1st Edition, October 2007
Revision 3 dated February 2013

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

Planning & Building Unit

Technical Guidance Document TGD - 022

Primary School Design Guidelines

1st Edition, October 2007
Revision 3 dated February 2013

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PLANNING AND BUILDING UNIT

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1.0 Introduction

1.1 General

(a) The Department of Education & Skills DoES (DoES) TGD – 022 Primary School Design Guidelines states the specific design requirements and room inter-relationships applicable to the design of primary schools.

(b) This document should be read in conjunction with DoES TGD - 020 General Design Guidelines for Schools which describes the general design principles of school design (Primary and Post-primary), and DoES TGD - 021 Construction Standards for Schools.

(c) This document, in conjunction with the other relevant design guidance (see below), is intended both as a design tool-kit for the Client* and the Design Team and as part of a set of reference documents for the evaluation of design submissions.

> * *In the case of Primary Schools, where the site is owned by the DoES, the DoES is the client, but for the purposes of this document the term "Client" shall also encompass the School Authorities.*

1.2 Design Guidance Suite

(a) DoES TGD – 022 Primary School Design Guidelines is part of a suite of DoES design guidance documents for Primary and Post-primary schools which include:

DoES Technical Guidance Document [TGD]	TGD
General Design Guidelines for Schools	020
Construction Standards for Schools	021
Guidance on the Specification of Windows	021.1
Guidelines and Standards for Sanitary Facilities in Primary Schools	021.2
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Primary School Design Guidelines	022
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Planning & Design Guidelines, Primary & Post Primary School Specialist Accommodation for Pupils with Special Educational Needs	026
Mechanical & Electrical Building Services Engineering Guidelines for Temporary Accommodation School Buildings	001
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All of the above Technical Guidance Documents (TGDs) are available on the DoES website at www.education.ie.

(b) This Suite of Design Guidance documents is intended to assist in the design and proper planning of buildings in response to the educational needs of a particular school as determined in the brief formulation process. These Guidelines and the other relevant documents in the Design Guidance suite should be read in conjunction with

- The Brief,
- The Design Team Procedures (DTP)
- All other DoES Technical Guidance Documents (TGD) published on the Department's website.❖

❖ *Always check the Department's website www.education.ie for the most up-to-date version.*

(c) In applying these guidelines to projects, Clients and Design Teams will be obliged to comply in full with the current Design Team Procedures, DoES Technical Guidance Documents and other guidance issued by the DoES, except as stated in Section 1.4 Application below.

(d) The above Suite of Design Guidance documents replace all previous DoES Design Guidelines both Primary and Post Primary.

1.3 Design Team Procedures

(a) The DoES DTP set out the scope of service for all consultants individually and collectively for all projects stating the requirements and principles for each stage of the design and construction process starting with Project Analysis, and proceeding through the design stages to Tender Documents, obtaining tenders, Construction and Final Account.

(b) The DTPs apply to all construction projects funded in part or in total by the DoES unless otherwise directed by the DoES in writing.

1.4 Application

(a) DoES TGD - 022 Primary School Design Guidelines, TGD - 020 General Design Guidelines for Schools and TGD-021 Construction Standards for Schools apply to all Primary School construction projects funded in part or in total by the DoES (unless otherwise directed by the DoES in writing) where a decision to commence architectural design and planning has been confirmed in writing by the DoES Planning and Building Unit (PBU).

(b) The scope of the building project will be the schedule(s) of accommodation and other briefing instructions as agreed between the Client and the PBU.

(c) Where it is proposed to construct a new school these guidelines and all associated documents in the suite of Design Guidance should be applied in full.

(d) The dimensions and areas stated in this document and the schedule of new build accommodation apply to the new build portion of the project only.

(e) In the case of existing school buildings, where an extension, conversion or renovation is proposed, a flexible pragmatic approach will be applied by the DoES PBU. The dimensions areas and room designation in the existing building will be retained except where the PBU specifies otherwise (based on educational need).

(f) In existing buildings the room, dimensions, and areas will be as specified in the Future Use of Existing Accommodation.

1.5 Further Information

(a) This document and all other Guidance Documents mentioned above are available on the DoES website www.education.ie.

Always check the DoES website for the most up-to-date version.

(b) For further advice on these guidelines or any other matters relating to this document, please contact:

Planning & Building Unit,
Department of Education and Skills,
Portlaoise Road,
Tullamore,
Co. Offaly.
Telephone: (057) 9324300
Fax: (057) 9351119

2.0 Project Brief

2.1 Brief

(a) Each project will have an agreed written Brief setting out the scope of works and the Client's requirements for that project. Every brief will comprise (where applicable):

(i) A Schedule of Overall Accommodation

(ii) A Schedule of Future Use of Existing Accommodation (with room areas)

(iii) A Schedule of Residual Accommodation (extensions to existing)

(iv) A Schedule of Alterations to Existing Accommodation, where necessary for the implementation of that project only (if required)

(v) A provisional Schedule of Essential Remedial Works applicable to that project only (see also DoES DTP)

(vi) Current Published Cost Limit Circular where applicable or other limits where specifically prescribed by the DoES.

(b) In all cases the determination of the brief will be based on an assessment of overall medium-to-long term educational need, and the capacity and suitability of existing accommodation to provide for this need.

(c) For Primary School projects, this brief is determined by the Capital Appraisal Section (CAS) of the PBU in agreement with the relevant Client as follows:

(i) CAS first determines the projected long-term enrolment for the school.

(ii) Then based on the current design guidelines, staffing levels, and current area norms, CAS determines a Schedule of Overall Accommodation.

(iii) The PBU then assesses the Educational Suitability of the existing accommodation and prepares both a Schedule of Future Use of Existing Accommodation and a Provisional Schedule of Alterations & Remedial works (if applicable).

(iv) The deficit in accommodation (i.e. the difference between the Schedule of Overall Accommodation and the Schedule of Future Use of Existing Accommodation) is called the Schedule of Residual Accommodation and the total area indicated is the Total Floor Area (area limit) of new build to be funded.

(v) The Schedule of Residual Accommodation plus the Future Use of Existing Accommodation, plus the Provisional Schedule of Alterations & Remedial works (if applicable) and the applicable cost limit all form part of the brief for the project.

(d) The Project Brief setting out the scope of works must be agreed in writing by both the Client and the PBU before the appointment of Design Consultants, and before commencement of Stage 1 Preliminary Design.

2.2 Typical 16 Classroom schedule

(a) Below is an example of a 16-classroom Schedule of Overall Accommodation. It must not be taken as an accurate or typical 16-Classroom schedule for all schools. ❖.

❖ *The number, sizes and types of rooms may not match the Schedule of Overall Accommodation, as each schedule is determined individually based on a range of factors including the number of pupils and teachers. Always refer to the actual Schedule of Accommodation for the particular school project.*

Aonad Pleanála agus Tógála,
Bóthar Phort Laoise,
Tulach Mhór,
Contae Uíbh Fhailí.

AN ROINN OIDEACHAIS AGUS EOLAÍOCHTA | DEPARTMENT OF EDUCATION AND SCIENCE

Planning and Building Unit
Portlaoise Road,
Tullamore,
Co. Offaly.

XXXX National School, address,TOWN, COUNTY Roll No: XXXXXXX

SCHEDULE OF ACCOMMODATION for a 16 CLASSROOM PRIMARY SCHOOL

Based on a Projected Long-term Enrollment of xxx pupils

With Teaching Accommodation for 4 Full-time Equivalent Special Education Teacher(s)

(Teaching Accommodation for 2 Full-Time Equivalent SET(s) in Library/Resource /Multi-purpose Rooms)

No. of spaces	Area (m2)	Description of Space	Total Area (m2)
16	80.0 m2	Classroom(s) incl WCs & storage	1280.0 m2
1	195.0 m2	General Purpose Room	195.0 m2
1	8.0 m2	General Purpose Room Servery	8.0 m2
1	20.0 m2	P.E. Equipment Store	20.0 m2
(1)	13.0 m2	WC Area [4 No.] associated with General Purpose Room	13.0 m2
1	60.0 m2	Library & Resource Area combined (incl storage)	60.0 m2
1	13.4 m2	Multi-Purpose Room	13.4 m2
2	13.4 m2	Special Education Tuition Room(s)	26.8 m2
1	16.0 m2	Administration/General Office	16.0 m2
1	50.0 m2	Teachers & Staff Room	50.0 m2
1	13.4 m2	Principal's Office	13.4 m2
	12.0 m2	2 Dual use Staff/Universal Access WCs with shower	12.0 m2
(1)	35.0 m2	General Storage, incl safe,cleaner's & external	35.0 m2
(1)	2.0 m2	Electrical	2.0 m2
(1)	4.0 m2	D.C.C.	4.0 m2
		Sub-Total	**1748.6 m2**
6.0%	104.9 m2	Internal Walls/Partitions @ 6.0%	104.9 m2
18.0%	314.7 m2	Internal Circulation @ 18.0%	314.7 m2
	16.0 m2	Boiler House	16.0 m2
		TOTAL (Rounded up to nearest m2)	**2185.0 m2**
		Plus maximum 25m2 per stairs per floor [where approved by PBU only]	0.0 m2
		External:	
2	585.0 m2	2 External Ball Court(s)	1170.0 m2
1	430.0 m2	1 Junior Play Area	430.0 m2
	26	26 Car Parking Spaces for Teaching & non-teaching staff	

3.0 Planning a Primary school

3.1 Introduction

(a) This guidance document, together with the DoES TGD - 020 General Design Guidelines for Schools and the Schedules of Accommodation, should be used as a starting point for developing a design specific to the school.

(b) The Schedule of Overall Accommodation, Schedule of Future Use of Existing Accommodation and Schedule of Residual Accommodation (extensions to existing) lists the accommodation to be provided. Refer to Section 2.0 Project Brief above for a description of how these schedules are determined.

(c) DoES TGD - 020 General Design Guidelines for Schools describes the general design principles for schools (both Primary and Post-primary) including the Design Philosophy, the Built Environment, Health & Safety, Building Location & Orientation, Universal Access, Security, External Circulation and the general principles applying to the internal layout.

(d) This document provides detailed information on the spaces required (both internal and external), their area, height and any special requirements applicable to those spaces.

3.2 Curriculum

(a) The Primary School Curriculum 1999 incorporates current educational thinking and effective pedagogical practices. Its implementation has represented an exciting opportunity for change and renewal in primary schools. It celebrates the uniqueness of the child and provides a structured national framework that aids teachers in planning the learning experiences most useful to the child at the various stages of his or her development. It is designed to cater for the needs of children in the modern world.

(b) Building upon the child-centred philosophy of *Curaclam na Bunscoile* (1971), the 1999 curriculum incorporates new learning objectives and embraces new approaches and methodologies. Its design reflects six curriculum areas: Language, Mathematics, Arts Education, Physical Education, Social Environmental & Scientific Education (SESE) and Social Personal & Health Education (SPHE).

(c) The Primary Curriculum articulates a progressive and developmental learning experience for children as they proceed up through the primary school. It is laid out at four levels - infant classes, first and second classes, third and fourth classes and fifth and sixth classes.

3.3 The School Timetable

(a) In agreement with the education partners a standardised school year is implemented in Irish primary schools. The minimum number of teaching days per school year is 183 full school days. Generally, schools close for summer vacation during the complete months of July and August. Schools currently also have breaks of two weeks off during both Christmas and Easter and two shorter mid-term breaks of up to five working days at Halloween and in February.

(b) A full school day comprises a period of not less than five hours and forty minutes. Schools are permitted to reduce the school day by one hour for children in infants and first class where desired. In order to meet the needs of the communities which they serve schools can, with some flexibility, determine the start time within their daily timetable while maintaining the integrity of the school day.

(c) A possible version of a full day in one school, for example, may be 9.20am to 3.00pm, while others may be 8.50am to 2.30pm or 9.00am to 2.40pm.

3.4 Areas and Heights

(a) The areas of all spaces in the Schedules of Accommodation are net areas, measured to the internal faces of the enclosing walls. The Total Floor Area (area limit) in the schedules is the "total of all enclosed floor space measured to the internal faces of the enclosing walls" and corresponds with the National Standard Building Elements definition.

(b) Ceiling heights should be considered in the context of the size and function of the space and should take into account the physical environment within that space. In larger rooms such as the General Purpose room the height should be in proportion to the size and take into account the function and any special requirements.

(c) The minimum finished floor to ceiling height for all teaching spaces is 3.0m except those shown in the room data sheets and room layouts or as required for the proportion of a room.

3.5 Wall to Floor Ratio

(a) The wall to floor ratio is one measure of the cost efficiency of a building layout (the lower the wall to floor ratio the more efficient the building layout).

(b) Design Teams should balance the need to minimise the wall to floor ratio (for efficiency of layout and cost reasons) with the educational, planning and design requirements as set out in this document and DoES TGD - 020 General Design Guidelines for Schools.

3.6 Grouping of Spaces

(a) Spaces can be broadly described as Teaching and Learning spaces (including the General Purpose Room), Administrative spaces and Ancillary spaces.

(b) Teaching and Learning Spaces should be given priority with regards orientation, daylight and natural ventilation.

(c) The following rooms/spaces are frequently used by visitors/community and should be located so that it is not necessary to enter the general teaching areas most frequently used by students:

- Principal's Office (if in schedule of accommodation)
- General Office
- General Purpose Room
- Multi Purpose Room.

3.7 Circulation

(a) The design solution for the school should ensure ease of circulation and orientation for students, staff and visitors. On accessing the school via any entrance, it should be possible to move to any point in the school without meeting an area of congestion. The minimum clear width of corridors shall be 1.8m.

(b) Where a public access balcony is provided, Design Teams in determining the balustrade height, should consider the risk associated with projectiles [school bags, books, and pupils] being dropped over the handrail. A height of not less than 1,400mm is recommended.

(c) The Main entrance to a school should have a secure controlled lobby with a door control mechanism provided on the internal doors of the lobby.

(d) Mat well/ matting carpet should be provided to the main front and rear entrance lobbies.

3.8 Construction Programme

(a) Where construction work is being carried out on the same site as an operational school or portion of that school, and such work is unavoidable, particular care should be taken to minimise disruption to the school curriculum.

(b) Consideration must be given to the school's policy on Health and Safety in planning and organising this construction activity.

(c) The Construction programme must also take account of the internal school timetable. Tasks that are likely to be disruptive should be programmed to be carried out outside school hours or during holidays.

(d) Refer also to Health and Safety sections in the DoES Design Team Procedures.

3.9 Sample Room Layouts

(a) Sample layouts of the following rooms and kitchenette units are included in Appendix A:

- Classroom including WC & storage (TGD 022 - D01& 02)
- Library/ Resource Room (TGD 022 - D03 & 04)
- Administration /General Office (TGD 022 - D05)
- Principals Office (TGD 022 - D06)
- Kitchenette Unit details Staff Room (TGD 022 – D07)
- Kitchenette Unit details GP Room Servery & Multi-purpose Room (TGD 022 - D08)

These room layouts and kitchenette units are recommended as best practice, if the Design Team decides not to use these layouts then the Design Team must demonstrate to the DoES satisfaction that any alternative layout meets with the DoES guidelines. These drawings are also available in CAD format on the DoES website www.education.ie.

(b) Where a copy of a layout drawing in Appendix A is required it should be printed on an A3 size page.

(c) Further examples of these layouts or other sample room layouts may also be added to the DoES website so Design Teams should regularly check it for the up-to-date list.

(d) Where a Design Team uses an alternative layout or where a room layout is not given, the width to length ratio shall provide comfortable and flexible usage of the space.

