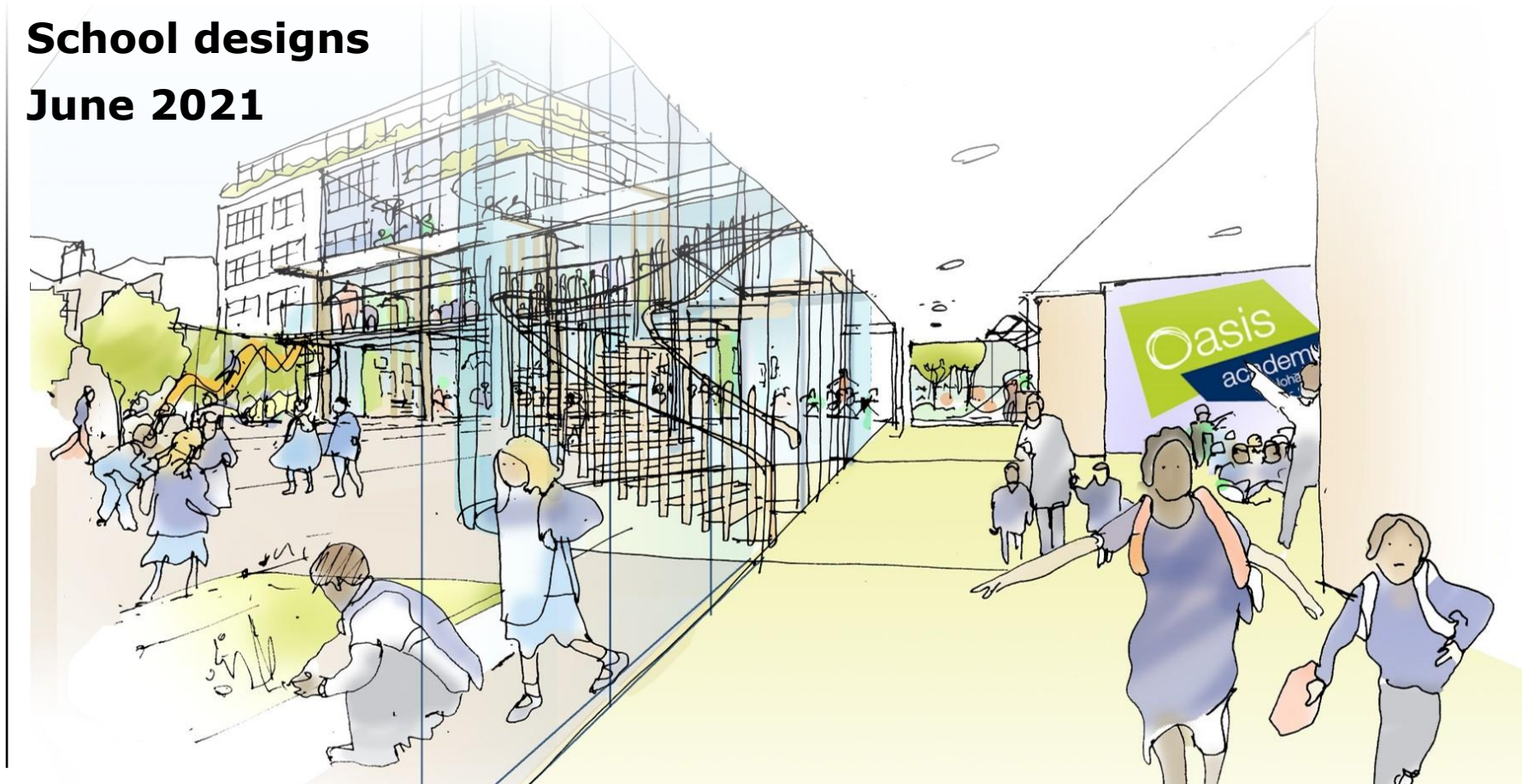


OASIS ACADEMY JOHANNA PRIMARY SCHOOL REDEVELOPMENT

School designs

June 2021



OAJ New School Building

Consultation with staff/parents: Sept 2021

Background

- New school – larger (for if and when basic need requires a 2FE) and to accommodate SEN Resource Base for up to 24 children
- Discussions began 2016/17 with LBL (now our partners) and with DfE/ESFA who have to give permission
- Part of wider mixed-use development which will fund the school

