimination duties which provide protection for disabled pupils:

- not to treat disabled pupils less favourably; and
- to take reasonable steps to avoid putting disabled pupils at substantial disadvantage – known as the reasonable adjustments duty

A number of factors influence whether it is reasonable for changes to be made. In particular these include:

- how much an alteration will improve the situation for disabled persons
- how easy it is to make the changes
- the cost of the measure, both financially and in terms of the disruption that it will cause
- the building owner's resources
- financial help or other help that may be available.

Planning Duties

These include:

- Improvements in access to the curriculum
- Physical improvements to increase access to education and associated services
- Improvements in the provision of information in a range of formats for disabled pupils

The DfES provides guidance on how the planning duties should be implemented, requiring LEAs to prepare accessibility strategies and accessibility plans respectively for increasing, over time, the accessibility of schools and education for disabled pupils.

Access Planning

All LEAs have a legal duty to prepare an accessibility strategy for all of their schools for which they are responsible. A copy of this document entitled *Disability and Discrimination Guidance for Schools* is available from The Learning Trust's website at www.learningtrust.co.uk/plans_and_policies.

Individual schools also need to have an accessibility plan. An accessibility plan should specify the school's approach to:

- a) increasing the extent to which disabled pupils can participate in the school curriculum
- b) improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services; and
- c) improving the delivery to disabled pupils of written information which is provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats which take account of views expressed by the pupils or parents about their preferred means of communication.

Accessibility Planning Process

Please refer to the diagram on the last page of this section.

Set up a planning group

The school should make best use of the available expertise. Disabled pupils, their parents, specialist teachers, local voluntary and disability organisations might be able to bring a useful perspective to help identify practices and arrangements that act as a barrier to admitting, accommodating and including disabled children.

Access audit and review of current activities

Schools should assess current accessibility and identify barriers to inclusion. A review of access should cover the physical environment; the provision of auxiliary aids and services; teaching and learning practices; the curriculum staff training; the culture and ethos of the school; and the provision of written information.

Action planning

Examples of action planning:

- Discuss collecting good practice on curriculum differentiation with curriculum advisors in the authority and place it on the agenda for the next cluster meeting
- Use the self audit pack on the website mentioned previously to carry out an access audit to identify potential barriers to access in all areas of school life
- Aim to provide appropriate training for staff and governors
- Review and improve the school's arrangements for accessible information
- Use the routine refurbishment and maintenance/equipment budgets to improve the physical environment of the school
- Consider approaching the LEA for assistance with capital costs on the basis of the self audit plan

Consultation and Publicity

Schools have a duty of consulting with their staff, parents, pupils, carers and other organisations concerned. Maintained schools have a duty to publish information about the accessibility plans in their governors' report to parents. The DfES recommends that schools reproduce the full accessibility plan in the governors' report to parents. Schools may be asked to provide their plans in alternative formats.

Implementation and Resources

When the plan is produced, the school has a statutory duty within the strategic policy of the LEA to implement the plan and to allocate adequate resources to do it. LEAs have sources of funding available to them that can be used for access projects. This includes capital funding for school building projects, including removing barriers

to access. The Schools Access Initiative provides capital funding specifically for disability access projects in mainstream schools. This funding is utilised in accordance with a pre-determined strategy, which is developed by the LEA's Inclusion Service. Maintained schools can use their delegated budget for disability access including the use of devolved capital funding.

Evaluation

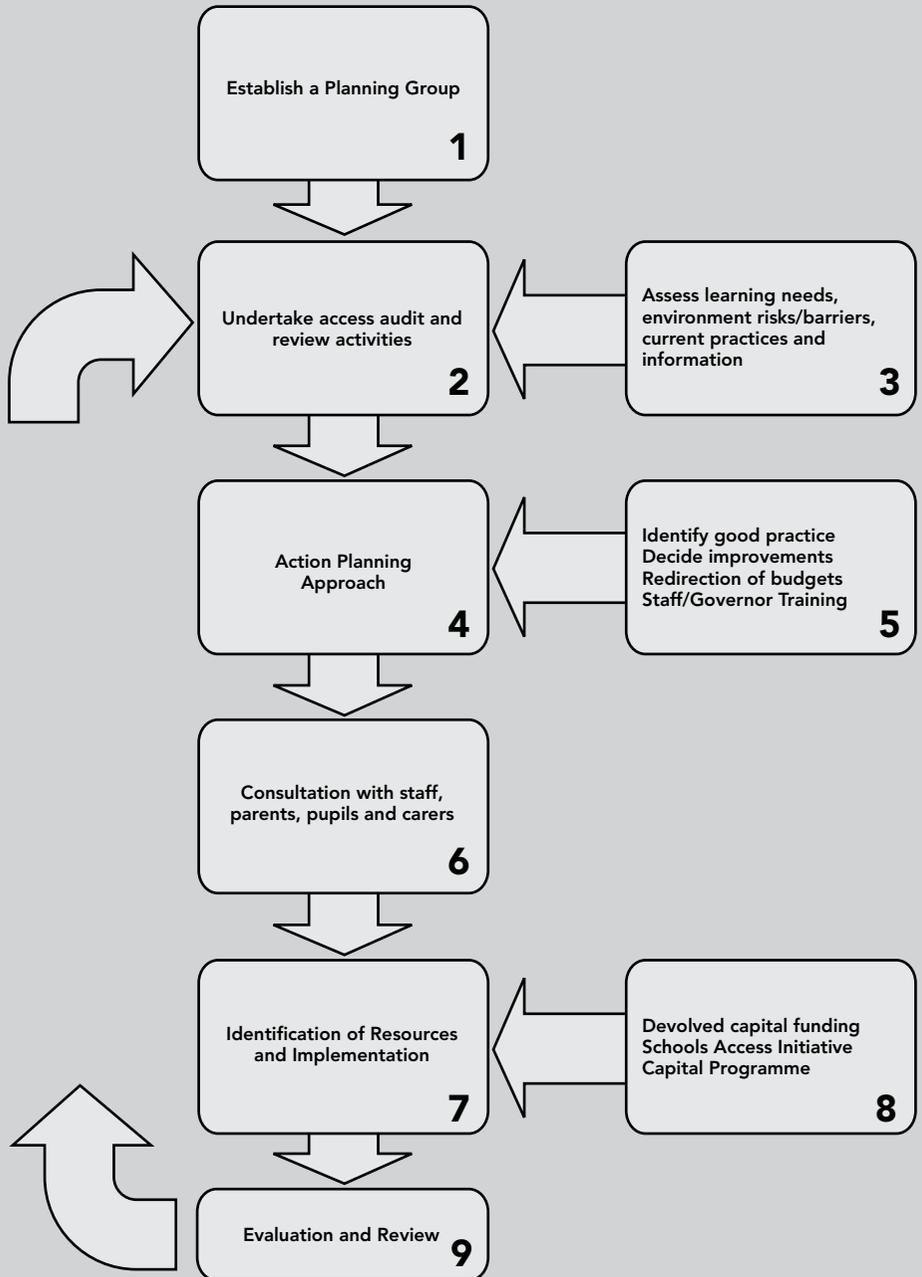
Schools are required to keep the accessibility plan under review and revise it as necessary.

The Special Educational Needs (SEN) Framework

The duties of the DDA are designed to dovetail with existing duties under the SEN framework. The main purpose of the SEN duties is to make provision to meet the educational needs of individual children.

It means that children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is additional to or different from what is normally available in schools in the area.

SCHOOL ACCESSIBILITY PLANNING PROCESS





*Randal Cremer
Primary School.*



Betty Layward Primary School



Brook Community School



The Ann Taylor Children's Centre



The Ann Tayler Children's Centre



The Ann Taylor Children's Centre

Photograph Copyright Cazenove Architects



Photograph Copyright Cazenove Architects



Linden Children's Centre

The Education Property Handbook 2007



Linden Children's Centre



Rushmore Primary School



Sebright Children's Centre



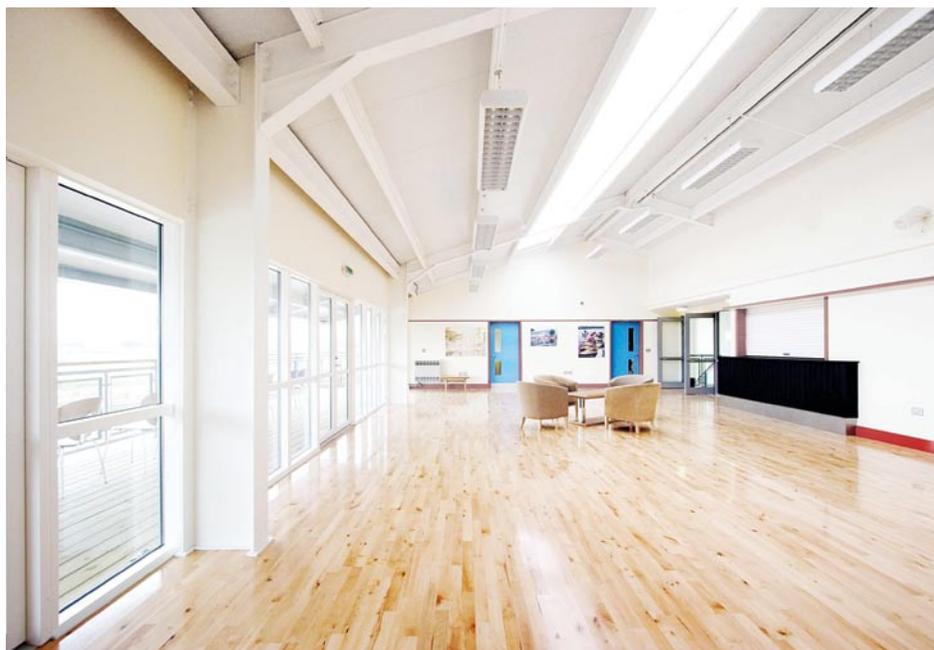
St John & St James C of E Primary School



Tyssen Primary School



Tyssen Primary School



Leaside Canoe Centre



Queensbridge Primary School

The management of Health and Safety at Work Regulations outline the need for employers to manage health and safety by ensuring that the arrangements they have in place are planned, organised, controlled, monitored and reviewed appropriately. Many of the features of effective health and safety management are indistinguishable from the sound management practices that can be found in quality systems, business excellence models and financial planning.