(e) Where alternative room layouts to those in the DoES website are offered, the Design Team shall demonstrate the suitability of such layouts and how the same functionality, or better, is being achieved.

(f) In all cases (whether a DoES room layout is available or not) the guidance provided in this document on teaching spaces, administrative spaces, ancillary spaces and the General Purpose room shall also apply.

4.0 Room Data Sheets

4.1 Application:

(a) Room data sheets are provided for all spaces including Teaching, Administrative, and Ancillary Spaces. General requirements applicable to all or most rooms are listed below. These requirements are deemed to apply unless otherwise stated in the relevant data sheet.

4.2 Schedule of Rooms

(a) The following is a schedule of Primary School rooms for which data sheets are provided. (The number and size of rooms varies depending on the number of Classes and Teachers):

	Room Description
1	General Classroom(s) including WC's & Storage
2	Library/General Resource Area
3	Multipurpose Room
4	Special Education Teacher [SET] Room
5	Administration / General Office
6	Teacher's & Staff Room
7	Principal's Office
8	Library and Resource Area
9	General Purpose Room (Junior & Senior)
10	General Purpose Room Servery
11	General Purpose Room PE Equipment Store
12	Toilets associated with GP Room
13	Adult toilets including Universal Access with shower
14	General Storage including Safe, Cleaners, & External
15	Electrical Metering & Electrical Distribution Centre
16	Data Communication Centre (DCC)
17	Boiler House

4.3 General Requirements

Design Considerations

(a) Natural day lighting should be exploited when designing rooms, to minimise the dependence on artificial lighting. Glare must be avoided. Windows for teaching spaces should have a horizontal vista. Refer to DoES TGD - 020 General Design Guidelines for Schools (Primary and Post-primary), Section 4.6 and TGD - 030 Amendments to the M&E Building Services Guidelines (2004) TGD - 002 & ICT Infrastructure Guidelines TGD - 004 for Primary Schools, Section 3 Daylight Distribution.

(b) Ventilation should be natural ventilation by means of permanent wall vents and windows with opening sections. Vents should contain baffles for noise, wind and rain. Refer also to DoES TGD - 020 General Design Guidelines for Schools (Primary and Post-primary) and TGD - 030 Amendments to the M&E Building Services Guidelines (2004) TGD - 002 & ICT Infrastructure Guidelines TGD - 004 for Primary Schools, Section 4 Natural Ventilation & Overheating. The ventilation area provided through permanent vents (whether in walls or windows) and opening sashes shall meet/exceed Part F of the current Building Regulations, and shall be designed to suit the class environment having regard to the high levels of occupancy generally.

(c) Windows generally should be double glazed, easy to clean and maintain, and have high and low level opening sashes. The position and size of opening window sashes must take into account ease of operation, natural ventilation requirements, maintain an adequate level of safety and be in compliance with DoES TGD - 030 Amendments to the M&E Building Services Guidelines (2004) TGD - 002 & ICT Infrastructure Guidelines TGD - 004 for Primary Schools, Section 4 Natural Ventilation & Overheating. Stays or restrictors should be used on all opening windows both high and low level. Refer also to DoES TGD - 021.1 Guidance on the Specification of Windows, Section 4.7 Openable Windows.

(d) Doors should be easy to open and close. Care should be taken in the design of the door, frame, and opening mechanism to protect against injury to fingers, etc. An adequate glazed viewing panel in the solid core door from all rooms to the corridors should be provided for the benefit of small children. Door closers should only be fitted to doors classified as fire safety doors.

(e) A good quality daylight distribution is required in each room with the average day lighting factor for each room to be a minimum of 4.5% with the emphasis on an even light distribution throughout the space. Refer also to DoES TGD - 030 Amendments to the M&E Building Services Guidelines (2004) TGD - 002 & ICT Infrastructure Guidelines TGD - 004 for Primary Schools, Section 3 Daylight Distribution.

(f) Computer analysis must used as part of the design process for day lighting and a schedule of all rooms and associated average day lighting factor is to be provided ***at Stage 2a***.

(g) All spaces should have the benefit of high and low level natural ventilation opening sections in the windows as outlined in DoES TGD - 030 Amendments to the M&E Building Services Guidelines (2004) TGD - 002 & ICT Infrastructure Guidelines TGD - 004 for Primary Schools, Section 4 Natural Ventilation & Overheating. Tilt and turn windows are not appropriate. The window design with respect to geometry and opening sections must be based on overheating calculations which should take into account the air tightness standard.

(h) Adequate natural ventilation should be achievable without draughts.

Security

(i) Refer to DoES TDG - 020 General Design Guidelines for Schools (Primary & Post-primary).

Acoustics

(j) The objective is to provide acoustic conditions in schools that (a) facilitate clear communication of speech between teacher and student, and between students, and (b) do not interfere with study activities. Refer also to DoES TGD - 020 General Design Guidelines for Schools and TGD - 021-5 Acoustic Performance in Schools for performance standards on Indoor Ambient Noise Levels, Rain Noise and Airborne Sound Insulation between Spaces, Impact Sound Insulation of Floors, and Reverberation in Various Spaces.

(k) To ensure that the performance standards set out in TGD - 021.5 Acoustic Performance in Schools are met acoustic testing should be included in a building contract. Refer to BB93 Section 1.3 for acoustic testing procedures to be used to demonstrate compliance with the performance standards set out in TGD - 021.5.

Finishes

(l) Floor finishes must safe, hardwearing and suitable for their intended use. Design Teams should consider the Health and Safety implications of the selected flooring (e.g. non-slip, chemically resistant, etc.) and in particular the risks associated with junctions between surfaces with different slip resistances. Floor finishes will normally be a sheet flooring consistent with the room's use and Health & Safety considerations.

(m) Wall finishes generally to be durable, resistant to wear & easily cleaned.

Mechanical & Electrical Building Services Engineering

(n) Mechanical & Electrical Building Services including Information and Communications Technology (ICT) should be as outlined in the DoES TGD - 002, 004 & 030.

(o) The supply and installation of data projectors/interactive white boards is a matter for the Client to deal with as part of the Loose Furniture & Equipment schedule and as such is not part of the Building Contract.

Furniture & Fittings

(p) Fixed furniture and fittings (e.g. sink & units to wet areas, hat & coat hooks and rails, kitchenette units, translucent blinds, built-in storage units, shelving, etc.) are described in the relevant Room Data Sheets and are part of the Building Contract. White boards and notice boards shown on the typical room layouts are deemed to be fixed furniture and are part of the Building Contract. Any additional white boards or notice boards that may be required by the school are part of Loose Furniture & Equipment and are not part of the Building Contract.

(q) Loose furniture and equipment (e.g. tables, desks, chairs, soap or towel dispensers, bins, data projectors, inter-active white boards, etc.) are not part of the Contract.

4.4 Classrooms

Sample Room Layout	Area	Min clear height
TGD 022 – D01 & D02	80 m^2 including WCs & Storage	3.0 m

Classrooms

(a) Classrooms are used for whole-class, group and individualised teaching and learning in general across the subjects of the curriculum. For pupils, the classroom environment is very important. The shape of the classroom and interior areas, the colour scheme of the walls, the layout of furniture and flooring, the amount of light, and the room arrangement will all influence how pupils learn.

(b) The orientation of classrooms and their location relative to the external environment must be considered in the planning of the school. Glare must be avoided where practicable or controlled by means of translucent blinds. A full size mock-up for a south facing teaching space with white board and data projector operational must be conducted prior to final selection of the blind material. Refer also to DoES TGD - 020 General Design Guidelines for Schools, Section 4.4 Passive Energy and TGD - 030 Amendments to the M&E Building Services Guidelines (2004) TGD - 002 & ICT Infrastructure Guidelines TGD - 004 for Primary Schools, Sections 5 Blinds.

(c) A floor to ceiling height of 3.15m (e.g. multiple of standard concrete block size) is preferred, taking into account an even distribution of natural light and natural ventilation across the whole floor area of the room.

(d) In designing the classroom the class group that will use the room (agreed in conjunction with the Client) should be taken into account. Careful consideration should be given to the activity zones within teaching spaces, and to the positions of chalkboards, white and green boards, interactive whiteboards and pin-boards. The position of these boards should be determined at design stage and should not conflict with the location of surface mounted services. Refer also to DoES Classroom including WC & Storage layout drawings TGD 022 - D01 & 02 included in Appendix A. These are also available in CAD format on the DoES website www.education.ie .

(e) Due consideration should also be given to the room furniture layout so that a number of flexible layout options are available for consideration and discussion with the Client.

(f) A suitable water-resistant, durable, easy clean sheet vinyl/linoleum/rubber floor finish should be used with a slip resistance of R09 to DIN: 51130.

Classroom Storage Area

(g) Storage in classrooms should be provided in storage units associated with the space and within the overall classroom area limit. A separate classroom storage room is not recommended.

(h) Each classroom should be provided with a main storage unit consisting of a sliding door system and containing a minimum of 11000mm of 600mm deep and 11000mm of 300mm deep heavy duty adjustable shelving. No part of the shelving should be greater than 2200mm above finished floor level.

(i) The sliding door system should allow for lockable doors. The door surfaces should be covered in 6mm bulletin board material suitable for hanging posters, artwork, teaching materials, etc.

(j) A separate open shelving unit 4000mm long and 300mm deep shelving fixed at 1200 – 1300mm above FFL should also be provided.

Cloaks

(k) Each classroom should have a dedicated coat rail space of not less than 3.0 linear metres for the storage of cloaks. It should include a rail with 30 coat hooks easily reachable by the pupils of that age group (fixed 1000mm – 1200mm above FFL) and

with sufficient space in front to allow for putting on or taking off the coats without obstructing circulation.

(l) The cloak space should be so located that it doesn't interfere with the operation of the space within the class or any teaching activity zone. The consequences of storing wet or damp coats should also be considered in the design and location of the Cloaks Area

ICT Area

(m) Each classroom shall have an ICT or computer area designed to accommodate five workstations. This area should be located and arranged so as not to be a distraction to other teaching activities. An ICT facility shall also be provided on the teaching wall in the classroom. Refer to sample DoES Classroom including WC & Storage layout drawings TGD 022 - D01 & D02 included in Appendix A and also available on the DoES website www.education.ie .

(n) Refer also to DoES TGD 004 Information and Communication Technology (ICT) Infrastructure Guidelines for Primary Schools and TGD - 030 Amendments to the M&E Building Services Guidelines (2004) TGD - 002 & ICT Infrastructure Guidelines TGD - 004 for Primary Schools, Section 23 Data Projectors. These are available on the DoES website www.education.ie .

Wet Area

(o) Each Classroom shall have a wet play area. The wet area serves to support the teaching of a number of subjects such as arts and crafts, nature, science, etc.

(p) It should contain a floor mounted kitchenette unit at least 3200mm long x 600mm deep x 760mm high (closed off with unit doors) with 1500 x 500mm stainless steel double bowl double drainer sink & single swivel on/off mixer tap (refer to DoES TGD - 002) with 3200mm x 300mm high tiled splash back above unit. Mains drinking water should be provided at sink.

(q) A blended hot water supply via a thermostatic mixing valve shall be provided at the sink unit.

(r) The worktop height should be 760mm for all classrooms (including Junior and Senior Infants).

En-Suite Toilets

(s) Two toilets should be provided en-suite in each classroom. These should, unless unavoidable, be located on an external wall.

(t) They must be adequately and naturally ventilated to the external air, directly or ducted (in addition to any openable window).

(u) The doors should be easy to open and close (with pull-handles at low level suitable for children). Door transfer grilles are not permitted.

(v) All lockable doors should have an external thumb-turn override.

(w) All toilets in classrooms should be separated by full height partitions.

(x) A blended hot water supply via a thermostatic mixing valve shall be provided at the wash hand basins.

(y) One wash-hand basin (WHB) incorporating a single low pressure drop anti-scald percussion spray tap per toilet is required. It is recommended that all toilet pans (including those for Junior and Senior Infants) be standard height pans.

(z) All toilets must be adequately naturally ventilated to the external air.

(aa) The provision for hand drying facilities shall be paper towel or cotton/linen towels. Electrically operated hand dryers are not permitted. The toilets should have adequate space for disposable hand towel dispensers and a refuse bin for the disposal of paper towel.

(bb) Hand towel dispensers, soap dispensers and refuse bin are loose furniture and fittings and are not part of the construction contract. Mirrors, toilet roll holders, and grab-rails to Universal Access WCs are part of the contract.

(cc) A suitable water-resistant, durable, easy clean sheet vinyl/linoleum/rubber floor finish should be used with a slip resistance of R10 to DIN: 51130. Refer also to DoES TGD - 021.2, Guidelines & Sanitary Facilities in Primary Schools.

Finishes

(dd) Refer to 4.3 General Requirements above, DoES TGD - 021 Construction Standards for Schools and also to DoES Classroom including WC & Storage layout drawings TGD 022 - D01 & D02 included in Appendix A. These are also available on the DoES website www.education.ie.

Mechanical & Electrical Building Services Engineering

(ee) Mechanical & Electrical Building Services including Information and Communications Technology (ICT) installation should be as outlined in the DoES TGD - 002, 004 & 030 and on DoES Classroom including WC & Storage layout drawings TGD 022 - D01 & 02 included in Appendix A. These are also available on the DoES website www.education.ie.

Furniture & Fittings

(ff) Refer to 4.3 General Requirements above and also to DoES Classroom including WC & Storage layout drawings TGD 022 - D01 & D02 in Appendix A.

4.5 Library/General Resource Area

Sample Room Layout	Area	Min clear height
TGD 022 – D03 & D04	60 m^2	3.0 m

Design Considerations

(a) Library/General Resource Area comprises 2 interlinked rooms capable of use as a single space. There should be a (45db) acoustic folding partition between each functional area.

(b) Windows with a horizontal vista should be provided in both functional areas. Glare must be avoided where practicable or controlled by means of translucent blinds. See also DoES TGD - 020 General Design Guidelines for Schools, Section 4.4 Passive Energy and TGD - 030 Amendments to the M&E Building Services Guidelines (2004) TGD - 002 & ICT Infrastructure Guidelines TGD - 004 for Primary Schools, Sections 5 Blinds.

(c) Both the Library and the General Resource area may be used for a variety of supplementary teaching and learning purposes and other uses. Design Teams should consult with the Client to ascertain the intended uses, but should also ensure that the design is flexible enough to cater for unforeseen activities.

(d) When designing the Library/General Resource Area, due consideration should be given to the room furniture layout so that a number of flexible layout options are available for consideration and discussion with the Client.

Special Requirements

(e) The Library and Resource Areas should each have an ICT or computer area designed to accommodate 6 work stations. This area should be located and arranged so as not to overly distract from other activities. Refer to the DoES TGDs and to DoES Library/Resource Room layout drawings TGD 022 - D03 & D04 included in Appendix A. These are also available on the DoES website www.education.ie .

Finishes

(f) Refer to 4.3 General Requirements above, DoES TGD - 021 Construction Standards for Schools and to DoES Library/Resource Room layout drawings TGD 022 - D03 & D04 included in Appendix A. These are also available on the DoES website www.education.ie.

Mechanical & Electrical Building Services Engineering

(g) Mechanical & Electrical Building Services including Information and Communications Technology (ICT) installation should be as outlined in the DoES TGD - 002, 004 & 030 and on the DoES Library/Resource Room layout drawings TGD 022 - D03 & D04 included in Appendix A. These are also available on the DoES website www.education.ie.

Furniture & Fittings

(h) Refer to 4.3 General Requirements above and also to DoES Library/Resource Room layout drawings TGD 022 - D03 & D04 included in Appendix A.

