

# Pupil wellbeing key to build for specialist school

OSBORNE

“From the start of our project, the team took the time to really understand the diverse needs of the different groups of pupils. They joined us at school, talking to staff and pupils to fully understand the brief. Their commitment to the project stemmed from this and was maintained throughout”

**Matthew Sartin, Headteacher**

**PROJECT** Portesbery SEN School

**CUSTOMER** Surrey County Council

**LOCATION** Surrey

**CONTRACT** Two-stage traditional

**COMPLETION** 2016

**VALUE** £12m

# Issue

Portesbery SEN School's new build needed to accommodate a great deal of specialist features to ensure that the building reflected the needs of 105 children with physical and mental needs, as well as the very wide age range from 2 to 19 years old.

The project needed a combined approach with equal focus on how a considered design and build process could help the school to get the most out of the project, and a clear insight into the specific needs of the pupils and how they would benefit from an improved environment.

In addition, it remained imperative that the project plan and build process was sympathetic to the highly residential surrounding area.

# Solution

A Portesbery SEN School rebuild team was formed to support the design and build process to provide the Osborne team with a first-hand insight into the specific requirements for each element of the building.

The team was formed of 6 pupils who were involved in the design, quality and handover, with the pupils visiting the site each month throughout the duration of the project to be involved in site inspections and to look at sample materials.

Regular pupil participation ensured that the pupils could witness the development of the build and provided reassurance that their complex needs were central to the process.

15 classrooms, a hydrotherapy pool, soft play room and sensory room were created, incorporating soft equipment and ceiling track hoist systems to accommodate for the pupil's varying physical and mental additional needs and ages.

Accessibility improvements to outside areas, including a walkway for wheelchair users and the creation of ramps and steps up to raised beds contributed to an enhanced outside space to aid learning and improve pupil wellbeing.

Every opportunity was taken to maximise efficiencies and savings - 98% of demolition waste diverted from landfill was reused on site, with savings contributing towards the purchase of a new roundabout for the pupils.

# Outcome

Through understanding the complex needs of the pupils, Osborne delivered a safe and accessible school building that catered to its pupil's individual requirements. Improved facilities and inside and outside spaces ensured that the pupil's learning was unrestricted, and the learning environment reflected a focus on improving pupil wellbeing and enhancing individual learning experiences. The project was awarded Local Authority Building Control's 'Best Inclusive Building' in London & the South East in 2016.

Osborne worked closely with the local community prior to the commencement of the project to determine their concerns surrounding the build. Through redirection of HGV deliveries to the site, the project was completed with minor disruption to neighbouring residents.