Components of a Health and Safety Management System

The major components of a successful Health and Safety Management System consist of:

- Policy Statement
- Organisation for Health and Safety
- Planning and Implementing for Health and Safety
- Measuring Performance
- Audit and Review

These components are detailed in the Health and Safety Handbook for Schools

Health and Safety Risk Assessments

A risk assessment is a careful examination of what, in your work, could cause harm to people. The important thing you need to decide is whether a hazard is significant and whether you have it covered by satisfactory precautions so that any remaining risk is small.

Following the basic five steps to risk assessment should adequately cover most of the working areas in your school.

Step One	Look for the hazards. Consult accident records
Step Two	Decide who may be harmed and how
Step Three	Evaluate the risks. Decide whether the existing precautions are adequate or whether more should be done
Step Four	Record your findings
Step Five	Review your assessment and revise it if necessary

Risk assessment does not necessarily require a lot of technical knowledge about systems and processes. It does require a realistic and reasonable view to be taken about what harm may be caused and the likelihood that this will happen.

Most hazards have the potential to cause death or serious injury. However, you need to ask whether this is a realistic outcome for the circumstances. If the answer to this question is yes then something will need to be done about it. If the answer is no then you will need to determine the level of harm you believe may occur.

School Premises Health and Safety Arrangements

Safety Management Systems

Schools should follow the general requirements outlined within the Education Service Advisory Committee document "Managing health and safety in schools". A safety management system will enable schools to implement, monitor and review all aspects of health and safety management. A Safety Management System outlines who has responsibility for undertaking key health and safety tasks, such as risk assessments.

Asbestos

Any part of the building fabric containing asbestos must not be worked upon until the asbestos within it has been made safe, either by removal or enclosure. Any work undertaken that releases asbestos fibres into the air is placing everyone in the premises at significant risk of contracting asbestos related disease. See also the text headed "Asbestos in Schools" in this section.

Building Work Contracts

Serious injuries can occur where building work is undertaken. Schools need to ensure that building contractors do not place pupils or staff at risk from their activities. This requires management control of any building work undertaken. The guidance in Section 12 of the Health and Safety manual includes checklists and a hand out sheet outlining basic rules for contractors to follow.

Contractors

Any contractor working on a school site has to be managed to ensure that they do not import any risks into school by ensuring that suitable precautions are in place, and that staff and pupils are informed if they will be affected. Similarly schools must ensure that contractors are not placed at risk from any school activities.

Electrical Appliances

Schools must manage the use and testing of electrical appliances. Frequency of testing will depend upon the type and use of equipment, varying from every year to every four years.

Emergency Evacuation and Planning

Systems should be implemented to ensure that all occupants of the premises can be evacuated in an emergency. Different systems may be required depending upon the cause of the evacuation - for example fire and bomb evacuations. Schools should also plan for emergencies. The type of emergency may be loss due to fire, events occurring during an educational visit, loss of electricity or a major road traffic accident outside the school gates. Arrangements should also be in place to enable normal operation to continue alongside the management of an emergency.

Fire Safety

All schools must carry out a fire risk assessment. Procedures should also be in place to ensure that alarm systems, fire fighting equipment and lighting is regularly tested and maintained in a good condition. See also the text headed "Fire Safety in Schools" in this section.

Gas, Electricity and Water Services

Schools should ensure that gas, electricity and water services are maintained in a safe condition. Gas services and appliances should be regularly inspected and tested by a CORGI registered gas engineer; mains electricity should be inspected and tested at least once every five years; water services must be maintained in a condition that does not give rise to risk.

Glazing

Assessments should be undertaken to ensure that any glass that is likely to cause injury if it is broken is either replaced or made safe.

Liquefied Petroleum Gas and Other Temporary Heating

Wherever schools require temporary heating specific criteria need to be addressed prior to introducing supplementary LPG or electric heating.

Lifting Equipment

Any equipment used for lifting objects or people must be maintained in a good condition. The frequency for inspection and testing will be in accordance with legal requirements outlined in the Lifting Operations and Lifting Equipment Regulations (LOLER)

Monitoring Processes

Schools, in common with any other workplace, need to monitor the provision of health and safety within the workplace. This can be achieved by undertaking regular inspections of the premises, investigation and analysis of accidents and audit of systems and procedures. Noise levels should be kept below the statutory limits and should also be minimised wherever possible, particularly where the level is likely to affect the effectiveness of the teaching environment.

Permits to Work

High risk activities in schools may, on occasion, require very strict controls. Control can be applied using a permit to work system. A permit will identify the safe conditions and requirements that must be present before any work can be started and must be signed by a senior manager.

Risk Assessment

Any work related activity that places any one person at risk of injury or ill health, should be assessed. The risk assessment should identify the likelihood that harm will occur and the most likely severity of that harm. Measures to reduce the risk can then be identified and put in place. Specific legislation outlines assessments that need to be made for particular types of activity - such as manual handling, use of display

screen equipment, noise, and hazardous substances. A general risk assessment will identify where other assessments are required. Once suitable means for reducing risk have been identified those measures need to be implemented. Assessments should be reviewed on a regular basis and at least every year or whenever there is a significant change to the activity or people likely to be affected by it.

Safe Use of Ladders

Injuries received from the incorrect use of ladders can be severe. There are measures that should be taken whenever such equipment is used to reduce the likelihood of injury occurring.

Security and Personal Safety

The safety and wellbeing of staff and pupils within schools can be affected by security and personal safety issues. Schools today need to ensure that appropriate measures are implemented according to their location and the likelihood that they may be affected by intruders, vandals and arsonists.

School Premises Safety

A proactive measure that can be taken to reduce the likelihood of accidents occurring is to undertake regular inspections of the premises. Inspections can be carried out using a checklist pro-forma preferably by a person aware of the safety issues to be checked. This checklist provides a pro-forma and outlines common workplace safety issues that maybe found within schools. The Workplace Health and Safety checklist can be found on www.trustnet.learningtrust.co.uk/healthandsafety

Training Records

Schools should maintain records of all training staff have received. A training needs analysis should be carried out for each member of staff and each staff group. Risk assessments should be used to help identify training needs.

Workplace Health, Safety and Welfare

Regulations outline the minimum standards that all workplaces should comply with to ensure the health, safety and welfare of staff. Schools are subject to additional Schools Premises Regulations that go further than the Regulations that affect other workplaces for certain issues, such as indoor temperature. Some parts of the Health, Safety and Welfare Regulations are also not applicable to school classrooms, such as the requirements for minimum working space. The majority of the Regulations do however apply and are concerned with health issues such as: having suitable and sufficient lighting; waste removal and adequate ventilation; safety issues such as prevention of falls from height, management of traffic in and around the premises, provision of adequate flooring and safety of doors and gates; welfare issues such as the provision of a rest area for pregnant women and nursing mothers, suitable facilities for changing clothing if required, provision of suitable drinking water and provision of suitable toilet facilities.

The above list and information is obviously not exhaustive and further reference should be made to the Health and Safety Handbook for Schools

Asbestos in Schools

Introduction

Asbestos is responsible for more occupational related deaths than any other single cause. For this reason controls on the importation and use of asbestos have been introduced and progressively strengthened over the last 25 years, where today asbestos is virtually banned from use completely.

Asbestos was widely used in industry and building construction predominantly between 1950 and 1980. The risk of being exposed at work to sufficient quantities of asbestos fibres to cause a fatal illness remains as long as suitable precautions are not taken.

Where asbestos is likely to be found

If the school was built or refurbished between 1950 and 1980, it is likely that there will be, or has been, asbestos somewhere within the premises. Steel framed buildings and boilers with thermal insulation built within this period are the most likely places to find asbestos. Asbestos can be found in a variety of areas, including pipe lagging, ceiling tiles, asbestos cement products – corrugated roofing and wall cladding, gutters and down pipes - fire protection in ducts and panels, soffit boards and around structural steelwork.

Guidance on asbestos in schools

Under the Control of Asbestos at Work Regulations 2002 you should be aware that you have a duty to manage the risk from asbestos in your school buildings. You are required to:

- Find out whether the building contains asbestos and what condition it is in.
- Assess the risk, e.g. if it is likely to release fibres
- Make a plan to manage that risk

Risk from asbestos

Asbestos only presents a risk to health if fibres are released into the air. This only happens where asbestos or an asbestos containing product is damaged or being worked on or where work in the area disturbs dust that has settled (for example in ceiling voids).

To assist with these duties The Learning Trust has carried out a Type 2 Asbestos Survey at all schools (where a Type 2 Survey did not already exist) to identify locations of Asbestos Containing Materials (ACMs), the risk of fibre release from the material and the condition of the material. The Survey Summary item 7 sets out your obligations under Regulation 4 of the control of Asbestos at Work Act 2002. You are required to carry out a risk assessment as to the likelihood of damage to those ACMs identified in the survey. Guidance on how to do this is available on the web site www.hse.gov.uk/asbestos/information.htm. This information must then be recorded in an asbestos

register and be maintained on site for the life of each building and must be available, to all visiting contractors to prevent accidental exposure.

The register should be periodically updated and must be kept in a safe place and referred to whenever you are considering building works, mechanical and electrical works or any movements or actions that may cause damage to any surface in your school.

It must be presented to all contractors who attend the school to carry out any maintenance works.

Asbestos in good condition

Where asbestos is not being worked on, is in good condition and is not likely to be damaged, the safest measure to take is to leave it in position and record it in the register. This may mean either identifying it on a plan of the building or keeping a written record in a specific file.

Where there is asbestos and it is in a safe condition it should be marked or labelled to ensure that anyone working on it is immediately made aware that the material contains asbestos. A method of marking could include the use of colour spraying the affected area or attaching hazard warning signs. If you decide not to mark the asbestos there must be a sure-fire system in place to ensure that anyone working on the material - contractor, staff, volunteer helper - knows that it contains asbestos. It can also save time if known non-asbestos containing materials are also logged and marked.