4.6 Multi-purpose Room

Sample Room Layout	Area	Min clear height
n/a	As schedule	2.7 m

Design Considerations

(a) This Room may be used as a

- A Medical Inspection Room,
- A Psychologist's Room,
- Teacher/Parent Interview Room,
- A Special Education Tuition Room (depending on school size),
- Teachers & Staff Room (depending on school size).

(b) The Multi-Purpose Room should ideally be located near the main entrance to the school and the administration area, in order to facilitate the above functions. The design and layout of the room should facilitate eye and ear testing programmes. The room may also, from time to time, be used as a Sick Bay and a section should be provided within the room for this, with space for a bed/bench.

(c) A floor to ceiling height of 2.7m is required, taking into account an even distribution of natural light and natural ventilation across the whole floor area of the room.

(d) Windows with a horizontal vista should be provided. Refer also to DoES TGD - 020 General Design Guidelines for Schools and TGD - 030 Amendments to the M&E Building Services Guidelines (2004) TGD - 002 & ICT Infrastructure Guidelines TGD - 004 for Primary Schools Section 4 Natural Ventilation & Overheating.

Acoustics

(e) A high level of acoustic separation between adjoining spaces will be required to facilitate psychological assessments and hearing tests. Refer to 4.3 (h) General Requirements above, DoES TGD - 021 Construction Standards for Schools and TGD - 021-5 Acoustic Performance in Schools.

Special Requirements

(f) To facilitate medical inspections, the room should be provided with a sink (single bowl, single drainer), worktop, and storage presses. Mains drinking water and hot water should be provided at the sink. See also DoES Built-in Kitchenette Units drawing TGD 022 - D08 included in Appendix A. This drawing is also available in CAD format on the DoES website www.education.ie .

(g) A blended hot water supply via a thermostatic mixing valve shall be provided at the sink unit.

Finishes

(h) Refer to 4.3 General Requirements above and to DoES TGD - 021 Construction Standards for Schools. See also DoES Built-in Kitchenette Units drawing TGD 022 - D08 included in Appendix A. These are also available on the DoES website www.education.ie .

(i) A suitable water-resistant, durable, easy clean sheet vinyl/linoleum/rubber floor finish should be used with a slip resistance of R09 to DIN: 51130.

Mechanical & Electrical Building Services Engineering

(j) Mechanical & Electrical Building Services including Information and Communications Technology (ICT) installation should be as outlined in the DoES TGD - 002, 004 & 030.

Furniture & Fittings

(k) Refer to 4.3 General Requirements above and also DoES Built-in Kitchenette Units drawing TGD 022 - D08 included in Appendix A.

(l) The room design and layout should facilitate the provision of a desk and chair, a suitable table and chairs for interviewing and filing cabinets for record storage, if required.

4.7 Special Educational Teacher (SET) Support Room

Sample Room Layout	Area	Min clear height
n/a	As schedule	2.7 m

Function

(a) In addition to the allocation of special needs assistants within classrooms, there may be a number of types of teaching posts allocated to meet the supplementary learning needs of some pupils. These can include Learning Support Teachers, Resource Teachers, Visiting Teachers and other supplementary services, Home School Community Liaison coordinators, Early Start personnel and coordinators now working under the DEIS initiative of the Department. The school may also have Speech & Language services provided by external personnel.

(b) Support teachers such as learning support teachers and resource teachers can provide additional teaching support for pupils in the mainstream classroom in collaboration with the class teacher. They may also provide more intensive and focused tuition for small groups of pupils in a separate smaller room, to be known as the Special Education Tuition room.

(c) Some children enrolled in mainstream primary schools may have significant physical or mental difficulties and/or learning needs. In accordance with their assessed needs, these children may be enrolled in a mainstream class or in a special class established by the board of management in the school. Where separate dedicated accommodation is required this will be as listed in the Schedule of Accommodation.

(d) Where the Department has approved a specialist teacher allocation, the design should take account of the provisions below.

Design Considerations

(e) The Special Education Teacher Support Room should be located near the Multi-Purpose Room. In all instances support teachers will use the Multi-Purpose Room as an office when necessary. Confidential documents should be kept in the General Office.

(f) Special Education Teacher Support Rooms are teaching spaces and their orientation and location should be considered in that context. Refer also to DoES TGD - 020 General Design Guidelines for Schools, Section 4.4 Passive Energy.

(g) In designing Special Education Teacher Rooms consideration should be given to the room furniture layout so that a number of flexible layout options are available for consideration and discussion with the Client.

(h) Windows with a horizontal vista should be provided. See also DoES TGD - 020 General Design Guidelines for Schools and TGD - 030 Amendments to the M&E Building Services Guidelines (2004) TGD - 002 & ICT Infrastructure Guidelines TGD - 004 for Primary Schools, Section 3 Daylight Distribution and Section 4 Natural Ventilation & Overheating.

Finishes

(i) Refer to 4.3 General Requirements above and to DoES TGD - 021 Construction Standards for Schools.

Mechanical & Electrical Building Services Engineering

(j) Mechanical & Electrical Building Services including Information and Communications Technology (ICT) installation should be as outlined in the DoES TGD - 002, 004 & 030.

Furniture & Fittings

(k) Storage for confidential documents and files for the Specialist Teachers listed above shall be provided in the General Office.

4.8 Administration/General Office

Sample Room Layout	Area	Min clear height
TGD 022 – D05	As schedule	2.7m / 3.0 m

Design Considerations

(a) The General Office is the first point of contact for all the visitors and should be located adjacent to the secure lobby at the main entrance with a natural view of the entrance doors to the school from a hatch in the wall of the office.

(b) It should be located near to the Principal's Office but not necessarily directly accessed from it.

(c) The General Office should have a secure counter hatch opening directly to the secure lobby for queries from visitors or students. The counter and hatch opening should facilitate wheelchair users and should be located so that a group of people waiting at the hatch/counter are out of the main circulation route and will not obstruct circulation through the school.

(d) The hatch should be robust, lockable and should be capable of withstanding physical assault.

(e) A Waiting Area in the Entrance Foyer, off the main circulation and adjacent to the General Office, should be provided.

Special Requirements

(f) A glazed viewing panel between the Office and the Entrance Foyer must be provided. A glazed panel should also be provided in the solid core door to the corridor.

(g) A door entry system shall be provided to control the internal access doors in the secure lobby and shall be controlled by a release switch located in the office. The release switch shall be located so that anyone using it has a clear view of the internal doors in the secure lobby from the hatch.

(h) An Induction Loop shall be provided at the hatch. The school authority will be responsible for the provision of this and it shall not form part of the building contract.

Finishes

(i) Refer to 4.3 General Requirements above and to TGD - 021 Construction Standards for Schools and also to DoES Administration/General Office layout drawing TGD 022 - D05 included in Appendix A. This is also available on the DoES website www.education.ie.

Mechanical & Electrical Building Services Engineering

(j) Mechanical & Electrical Building Services including Information and Communications Technology (ICT) installation should be as outlined in the DoES TGD - 002, 004 & 030 and on DoES Administration/General Office layout drawing TGD 022 - D05 included in Appendix A. This is also available on the Department website www.education.ie .

(k) The remote monitoring and control system on the mechanical installation should be located in the office.

(l) The main control panel for a PABX telephone system as outlined in DoES TGD - 030 Amendments to the M&E Building Services Guidelines (2004) TGD - 002 & ICT Infrastructure Guidelines TGD - 004 for Primary Schools Section, 24.3 Telephony shall be located in the office.

(m) The controls on the PA/class change bell system may sometimes be located in the Administration/General Office when not located in the Principal's Office.

(n) The monitor on the CCTV camera installation may sometimes be located in the Administration/ General Office when not located in the Principal's Office.

(o) A suitable power point shall be provided adjacent the hatch to facilitate the provision of an Induction Loop.

Furniture & Fittings

(p) The design of the Administration/General Office should facilitate the following: a photocopier, general filing, filing cabinets, roll book, confidential documentation, Public Address/class change bell system etc. Refer to 4.3 General Requirements above and also to DoES Administration/General Office layout drawings TGD 022 - D05 included in Appendix A. This is also available on the DoES website www.education.ie .

4.9 Teacher's & Staff Room

Room Layout	Area	Min clear height
n/a	As schedule	2.7m / 3.0 m

Design Considerations

(a) The Teacher's & Staff Room should be located near the Administration/General Office area.

(b) Members of the public should not be able to gain direct access to this room without first reporting to the Administration/General Office off the secure lobby at the main entrance.

(c) The Teacher's & Staff Room is an integrated social and work area. The separation of these functions can be achieved by the arrangement of furniture. The emphasis on the design and furniture layout is relaxation and an area for easy chairs, etc., should be provided.

(d) An area for computers should be integrated with the normal work area. Lockers when provided should not be intrusive. Refer also to DoES TGD - 004 Information and Communication Technology (ICT) Infrastructure Guidelines for Primary Schools

Special Requirements

(e) The Teacher's & Staff Room should be fitted out with built-in kitchen units. Refer to DoES Built-in Kitchenette Units drawing TGD 022 - D07 included in Appendix A. This is also available in CAD format on the DoES website www.education.ie .

(f) A blended hot water supply via a thermostatic mixing valve shall be provided at the sink unit.

Finishes

(g) Refer to 4.3 General Requirements above and to DoES TGD - 021 Construction Standards for Schools.

(h) A suitable water-resistant, durable, easy clean sheet vinyl/linoleum/rubber floor finish should be used with a slip resistance of R09 to DIN: 51130.

Mechanical & Electrical Building Services Engineering

(i) Mechanical & Electrical Building Services including Information and Communications Technology (ICT) installation should be as outlined in the DoES TGD - 002, 004 & 030.

(j) A telephone point shall be provided in a suitable location in the room.

(k) In schools with 17 classrooms or more the network points and associated socket outlets shall be in horizontal dado trunking at a minimum of 800mm above finished floor level.

Furniture & Fittings

(l) The room should not be used for the storage of sensitive materials etc. These should be stored in the Administration/General Office.

(m) Built-in kitchenette units shall be in compliance with Part M of the Building Regulations, Section 1.5.5 Refreshment Facilities.

(n) Refer to 4.3 General Requirements above and to DoES Built-in Kitchenette Units drawing TDG 022 - D07 included in Appendix A. This drawing is also available on the DoES website www.education.ie .

4.10 Principal & Deputy Principal's Office

Room Layout	Area	Min clear height
TGD 022 – D06	As schedule	2.7m

Design Considerations

(a) The Principal's Office should be located near the Administration/General Office but need not be accessed directly from it. The layout should afford the Principal every opportunity to engage in administrative functions appropriate to the role with a reasonable level of privacy.

(b) Members of the public should not be able to gain direct access to this room without first reporting to the Administration/General Office off the secure lobby at the main entrance.

(c) See also 4.08 Administration/General Office above.

Special Requirements

(d) A glazed panel should be provided in the solid core door to the corridor.

Acoustics

(e) Adequate acoustic separation from adjacent rooms, circulation, etc., must be provided. Refer to 4.3(h) General Requirements, above and to DoES TGD - 021 Construction Standards for Schools and TGD - 021-5 Acoustic Performance in Schools.

Finishes

(f) Refer to 4.3 General Requirements above, DoES TGD - 021 Construction Standards for Schools and DoES Principal's Office layout drawing TGD 022 - D06 included in Appendix A. This is also available on the DoES website www.education.ie .

Mechanical & Electrical Building Services Engineering

(g) Mechanical & Electrical Building Services including Information and Communications Technology (ICT) installation should be as outlined in the Departments' guidelines TGD - 002, 004 & 030 and on DoES Principal's Office layout drawing TGD 022 - D06 included in Appendix A. This is also available on the DoES website www.education.ie

(h) The monitor on the CCTV camera installation may sometimes be located in the Principal's Office when not located in the Administration/General Office.

(i) The controls on the PA/class change bell systems may some times be located in the Principal's Office when not located in the Administration/General Office.

(j) An additional telephone point for a fax machine as well as an associated socket outlet may sometimes be required in the office.

Furniture & Fittings

(k) Refer to 4.3 General Requirements above and also to DoES Principal's Office layout drawing TGD 022 - D06 included in Appendix A. This is also available on the DoES website www.education.ie .

4.11 General Purpose Room

General Purpose Room

Room Layout	Area	Min clear height
n/a	as schedule	4.2m

General Purpose Room Servery

Room Layout	Area	Min clear height
n/a	as schedule	2.7m

General Purpose Room Store

Room Layout	Area	Min clear height
n/a	as schedule	2.7m

General Purpose Room

(a) The General Purpose (GP) Room is a teaching area that caters primarily for the teaching and learning of physical education. It may also be used for the teaching of other subjects across the curriculum. The GP Room may also be used for general school assembly and occasionally for other functions requiring a large assembly area.

(b) The GP Room should have a minimum height suitable to its proposed function. A minimum floor to ceiling height of 4.2m throughout the room should be provided taking into account an even distribution of natural light and natural ventilation across the whole floor area of the room. Where a Junior and Senior G.P. room are linked together for common usage (very large schools only), the height should reflect the greater floor area.

(c) A minimum of 4.5% average day lighting factor should be available.

(d) Adequate natural ventilation shall be available. Mechanical ventilation should not be necessary.

(e) The GP Room should be designed to allow for community use outside of normal school hours without having to open the main part of the school to gain access. Toilet facilities should also be located near the GP Room to facilitate their use by children and adults outside of hours (without having to access the main part of the school).

(f) Chairs used for adults should be capable of being stacked for storage. Where children's chairs are required these can be obtained from classrooms.

Special Requirements

(g) Sharp angles and projections must be avoided for Health & Safety reasons. Radiators should be recessed. Doors should be easy to open and close.

(h) Care should be taken in the design of the door, frame, and opening mechanism to protect against injury to fingers, etc., and adequate vision panels for small children should be considered.

(i) The size, location and extent of opening sashes to windows should be carefully considered in the context of the height of the windows and must take into account ease of operation, natural ventilation requirements and Health and Safety.

(j) Glazing should reflect the uses that will be made of this space. High level glazing to facilitate ball games etc is preferable. Window sill heights where provided should normally be at least 900 mm above finished floor level. Glazing down to floor level should be avoided. Refer also to DoES TGD - 020 General Design Guidelines for Schools (Primary and Post-primary), Section 3.4 Architectural Design.

(k) Stays or restrictors should be used on all opening windows both high and low level. Roof-lights should also be considered to provide an even distribution of natural light. Glare must be avoided.

(l) Lighting should be functional with switching provision allowing for separate control of artificial lighting, to complement varying levels of natural lighting within the hall. Recessed and pendant light fittings should be avoided. Light fittings should be robust and protected from damage during sport and play.

(m) An induction loop system shall be provided in the GP room.

General Purpose Room Servery

(n) The General Purpose Room Servery should be linked directly to the GP Room by means of a hatch with a roller shutter. Separate access to the Servery is required.

(o) The Servery shall be provided with built-in kitchen units as outlined on DoES layout drawing TGD 022 - D08 in Appendix A. This is also available on the DoES website www.education.ie.

(p) Built-in kitchenette units shall be in compliance with Part M of the Building Regulations, Section 1.5.5 Refreshment Facilities.

(q) Mains drinking water should be provided at the sink.

(r) A suitable water-resistant, durable, easy clean sheet vinyl/linoleum/rubber floor finish should be used with a slip resistance of R09 to DIN: 51130.

General Purpose Room Store

(s) The GP Room Store is for Physical Education equipment, and should be designed with the width greater than the depth and wide access doors to facilitate storage of such equipment.