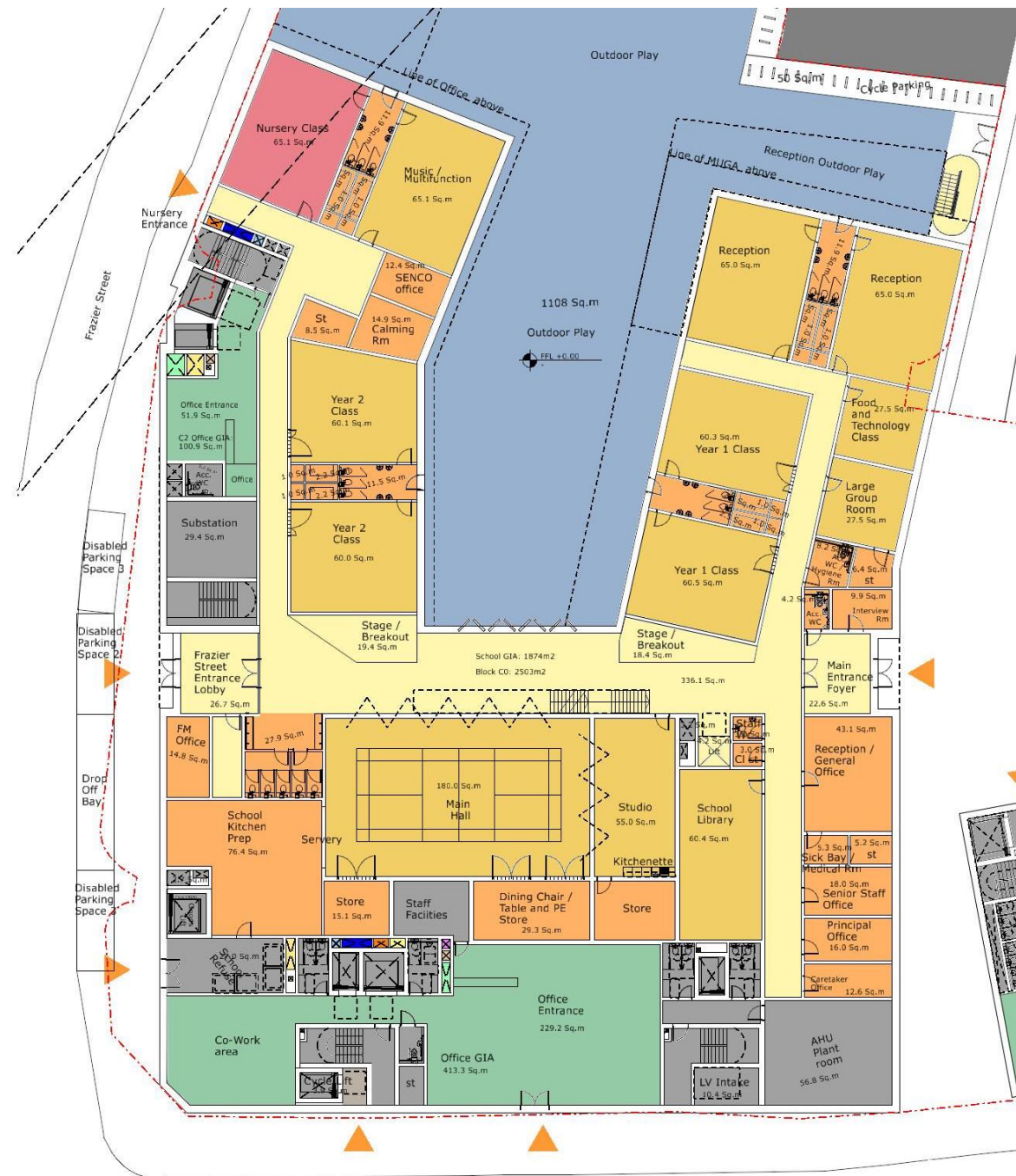
Progress

- Once Ministerial approval received – can begin the procurement of the developer
- **NB: lots more detail will be discussed with the developer – what you see here is not an advanced design – but gives you an idea of what we are thinking**
- Di Morgan (previous Principal) and other staff from Oasis Johanna were involved in all stages of the design progression – Di saw the landscape ideas over the summer and was excited
- NB: landscape drawings are NOT what we will get – just ideas – will need educational and operational scrutiny so they work for all our children, including those with SEN