Asbestos in poor condition

If the asbestos is in a poor condition or is likely to be damaged or disturbed you will need to repair, enclose or seal it. If you are unsure of what to do, or are unsure of whether any material contains asbestos, contact The Property and Capital Team at The Learning Trust. If asbestos is left in place and either sealed, enclosed or repaired, you must ensure that you have a system for regularly checking its condition. Where the condition deteriorates it must be treated as being damaged or disturbed. If asbestos is likely to release fibres or dust and cannot be easily repaired or protected it must be removed. If asbestos is removed it must only be undertaken by a licensed contractor.

Prevention of Exposure

Before any repairs, maintenance or refurbishment work is undertaken; checks should be carried out to determine if asbestos is present and if it may be affected during or as a result of the proposed works. Specialist advice must be sought to ensure the correct type of asbestos survey is carried out.

The contractor should not be relied upon to identify asbestos or other hazardous materials prior to disturbance of the area being worked upon. Contractors should, however, be made aware that the survey and information available may not be complete and that more asbestos may exist.

Contractors should, therefore, have some knowledge regarding visual identification of what may be suspected to be asbestos and should be instructed to cease work if any such materials are found.

Where asbestos is found during work in progress that work must cease and the area closed off. The project supervisor must be informed immediately and samples arranged to be taken.

Where work is to be undertaken next to an area that contains asbestos suitable enquiries must be made to determine whether the work is likely to cause the release of asbestos fibres. If the work is likely to release fibres the asbestos concerned must be removed or safely encapsulated.

Fire Safety in Schools

All establishments are required as part of their overall policy on health and safety to formulate and document suitable practices and procedures for the management of fire precautions. Headteachers and other education managers should manage fire safety in the same way they manage other issues.

Responsible Persons

The responsible person within schools is the Headteacher. The responsibility for the day to day management of fire safety may be delegated to a designated competent person(s), but the overall responsibility stays with the Headteacher and the governing body.

Legislation

Fire legislation includes:

- The Fire Precautions (Workplace) Regulations 1997 (as amended)
- The Fire Precautions Act 1971
- The Health and Safety at Work Act 1974 and associated regulations
- The Management of Health and Safety at Work Regulations

The Management Regulations require risk assessments to be undertaken to identify the measures required to comply with Part 2 of the Fire Precautions (Workplace) Regulations 1997 (as amended).

A fire risk assessment should usually involve the identification of any hazards present (whether arising from work activities or from other factors, such as layout of the premises) and then evaluating the extent of the risk involved, taking into account whatever precautions are already being taken. The main purpose of this risk assessment is to safeguard the safety of the occupants in case of fire.

How to complete the Fire Risk Assessment

The risk assessment will help you determine the chances of a fire occurring and the dangers from fire that your workplace poses for the people who use it.

It is not a theoretical exercise. However, some work can be done on paper from the knowledge you, or your employees or their representatives have of the workplace. A tour of the whole building will be required to ensure that all details and information are accurate, and any areas of significant risk identified.

For fire risk assessment there are five steps that you need to take:

- | | |
|------------|--|
| Step One | Identify potential fire hazards in the workplace |
| Step Two | Decide who (for example employees, visitors) might be in danger, in the event of a fire, in the workplace or while trying to escape from it, and note their location. |
| Step Three | Evaluate the risks arising from the hazards (a hazard is something with the potential to cause harm) and decide whether your existing fire precautions are adequate or whether it is possible to remove or further control the risk (for example by improving the fire precautions). |
| Step Four | Record your findings and details of the action you took as a result. Tell your employees about your findings. Record your findings on the fire risk assessment. |
| Step Five | Keep the assessment under review and revise when necessary. |

The records of the Fire Safety Risk Assessment must be written down, kept on the premises and available for all staff to view. The main issues raised as a result should be passed on to staff for their information and/or action. Forms contained within the fire risk assessment can be copied and completed then retained on the premises for use by the management. The Fire Risk Assessment should be treated as a flexible and working document, acting as a fire safety management tool.

Some common examples that could contravene the Regulations:

- Non implementation of evacuation procedures
- No written Fire Risk Assessment
- Fire doors propped or wedged open
- Self-closures on fire doors broken or missing
- Coats, displays and paper on emergency exit stairways and single directional corridors or single escape routes
- Fire exits blocked
- Fire doors bolted
- Fire doors with unsuitable glazing, such as non fire resistant glazing
- Poor housekeeping
- Boiler houses used for storage of combustible and flammable materials
- Smoking in the boiler house or other non designated areas
- Flammable chemicals not segregated or stored in a fire resistant container
- Fire alarm not audible in all areas of the building

- Inadequate number of exits for the number of people who may be required to use them
- Unauthorised structural/building work worsening means of escape
- Inadequate training of staff members

Arson Prevention

Malicious arson attacks and deliberate ignition of contents are the single largest cause of fires within schools and a major factor in other education establishments.

In terms of general day to day management to assist in reducing vulnerability of your school to arson, suitable 'close-down' procedures should be carried out. Recommended 'close-down' checks at the end of the school day should include the following:

Flammable materials are locked in suitable containers;

Valuable equipment/cash is secured;

Refuse has been removed from the building (placed in secure/safe area);

No persons are still present in the building;

External/security lighting is operating;

Windows are secured shut;

Doors are closed (to prevent spread of fire and unauthorised access);

Alarms (security and fire) are set;

External doors/gates/fences are secure;

Further guidance on Arson prevention can be found in the Health and Safety Handbook for Schools.

Part

B

Project Funding and Management

Section 8

Prioritisation of Capital Works

Introduction

The Learning Trust, Council and the Government recognise that local schools and early years' facilities require more repair and replacement works than can be annually funded and are working in an unprecedented manner to bring about comprehensive renewal and improvement.

Capital works to schools are prioritised through the statutory Asset Management Plan, special government programmes and initiatives and aim to meet the strategic objectives of the Children and Young People's Plan. In 2005, the Trust, working in partnership with the Council, secured government support for redeveloping or refurbishing all local secondary schools and from 2004 started work on a borough wide network of children's centres. In April 2006, the Government announced a new programme of investment for primary schools which will start in 2009.

Future works to schools and early years facilities will be planned within the context of these plans and processes in the following manner:

Asset Management Plan

The AMP provides a system that prioritises works to schools and reflects relative importance against agreed and unambiguous criteria. These criteria apply equally to the Council, Trust and school level to ensure that limited resources are fairly directed towards the most urgent needs.

Needs are assessed in respect of Condition, Suitability and Sufficiency and are determined by regular (3 yearly) surveys commissioned by the Learning Trust. The surveys identify urgent and essential works to schools and form the basis for preparing the Statement of Priorities and capital investment. The AMP process is explained in more detail in Section 14.

The Council and The Trust will consider the following priorities when formulating the programme of capital works:

- (i) Urgent work that will prevent immediate closure of premises and/or address an immediate high risk to the health and safety of occupants and remedy a serious breach of legislation.
- (ii) Essential work that will prevent serious deterioration of the fabric or services and/or address a medium risk to the health and safety of occupants and/or remedy a less serious breach of legislation.
- (iii) High risk "A" Health and Safety suitability items.

Schools should use these AMP based criteria when deciding upon the allocation of delegated repair budgets and devolved formula capital allocations.

Other priorities could be:

- Identified by Premises Development Plan or Post-OfSTED Action Plan
- Significant measurable impact on raising standards
- Improvement to teaching accommodation
- Future savings on repairs or energy costs

Building Schools for the Future

The BSF Programme will provide for the redevelopment or refurbishment of 13 Secondary and Special Needs schools across the Council and Voluntary Aided sectors. This £167m programme will start on site in 2008 and will take five to six years to implement. The Local Education Partnership (LEP) being procured to deliver the secondary BSF programme will also assume responsibility for the maintenance of schools improved by the programme. Funding for these works will be channelled through the LEP.

Primary Capital Programme

This new national programme aims to tackle at least half of primary schools leading to a full transformation of the primary estate. Nationally, £7billion will be allocated over 15 years with pilot schemes commencing in 2008/9 and then £500m in 2009/10 across all local authorities in a flatter year on year approach to financial allocation.

There will be a need to demonstrate a strategic approach from patch and mend to service wide planning and redesign which seeks to join up funding streams and add resources to the programme through:

- Generating capital receipts from disposals created from school amalgamation
- Joint funded projects inc. libraries and housing schemes

It will be necessary to demonstrate a long term strategic approach for education and the schools and early years infrastructure which sets medium term goals to achieve policy and service delivery targets and prioritises shorter term budgets to need. The programme will need to be cast within existing arrangements for:

- Children and Young People's Plan
- Local authority service specific and corporate asset management planning
- School asset management planning
- School master planning
- Annual performance assessment judging local authority planning and performance in education and social care
- Other requirements including ICT, disability discrimination and sustainability

The programme offers flexibility in procurement method but there are clear advantages in considering using established Local Education Partnerships, Joint ventures with the private sector inc. Private Finance Initiative. The key objective will be to maximise the investment opportunity and a clear strategy to do this will meet with Government approval.

Children's Centres

The Sure Start Unit has confirmed the indicative budget for the 2006-08 programme (phase 2) for Hackney totalling £4.1m capital funds and £6m revenue funds. This follows £4.6m Capital and £1.6m revenue which has already been allocated and agreed by Cabinet for the Phase 1 2004/6 programme.

The entire four year programme is underpinned by an Early Years Strategy developed to achieve the objectives of The Children Act 2004. In this respect, Children's Centres will contribute towards delivering the five key outcomes of Every Child Matters – being healthy, staying safe, enjoying and achieving, making a positive contribution, and economic well being – and the continuing development of multi-agency working that underpins the Children's Services Agenda.

Phase 2 will complete the Borough's Children's Centre network by seeking to provide a further 8 centres. The selection of projects is based on levels of local deprivation, meeting specific community needs and ensuring full geographic coverage rather than providing the significant number of new spaces required for Phase 1.

Strategic Planning

Other priorities are determined by the need to meet strategic education planning objectives. For example, to fully satisfy secondary education school place planning requirements and raise standards the DfES has supported initial proposals for new academies. With the limited availability of surplus educational land in the borough it is necessary to optimise the use of the education estate and release capital value.

Section 9

Funding Sources

Introduction

This section sets out the funding sources which are available to schools for repair, maintenance and new investment in school premises.

The Council and The Learning Trust endeavour to maximise funding for all schools by ensuring that all resources are fully utilised. Regular reviews of funding streams are undertaken in order to maintain a match between potential funding sources and projects. The DfES allocates capital funding to Hackney based on the needs identified by the Asset Management Plan.