(t) The amplifier on the induction loop system shall be located on a suitable shelf inside the door of the store.

(u) The GP Room Store should open directly off the GP room.

(v) The layout of the storage area should be based on sizes of equipment to be stored and should take access and ease of removal into account.

Acoustics

(w) Refer to 4.3 (h) General Requirements above and to DoES TGD - 021 Construction Standards for Schools and TGD - 021-5 Acoustic Performance in Schools.

Finishes

(x) The floor build-up and finish in the GP Room should be suitable for the intended purpose and use of the room. Appropriate footwear should be worn by all users, which will not damage or mark the surface.

(y) Refer also to 4.3 General Requirements above and to DoES TGD - 021 Construction Standards for Schools.

Mechanical & Electrical Building Services Engineering

(z) Mechanical & Electrical Building Services including Information and Communications Technology (ICT) installation should be as outlined in the DoES TGD - 002, 004 & 030.

(aa) An induction loop system shall be provided in the GP room with the associated controls located in the GP room store. The loop cable shall be surfaced mounted in suitably sized plastic mini-trunking located at a maximum height of 2.5 m above finished floor level. Under no circumstances should the loop cable be run in steel conduit or in the floor.

4.12 General Purpose Room Toilet Suite

Room Layout	Area	Min clear height
n/a	**As schedule**	**2.7m**

Design Considerations

(a) The General Purpose Room Toilet Suite should be located adjacent to the GP Room with access from both the GP Room and the main school to allow for use by the staff and visitors during school hours and for after hours activities where the main body of the school is closed.

(b) They should also be available for use by the children when using the external hard play and grassed areas.

(c) The GP Room Toilets Suite should consist of male toilets, female toilets and a universally accessible toilet.

(d) Unless unavoidable they should be located on an external wall naturally ventilated to the external air directly or ducted. (This is in addition to any openable window).

(e) Lobbies to all toilets must also be adequately naturally ventilated to the external air.

(f) All toilets should be provided with intermittent extract ventilation.

Special Requirements

(g) Bowl urinals should not be specified.

(h) A blended hot water supply via a thermostatic mixing valve as well as a cold water supply should be provided to all wash hand basins.

(i) The doors should be easy to open and close (with pull-handles on the lobby doors at low level suitable for children). Internal toilet doors may be undercut to assist air movement. Door transfer grilles are not permitted.

(j) All lockable doors should have an external thumb-turn override. Care should be taken in the design of the door, frame, and opening mechanism to protect against injury to fingers, etc.

(k) If more than one toilet cubicle is being provided for male/females then the cubicles should be separated by a full height partition and each pair of toilets should be accessed via separate lobbies.

(l) It is recommended that all toilet pans be standard height pans.

(m) One wash-hand basin [WHB] incorporating a single low pressure drop anti-scald percussion spray tap providing blended hot water per toilet is required.

(n) Where feasible, wash hand basins should be located back-to-back on partition walls.

(o) The Universal Access Toilet for Independent Use shall be fully equipped with grab-rails etc, and a disabled person's alarm comprising of a pull chord with an audio unit located outside the room. Refer to DoES TGD - 021.2 Guidelines and Standards for Sanitary Facilities in Primary Schools, Section 4.2 Accessible Sanitary Facilities.

(p) One Toilet/Shower for Assisted Users shall be provided on each floor of the building (in multi-storey buildings). It shall ideally be located in close proximity to the GP Room and shall be fully equipped with grab rails, etc., a disabled person's alarm comprising of a pull chord with an audio unit located outside the room and an adjustable height changing bench. The ceiling and walls are to be structurally capable of supporting a ceiling or wall mounted track hoist system should it be required at some future point. The track hoist system itself will not be provided either as part of the contract or as loose furniture/equipment. Refer to DoES TGD - 021.2 Guidelines and Standards for Sanitary Facilities in Primary Schools, Section 4.2 Accessible Sanitary Facilities.

Finishes

(q) Refer also to 4.3 General Requirements, and to TGD - 021 Construction Standards for Schools.

(r) A suitable water-resistant, durable, easy clean sheet vinyl/linoleum/rubber floor finish should be used with a slip resistance of R10 to DIN: 51130.

Mechanical & Electrical Building Services Engineering

(l) Mechanical & Electrical Building Services should be as outlined in DoES TGD - 022 & 030.

(m) All toilets with the exception of en-suite classroom toilets should be provided with intermittent extract ventilation. Refer to DoES TGD – 021-2 Section 4.5 Requirements for Ventilation Services for specific details of the installation and associated controls.

(n) Power points for a height adjustable changing bench and a ceiling mounted overhead tracked hoist system shall be provided in suitable locations in Toilets/Showers for Assisted Users.

Furniture & Fittings

(o) Refer to 4.3 General Requirements above.

(p) The provision for hand drying facilities shall be paper towel or cotton/linen towels. Electrically operated hand dryers are not permitted. The toilets should have adequate space for disposable hand towel dispensers and a refuse bin for the disposal of paper towel.

(q) Hand towel dispensers, soap dispensers and refuse bin are loose furniture and fittings and are not part of the construction contract. Mirrors, toilet roll holders, and grab-rails to Universal Access WCs are part of the contract.

4.13 Adult Toilets Including Universal Access

Room Layout	Area	Min clear height
n/a	As schedule	2.7m

Design Considerations

(a) All sanitary facilities in the school, other than those in classrooms should be available for use by staff and general public visiting or using the school facilities.

(b) The toilets should, unless unavoidable, be located on an external wall and shall be adequately and naturally ventilated to the external air directly or ducted. This shall be in addition to any openable window.

(c) Lobbies to all toilets must be adequately naturally ventilated to the external air.

(d) All toilets should be provided with intermittent extract ventilation.

(e) All lockable doors should have an external thumb-turn override.

(f) Bowl urinals should not be specified.

(g) A blended hot water supply via a thermostatic mixing valve shall be provided at the wash hand basins.

(h) One wash-hand basin [WHB] incorporating a single low pressure drop anti-scald percussion spray tap providing blended hot water per toilet is required.

(i) It is recommended that all toilet pans be standard height pans.

(j) At least one Universal Access toilet should be provided on each floor level (this includes the Toilet/Shower for Assisted Users described at 4.12(p) above).

(k) See also DoES TGD - 020 General Design Guidelines for Schools – Universal Access and TGD - 021-2 Guidelines and Standards for Sanitary Facilities in Primary Schools.

Special Requirements

(l) Doors should be easy to open and close. They may be undercut to assist air movement. Door transfer grilles are not permitted.

(m) Where feasible, wash hand basins should be located back-to-back on partition walls.

Finishes

(n) A suitable water-resistant, durable, easy clean sheet vinyl/linoleum/rubber floor finish should be used with a slip resistance of R10 to DIN: 51130.

(o) Refer also to 4.3 General Requirements above and to DoES TGD - 021 Construction Standards for Schools.

Mechanical & Electrical Building Services Engineering

(p) Mechanical & Electrical Building Services should be as outlined in DoES TGD - 002& 030.

(r) All toilets with the exception of en-suite classroom toilets should be provided with intermittent extract ventilation. Refer to DoES TGD – 021-2 Section 4.5 Requirements for Ventilation Services for specific details of the installation and associated controls.

Furniture & Fittings

(q) Refer to 4.3 General Requirements above.

(r) The provision for hand drying facilities shall be paper towel or cotton/linen towels. Electrically operated hand dryers are not permitted. The toilets should have adequate space for disposable hand towel dispensers and a refuse bin for the disposal of paper towel.

(s) Hand towel dispensers, soap dispensers and refuse bin are loose furniture and fittings and are not part of the construction contract. Mirrors, toilet roll holders, and grab-rails to Universal Access WCs are part of the contract.

4.14 General Storage including Safe, Cleaner's and External Stores

Room Layout	Area	Min clear height
n/a	varies	2.7m

Design Considerations

(a) The number, designation, and arrangement of storage areas or rooms, is at the discretion of the Client in consultation with their Design Team. However the design should ensure that adequate storage (both internal and external) is provided within the area limits.

(b) General Storage is deemed to include such items as books, stationery and office supplies, cleaning equipment, gardening equipment, audio/video, etc. The number and type of stores to be provided shall be agreed before architectural planning commences.

(c) Classroom storage is already provided within the allocated area for each classroom, see Section 4.4 Classrooms above.

(d) Separate storage to include P.E. Equipment such as mats, vaults, chairs, etc., associated with the G.P. Room is also provided, see Section 4.13 General Purpose Room Store above.

(e) Internally storage may be provided either in dedicated storage rooms or as recessed cupboards in circulation areas. The areas given above may be grouped together or spread over a range of uses and dispersed throughout the school.

(f) Storage areas that contain chemicals, cleaning agents, etc. must be suitable for the intended purpose, provide adequate security, and be properly ventilated.

(g) The Cleaners' Stores should be provided with a heavy duty cleaners' sink in fireclay/ stainless steel with integrated splash back and bucket grating.

(h) Where a Safe Store or Secure Store is to be provided the door and frame should be of a sufficient standard to safeguard the contents, i.e. steel sheeted security door and frame. It should not be on an external wall and should have suitable security protection to floors, walls, and ceiling. The level of physical protection should take into consideration the presence or otherwise of a monitored intruder alarm system.

Finishes

(i) Refer to 4.3 General Requirements above and to TGD - 021 Construction Standards for Schools.

Mechanical & Electrical Building Services Engineering

(j) Mechanical & Electrical Building Services including Information and Communications Technology (ICT) installation should be as outlined in the TGD - 002 & 030.

(k) Provision of low temperature protection in stores should be provided via distributor pipes or pipe coils only. Radiators are not to be located in stores.

(l) Lighting provision should reflect the use of the space.

(m) Hot and cold water services should be provided to the sink units in Cleaner's Stores.

Furniture & Fittings

(n) Two rows of fixed / adjustable fitted shelving suitable for intended use should be provided to two walls in each store as part of the Contract. Any supplementary shelving required may be added later by School Authorities. Refer also to 4.3 General Requirements above.

4.15 Electrical Metering & Electrical Distribution Centre

Design Considerations

(a) Location of electrical switchgear must conform to the latest edition of National Rules for Electrical Installations as published by the Electro Technical Council of Ireland Ltd.

(b) The Electrical Utility Provider is ESB Networks, and its requirements are set out in the latest edition of its National Code of Practice for Customer Interface. Any particular solution must be in conformity with this code.

(c) The above facilities should be centrally located to optimise the electrical services distribution and should not present difficulties for services distribution from adjoining plant spaces or rooms.

(d) The particular solution will be determined by the size of the building and its electrical load level.

(e) It is envisaged that most primary schools will not require a dedicated ESB sub-station. However in primary schools with large electrical loads ESB Networks may require the provision of a dedicated ESB Sub-station and adjoining Off Load Room to supply the school. The preferred location for an ESB sub-station is on the site boundary.

(f) The location for ESB equipment and the Customer's Main Isolator should conform to the above mentioned regulations and Code of Practice. Acceptable solutions are an Outdoor Metering Enclosure, located in an external recess, or a dedicated Switchboard cupboard.

(g) If an Outdoor Metering Enclosure is proposed this should house the electricity supplier's main fuse, main isolator and meter. The main switchboard should be located elsewhere on the ground floor in the school and fed from this location.

(h) Where feasible the ESB meter and the main switchboard should be located within 2 metres of an external door. This should be in a suitable recessed press off a circulation area complete with door self closers and locks and be appropriately fire rated.

(i) Where feasible dedicated switch rooms should be avoided as these spaces could be used as storage spaces and easy access to the switchboard could be compromised.

(j) A Fireman's Switch should be provided on the outside of the building or in a secure lobby at the main entrance to the school building.

(k) Electrical switch rooms and switchgear cupboards should not contain elements of the mechanical installation in a school.

(l) Refer also to DoES TGD - 002 Mechanical & Electrical Building Services Engineering Guidelines for Primary School Buildings Section 10 and TGD - 030 Amendments to the M&E Building Services Guidelines (2004) TGD - 002 & ICT Infrastructure Guidelines TGD - 004 for Primary Schools, Section 18 Electricity Centre.

4.16 Data Communications Centre

Design Considerations

(a) A dedicated Data Communication Centre (DCC) must be provided, size 2m x 2m x full ceiling height (min 2.7m) and shall have no windows. This room shall house the Main Distribution Facility (MDF).

(b) The DCC shall be suitably positioned off the circulation area and be located in the main building. Access to the DCC shall directly off a circulation area and not via another space. The location should, as far as practicable, be such that the cable run (actual cable length) to all network points is within the limit of 90 metres. Only where this is not physically possible an Intermediate Distribution Facility (IDF) shall be provided as detailed in DoES TGD - 004 Information & Communication Technology (ICT) Infrastructure Guidelines for Primary Schools.

(c) The room door shall be fitted with a key operated lock as part of the master key suite of keys.

(d) In schools up to 15 classrooms the DCC shall be naturally ventilated to the corridor via a number of suitably sized high and low level wall vents (intumescent fired rated if corridor walls are fire rated) and an external vent to atmosphere. Due care should be taken to maintain any necessary fire compartmentisation.

(e) In schools of 16 classrooms and over a simple mechanical extract system consisting of a ceiling mounted in-line fan to extract hot air from the space via a suitable sized duct and intumescent grille into the corridor area shall be provided. A passive air intake from outside dropping to low level in the DCC shall also be provided.

(f) The enclosure to this room should give a 30-minute fire rating; intumescent passive fire protection shall be used where necessary.

(g) Refer also to DoES TGD - 004 Information and Communication Technology Infrastructure Guidelines for Primary Schools, Section 3.1 Data Communication Centre and TGD - 030 Amendments to the M&E Building Services Guidelines (2004) TGD - 002 & ICT Infrastructure Guidelines TGD - 004 for Primary Schools, Section 21 Data Communications Centre.

4.17 Boiler Room

Design Considerations

(a) The boiler room shall be located at ground level within the building with external doors only, opening outward. It shall be of a square shape (not L shaped or rectangular).

(b) Where a natural gas supply is available the size of the boiler house should be rationalised from that included in the Schedule of Accommodation. Refer to DoES TGD - 030 Amendments to the M&E Building Services Guidelines (2004) TGD - 002 & ICT Infrastructure Guidelines TGD - 004 for Primary Schools, Section 9.1 Boiler Plant.

(c) It shall be reasonably convenient to an access road and shall be positioned centrally so as to minimise distribution runs and it must not be annexed to or positioned on the periphery of the building.

(d) The boiler room should also be located such that a packaged renewable energy plant and an associated storage facility (e.g. a biomass heating plant) can be located adjacent to the boiler room without causing any disruption to the school or needing any changes to the existing school access infrastructure. This area should be identified at an early stage in the design development (i.e. Stage 1) and should be kept sterile from the point of view of underground and over ground services. The sterile area required for a biomass boiler and fuel storage unit should be based on the size of the school's potential biomass base heating load and not the total heat losses for the school. Refer to DoES TGD - 030 Amendments to the M&E Building Services Guidelines (2004) TGD - 002 & ICT Infrastructure Guidelines TGD - 004 for Primary Schools, Section 9.4 Provision of Biomass Heating Plant.

(e) All boiler flues shall be located on the back wall of the boiler room opposite the doors and shall rise vertically through the building to the atmosphere.

(f) In multi-storey school buildings the layout of rooms above a location being considered for a boiler room should also be taken into account as these may have implications for the vertical route of flues to atmosphere from the boiler house.

(g) An adequate number of suitably sized wall and/or door vents should be available in the boiler room to ensure boiler/burner units operate efficiently.