School Floor Plan

Ground Floor Plan

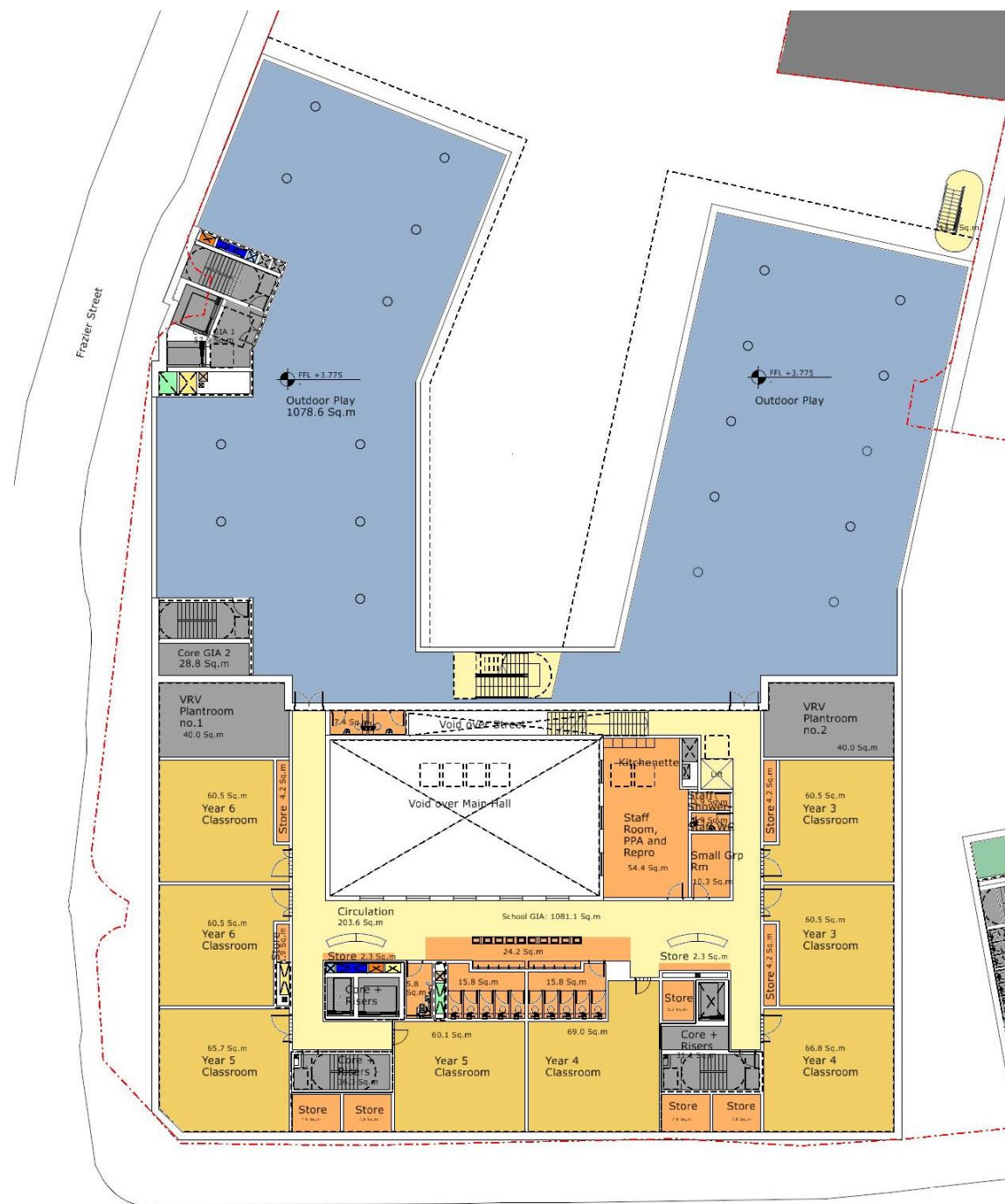
Please note these drawings are our ideas and NOT the actual plans for the school