The process of incurring expenditure on capital projects is strictly controlled by Financial Procedure Rules (Financial Regulations). In all cases schools must check to ensure that the necessary financial approvals have been obtained (see Section 10) before projects are allowed to commence. The Council owned schools are required to comply with Council Standing Orders in relation to the procurement of goods and services.

Capital Expenditure

Capital expenditure can be met from either capital grant or delegated revenue budgets. The DfES uses the definition of capital expenditure from The Chartered Institute of Public Finance and Accountancy (CIPFA) which covers:

- a) the acquisition, reclamation, enhancement or laying out of any land;
- b) the acquisition, construction, preparation, enhancement, replacement, or demolition of any building or part of a building (including any fixtures and fittings affixed to a building), wall, fence or other structure, or any playground or other hard-standing;
- c) the acquisition, installation or replacement of any movable or immovable plant, machinery, apparatus or furniture

'enhancement', in relation to any asset, means the carrying out of works which are intended:

- a) to lengthen substantially the useful life of the asset; or
- b) to increase substantially the open market value of the asset; or
- c) to increase substantially the extent to which the asset can or will be used for the purposes of or in connection with the school concerned.

LB Hackney has a minimum capital spend threshold of £6,000 for schools, any spend below this figure is defined as revenue.

School Revenue Funding

The repairs and maintenance element within the overall delegated schools budget is provided through a formula funding mechanism. This element of the budget is intended to provide for the routine servicing of plant and equipment, day to day repairs in schools, and other cyclical maintenance works. It can also be used as a contribution to 'top up' major schemes funded through capital sources. However, capital funding cannot be used to support revenue expenditure. It should be noted that The Learning Trust delegates 100% of revenue funding to schools to cover all reactive and preventative repairs and maintenance to buildings and retains no further revenue funding for such provision. For general guidance, schools are required to fund the following works through their delegated budgets:

- Internal and external painting and decoration
- Boiler maintenance and repairs
- Electrical repairs and re-wiring
- Roofing and guttering repairs
- Grounds and external security works and maintenance
- Drain and sewer clearance and repairs
- Deep cleaning of surfaces
- Internal repairs

Such works should only be undertaken by suitably qualified staff, contracted specialist service providers or by companies under framework agreements established by the Trust (Refer to section 11 for managing projects and section 13 for framework agreement). The Trust's Property and Capital Development and Supplier Relations Teams are able to provide advice when required.

Schools can only carry 5% of delegated budget forward unless there is a planned need to cover major works in a future year.

Early Years and Children's Centres

Early years' establishments are allocated revenue funding on a similar basis as schools. Funding for all capital works is allocated and administered by the Learning Trust with the Council's approval.

The Children's Services Capital Programme

Major school and early year's building repair, refurbishment and replacement is funded from capital sources comprising government capital credit approval, Standards Fund grants and the Council's own resources. Such funding is brought together in a central 5 year Children's Services Capital Programme which is reviewed on an annual basis. The programme is prioritised by The Learning Trust and has to be agreed by the Council. It provides funding in the following manner:

School Devolved Formula Capital (DFC)

The DfES introduced Devolved Formula Capital during the 2000/2001 financial year with the stated aim "to ensure that all categories of school should have the

opportunity to manage some capital works". To enable this to happen, capital funds were devolved from LEA budgets to schools on a formula basis.

The grant gives schools direct funding for the priority capital needs of their buildings, which can be capital repair, remodelling or new build. All capital funding at maintained schools should contribute to raising educational standards and should be invested in the priorities agreed locally, and set out in the Asset Management Plan (AMP). These priorities should reflect, where appropriate, priorities included in the School Development Plan and central government policies and targets.

Expenditure decisions on the use of this grant for capital investment should be made in partnership with the Property Team at The Learning Trust. This should follow local discussions in the context of the AMP and in relation to the priority needs of your school buildings through the AMP visits held with Property officers.

In order to further support local decision making, the grant has included funding for schools' investment in ICT equipment since 2006-7, (and this replaces the ICT in Schools Standards Fund grant for school infrastructure). Over the longer period, schools are expected to balance investment between the needs of their buildings and ICT improvement.

Use of Devolved Formula Capital

Schools may roll their annual allocations forward for up to three years, (i.e. full or partial allocation in one year can be carried forward into the following year and/or the year thereafter) to enable larger projects to be funded. Schools can contribute their allocations of DFC to some larger project, funded for instance by the local authority. They can also contribute it to a project at another school if they believe this will give overall greater benefit. This grant is distributed to community, foundation and voluntary aided schools and to maintained special schools and pupil referral units (PRUs) through the Standards Fund. DFC is delivered to eligible academies, VA schools, non-maintained special schools and city technology colleges directly from the department. (From 2006/2007, the DfES aims to deliver this funding for academies through the Standards Fund).

In prioritising their needs, schools are urged to consider the longer term responsibilities of governing bodies for the maintenance of their buildings, grounds and ICT equipment. Priorities should reflect national priorities and align with those of the local authority's asset management planning process.

Note for Voluntary Aided Schools

In April 2006 new arrangements were introduced as to how DFC is paid to VA schools to achieve greater consistency with other maintained schools, DFC is paid direct to VA schools in two scheduled payments made during the financial year. This provides greater autonomy for schools to decide how to fund local priorities. VA schools no longer have to seek DfES approval to carry out capital work funded by DFC to the school premises, nor make a claim for the money. All VA schools will be contacted by the DfES at the end of each financial year to provide a declaration of how DFC has been spent. For further guidance, please refer to the "Blue Book" for details.

For Roman Catholic and Church of England schools you should liaise with your diocesan building officer or consultant.

Asset Management Funding (Condition and Modernisation)

The DfES provide annual allocations to the Council and Trust to address major building condition, suitability and sufficiency issues identified through the Asset Management Plan. This support runs at approximately £2m per annum.

Schools Small Grants

The Learning Trust has recently introduced a small grants programme supported with asset management funding whereby schools can bid for funding of up to £25,000 for the purpose of minor capital improvements. The grant has to be matched at least pound for pound with funding from school sources and the works need to be associated with condition, suitability or sufficiency needs of the school building. £250,000 has been ring fenced for this programme over 2006-08, after which the programme will be reviewed. The grant is aimed at schools which are a low priority in terms of other AMP and capital allocations. Details of this grant and qualifying criteria can be obtained from The Learning Trust's Property and Capital Development Team.

Building Schools for the Future (BSF)

BSF is the biggest single government investment in improving school buildings for over 50 years. The aim is to rebuild or renew every secondary school in England over a 10-15 year period. BSF will bring together significant investment in buildings (and ICT) with significant educational reform. The national programme, worth £2.2 billion in its first year, is estimated to last 10-15 years and will ensure secondary pupils in every part of England learn in 21st century facilities.

In December 2004 Hackney received approval to develop its bid as a Wave 2 authority. Our Wave 2 proposal includes 15 schools with a mix of new build and major refurbishment work representing capital investment of over £167m. The schemes will be delivered in three phases with completion of the First Phase programmed for Autumn 2008, the Second Phase for Autumn 2009 and the Third Phase for Autumn 2010. In May 2005 our First Phase Outline Business Case received PRG (Treasury) approval.

New Pupil Places Funding

Following consultation between the DfES and LEAs, funding for new pupil places is allocated to LEAs on a formula basis. LEA allocations are based on pupil numbers and needs. These allocations are joined up with other formulaic funding, and paid through the single capital pot.

Schools Access Initiative (SAI)

The Schools Access Initiative is an annual allocation from the DfES to the Education Service to improve access to school buildings for all sections of the local community. This allocation currently runs at about £225,000 per annum and is prioritised through the Accessibility Strategy.

Targeted Capital Fund (TCF)

The TCF is a relatively new source of funding based on competitive bidding every two years. It is provided as a borrowing approval, or grant, or as a combination of both. LEAs can potentially achieve funding for one project up to a maximum of £6 Million. Bidding is competitive and only a limited number of LEAs will succeed in securing any TCF funding. However, in recent years Hackney has been relatively successful in securing funding (£2m) for Queensbridge and Randal Cremer school expansions, (£4.8m) for the rebuilding of Lauriston Primary School and (£1.2m) for the remodelling of St. Scholasticas, a VA primary school. The Learning Trust's Property and Capital Development Team assist in the preparation and submission of bids

Big Lottery Fund (BLF)

The Learning Trust and Schools are able to bid for Lottery Funding to bid for specific sports and arts projects. These can include assistance with the development of sports halls, outside multi use games areas etc. The Trust's Property and Capital Development Team have in the past received funding for project management of successful schemes.

Security Grant

The Security Grant is an annual allocation the Property and Capital Development Team set aside to support physical security improvements in schools. The Safer Schools' Group is in its fifth year of successfully funding projects to reduce security incidents and improving staff and pupil safety in schools.

The grant is available for all schools to bid for funding towards works recommended by the Hackney Police Crime Prevention Officer.

All bids are scrutinised by The Safer Schools' Group with priority given to schools with high urgency. Many schools have been successful in minimising security risks and improving overall safety through the support of the security grant project.

The Private Finance Initiative (PFI)

The Private Finance Initiative began as an innovative alternative to the traditional sources of capital funding for the provision of new school buildings. It was first introduced in the early 1990s, but has become a far more important source of capital funds for LEAs since 1997. Under PFI, competitive bids can be submitted to the DfES for 'PFI credits' required to rebuild all or part of a specified school or group of schools. PFI differs considerably from all other means of procuring new buildings in how a contractor is selected and the duration of the contract.

Rather than just choosing a construction firm to construct a building, under PFI a consortium of different companies works together. This consortium will be responsible for designing, building, and running property-related facilities for the duration of the contract, usually 25 or 30 years. In addition the consortium must also have the necessary legal and financial expertise to support the project, together with facilities management expertise. Typical services covered by a PFI contract include: repair/maintenance, cleaning, waste disposal, pest control, caretaking, security and ensuring the supply of water and power to the site.

Hackney is not currently developing or managing any schools through the PFI.