(h) The building design in the vicinity of the boiler room shall allow for appropriate sized and accessible distribution zones for the primary services to and from the boiler room on more than one side and must also include reasonable capacity to accommodate future additional services.

(i) Where an electrical switch room is located close to the boiler room, care must be taken to ensure that their location does not restrict the distribution zones for primary services from the boiler room.

(j) Refer also to TGD - 004 Information & Communication Technology (ICT) Infrastructure Guidelines for Primary Schools and TGD - 030 Amendments to the M&E Building Services Guidelines (2004) TGD - 002 & ICT Infrastructure Guidelines TGD - 004 for Primary Schools.

5.0 External Facilities

5.1 Site

(a) Design Teams should make the maximum use of the site provided and this should be reflected in their design proposal. The layout should be designed to minimise the need to dispose of excavated material off-site. See also DoES TGD - 020 General Design Guidelines for Schools (Primary and Post-primary), Section 7 Construction & Demolition Waste Management.

(b) The site constitutes the building, playing fields, any agreed supplementary area, and access which should be designed to ease the management of the school. Sites should generally be of regular shape, reasonably level, have good road frontage, be without obstruction and have reasonable space for developing a set-down/pick-up area. Refer also to DoES TGD - 025 Identification and Suitability Assessment of Site for Primary Schools.

(c) In assessing site suitability, the location and adequacy of public utilities, including Gas, Mains Water, Telecom, Electricity, Foul & Surface Water drains, and the cost of connecting into them, shall be taken into account.

5.2 Landscaping

(a) Provision should be made for the preparation and landscaping of the area around the school and between the school and the site entrance. Such landscaping should be simple, cost effective and easy to maintain. The Design Team should consider the natural paths and routes through the site to the school entrances in determining the appropriate location and the extent of paths provided. Large areas of hard landscaping should be avoided.

(b) Design Teams should consider the design of landscaping elements to promote more imaginative play and complement the teaching environment in their design proposals. External space for planting, weather recording, sundials, etc., should all be explored.

(c) An allowance for planting of trees and shrubs should be made. Such shrubs and trees should help define the site boundaries and external circulation routes, and should be hardy, durable and low maintenance.

(d) The locations of trees and shrubs close to the building should be carefully planned so as not to interfere with average daylight levels in teaching spaces and offices as they grow and mature. They should also take into account site security should it become an issue for the school in the future. For example the provision of external column mounted CCTV cameras and associated security lighting to provide a security curtain around the building as outlined in DoES TGD - 002 Mechanical & Electrical Building Services Engineering Guidelines for Primary School Buildings, Section 17.7 Closed Circuit Television (CCTV).

(e) In a new school site, the cost of the main entrance gates and front boundary treatment is included in the External Works Allowance.

(f) The provision of other boundary fencing and walls does not form part of the External Works Allowance. Where for security reasons, boundary protection is required, the cost should be minimised, subject to the suitability of the boundary treatment for the location. If such boundary protection is still required, the nature, cost and scope of the works should be highlighted and justified at the pre-Stage 1 meeting.

5.3 Car-parking & Set-down/Pick-up Areas

(a) Refer to DoES TGD - 020 General Design Guidelines for Schools (Primary and Post-primary), Section 10 External Circulation for guidance on Car-parking & Set-down/Pick up areas.

5.4 Rainwater Recovery

(a) A rainwater recovery system shall be provided unless particular site constraints or features render it excessively difficult and/or expensive to install.

(b) Recovered rainwater shall only be used for flushing toilets and to feed ground maintenance taps.

(c) Under no circumstances shall ground maintenance taps be located on external walls of the building. These shall be located inside the boiler house and/or external store.

(d) Where feasible the underground rainwater storage tank should be located close to the boiler room with vehicular access to it also available.

(e) All costs associated with the above ground external rainwater pipes, etc., and the internal rainwater recovery and distribution system within the building should be included within the Basic Building Cost (BBC).

(f) All external works associated with rainwater recovery should be included as Abnormal Costs.

(g) Refer to DoES TGD - 030 Amendments to the M&E Building Services Guidelines (2004) TGD - 002 & ICT Infrastructure Guidelines TGD - 004 for Primary, Section 13 Rainwater Harvesting.

(h) In rural schools the provision of a well on the school site to provide water for flushing toilets etc merits consideration as part of the design process.

5.5 External Play Areas

Ball Courts & Junior Play Area

(a) In new schools, the hard surfaced games courts and junior play area should be provided as specified in the schedule of accommodation. The area of hard play is inclusive of ball-courts and junior play but exclusive of roads, paths, etc.

(b) In the case of an extension to an existing school, the existing hard courts should be retained where possible. If additional courts are required to provide the total specified in the Schedule of Overall Accommodation, the cost of these courts should be assigned to the External Works Allowance.

(c) Laying out a variety of courts within a single multi-use games area makes supervision easier and extends the range of games. The location of the hard play area should be considered in the context of future expansion of the school in order to eliminate future disruption, nugatory expenditure, and rebuilding at a later stage.

(d) Hard-play areas may be designed to cater for occasional use as overflow car parking and should be located adjacent to the external vehicular circulation. The location of play areas shall be integrated into the external environmental education plan.

(e) Separation of Junior and Senior hard play areas should be agreed in discussion between the School Authorities and the Department.

(f) A ball-court area is 585 m^2 (19.50 x 30.00) approximately. It includes a 1m run-off space around the playing area and shall be properly graded, drained and appropriately lined. Poles with hoops and backboards for basketball shall be supplied and fitted (as part of the contract). The courts shall be marked for basketball and a 2.4m high powder coated weld mesh fence around the courts, with lockable access gates should be provided.

(g) Where more than one court is provided then the fence should surround the group of courts and not individual courts.

(h) Sockets shall be provided at the half way point on each court for possible future installation of volleyball poles and net.

(i) Adequate surface water drainage shall be provided from all hard play areas without compromising the safety of the user during play. In providing such drainage,

consideration must be given to the possibility of some games being played across the basketball courts.

(j) A 150 mm duct with draw wire should be provided to allow for possible future electrical services to hard play areas from the nearest internal services position (e.g. plant room/switch room/store etc).

Soft Play Area

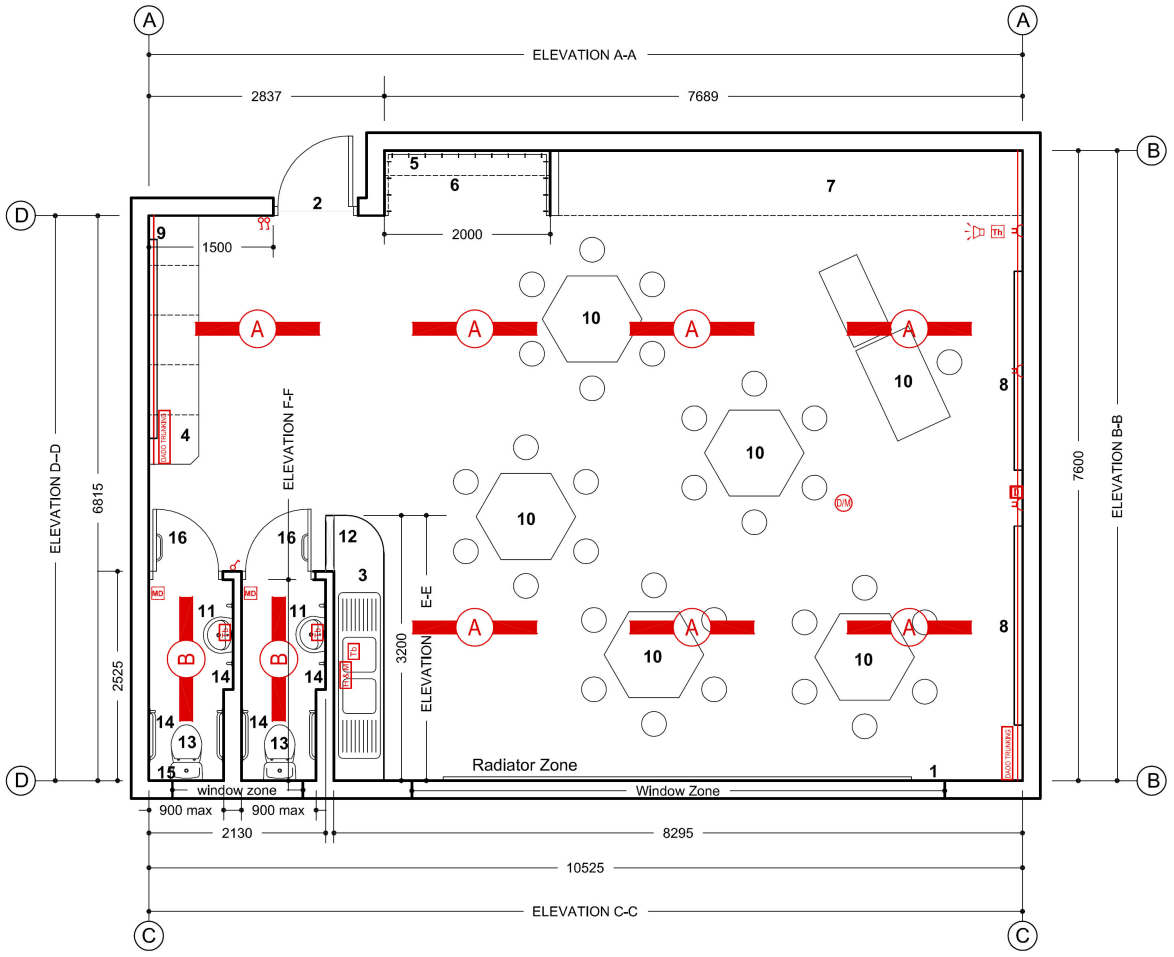
(k) The residual site area after the development of hard play area should be seeded for grass.

(l) Where site area and configuration permits, an area should be reserved suitable for use as a practice playing field. This area should, where economically feasible, be levelled / graded and grass-seeded as part of the Contract, within the External Works Allowance. The finished surface shall not allow rainwater ponding.

6.0 Appendix A: Schedule of Drawings

TGD 022 - D01	Typical Classroom Plan Drawing
TGD 022 - D02	Typical Classroom Elevations Drawing
TGD 022 - D03	Typical Library/General Resource Room Plan Drawing
TGD 022 - D04	Typical Library/General Resource Room Elevations Drawing
TGD 022 - D05	Typical Administration/General Office Plan & Elevations Drawing
TGD 022 - D06	Typical Principal's Office Plan & Elevations Drawing
TGD 022 - D07	Typical Built-in Kitchenette Units to Staff Rooms
TGD 022 - D08	Typical Built-in Kitchenette Units to GP Room Servery & Multi-purpose Room

[Note: The drawings that follow should be printed at A3 size for legibility]



TYPICAL CLASSROOM PLAN

(Natural daylight & ventilation from one side only)

NOTES

1. This document is published by the Department of Education & Science and provides guidance in relation to the requirements for a Typical Primary School Classroom. The document should be read in conjunction with the Technical Guidance Documents for Primary School Buildings as published by the Department of Education & Skills. http://www.education.ie/en/School-Design/Technical-Guidance-Documents/
2. Where works are carried out in accordance with the guidance in this document, this will, prima facie, indicate compliance with Technical Guidance Documents for Primary School Buildings as published by the Department of Education & Skills. However, the adoption of an approach other than that outlined in the guidance is not precluded provided that the relevant requirements of the Technical Guidance Documents are complied with.
3. Please do not scale the drawing use figured dimensions.
4. All dimensions given are in millimetres
5. All room dimensions are "internal dimensions".
6. Area - Net internal area of the room (including recess outside classroom).
7. All elevations are internal room elevations.

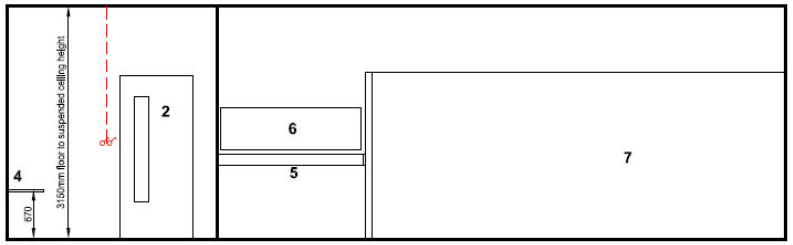
No.	GENERAL
1.	Good quality daylight distribution is required in each classroom and the average daylight factor should be a minimum of 4.5% with the emphasis on an even light distribution through the space. A schedule of all daylight factors for classrooms and all other rooms is to be provided as part of the Stage 2A submission. In calculating the daylight factor the computer areas and the area 700mm in front of the storage wall, if provided, may be excluded. If rooms must be north facing due to site restrictions efforts should be made to achieve solar penetration to the rooms. Window cill heights in classrooms shall be a minimum of 700mm above the finished floor level. Adequate natural ventilation should be achievable in classrooms without draughts. The window design with respect to geometry and opening sections shall be in compliance with Section: 3, Natural Ventilation & Overheating, TGD-030 and must take into account overheating and air tightness standards. The resultant dry temperature shall not exceed 25°C for more than 5% of the school year in all habitable rooms and teaching spaces. Blinds on windows in teaching spaces shall be manually operated heavy duty contract grade steel tube spring-less rollers, complete with side winder ball chain control units and child safety clips appropriately sized for each opening and shall be in compliance with Irish Standard ISEN 13120 - Internal Blinds. The blind material shall be in compliance with Clause 4: Blinds, TGD-030 and should meet the designation of 'flameproof' when assessed in accordance with BS 3120: 1959. A test certificate as in Appendix C of "Fire safety of furnishings and fittings in places of assembly" should be supplied for each item specified.
2.	Classroom door with a minimum clear opening width of 850mm, door to incorporate 1450 x 190mm safety glazing strip.
	FIXED FURNITURE
3.	760mm high x 600mm deep x 3200mm long wet area unit (closed off with unit doors) with 1500 x 500mm stainless steel double bowl double drainer sink & single swivel on/off mixer tap (refer to TGD 002) with 3200mm x 300mm high tiled splash back above unit.
4.	IT Area - 3000mm long x 600mm deep counter top for computers, fitted 670mm above FFL with Dado trunking fitted above.
5.	Coat rail 3000mm minimum length suitable for 30 No. coats, fixed 1000-1200mm above FFL
6.	Open shelving unit consisting of 4000mm of shelving, fixed 1200-1300mm above FFL
7.	Storage unit consisting of sliding door system with 6mm bulletin board material fixed to doors and 11000mm of 600mm deep plus 11000mm of 300mm deep heavy duty adjustable shelving, no part of shelving should be greater than 2200mm above FFL
8.	2400 x 1200mm magnetic white board, fixed 800-900mm above FFL. Where an interactive board is being supplied (by others) the magnetic white board should be reduced to 1200 x 1200mm.
9.	2400 X 1200mm notice board
	LOOSE FURNITURE
10.	As per school's approved furniture schedule (not part of building contract)
	ENSUITE TOILETS:
11.	Bracket mounted WHB, fixed 760mm above FFL (exposed pipework to be securely fixed to wall and boxed in where required to prevent vandalism) with 400 x 200mm tiled splash back over WHB
12.	1100mm high stud wall to rear wet area unit forming 300mm high splashback
13.	Dual flush low water volume close-coupled WC, standard height, with flat topped cistern providing approx. 125 x 400mm flat surface.
14.	Grab rails to walls and doors to comply with diagram 19 TGD M 2010
15.	Window zone
16.	Ensuite toilet door with a minimum clear opening width of 750mm

FINISHES:
Flooring: Classroom - sheet vinyl/linoleum/rubber with slip resistance of R9 to DIN: 51130.
Toilets - sheet vinyl/linoleum/rubber with a slip resistance of R10 to DIN: 51130
Walls: Durable, hard wearing, easy to clean paint
Ceilings: Suspended ceiling to have a sound attenuation performance as set out in TGD021.5 Acoustic Performance in Schools.
For further information on finishes refer to TGD-021 & TGD-022.