School Floor Plan

First Floor Plan

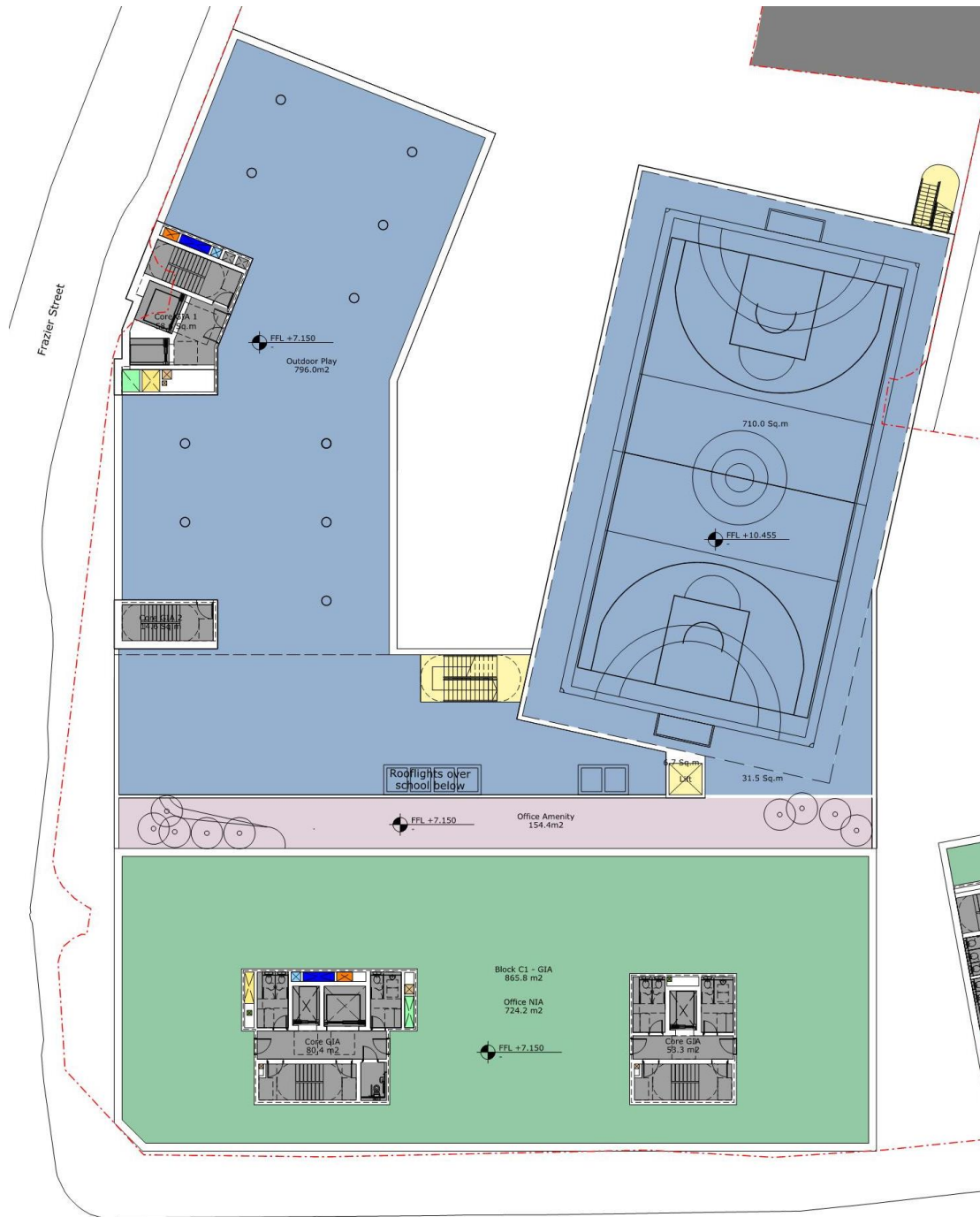
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School Floor Plan

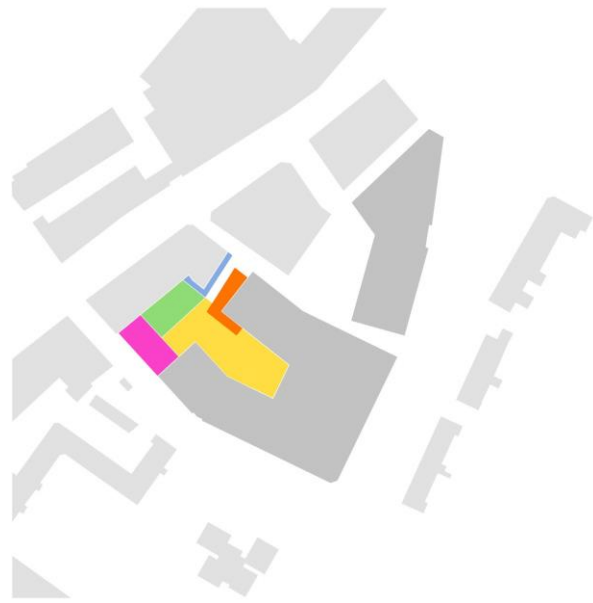
Second Floor Plan

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1.0 Concept Development

Spatial zoning



Level 0



Level 1



Level 2

- Designated nursery play
- Wildlife/Habitat Garden
- Designated reception play
- Bike and scooter storage
- General play
- Sensory Garden
- MUGA