Voluntary Aided Schools

Voluntary Aided (VA) schools have access to funding directly from the DfES. Bids are submitted in the targeted bidding rounds for major projects (£500,000 or more) which are either Basic Need or would meet Targeted Capital Fund criteria. Smaller projects can be funded through devolved capital or the Local Authority Controlled Voluntary Aided Programme (LCVAP), which is a combination of Basic LCVAP Modernisation, and Schools Access funding. The DfES requires VA schools and their Diocese to contribute 10% of project costs.

Separate guidance for Voluntary Aided schools is provided in the "Blue Book". This includes guidance on how to apply for funding for capital work at VA schools. It also explains how allocation of the grant is adjusted to reflect the different funding arrangements for VA schools, and how VA governing bodies may use the grant.

Introduction

The Learning Trust, through its contract with the Council, is responsible for arranging all development, improvement and maintenance works to the education and early year's estate and is directly involved in the delivery of new school, children's centre developments and asset management schemes. Within this delegation, schools also have access to sufficient funding to carry out significant building projects in their own right.

This section provides general information to school and early year's management teams, governors and other individuals involved in planning or progressing works to buildings. Section 11 and 12 respectively provide detailed project management guidance on the delivery of projects by school and information about project management by the Learning Trust.

Voluntary Aided schools are also advised to refer to The Blue Book: Capital Funding for Voluntary Aided (VA) Schools in England (re-issued 2006) and to their respective diocese.

Basic Project Requirements

All capital projects are required to have formal approvals

These include capital approvals from the funding body (eg. governing body, diocese, Learning Trust and/or Council); building works approval from the property owning body and statutory works approvals such as planning permission, listed building and conservation area consents and building regulation approval.

All projects should seek to achieve best practice and sustainability standards

This means working within DfES Building Bulletins and Design Guides for Schools which cover standards for primary and secondary schools, environmental design, access for disabled people, acoustic design etc. and seeking to ensure good architectural quality and environmentally friendly solutions to building materials and use of energy.

All projects are required to have a works specification

This includes a clear definition of the proposed works and drawings which would normally be prepared by a property consultant or building contractor and provide a basis of assessing costs and procurement.

All projects are required to undergo formal procurement

This includes achieving best value through tendering for a property consultant who

might design, cost, procure a building contractor and undertake site administration or a direct tender for a building contractor.

All projects are required to have formal contracts

This involves a binding agreement with any party managing or undertaking specified capital works.

Key Project Management Roles

Key personnel involved in the majority of education building projects are:

The Client this is someone who decides to carry out a project, defines what is required and the budget, commissions a consultant to act on their behalf and lets a contract for the work. Schools can perform this role with prior agreement of The Learning Trust. Voluntary aided schools should discuss project delivery arrangements with their Diocesan Board or Trust.

Project Manager someone within the school or organisation, possibly the building manager, bursar or a governor should be named as the Project Manager. Only this person can issue instructions to the consultants and can co-ordinate within the school. This role takes responsibility for ensuring the project meets the programme and the budget.

CDM Coordinator the client is legally required under the Construction (Design and Management) Regulations 2007 (CDM) to appoint a competent person as CDM Coordinator for all projects lasting more than 30 days or involving more than 500 person days.

Property Consultant these are specialists employed to undertake a particular task. In most cases the lead consultant will be the architect and will co-ordinate other consultants such as building surveyors, planning supervisors, quantity surveyors, structural engineers etc. They can provide a range of services to support the development of a building project including design, cost, procurement of contractor, site administration and overall project management.

Building Contractors contractors are those companies appointed by the property consultant or project manager to undertake specified works through to completion. Appointment should be based on a tender process using a detailed specification assessed by a quantity surveyor.

Section 11

School Managed Building Projects

Schools are able to manage projects funded from their own resources eg devolved capital or revenue, but are encouraged to seek the advice of The Learning Trust's Property and Capital Development Team or Diocese if in any doubt of necessary processes or legal procedures. This section provides a summary of the roles, responsibilities and steps that should be taken into consideration in managing a project.

No work should be undertaken on a school or early year's building owned by the Council without consulting The Learning Trust. The Trust has a legal duty to ensure that all work is carried out safely and in accordance with Council Standing Orders, that school capacity issues are taken into account and that formal consultation is undertaken, particularly if any part of the school is to be temporarily closed and education disrupted.

Project Management Processes

School managed project processes are summarised in Diagram A and described below:

- 1) The school must be able to identify adequate resources to complete the project and make allowance for contingencies against unforeseen problems. Before proceeding further the approval of the governing body is required and normally the support of staff and parents. At this stage The Learning Trust should be notified of the intention to undertake building works. In any case, the Trust will advise on whether a budget is sufficient before the involvement of expensive external building professionals.

Schools have authorisation to approve capital expenditure from devolved budgets. The recommended procedure is set out in the Financial Procedures Manual for Schools produced by The Learning Trust. These procedures give general authority to schools to enter into contracts, with the agreement of governing bodies, in the following manner:

Level of Financial Authority (Contracts)

Delegated Authority	Secondary School	Primary/Other School
Governing Body	£40,000+	£20,000+
Finance Committee	£10,000 – £40,000	£5,000 – £10,000
Headteacher	Up to £10,000	Up to £5,000

In terms of procurement of larger projects, the appointment of project managers who are independent of the main works/building contractor will be subject to a separate tendering process. The appointment of a building contractor will normally be arranged by the project manager on behalf of the school. For smaller works, usually less than £100,000 the project will be managed by the main contractor and therefore the entire works will be the subject of one tendering process.

All procurement for building projects must follow LBH standing orders, the thresholds for these are tabled below:

Contract Value	Actions	Comments
Less than £10K	Obtain and record details of at least 2 quotations	
Between £10K and £100K	Obtain at least 3 quotations	Subject to standing orders 7.2 and 7.3 relating to the compulsory use of the framework agreements, where these are in place
In excess of £100K to the relevant EU threshold of £144,371 (services) and £3.6m (works)	Invitation to tender to at least 4 organisations or persons	For orders in this range, you may be able to use a nationally recognised prequalification systems such as Constructionline. The use of Constructionline does not replace competitive tendering.
EU threshold and above	EU procurement directives should be followed	

- 2) If the school cannot fully fund the project, then if it meets asset management criteria, funding support through the small grants programme might be available, or if the health and safety of pupils and staff is at risk then the Trust should be contacted for an opinion on funding and advice.

3) Major schemes/specialist works

In the event of a major scheme costing in excess of £100,000 or a specialist scheme, The Learning Trust would strongly advise the appointment of a consultant building professional to manage the project on the school's behalf. The purpose of appointing a consultant is to release school staff from complex and labour intensive project management work and to transfer the risk and responsibility to a specialist contractor with professional indemnity. The total value of all professional fees (including property consultants) for a capital project should not exceed 15% of building cost.

Consultants should be engaged on a separate contract. Most consultants will be able to provide a standard contract to cover their services but LBH recommends the use of GC Works Contract 99. Please refer to Section 13 on

the Framework Agreement for more information. Schools should seek the advice of a solicitor before signing any contract issued by a consultant.

Council Standing Orders require that all works in excess of £100,000 require 4 competitive tenders. Each of these will require a detailed comparative evaluation in terms of price and quality of proposed works. The criteria and weighting for evaluation should be agreed prior to tendering. The property consultant should ensure that contractors are bound with a robust JCT type of contract, before the commencement of works.

- 4) Property consultants, usually an architect or building surveyor will work with the school in designing a building solution within the budget available. At this stage consultants will be involved with assisting with consultation, project design, developing a detailed specification and working drawings, risk management and gaining statutory approvals. This is referred to as taking a project through to RIBA Stage D, at which point the scheme should be ready for tendering to building contractors.
- 5) Statutory approvals include building control, planning permission and listed building/conservation area consent where appropriate. Where there is any doubt, the consultant should approach the relevant Council/Government body for pre-application advice.
- 6) The project manager will need to prepare a detailed specification and obtain four quotes.

For major projects or those with external project management support, the property consultant will be responsible for ensuring effective quality and cost control, progress chasing, running regular project meetings, ensuring on site health and safety, and presenting interim and final certificates and invoices for payment. Final payment should be held against any snagging and a retention should be held for 12 months.

For other projects, it will be the responsibility of the internal project manager to ensure that a scheme is progressing to timetable, that works are of an acceptable quality and that the contractors are paid against project progress.

The Royal Institute for British Architects (RIBA) has published 'A Guide for School Governors: Developing School Buildings' which provides a valuable source for governors to appreciate what is involved in looking after and developing school buildings.

7) **Minor Works**

Learning Trust approval is still required for minor works but, if it has the capacity, project management can be run from the school itself. For certain projects an 'all in' specification for project management and building works can be prepared for tender.

- 8) Any scheme where there will be any alteration to the structure of the building, supply of services or drainage will require Building Regulation approval. This means that the project manager will need to provide drawings and specifications to the Council's Building Control Section, together with a set fee.

Any building extension, new build – permanent or temporary accommodation, permanent structure, new or changes in boundary walls or fences will need planning approval through a submission including plans and design specification to the Council's Planning Department. Approval can take up to 12 weeks and a set fee will be charged.

- 9) The project manager will need to prepare a detailed specification and obtain 2 or 3 competitive quotes depending on whether a scheme is above or below a £25,000 value threshold. The appointed contractor is likely to provide a standard works contract on which advice might be sought and works should not start until this has been signed. This should be a contract binding in specification with price and timetable together with a schedule of staged payments against on-site progress. All project costs should include at least a 5% contingency and a retention which is held for 12 months against potential defects.