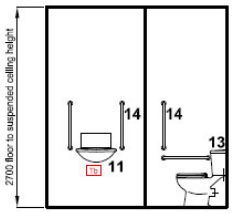
See Drawing TDG 022 - D02 for electrical symbol legend.

PRIMARY ROOM LAYOUTS		SCALE:	nts
TYPICAL CLASSROOM - PLAN **DRAWING 1 of 2** **FLOOR AREA (80 m²)**		DRG No:	TGD 022 - D01
		DATE:	Nov '08
REVISION:	02	DATED: Jan 2013	APPROVED BY : P+T
STAGE:	DOCUMENT ADDENDUM APPROVED		PREPARED BY: C.D

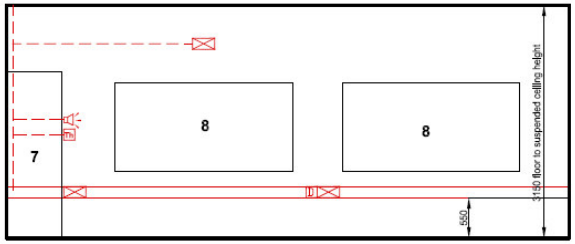
DEPARTMENT OF EDUCATION & SKILLS
An Roinn Oideachais agus Eolaíochta
PLANNING AND BUILDING UNIT



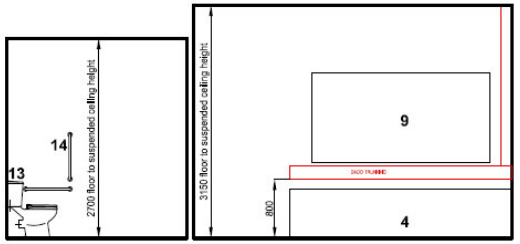
ELEVATION: A-A



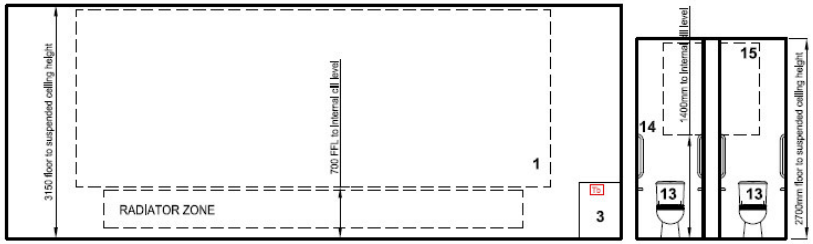
ELEVATION: F-F



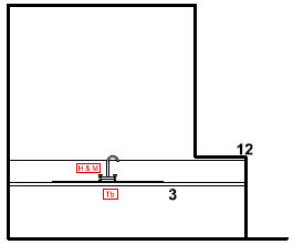
ELEVATION: B-B



ELEVATION: D-D



ELEVATION: C-C



ELEVATION: E-E

NOTES

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2. Where works are carried out in accordance with the guidance in this document, this will, prima facie, indicate compliance with Technical Guidance Documents for Primary School Buildings as published by the Department of Education & Skills. However, the adoption of an approach other than that outlined in the guidance is not precluded provided that the relevant requirements of the Technical Guidance Documents are complied with.
3. Please do not scale the drawing use figured dimensions.
4. All dimensions given are in millimetres
5. All room dimensions are "internal dimensions".
6. Area – Net internal area of the room (including recess outside classroom).
7. All elevations are internal room elevations.

Mechanical and Electrical Services for Typical Primary Classroom – *to be read in conjunction with TGD 002, TGD 004 and TGD030.*

Each teaching space shall be controlled via two port motorised valves with electrically powered digital thermostats with a lockable range of 21 degrees Celsius + / - 3 degrees.

All thermostatic mixing valves on the hot water services to be connected as outlined on the "Thermostatic Mixing Valve Installation drawing RT-TMV-001" of TGD-30.

Mains water is only required at the classroom sink.

All lights fitted with automatic lighting controls must also have a manual on / off switch.

Lighting control in classrooms/ teaching spaces should be such that all lights in the space are linked to one sensor such that all lights respond in the same manner to the control signals.

Lighting controls in classrooms are to be are based on absence detection to turn off lights and daylight sensing to dim lights as required to off, in response to the daylight sensor.

Lighting Controls in ensuite toilets to be based on manual on/off switching with automatic absence detection only. One linear high frequency fluorescent fitting per cubicle and lobby will suffice.

IT Area (no. 4 on plan) Dado Trunking to contain 5 no. data points and 16 no. 13 A socket outlets.

The teaching wall shall have one thermostat, one two-way PA loud speaker, a horizontal run dado rail trunking incorporating two twin socket outlets and one network point. The dado rail trunking shall be run at a height of 550mm above FFL.

The exact location of the network point and associated socket outlet at the teacher's base shall be agreed with the school Principal at an early stage in the design development. Where there is no Principal the Department 's Technical Staff shall be contacted for advise and guidance.

1 no. twin socket outlet above the whiteboard for Data Projector
No other sockets are required.

BUILDING SERVICES ENGINEERING SYMBOLS	Plan	Elevation
Light Switches *(fixed 1100mm above FFL)*		
Twin switched 13 A socket outlets		
Public Address Speaker *(fixed 1600mm above FFL)*		
Dado trunking	DADO TRUNKING	DADO TRUNKING
Network point	D	D
Water supply *(hot & mains potable water)*	H&M	H&M
Radiator	RADIATOR ZONE	RADIATOR ZONE
Room Thermostat *(fixed 1500mm above FFL)*	Th	Th
Thermostatic blending valve	Th	Th
1 x 49w surface mounted fluorescent c/w high efficiency T5 lamps and prismatic diffusers. Automatic dimming version.		
1 x 35w surface mounted fluorescent c/w high efficiency T5 lamps and prismatic diffusers.		
Ceiling mounted daylight/ movement sensor	M	
Movement Detector	MS	

See Drawing TDG 022 - D01 to reference numbers on elevations with general description.

PRIMARY ROOM LAYOUTS				SCALE:	nts
TYPICAL CLASSROOM - ELEVATIONS DRAWING 2 of 2				DRG No:	TGD 022 – D02
				DATE:	Nov '08
REVISION:	03	DATED:	August 2012	APPROVED BY :	P+T
STAGE:	DOCUMENT ADDENDUM APPROVED			PREPARED BY:	C.D

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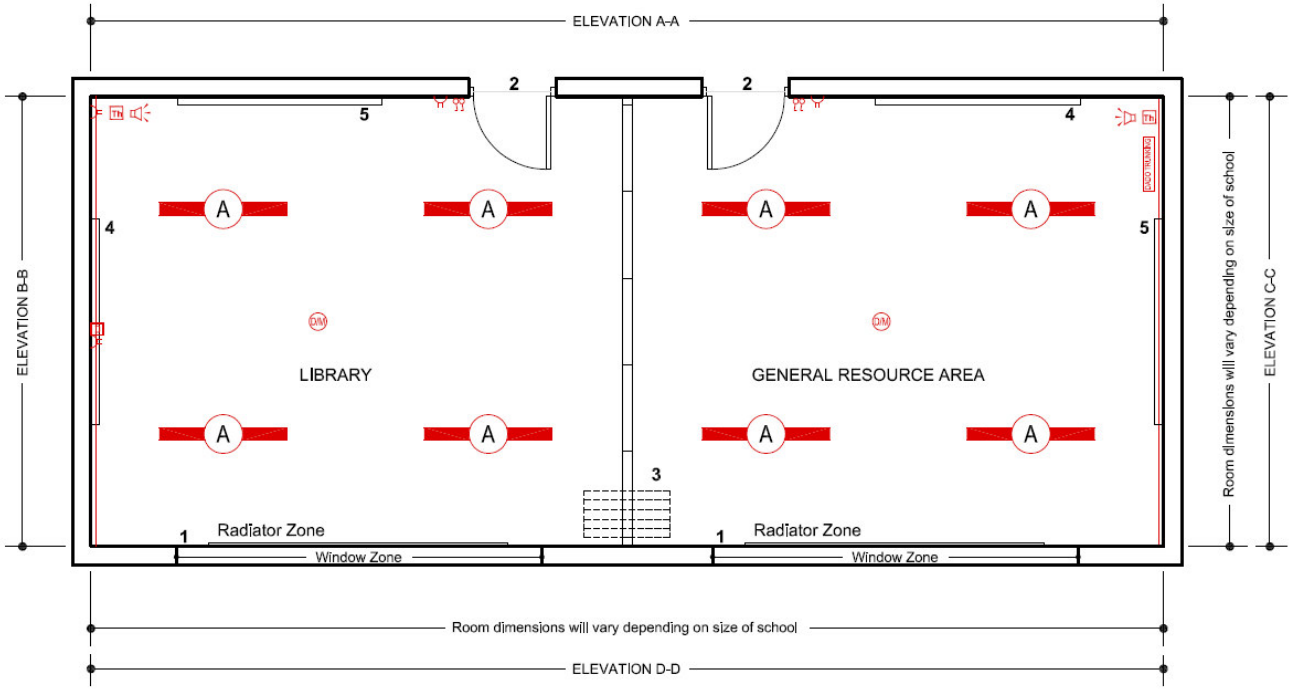

TYPICAL LIBRARY/ GENERAL RESOURCE AREA

NOTES

1. This document is published by the Department of Education & Science and provides guidance in relation to the requirements for a Typical Primary School Library/ General Resource Room. The document should be read in conjunction with the Technical Guidance Documents for Primary School Buildings as published by the Department of Education & Skills. *http://www.education.ie/en/School-Design/Technical-Guidance-Documents/*
2. Where works are carried out in accordance with the guidance in this document, this will, prima facie, indicate compliance with Technical Guidance Documents for Primary School Buildings as published by the Department of Education & Skills. However, the adoption of an approach other than that outlined in the guidance is not precluded provided that the relevant requirements of the Technical Guidance Documents are complied with.
3. Please do not scale the drawing use figured dimensions.
4. All dimensions given are in millimetres
5. All elevations are internal room elevations.

No.	GENERAL
1.	A good quality daylight distribution is required in each room with the average day lighting factor for each room to be in the range 4.5 to 5.5% with the emphasis on an even light distribution throughout the space. A schedule of all rooms and associated daylight factor is to be provided. Adequate natural ventilation should be achievable without draughts. The window design with respect to geometry and opening sections shall be in compliance with Section: 3, Natural Ventilation & Overheating, TGD-030 and must take into account overheating and air tightness standards. The resultant dry temperature shall not exceed 25°C for more than 5% of the school year in all habitable rooms and teaching spaces. If rooms must be north facing due to site restrictions efforts should be made to achieve solar penetration to the rooms. Blinds on windows in teaching spaces shall be manually operated heavy duty contract grade steel tube spring-less rollers, complete with side winder ball chain control units and child safety clips appropriately sized for each opening and shall be in compliance with Irish Standard ISEN 13120 - Internal Blinds. The blind material shall be in compliance with Clause 4: Blinds, TGD-030 and should meet the designation of 'flameproof' when assessed in accordance with BS 3120: 1959. A test certificate as in Appendix C of "Fire safety of furnishings and fittings in places of assembly" should be supplied for each item specified.
2.	Classroom door with a minimum clear opening width of 850mm, door to incorporate 1450 x 190mm safety glazing strip.
3.	SLIDING/FOLDING SCREENS Folding door system with sound reduction of 45 db sound reduction with laboratory test results. Rolled steel or Aluminium finished in RAL 9010 ceiling sliding track fixed to structural support, door panel thickness 100mm with manually operated top and bottom sound seals. Profiled aluminium trims, top and bottom acoustic seal telescopic end expander, with Internal Integrated rubber sealing flaps and magnetic strips. Track system to be Type O Single point suspension from ceiling track. Laminate door finish in selected colour with surface spread of flame rating of min. Class O. Angle bead secured to 50 x 38mm timber grounds, structural support as per structural specification
	FIXED FURNITURE
4.	2400 x 1200mm white board, fixed 800-900mm above FFL
5.	2400 X 1200mm notice board

LOOSE FURNITURE

As per school's approved furniture schedule (not part of building contract)

FINISHES:

Flooring: 7mm heavy contract cord carpet, 2.75kg per sq.m, 2.0m wide roll, fitted to manufacturered instruction, colour/patternas selected by Architect in consultation with the Client.
Walls: Durable, hard wearing, easy to clean paint
Ceilings: Suspended ceiling to have a sound attenuation performance as set out in TGD021.5 Acoustic Performance in Schools.

For further information on finishes refer to TGD-021 & TGD-022.

See Drawing TGD 022 - D04 for electrical symbol legend.

PRIMARY ROOM LAYOUTS				SCALE:	nts
TYPICAL LIBRARY/ GENERAL RESOURCE ROOM PLAN (Drawing 1 of 2)				DRG No:	TGD 022 - D03
				DATE:	Nov '08
REVISION:	02	DATED:	January 2013	APPROVED BY :	P+T
STAGE:	DOCUMENT ADDENDUM APPROVED			PREPARED BY:	C.D

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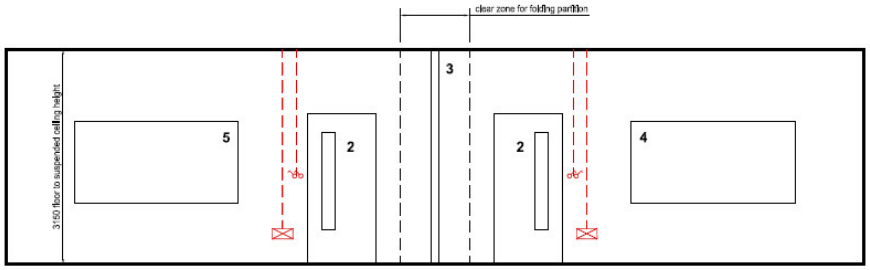
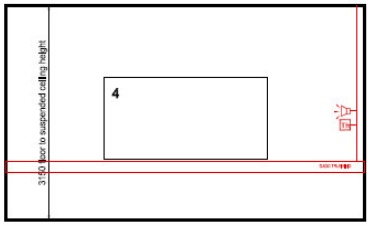
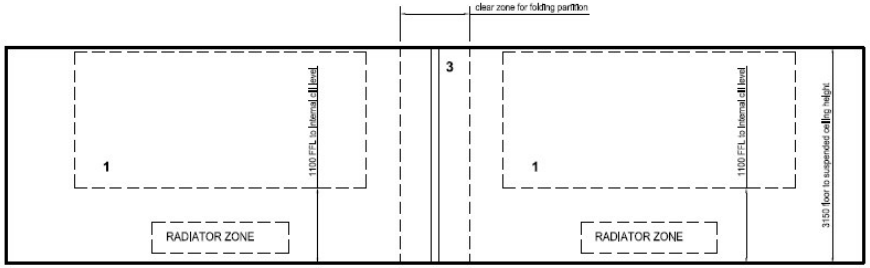
An Roinn Oideachais agus Eolaiochta
PLANNING AND BUILDING UNIT



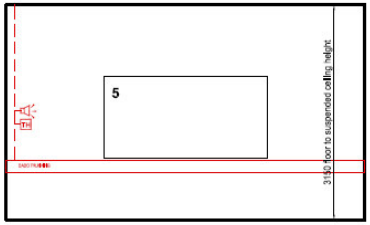
ELEVATION: A-A



ELEVATION: B-B



ELEVATION: D-D



ELEVATION: C-C

Mechanical and Electrical Services for Typical Library/ General Resource Room - *to be read in conjunction with TGD 002, TGD 004 and TGD 030.*

Each teaching space shall be controlled via two port motorised valves with electrically powered digital thermostats with a lockable range of 21 degrees Celsius + / - 3 degrees.