Please note these drawings are our ideas and NOT the actual plans for the school

1.1 Concept Development

Sketch Plan Level 0



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- 1 Climbers to boundary walls
- 2 Designated nursery play with flexible space and equipment for outdoor learning
- 3 Play wall separating nursery and general play
- 4 Habitat garden with natural play trails and biodiversity features provides quiet space away from main play area for SEND children
- 5 Bicycle and scooter storage
- 6 Designated reception playspace
- 7 Rubber crumb play mounds
- 8 Colourful patterned rubber crumb play safety surfacing
- 9 Decked areas enclosed by planting mounds form flexible outdoor learning spaces
- 10 Designated outdoor classroom space for reception classes

1.1 Concept Development

Sketch Plan Level 1



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- 1 Pockets of shade tolerant planting where level above is pulled back
- 2 Level 2 play deck above pulled back to allow daylight into level 1 play deck
- 3 Linear ribbon of play along the centre of play space
- 4 Quiet seating edges and seating around columns
- 5 Running track floor markings and colourful surfacing
- 6 Social seating spaces and active play equipment

1.1 Concept Development

Sketch Plan Level 2



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- 1 Play deck pulled in to allow light into level below
- 2 Voids provide visual connection to lower level
- 3 Interactive surfaces and equipment for flexible play
- 4 Seating edges and pockets of planting along southern edge
- 5 Amphitheatre seating steps create level change
- 6 Accessible ramp to play deck continuing as an interactive 'road' surface
- 7 Sensory garden for SEND children with growing beds and opportunity for outdoor learning
- 8 Staircase to access upper and lower levels
- 9 Colourful patterned multifunction MUGA with interactive boundary walls
- 10 Lift access to Sensory Garden and MUGA

1.2 Concept Development

Spaces for SEND Children

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Level 0 Wildlife Garden



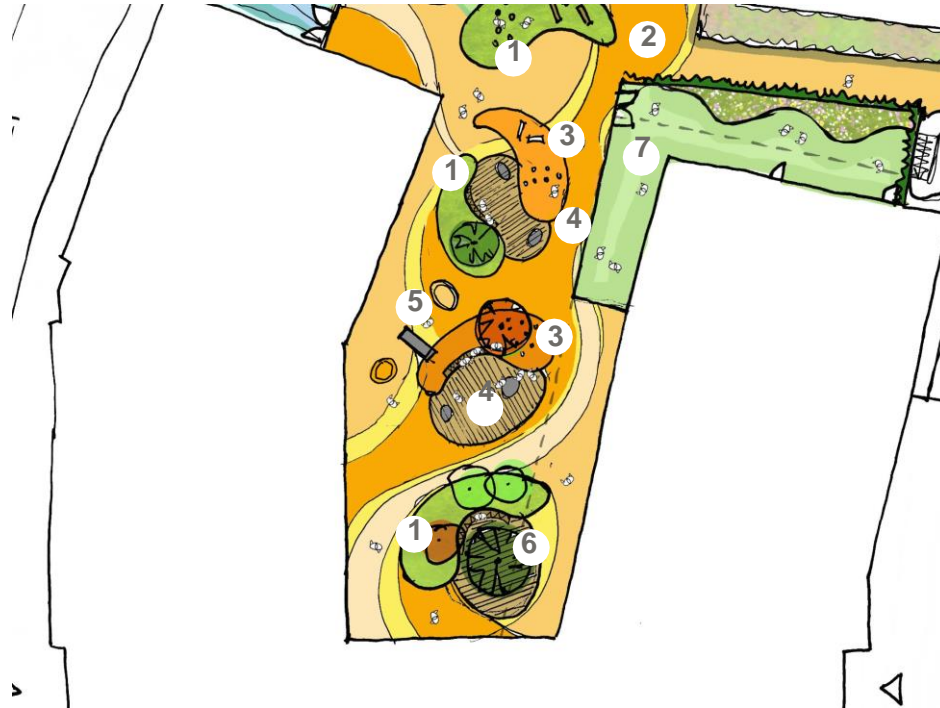
Level 2 Sensory Garden

These spaces should:

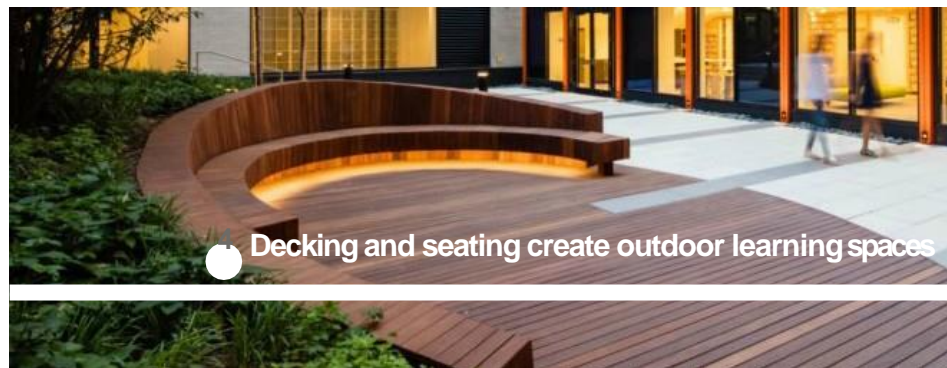
- Allow for inclusive nature based play
- Contain planting filled with a variety of plants, herbs and flowers with different soothing colours, scents and textures.
- Accomodate a range of experiences and address a variety of issues including fine and gross motor skills, and cognitive and sensory impairments.
- Provide a visual and sensory buffer to wider surroundings to reduce noise from different sources.
- Provide quiet and comfortable spaces for small groups or a place to sit when overwhelmed.
- Allow opportunity for gardening as this encourages socialisation and can be 1-to-1 or a small group activity
- Include fixed, unchanging equipment that allows for fine and gross motor skill development, body awareness and motion.
- Provide a transitional zone to observe activity without feeling pressure to become involved.

1.3 Landscape Character

General Play Level 0



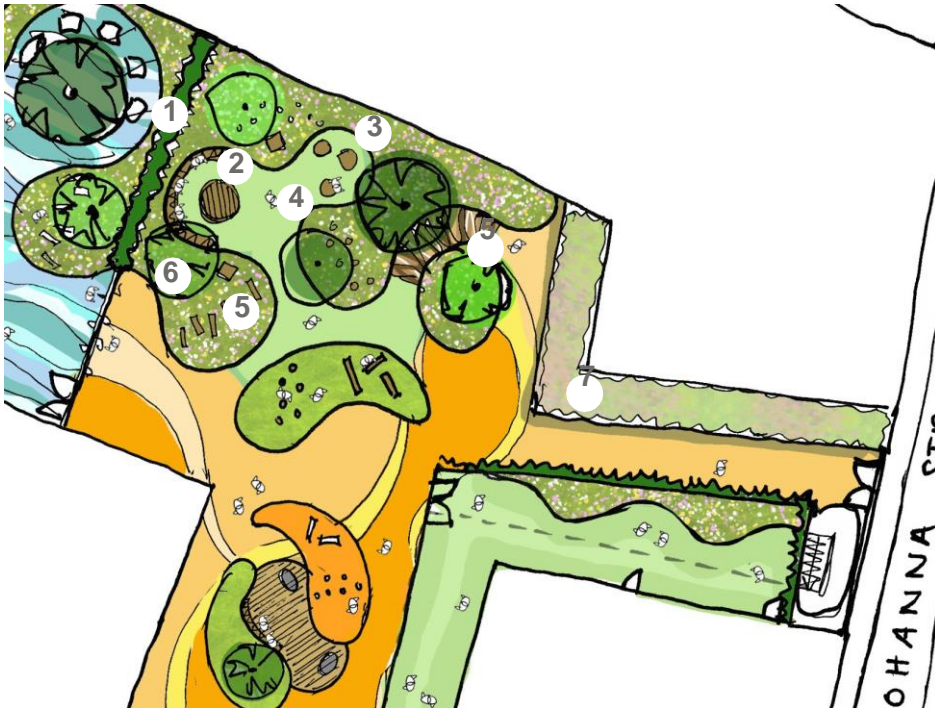
- 1 Grass and planting mounds provide incidental play opportunities and define spaces for flexible outdoor learning
- 2 Colourful patterned rubber crumb safety surfacing
- 3 Incidental rubber crumb play mounds define outdoor learning spaces
- 4 Decked surfaces with integrated seating provides flexible space for outdoor learning and performances
- 5 Play equipment for early years
- 6 Feature shade tolerant tree seen from ground floor internal 'street'
- 7 Designated outdoor classroom space outside reception classes partially covered by MUGA overhang