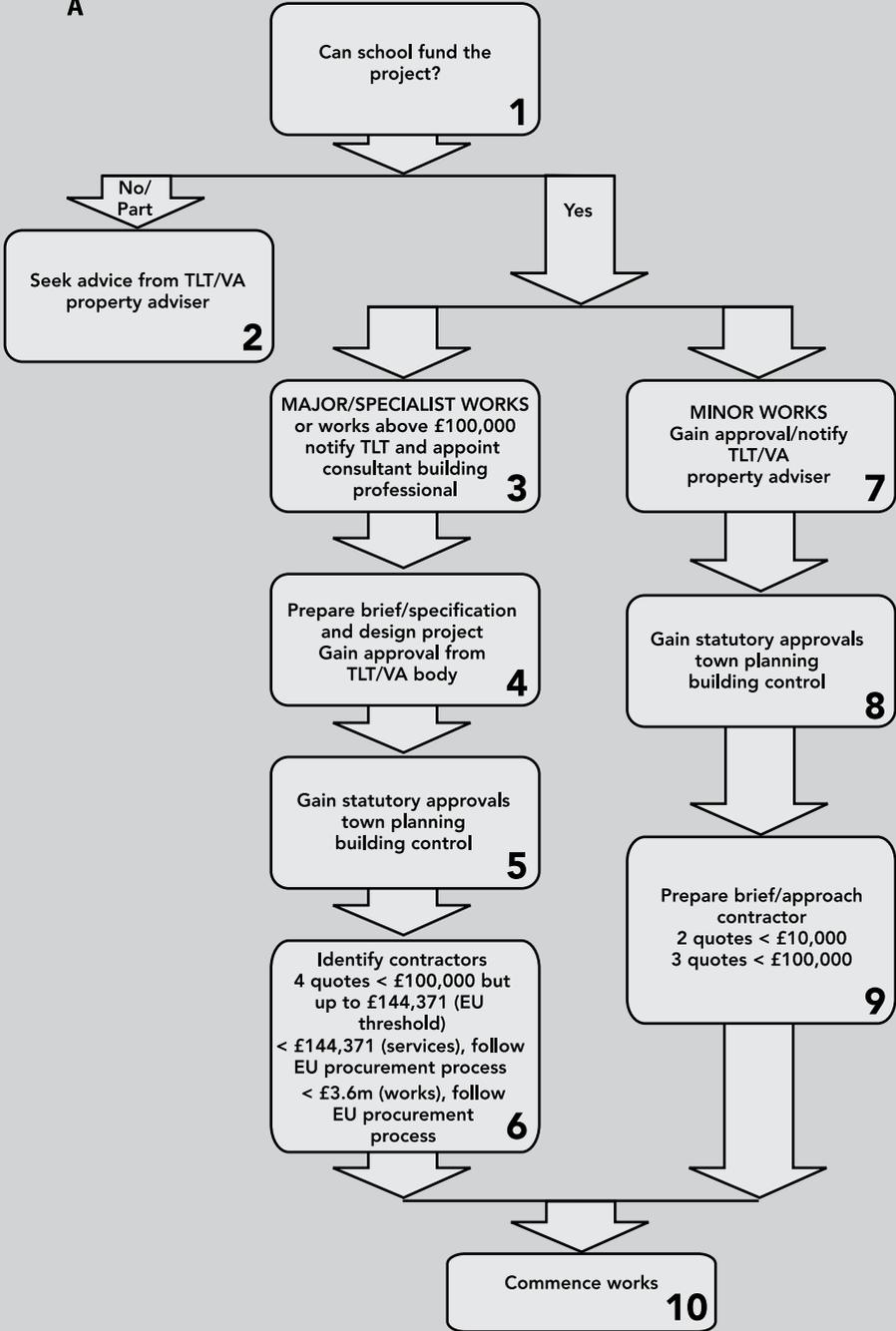
In the appointment of contractors, it is necessary to ensure that all workers accessing school or early year's premises hold satisfactory Criminal Records Bureau clearances.

In summary, a school management team undertaking a project has responsibility for:

- Identifying funding
- Notifying the Learning Trust's Property and Capital Development Team
- Gaining approval of governing body
- Consulting staff and parents
- Identifying a project manager
- Ensuring that, where relevant, a CDM Co-ordinator is appointed
- Ensuring that it achieves value for money in line with Council Standing Orders (embodied within the Trust's ineed procurement procedures)
- Ensuring that building control and town planning approvals are sought

**DIAGRAM
A**

SCHOOL MANAGED PROJECTS



The Learning Trust's Property and Capital Development Team arrange the delivery of all small, medium and large scale maintenance and new development projects as identified by the Asset Management Plan or Education Capital Programme. In addition, the Trust will arrange and manage emergency works, where schools require assistance.

Due to the high volume of projects across the education estate, the Trust's Property and Capital Development Team assumes a commissioning, facilitation and programme management role. This essentially involves working with schools and key stakeholders across the Trust and the Council to identify potential projects, securing capital approvals and organising procurement and managing projects through a property consultant who is given responsibility for design, assessing project costs, appointing building contractors and project administration.

It is important for school and early year's centre managers to understand the processes which The Learning Trust has to work through on their behalf and observe that any new instructions which need to be issued to the property consultant or contractor are channelled through the Trust's Project Manager to ensure there is clarity and effective cost control.

Approval and Procurement Processes

All such projects are progressed under the Council's Capital Approval and Procurement Gateway processes. The Learning Trust's implementation process illustrated in Diagram A is explained as follows:

- 1) All works will require risk assessment and capital resource approval from the Council's Cabinet. TLT will then prepare the business case for the project to establish deliverability and sustainability and map out the procurement route and implementation programme. This is assessed and agreed with the Council's Procurement Manager. The business case for simple and low risk projects (majority of education projects) can be signed off by TLT's Executive Management Team. Medium to high risk schemes are referred to Cabinet for approval. There are 4 risk ratings and **diagram B** at the end of this section shows the routes for each.
- 2) TLT will appoint a qualified property consultant through the framework (discussed in Section 13), generally an architect or building surveyor, who will act as project manager in arranging all aspects of development and implementation. Where property consultant fees are likely to exceed

£144,371 or where the total cost of works exceed £3,6 million, the tender will fall within European Union procurement processes.

- 3) The appointment of consultants for simple and low risk projects are approved via TLT's Executive Management Team.
- 4) The property consultant will assist TLT and the client in assessing client requirements, undertaking necessary consultation and preparing drawings and cost estimates. The consultant is responsible for ensuring that planning permission and building control is secured and that the project meets Health and Safety standards.
- 5) In designing the project, the property consultant will be required to work closely with the school or early year's management teams and governing bodies, as well as other key stakeholders, including parents, pupils and potential user groups
- 6) Any scheme where there will be an alteration to the structure of the building, supply of services or drainage will require Building Regulation approval. This means that the project manager will need to provide drawings and specifications to the Council's Building Control Section, together with a set fee.
- 7) The consultant will tender the scheme to suitably skilled building contractors identified by the Council and Trust drawn from OGC Construction Line. Projects costing in excess of £3.6 million will be subject to European Union tendering requirements.
- 8) The appointment of contractors for simple and low risk schemes and works under £1million can be approved by TLT. Other schemes need to be approved by the Council's Cabinet.
- 9) Building contracts will always be managed through regular, preferably on site, project meetings. These will be chaired by the property consultant. The pre-contract meeting is crucial and required to finalise contract details, confirm costs, establish special considerations such as site security and on site working arrangements and confirm any other undefined project management parameters and protocols.
- 10) The building contractor will be responsible for Health and Safety on site and ensure effective separation of building processes where works are on site in term time.
- 11) Full project handover will only take place once all snags have been addressed and the school/early year's client and The Learning Trust are satisfied that the project has been delivered to contract

- 12) The Trust will hold on to a small project retention through the defects period. This will be released by the Trust after 12 months, subject to the satisfaction of all parties.

General Procurement Routes

Standard Procurement Routes

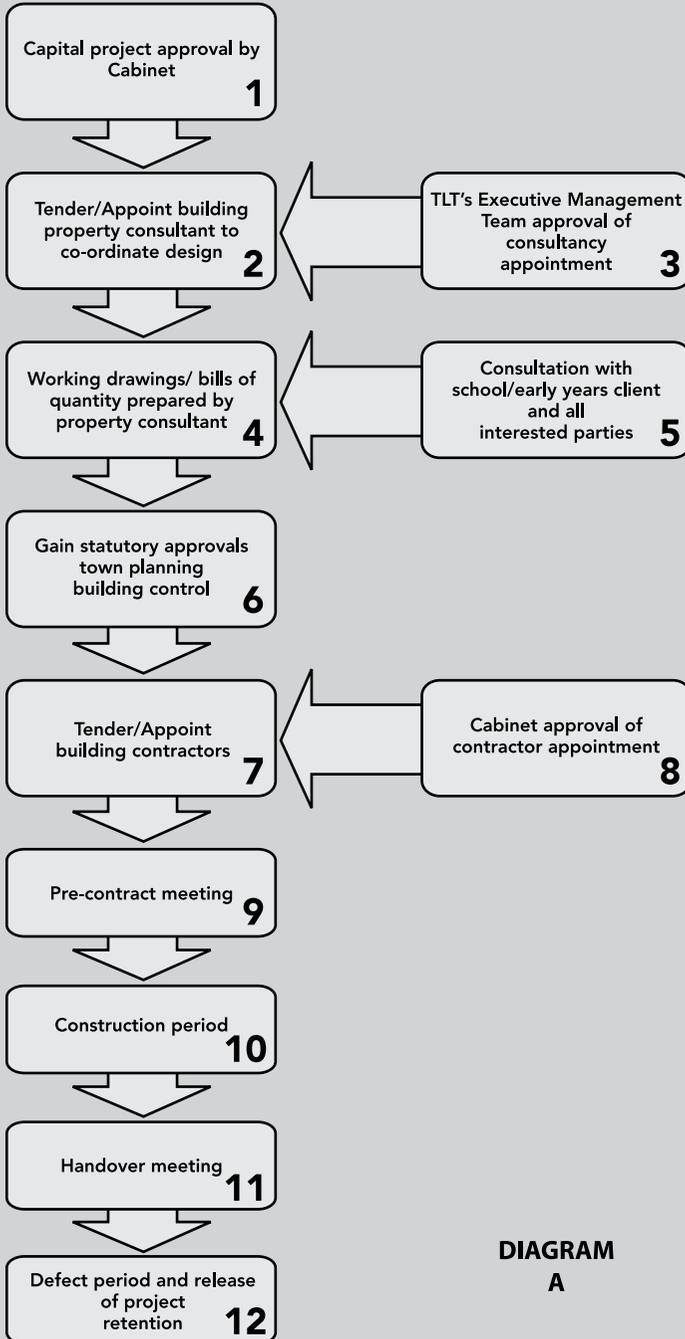
Separate procurements are required for property consultants and building contractors which can add considerable lead in times to the implementation of capital projects. However, the Trust has established a framework agreement for consultants.