All lights fitted with automatic lighting controls must also have a manual on / off switch.

Separate lighting controls should be provided in each space with the lights in each space linked to one sensor in the space so that all lights in that space respond in the same manner to the control signals.

Lighting controls are to be are based on absence detection to turn off lights and daylight sensing to dim lights as required to off, in response to the daylight sensor.

General Resource Room - Dado Trunking (location of trunking to be agreed with the school) incorporating 6 no. data network points and 20 no. 13 A socket outlets. 1 no. twin 13 A socket outlet, 1 no. digital room thermostat, 1 no. two way PA loud speaker locations as shown on drawing.

Library - Dado Trunking (location of trunking to be agreed with the school) incorporating 6 no. data network points and 20 no. 13 A socket outlets. 1 no. twin 13 A socket outlet, 1 no. digital room thermostat, 1 no. two way PA loud speaker locations as shown on drawing.
No other sockets are required.

BUILDING SERVICES ENGINEERING SYMBOLS	Plan	Elevation
Light Switches *(fixed 1100mm above FFL)*		
Twin switched 13 A socket outlets *(fixed 300mm above FFL)*		
Public Address Speaker *(fixed 1600mm above FFL)*		
Dado trunking fixed *(600mm above FFL)*	DADO TRUNKING	DADO TRUNKING
Network point *(fixed 300mm above FFL)*	D	D
Radiator	RADIATOR ZONE	RADIATOR ZONE
Room Thermostat *(fixed 1500mm above FFL)*	Th	Th
1 x 49w surface mounted fluorescent c/w high efficiency T5		
lamps and prismatic diffusers. Automatic dimming version.		
Ceiling mounted daylight/ movement sensor	M	

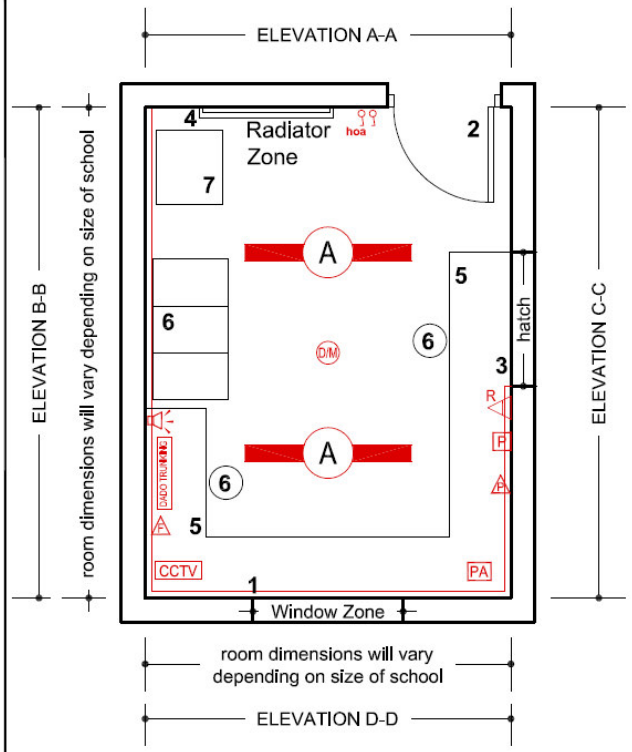
See Drawing TDG 002 - D03 to reference numbers on elevations with general description.

NOTES

1. This document is published by the Department of Education & Science and provides guidance in relation to the requirements for a Typical Primary School Library/ General Resource Room. The document should be read in conjunction with the Technical Guidance Documents for Primary School Buildings as published by the Department of Education & Skills. http://www.education.ie/en/School-Design/Technical-Guidance-Documents/
2. Where works are carried out in accordance with the guidance in this document, this will, prima facie, indicate compliance with Technical Guidance Documents for Primary School Buildings as published by the Department of Education & Skills. However, the adoption of an approach other than that outlined in the guidance is not precluded provided that the relevant requirements of the Technical Guidance Documents are complied with.
3. Please do not scale the drawing use figured dimensions.
4. All dimensions given are in millimetres
5. All elevations are internal room elevations.

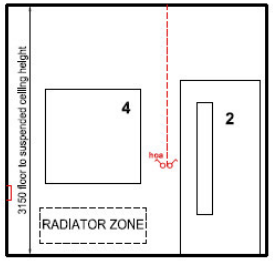
PRIMARY ROOM LAYOUTS				SCALE:	nts
TYPICAL LIBRARY/ GENERAL RESOURCE ROOM ELEVATIONS (Drawing 2 of 2)				DRG No:	TGD 022 - D04
				DATE:	Nov '08
REVISION:	01	DATED:	August 2012	APPROVED BY :	P+T
STAGE:	DOCUMENT ADDENDUM APPROVED			PREPARED BY:	C.D

DEPARTMENT OF EDUCATION & SKILLS
An Roinn Oideachais agus Eolaiochta
PLANNING AND BUILDING UNIT

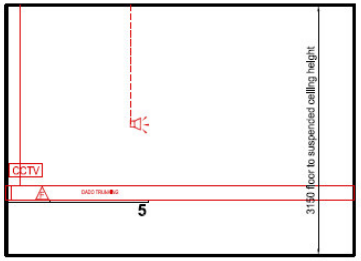


TYPICAL ADMIN/GENERAL OFFICE

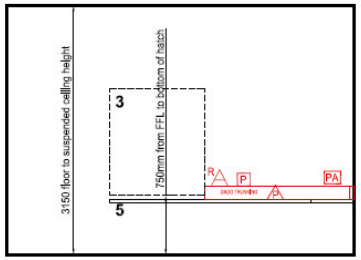
Note: if the General Office adjoins the Principal's Office a link door between offices may be required



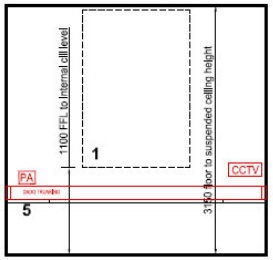
ELEVATION: A-A



ELEVATION: B-B



ELEVATION: C-C



ELEVATION: D-D

No.	GENERAL
1.	A good quality daylight distribution is required with the average day lighting factor for each room to be in the range 4.5 to 5.5% with the emphasis on an even light distribution throughout the space. A schedule of all rooms and associated daylight factor is to be provided. Adequate natural ventilation should be achievable without draughts. The window design with respect to geometry and opening sections shall be in compliance with Section: 3, Natural Ventilation & Overheating, TGD-030 and must take into account overheating and air tightness standards. The resultant dry temperature shall not exceed 25°C for more than 5% of the school year in all habitable rooms and teaching spaces. Blinds on windows shall be manually operated heavy duty contract grade steel tube springless rollers, complete with side winder ball chain control units and child safety clips appropriately sized for each opening and shall be in compliance with Irish Standard ISEN 13120 - Internal Blinds. The blind material shall be in compliance with Clause 4: Blinds, TGD-030 and should meet the designation of 'flameproof' when assessed in accordance with BS 3120: 1959. A test certificate as in Appendix C of "Fire safety of furnishings and fittings in places of assembly" should be supplied for each item specified.
2.	Entrance door with a minimum clear opening width of 850mm, door to incorporate 1450 x 190mm safety glazing strip.
3.	1200 x 1350mm security hatch with 6.5mm thick laminated glazed lockable unit to form opening between general office and entrance lobby, fixed 750mm above FFL
	FIXED FURNITURE
4.	1200 X 1200mm notice board
5.	550mm deep counter top fitted 700mm above FFL
	LOOSE FURNITURE
6.	As per school's approved furniture schedule (not part of building contract)
7.	Photocopy Machine (not part of building contract)

FINISHES:

Flooring: 7mm heavy contract cord carpet, 2.75kg per sq.m, 2.0m wide roll, fitted to manufactures instruction, colour/patternas selected by Architect in consultation with the Client.
Walls: Durable, hard wearing, easy to clean paint
Ceilings: Suspended ceiling to have a sound attenuation performance as set out in TGD021.5 Acoustic Performance in Schools.
For further information on finishes refer to TGD-021 & TGD-022.

Mechanical and Electrical Services for Typical Library/ General Resource Room - *to be read in conjunction with TGD 002, TGD 004 and TGD030.*

All lights fitted with automatic lighting controls must also have a manual on / off switch.
Lighting control should be such that all lights in the space are linked to one sensor such that all lights respond in the same manner to the control signals.
Lighting controls are to be are based on absence detection to turn off lights and daylight sensing to dim lights as required to off, in response to the daylight sensor.

Dado trunking to contain 4 no. data network points & 5 twin 13 A socket outlets. Location of other electrical services as shown on drawing.

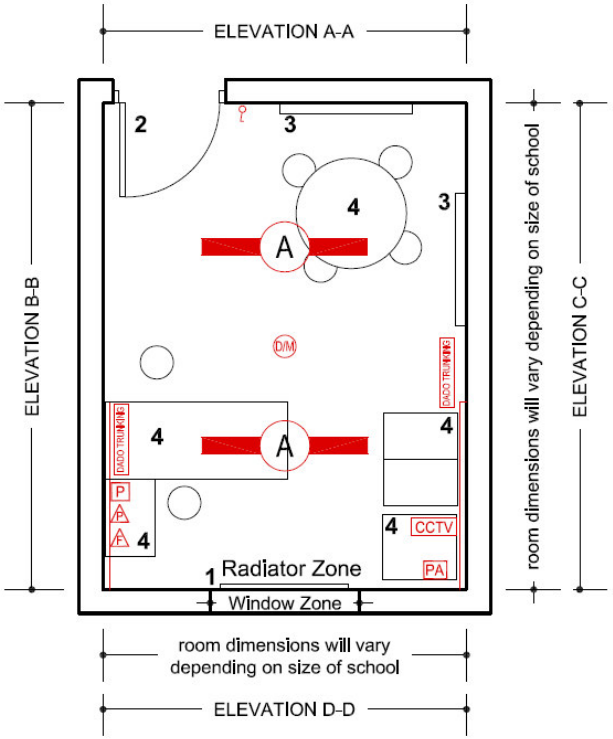
BUILDING SERVICES ENGINEERING SYMBOLS	Plan	Elevation
Light Switches *(fixed 1100mm above FFL)*		
Hand/off/auto switch control for external lighting		
PA System and Controls		
PA Speaker - required if PA System is located in Principal's Office		
Dado trunking fixed *(600mm above FFL)*		
Radiator		
Room Thermostat *(fixed 1500mm above FFL)*		
1 x 49w surface mounted fluorescent c/w high efficiency T5 lamps and prismatic diffusers, Automatic dimming version.		
Ceiling mounted daylight/ movement sensor		
Phone Point		
Fax Point - may be located in General Office		
Panic Button *(fitted directly above Dado Trunking)*		
Intercom receiver unit with magnetic door lock release		
CCTV Monitoring Point - may be located in Principal's Office		

NOTES

1. This document is published by the Department of Education & Science and provides guidance in relation to the requirements for a Typical Primary School Administration/ General Office. The document should be read in conjunction with the Technical Guidance Documents for Primary School Buildings as published by the Department of Education & Skills. *http://www.education.ie/en/School-Design/Technical-Guidance-Documents/*
2. Where works are carried out in accordance with the guidance in this document, this will, prima facie, indicate compliance with Technical Guidance Documents for Primary School Buildings as published by the Department of Education & Skills. However, the adoption of an approach other than that outlined in the guidance is not precluded provided that the relevant requirements of the Technical Guidance Documents are complied with.
3. Please do not scale the drawing use figured dimensions.
4. All dimensions given are in millimetres
5. All elevations are internal room elevations.

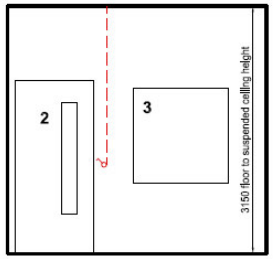
PRIMARY ROOM LAYOUTS				SCALE:	nts
TYPICAL ADMINISTRATION/ GENERAL OFFICE PLANS & ELEVATIONS				DRG No:	TGD 022 - D05
				DATE:	Nov '08
REVISION:	02	DATED:	January 2013	APPROVED BY :	P+T
STAGE:	DOCUMENT ADDENDUM APPROVED			PREPARED BY:	C.D

DEPARTMENT OF EDUCATION & SKILLS
An Roinn Oideachais agus Eolaíochta
PLANNING AND BUILDING UNIT

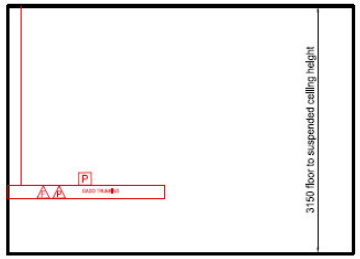


TYPICAL PRINCIPAL'S OFFICE

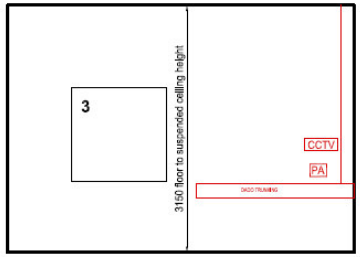
Note: if the General Office adjoins the Principal's Office a link door between offices may be required



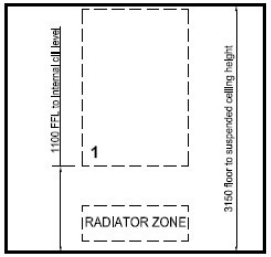
ELEVATION: A-A



ELEVATION: B-B



ELEVATION: C-C



ELEVATION: D-D

No.	GENERAL
1.	A good quality daylight distribution is required with the average day lighting factor for each room to be in the range 4.5 to 5.5% with the emphasis on an even light distribution throughout the space. A schedule of all rooms and associated daylight factor is to be provided. Adequate natural ventilation should be achievable without draughts. The window design with respect to geometry and opening sections shall be in compliance with Section: 3, Natural Ventilation & Overheating, TGD-030 and must take into account overheating and air tightness standards. The resultant dry temperature shall not exceed 25°C for more than 5% of the school year in all habitable rooms and teaching spaces. Blinds on windows shall be manually operated heavy duty contract grade steel tube spring-less rollers, complete with side winder ball chain control units and child safety clips appropriately sized for each opening and shall be in compliance with Irish Standard ISEN 13120 - Internal Blinds. The blind material shall be in compliance with Clause 4: Blinds, TGD-030 and should meet the designation of 'flameproof' when assessed in accordance with BS 3120: 1959. A test certificate as in Appendix C of "Fire safety of furnishings and fittings in places of assembly" should be supplied for each item specified.
2.	Entrance door with a minimum clear opening width of 850mm, door to incorporate 1450 x 190mm safety glazing strip.
	FIXED FURNITURE
3.	1200 X 1200mm notice board
	LOOSE FURNITURE
4.	As per school's approved furniture schedule (not part of building contract)

FINISHES:
Flooring: 7mm heavy contract cord carpet, 2.75kg per sq.m, 2.0m wide roll, fitted to manufactures instruction, colour/pattern as selected by Architect in consultation with the Client
Walls: Durable, hard wearing, easy to clean paint
Ceilings: Suspended ceiling to have a sound attenuation performance as set out in TGD021.5 Acoustic Performance in Schools.
For further information on finishes refer to TGD-021 & TGD-022.