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1.3 Landscape Character

Habitat and Wildlife Garden Level 0



- 1 Hedge separating nursery garden and habitat area
- 2 Quiet seating areas allow SEND children to escape the noise of the main play area while providing opportunities for outdoor learning
- 3 Biodiverse sensory planting beds with biodiversity features such as bug hotels, bird feeders, nesting boxes etc
- 4 Planting defines quiet and calm area away from main play space for SEND children to escape to
- 5 Natural play trails provide incidental play opportunities
- 6 Multistem tree planting
- 7 Bicycle and scooter storage with wildflower roof



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Biodiversity features



Natural play trails



Quiet seating areas

1.3 Landscape Character

Nursery Garden Level 0



- 1 Feature tree at centre of storytelling circle/outdoor classroom space
- 2 Climbers to boundary wall
- 3 Biodiverse planting with natural play trails
- 4 Flexible surfacing to allow spill out from the classroom and use of indoors/outdoors play equipment
- 5 Interactive play wall separates nursery garden from main play area and can be used from both sides by nursery children and school pupils
- 6 Music features providing a way of learning and interacting with the environment specifically for SEND children
- 7 Hedge separating nursery garden from wildlife garden



Flexible surfacing to



Play walls



Music features for learning



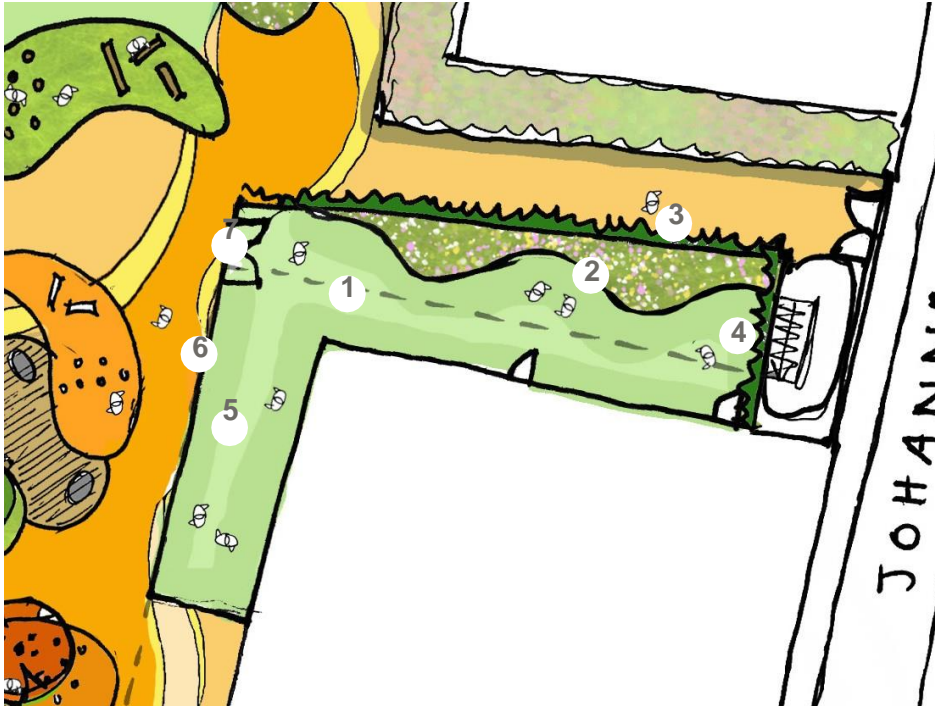
Natural play trails



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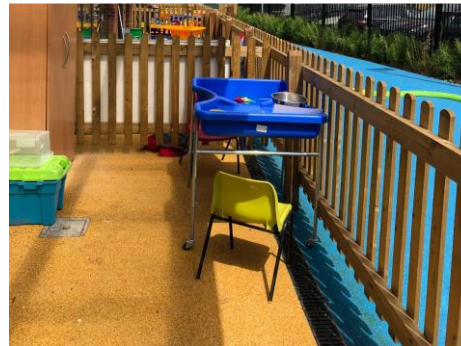
1.3 Landscape Character