Medium and high risk projects will continue to be reported to LBH via either Hackney Procurement Board (for medium risk) or Council Cabinet (for high risk) at contract award before any expenditure is committed. This will provide assurance to Hackney as the contracting authority to be satisfied with the medium and higher risk projects.

Major Project Procurement Routes

Larger projects will need to follow European Procurement regulations. Projects requiring services valued at £144,371 or above need to be advertised in the Official Journal of the European Journal (OJEU). Projects involving works above £3.6 million need to go through similar process.

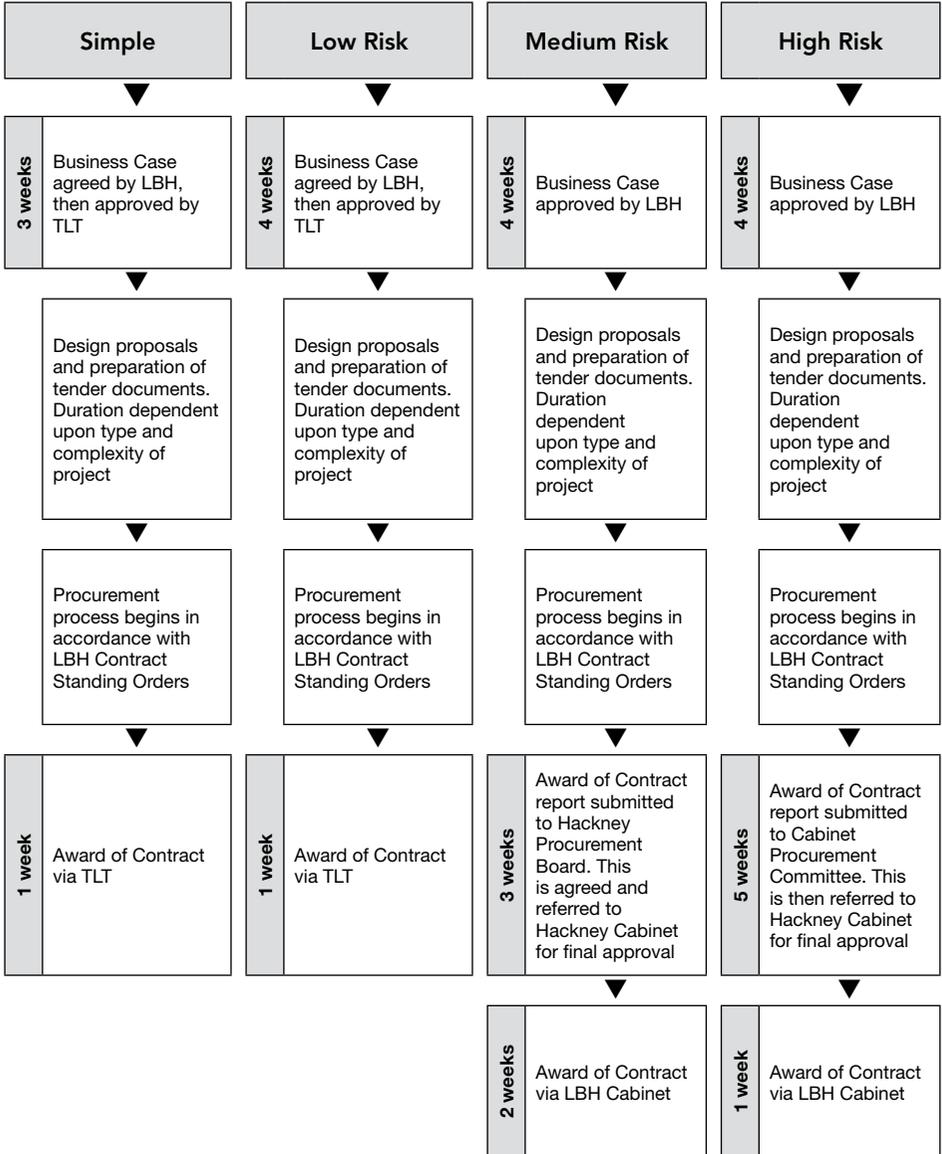
LEARNING TRUST MANAGED PROJECTS



**DIAGRAM
A**

DIAGRAM B

PROCUREMENT PROCESS FOR CONSTRUCTION PROJECTS (post consultancy appointments) ACCORDING TO PROJECT RISK RATING



Note that timescales do not take into account projects requiring an EU procurement process.

Section 13

Framework Agreement for Professional Consultancy Services

The Learning Trust in partnership with the London Borough of Hackney has established a Framework Agreement of professional technical consultants to facilitate the delivery of education capital projects. Technical consultants can take a project from initial feasibility stage through the Royal Institute of British Architects (RIBA) works stages (refer to the Appendix at the end of this section). As part of their duties, technical consultants will produce cost estimates, compile specifications, obtain tenders, supervise the works contract and ensure that the project meets all regulations and legislation. Technical consultants will be supported by a range of other service providers such as cost consultants, engineering services and other specialist building advice.

The Framework Agreement recently established by TLT consists of eleven approved property consultants who are able to carry out a wide range of services in relation to building projects at schools and other education establishments. The Learning Trust will utilise the framework to deliver all education capital projects, however schools and other education establishments can also access the framework to support the delivery of any planned capital projects. Services on the framework include architecturally led and building surveying led multi-disciplinary teams who have experience of developing and managing a range of projects from small scale schemes, through to larger projects and new build schools. The establishment of the framework agreement was a key objective of the Property & Capital Development Teams Best Value Review and set out the following aims.

- obtain the best quality of services possible
- achieve continuous improvement in service delivery
- achieve value for money
- establish quality standards
- simplify and speed up the ordering of services

Each supplier on the framework was selected after a rigorous tendering exercise involving a full European tendering process followed by an extensive interview process. Fifty-six suppliers expressed an interest in tendering to the framework and through the selection process this was reduced to eleven. The eleven appointed suppliers were found to be the best overall performers in a range of assessment areas which included relevant experience, stakeholder consultation and participation, quality assurance and contract management, and commitment to sustainability and best practice initiatives.

Consultants have been divided into 2 categories to assist in the delivery of a range of projects, see table overleaf:

LOT A Architecturally Led	Contact Name	Address	Tel no
Curl La Tourelle Arch Consortium	Dean La Tourelle or Sarah Curl	80 Lambie Street, London NW5 4AB	020 7267 0055
Haverstock Associates	John Jenkins or Claire Barton	10 Cliff Road Studios, Cliff Rd, NW1 9AN	020 7267 7676
Matthew Lloyd Architects	Patricia Woodward	1 The Hangar, Perseverance Works, Waterson St, E2 8HE	020 7613 1934
MeadowGriffin Architects	Ann Griffin	Studio1A, Highgate Business Centre, 33 Greenwood Place, NW5 1LB	020 7485 0494
Nightingale Associates	Rachel Bassindale	87-91 Newman St, W1T 3EY	020 7079 9900
Rivington Street Studios Arch	Wendy Mason	54 Rivington St, EC2A 3QN	020 7739 8945
Shepherd Epstein Hunter Arch	Steven Pidwill	Phoenix Yard, 65 Kings Cross Rd, London WC1X 9LW	020 7841 7500
Studio E Arch	Andrzej Kuszell	Palace Wharf Rainville Road W6 9HN	020 7385 7126
LOT B Building Surveying Led	Contact Name	Address	Tel no
EC Harris LLP	Robert Van Loo or John Graham	Regent Quarter, 34 York Way, N1 9AB	020 7812 2421 0789 966 3113
Ingleton Wood LLP	Kevin Mullis	434 the London Fruit & Wool Exchange, Brushfield St, E1 6EX	020 7680 4400
Robert Martell & Partners LLP	Robert Martell	254 High St, Berkhamsted, HP4 1AQ	01442 878 666

If you wish to receive further information regarding the framework or how to access services please contact the Property and Capital Development Team.

RIBA Plan of Work

The following information is taken from “Services Supplement: Design and Management” from the RIBA publication “Standard Form of Agreement for the appointment of an architect”(SFA/99) . It outlines the services that an Architect can carry out. The Plan of Work divides the design and construction process into convenient Work Stages as outlined below.

Architect's design services - all commissions	
A	Appraisal
1	Carry out studies to determine the feasibility of the Client's requirement
2A	Review with client alternative design and construction approaches and the cost implications or
2B	Provide information for report on cost implications
B	Strategic Brief
1	Receive strategic brief prepared by the client
C	Outline Proposals
1	Commence development of Strategic Brief into Project Brief
2	Prepare Outline Proposal
3A	Provide an approximation of construction costs or
3B	Provide information for cost planning
4	Obtain Client approval to Outline Proposals and approximate construction cost
5	Co-operate with Planning Supervisor where applicable
D	Detailed Proposals
1	Complete developments of Project Brief
2	Develop the Detailed Proposal from approved Outline Proposals
3A	Prepare a cost estimate or
3B	Provide information for preparation of cost estimate
4	Consult statutory authorities
5	Obtain Client approval to the Detailed Proposal showing spatial arrangements, material and appearance, and a cost estimate
6	Prepare and submit application for full planning permission
E	Final Proposals
1	Design Final Proposals from approved Detailed Proposals
2A	Revise cost estimate
2B	Provide information for revision of cost estimate
3	Consult statutory authorities on developed design proposals
4	Obtain Client approval to type of construction, quality of materials, standard of workmanship and revised cost estimate
5	Advise on consequences of any subsequent changes on cost and programme

F	Production Information
1	Prepare production information for tender purposes
2A	Prepare schedules of rates and/or quantities and/or schedules of works for tendering purposes and revise cost estimate, or
2B	Provide information for preparation of tender pricing documents and revision of cost estimate
3A	Prepare and make submissions under building acts and/or regulations for other statutory requirements or
3B	Prepare and give building notice under building acts and/or regulations (not applicable in Scotland)
4	Prepare further production information for construction purposes
G	Tender documents
1	Prepare and collate tender documents in sufficient detail to enable a tender or tenders to be obtained
2	Where applicable pass final information to Planning Supervisor for pre-tender Health and Safety Plan
3A	Prepare pre-tender costs or
3B	Provide information for preparation of pre-tender cost estimate
H	Tender Action
1	Contribute to appraisal and report on tenders negotiations
2	If instructed revise production information to meet adjustments in the tender sum
J	Mobilisation
1	Provide production information as requested for the building contract and for construction
K	Construction to Practical Completion
1	Make visits to the works in connection with the Architect's design
2	Provide further information reasonable required for construction
3	Review design information from contractors or specialists
4	Provide drawings showing the building and main lines of drainage and other information for the Health and Safety File
5	Give general advice on operation and maintenance of the building
L	After Practical Completion
1	Identify defects and make final inspections
2A	Settle Final Account or
2B	Provide information required by others for settling final account
NB	If the architect is to provide cost advice Alternative A applies. If a quantity surveyor is appointed Alternative B applies

Part

C

General Information

Background and Summary

Asset Management Plan (AMP) in schools was introduced to provide a system which would allocate funding uniformly between schools - this would be based on the best available information about the school needs and locally agreed priorities. AMPs will assess and prioritise accommodation needs in school premises. All funding for school premises investment will be allocated according to the priorities of the Asset Management Plan.

