3. Accessibility and Inclusivity I

Lake Cathie Public School integrates existing infrastructure with a revised school masterplan incorporating circulation, wayfinding and accessibility at every opportunity. SHAC have employed the following principles to provide an inclusive and open environment which provides for outside activities and adapts to people of differing needs.

a) Establish security requirements early to ensure any required secure lines can be designed and integrated with built form

b) Balance security with accessibility and inclusiveness by minimising the use of fencing particularly along street frontages

c) Engage students, educators and the community in development of the vision and design brief for the school

d) Allow for passive and dynamic play of different age groups

e) Provide school frontages and entrances that are visible, engaging and welcoming

f) Encourage access for members of the community to shared facilities after hours

g) Ensure clear and logical wayfinding across the school site and between buildings for all users including after-hours community users

h) Ensure accessibility for all users of the site

i) High rise schools should consider the impact of circulation times on timetables and pedagogical models, particularly when accessing core learning spaces. This may have design implications for spatial planning, lift and circulation requirements.
3. Accessibility and Inclusivity II

**Design Solutions**

a) Clear & delineated sight lines & security checkpoints have been established by clustering buildings where functionally appropriate. Three major zones have been created for educators & staff to maintain supervision multiple outlooks.

b) Existing fence has been pushed back at the main pedestrian entrance to create a soft transition onto the secured school site.

c) Feature panels along palisade fencing provides LCPS with a unique opportunity to display artwork and student material. Communication & development with school community groups are on-going and have feedback has been integrated via the communications strategy.

g) The proposed LCPS masterplan has been designed around how the new & old components of the school integrate. Checkpoint nodes and small structures such as covered walkways and towers assist students and after hours users in proceeding to the correct destination with minimal confusion.

h) Site and buildings comply with AS1428.1. SHAC has engaged Philip Chun Building Compliance as the access consultant.

i) N/A
Design Solutions

a) Clear & delineated sight lines & security checkpoints have been established by clustering buildings where functionally appropriate. Three major zones have been created for educators & staff to maintain supervision from multiple outlooks.

b) Existing fence has been pushed back at the main pedestrian entrance to create a soft transition onto the secured school site.

d) Along with the main outdoor learning and circulation spine the three buildings share each building has an adjacent play area that is designed to facilitate age appropriate dynamic play.

Refer to DR5154

e) Existing palisade fencing along the street frontage has been redesigned and softened by incorporating the school's motto and soft landscaping.

The public forecourt on the street frontage is large, and landscaped creating a welcoming and visible and welcoming entrance onto the school site.

f) Library directly accessible at the pedestrian entrance of the school allowing for community after hours use.

Hall is located to the south of the site adjacent to the carpark and the proposed sporting fields optimising its amenity and the opportunity of community use after hours.

g) Hall is visible from the carpark.

Library is visible from the street, and located at the pedestrian entrance of the school.

h) Site and buildings comply with AS1428.1. SHAC has engaged Philip Chun Building Compliance as the access consultant.

i) N/A