Reception Outdoor Play



- 1 Flexible astroturf surfacing for indoors/outdoors play equipment
- 2 Planted edges provide buffer to entrance off Johanna Street and provide sensory interest for pupils
- 3 Climbers to fence provide screening
- 4 Climbers screen stairwell to MUGA
- 5 MUGA on level 2 provides 57m² of covered space
- 6 Fence provides separation and transition to main play space and allows for management of reception play area
- 7 Access into main play space

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1.3 Landscape Character

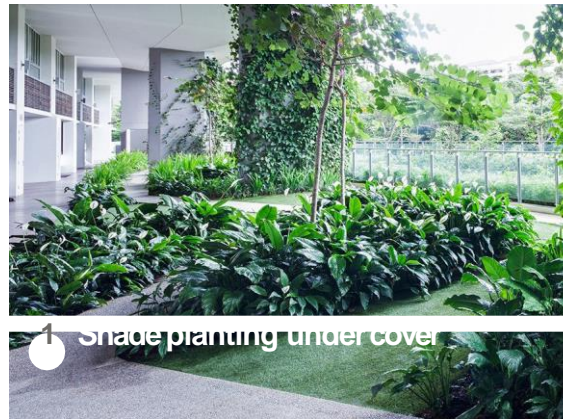
Play Deck Level 1



- 1 Pockets of shade tolerant planting and multistem shrubs where level above is pulled back
- 2 Level above pulled back with voids to allow daylight and visual connection to level 1 play deck
- 3 Linear play ribbon along centre of play deck
- 4 Seating at base of columns and quiet seating edges
- 5 Active play equipment e.g. tennis tables, outdoor play gym
- 6 Social seating area with walls forming informal seating edges
- 7 Running track floor markings and colourful surfacing



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1 Shade planting under cover



5 Active play equipment



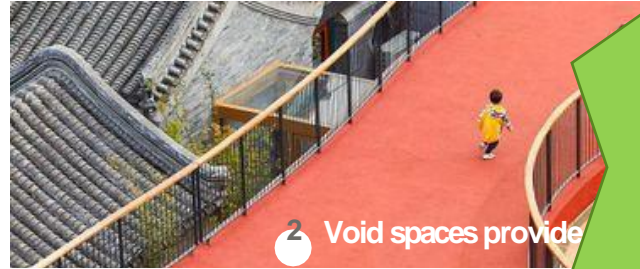
7 Running track floor markings

1.3 Landscape Character

Play Deck Level 2



- 1 Play deck cut back/protudes to allow light into level below
- 2 Void spaces provide visual connection to level below
- 3 Fire escapes
- 4 Interactive surfacing for games and open space for flexible play
- 5 Accessible ramp continues as interactive 'road' surface
- 6 Seating edges and pockets of planting along southern boundary
- 7 Amphitheatre seating steps create level change
- 8 Space left clear around columns



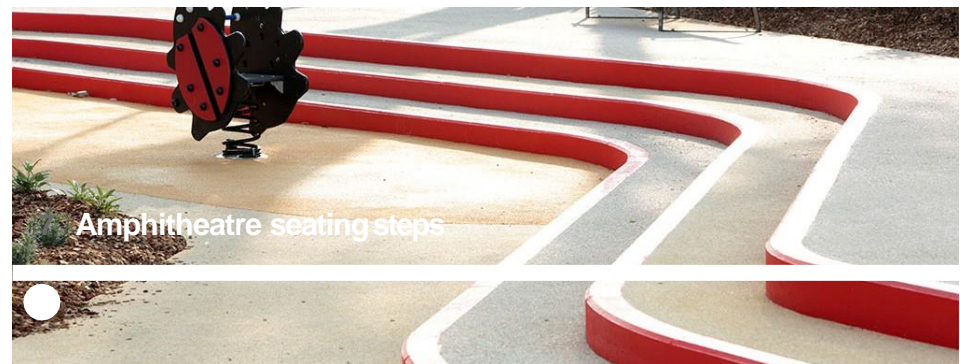
2 Void spaces provide



5



4 Interactive games surfacing



7 Amphitheatre seating steps

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