The 3 elements of measure for AMP are Condition, Sufficiency and Suitability.

Condition Assessments

The condition assessment focuses on the physical state of building elements and provides a basis for developing planned repair programmes, it also covers aspects of Health and Safety. The Learning Trust aims to have condition surveys carried out on Hackney schools within every 3-5 year period where the physical condition of each property is assessed and condition defects identified. Each element exhibiting a problem is given a grade, a priority and a budget cost for repair or replacement in line with DfES criteria.

The contents of these condition reports are sent to the DfES and will help the DfES and the LEA to allocate future capital funding for investment in school's premises. However, it is also intended that the report should be useful to schools in helping to determine local maintenance and repair priorities.

The reports should be regarded as a visual assessment on the overall condition of the property and the quality of its structure, and they are carried out by professional building surveyors and mechanical and electrical engineers. The reports highlight items requiring replacement or renewal within a 5-year period and provide an indicative cost for the works. It should also be noted that the figures for repairs given in the reports are intended as guidance costings only, based on the current schedule of rates.

Suitability Assessment

Suitability is defined as "how well the school premises meet the needs of pupils, teachers and other users, and contribute towards raising standards of education". This is concerned with numbers and characteristics of each type of internal space and external area and some health and safety aspects.

Premises are assessed as to how well they meet the needs of the school in delivering the national curriculum and efficient school operations. The assessments cover the

number, type, size and shape of spaces, the quality and location of spaces, fixtures, ICT infrastructure, security and certain health and safety elements. E.g. whether a school has the correct number of properly equipped laboratories to deliver the science curriculum.

Suitability does not deal with condition of the building e.g. rotten windows but with the layout of the building and the site. E.g. corridors are too narrow for volume of pupils.

Schools are invited to identify potential problem areas. The schools' returns are evaluated by the LEA and submitted to the DfES.

To assist schools and ensure you are able to provide detailed suitability assessments, the Asset Management team are able to visit and carry out a thorough walk-through assessment to highlight suitability issues.

Sufficiency Assessment

Sufficiency assessments focus on total areas and on the quantity and organisation of pupil places within and across schools in relation to demand.

The primary aim of sufficiency assessment is to offer a fair and consistent method of identifying any surplus or deficit of pupil places in relation to demand. This is identified by the LEA and is done by using current formulaic measurements of capacity.

For the purposes of AMP, the definition of sufficiency includes two separate measurements:

- the number of pupil places available (the capacity) compared to current and future numbers on roll;
- the overall areas of buildings and grounds in support of the places available and the current number on roll.

All schools are encouraged to use the information provided from the 3 AMP elements to help identify and program works for their Premises Development Plan. It is essential that all works are agreed with the Asset Management team at The Learning Trust, we aim to visit all schools to ensure urgent and priority works are highlighted and addressed promptly.

If you have any questions regarding the Asset Management Plan for your school, please contact the Asset Management team and we will be happy to arrange a visit to discuss and develop your Premises Development Plan priorities.

Jeanette Stubbs

Asset Management Officer – Schools

T: 020 8820 7195

E: jeanette.stubbs@learningtrust.co.uk

Schools will be able to access their AMP data online (Condition Assessment, Net Capacity Assessment, Suitability Assessments and CAD floor-plans) through the Learning Trust website link:

<http://property.learningtrust.co.uk>

For further details regarding AMP online, usernames and password access please contact:

Andres Shoman

Asset Management Officer – Data

T: 020 8820 7024

E: andres.shoman@learningtrust.co.uk

Asset Management Group

As part of ensuring consistency and fairness when prioritising future capital investment in schools the Asset Management Group (AMG) was established. The group meets 3 times a year to discuss current and future Asset Management Plan priorities and agree strategies for schools. Timetables are developed to meet all stages of the Asset Management Plan and arrange future capital funding streams.

Each member represents essential elements of education to ensure all aspects are considered when reaching agreements and making decisions. The members include the Cabinet Member for Children's Services from the London Borough of Hackney. Schools are represented by Headteachers from Hackney schools and a school Governor. Representatives from the Diocese of Westminster and Church of England act for the Voluntary Aided schools. The meetings are attended by the Head of Finance & Resources, Head of Property & Capital Development and the Senior Capital Programme Manager from the Property and Capital Development team at The Learning Trust.

Premises Management Training for Governors

This training session covers the following topics:

- Introduction to capital team and to the services they provide
- Schools statutory responsibilities for building maintenance
- Advice on planned prevention maintenance
- Information on Asset Management Plan, visits and agreeing premises development plan
- Advice on managing building projects

To attend a training session, please contact Governors' Support Service at The Learning Trust.

Health and Safety Training

Health & Safety Induction for Headteachers, Premises Manager and Business Managers.

Advice will be given separately and on demand on

- Risk Assessment
- First Aid
- Fire Drill

To attend an induction please contact Mark.Gater@learningtrust.co.uk

To get advice on risk assessment, first aid and fire drills, please contact James.Leighton@learningtrust.co.uk

Section 16

Building and Contents Insurance

Schools and Early Years buildings are insured under the Council's group policy with coverage limited to building reinstatement, temporary relocation of pupils and contents under an all risks policy. The insurance cover will only operate in the event of fire, lightning, aircraft and explosion. Where there is not a total building loss, the school itself would need to replace all contents except ICT equipment which is covered under a separate policy. The cost of the Council's insurance takes into account the fact that there are no sprinklers in schools.

To comply with insurers requirements all schools and early years centres should carry out a fire risk assessment and undertake all compulsory Statutory testing and maintenance of plant and equipment. The Learning Trust has procured reactive maintenance contractors ECG and KGB Cleaning to act in the event of an emergency, however schools should identify and report areas of concern. ECG and KGB's details are in Section 17 of this manual.

For further details on insurance please contact Munir Yoozoph at Munir.Yoozoph@learningtrust.co.uk

Section 17

Contacts

The Learning Trust Property & Capital Development Team

Contact Name	Position	Email	Tel/Fax numbers
John Burrow	Head of Property & Capital Development	John.burrow@learningtrust.co.uk	020 8820 7014
Ginevra Davis	Senior Capital Programme Manager	Ginevra.davis@learningtrust.co.uk	020 8820 7383
Mark Gater	Health & Safety Manager	Mark.gater@learningtrust.co.uk	020 8820 7338
Ian Gibson	Capital Project Manager	ian.gibson@learningtrust.co.uk	020 8820 7045
Phil Houghton	Capital Project Manager	Phil.houghton@learningtrust.co.uk	020 8820 7337
Alan Jeacock	Capital Project Manager	Alan.jeacock@learningtrust.co.uk	020 8820 7440
James Leighton	Health & Safety Officer	James.leighton@learningtrust.co.uk	020 8820 7062
Sharon Louth	Capital Project Manager	Sharon.louth@learningtrust.co.uk	020 8820 7481
Deborah Mainprize	Capital Systems & Quality Assurance Manager	Deborah.mainprize@learningtrust.co.uk	020 8820 7380
Tracy Punter	Finance Monitoring Officer	Tracy.punter@learningtrust.co.uk	020 8820 7387
Andres Shoman	Asset Management Officer (Data)	Andres.shoman@learningtrust.co.uk	020 8820 7023
Jeanette Stubbs	Asset Management Officer (Schools)	Jeanette.stubbs@learningtrust.co.uk	020 8820 7195
Kelly Wallace	Capital Project Manager	Kelly.wallace@learningtrust.co.uk	020 8820 7021

Contacts for VA Schools

Contact Name	Position	Organisation	Email	Telephone
Nigel Spears	Capital Strategy Property Manager	Archdiocese of Westminster	nigelspears@rcdow.org.uk	020 7798 9005
Steve White	Principal Building and Development Officer	The Diocese of London	Steve.White@london.anglican.org	020 7932 1167

The Learning Trust Supplier Relations Team

Contact Name	Position	Email	Address	Tel No	Services
Simeon Bennett	Contract Manager	Simeon.bennett@learningtrust.co.uk	TLT	020 8820 7399	Facilities
					PAT testing and Fixed Wire Testing
Sonia Antoniazzi	Contract Manager	Sonia.antoniazzi@learningtrust.co.uk	TLT	020 8820 7608	Cleaning
John Maloney Shaun Spencer	LBH Property Services	John.maloney@hackney.gov.uk Shaun.spencer@hackney.gov.uk	Yorkton Street London E2 8NH	020 8356 2764 020 8356 3299	Run the Framework for gas, electricity and for heating oil
Abigail Stephenson	Catering	Abigail.stephenson@learningtrust.co.uk	TLT	020 8820 7385	In-house provision and advice about external catering

Suppliers Contacts

Company Name	Services	Address	Tel/Fax numbers
ECG Facilities Services	Facilities	Satellite House Satellite Business Park Blackswarth Road St George Bristol BS5 8AG	Helpdesk: 0845 230 2308
KGB	Cleaning	C3 Riverside 417 Wick Lane London E3 2JG	Tel 020 8980 2222 Fax 020 8980 2211
CLM Ltd	PAT Testing and Fixed Wire Testing	CLM House Golbolne Park Kidglove Road Warrington WA3 3GR	Tel 0208 572 4286 Fax 0192 290 889 Email sales@clm-group.co.uk