Mechanical and Electrical Services for Typical Library/ General Resource Room - *to be read in conjunction with TGD 002, TGD 004 and TGD030.*

All lights fitted with automatic lighting controls must also have a manual on / off switch.

Lighting control should be such that all lights in the space are linked to one sensor such that all lights respond in the same manner to the control signals.
Lighting controls are to be are based on absence detection to turn off lights and daylight sensing to dim lights as required to off, in response to the daylight sensor.

Each Dado trunking runs to contain 1 no. data network points & 3 single 13 A socket outlets.
Location of other electrical services as shown on drawing.

BUILDING SERVICES ENGINEERING SYMBOLS	Plan	Elevation
Light Switches *(fixed 1100mm above FFL)*		
PA System and Controls	PA	PA
Dado trunking fixed *(600mm above FFL)*	DADO TRUNKING	DADO TRUNKING
Radiator	RADIATOR ZONE	RADIATOR ZONE
Room Thermostat *(fixed 1500mm above FFL)*	TS	TS
1 x 49w surface mounted fluorescent c/w high efficiency T5 lamps and prismatic diffusers. Automatic dimming version.		
Ceiling mounted daylight/ movement sensor		
Phone Point		
Fax Point - may be located in General Office		
Panic Button *(fitted directly above Dado Trunking)*	P	P
CCTV Monitoring Point - may be located in General Office	CCTV	CCTV

NOTES

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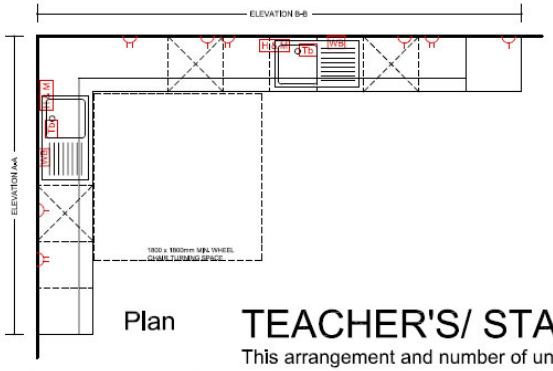
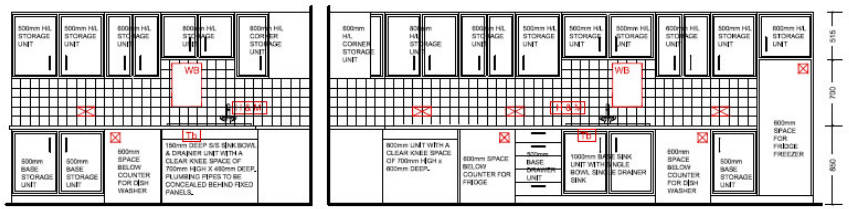
3. Please do not scale the drawing use figured dimensions.
4. All dimensions given are in millimetres
5. All room dimensions are "internal dimensions".
6. Area - Net internal area of the room.
7. All elevations are internal room elevations.

PRIMARY ROOM LAYOUTS				SCALE:	nts
TYPICAL PRINCIPAL'S OFFICE PLANS & ELEVATIONS				DRG No:	TGD 022 – D06
				DATE:	Nov '08
REVISION:	02	DATED:	January 2013	APPROVED BY :	P+T
STAGE:	DOCUMENT ADDENDUM APPROVED			PREPARED BY:	C.D

DEPARTMENT OF EDUCATION & SKILLS
An Roinn Oideachais agus Eolaíochta
PLANNING AND BUILDING UNIT





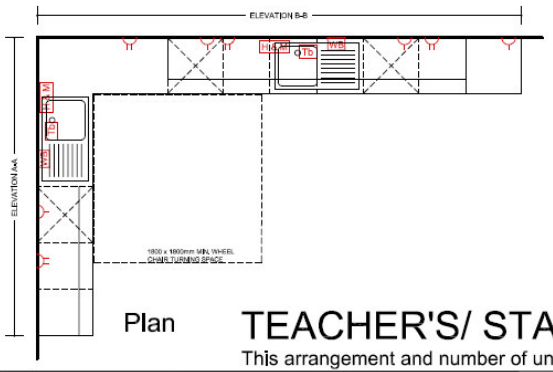
Elevation A-A

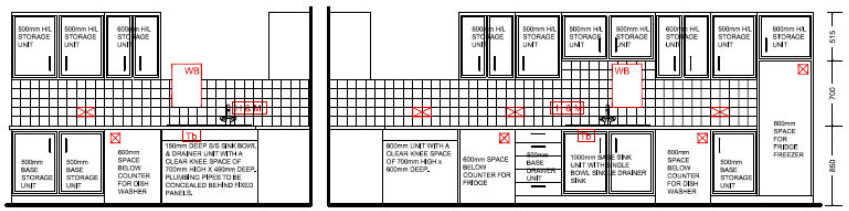
Elevation B-B

Plan

TEACHER'S/ STAFF ROOM - Typical Layout

This arrangement and number of units is appropriate for 25 to 32 classroom school.





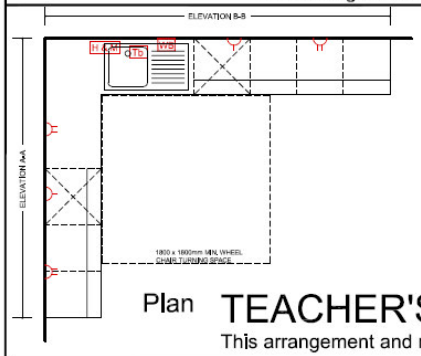
Elevation A-A

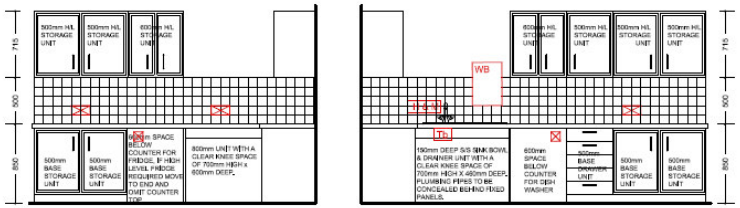
Elevation B-B

Plan

TEACHER'S/ STAFF ROOM - Typical Layout

This arrangement and number of units is appropriate for 17 to 24 classroom school.





Elevation A-A

Elevation B-B

Plan

TEACHER'S/ STAFF ROOM - Typical Layout

This arrangement and number of units is appropriate for 8 to 16 classroom school.

NOTES

1. This document is published by the Department of Education & Science and provides guidance in relation to the requirements for a Typical Primary School kitchenette units. The document should be read in conjunction with the Technical Guidance Documents for Primary School Buildings as published by the Department of Education & Skills. http://www.education.ie/en/School-Design/Technical-Guidance-Documents/
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3. Please do not scale the drawing use figured dimensions.
4. All dimensions given are in millimetres

NOTES

CONSTRUCTION OF KITCHENETTE UNITS:

The use of melamine faced chipboard WILL NOT be permitted in any circumstances.
Units to comply with BS 6222 and BS EN 1153 & Structural performance to BS 6222:Part 2, grade H. Surface finishes performance to BS 6222:Part 3 & Worktop classification to BS 6222:Part 3, Type 2.
Doors: Formica Faced on 18mm FSC certified MDF, Formaldehyde levels to conform to Type Class E1 of product Standard EN622-1, with 18 x 18mm beech trim to edge & 170 x 35mm 'D' handles 10mm diameter by HAFELE Ref. 117.40.640 brushed stainless steel or equivalent.
12mm painted FSC certified MDF, Formaldehyde levels to conform to Type Class E1 of product Standard EN622-1, backing to rear of unit.
100mm plinth/ kicker board under units to accommodate services
Worktop: 40mm Formica faced FSC certified MDF Worktop, Formaldehyde levels to conform to Type Class E1 of product Standard EN622-1, 40 x 15mm varnished Beech edge trim to work top
Doors, drawers, side panels, plinths, shelves finish/colour as selected by the Architect in consultation with the Client.
Sinks: 150mm deep stainless steel single bowl (insulated on underside) single drainer sink.
Taps: polished chrome single swivel neck mixer type with quarter turn lever type taps or equivalent (refer to TGD 002)

ROOM GENERAL NOTES:

Entrance doorway with a minimum clear opening width of 850mm, door to incorporate 1450 x 190mm safety glazing strip.

Natural daylight shall be provided to the Teacher Room & the Multi-Purpose Room and where possible to the GP Room Servery.

Blinds to windows in both the Teacher's Room & the Multi-Purpose Room shall be manually operated heavy duty contract grade steel tube spring-less rollers with sidewinder endless ball chain control units appropriately sized for each opening with Luxaflex Gardian blind fabric (or equivalent) to selected colour. Materials used in the manufacture of the blinds should meet the designation of 'flameproof' when assessed in accordance with BS 3120: 1959. A test certificate as in appendix 'C' of "fire safety of furnishings and fittings in places of assembly" should be supplied for each item specified.

Ventilation where possible shall be natural ventilation by means of permanent wall vents and windows with opening sections. The ventilation area provided through permanent vents (whether in walls or windows) and opening sashes shall exceed the current guidelines set out in the Technical Guidance Documents to the Building Regulations. Where it is not possible to naturally ventilate the GP Room Servery it shall be mechanically ventilated.

ROOM FINISHES:

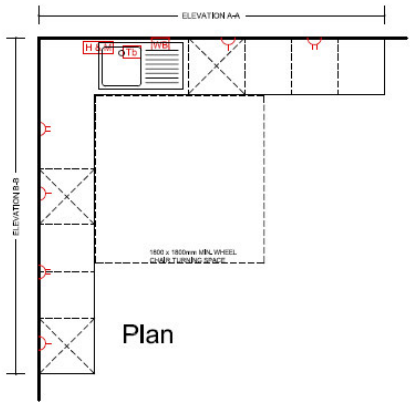
Flooring: sheet vinyl/linoleum/rubber with slip resistance of R9 to DIN: 51130.
Walls: Durable, hard wearing, easy to clean paint, 100 x 100mm Architectural Tiles
Ceilings: Suspended ceiling to have a sound attenuation performance as set out in TGD021.5 Acoustic Performance in Schools.
Tiling: 100 X 100mm Architectural plain tiles in selected colours, returned on end wall/ walls, fixed strictly in accordance with manufacturers written instructions with perimeter beads to edges
For further information on finishes refer to TGD-021 & TGD-022.

Mechanical and Electrical Services - *to be read in conjunction with TGD 002, TGD 004 and TGD030.*

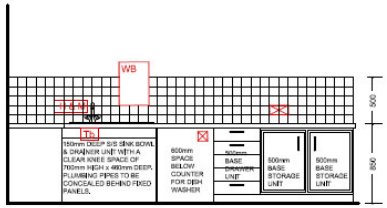
BUILDING SERVICES ENGINEERING SYMBOLS	Plan	Elevation
Twin switched 13 A socket outlets		
Single switched 13 A socket outlets		
Water supply *(hot & mains potable water)*	HW	HW
Thermostatic blending valve	Th	Th
Wall Mounted Water Boiler - 5 litre 2.4kW	WB	WB

PRIMARY ROOM LAYOUTS				SCALE:	nts
TYPICAL BUILT-IN KITCHENETTE UNITS TO STAFF ROOMS				DRG No:	TGD 022 - D07
				DATE:	Nov '08
REVISION:	02	DATED:	January 2013	APPROVED BY :	P+T
STAGE:	DOCUMENT ADDENDUM APPROVED			PREPARED BY:	C.D

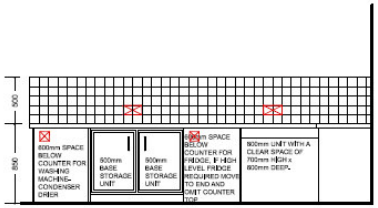
DEPARTMENT OF EDUCATION & SKILLS
An Roinn Oideachais agus Eolaíochta
PLANNING AND BUILDING UNIT



Plan

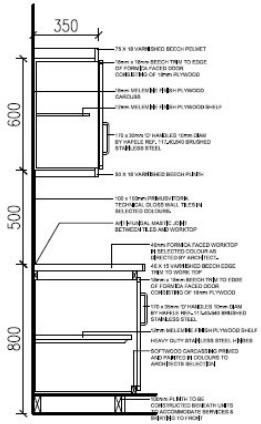


Elevation A-A

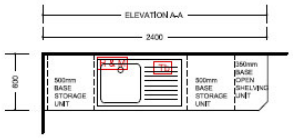


Elevation B-B

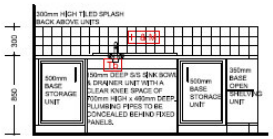
GP ROOM SERVERY - Typical Layout



TYPICAL SINK UNIT DETAILS



Plan



Elevation A-A

MULTI-PURPOSE ROOM - Typical Layout

NOTES

1. This document is published by the Department of Education & Science and provides guidance in relation to the requirements for a Typical Primary School kitchenette units. The document should be read in conjunction with the Technical Guidance Documents for Primary School Buildings as published by the Department of Education & Skills. *http://www.education.ie/en/School-Design/Technical-Guidance-Documents/*
2. Where works are carried out in accordance with the guidance in this document, this will, prima facie, indicate compliance with Technical Guidance Documents for Primary School Buildings as published by the Department of Education & Skills. However, the adoption of an approach other than that outlined in the guidance is not precluded provided that the relevant requirements of the Technical Guidance Documents are complied with.
3. Please do not scale the drawing use figured dimensions.
4. All dimensions given are in millimetres

NOTES

CONSTRUCTION OF KITCHENETTE UNITS:

The use of melamine faced chipboard WILL NOT be permitted in any circumstances.
Units to comply with BS 6222 and BS EN 1153 & Structural performance to BS 6222:Part 2, grade H. Surface finishes performance to BS 6222:Part 3 & Worktop classification to BS 6222:Part 3, Type 2.
Doors: Formica Faced on 18mm FSC certified MDF, Formaldehyde levels to conform to Type Class E1 of product Standard EN622-1, with 18 x 18mm beech trim to edge & 170 x 35mm 'D' handles 10mm diameter by HAFELE Ref. 117.40.640 brushed stainless steel or equivalent.
12mm painted FSC certified MDF, Formaldehyde levels to conform to Type Class E1 of product Standard EN622-1, backing to rear of unit.
100mm plinth/ kicker board under units to accommodate services
Worktop: 40mm Formica faced FSC certified MDF Worktop, Formaldehyde levels to conform to Type Class E1 of product Standard EN622-1, 40 x 15mm varnished Beech edge trim to work top
Doors, drawers, side panels, plinths, shelves finish/colour as selected by the Architect in consultation with the Client.
Sinks: 150mm deep stainless steel single bowl (Insulated on underside) single drainer sink.
Taps: polished chrome single swivel neck mixer type with quarter turn lever type taps or equivalent (refer to TGD 002)

ROOM GENERAL NOTES:

Entrance doorway with a minimum clear opening width of 850mm, door to incorporate 1450 x 190mm safety glazing strip.

Natural daylight shall be provided to the Teacher Room & the Multi-Purpose Room and where possible to the GP Room Servery.

Blinds to windows in both the Teacher's Room & the Multi-Purpose Room shall be manually operated heavy duty contract grade steel tube spring-less rollers with sidewinder endless ball chain control units appropriately sized for each opening with Luxaflex Gardian blind fabric (or equivalent) to selected colour. Materials used in the manufacture of the blinds should meet the designation of 'flameproof' when assessed in accordance with BS 3120: 1959. A test certificate as in appendix 'C' of 'fire safety of furnishings and fittings in places of assembly' should be supplied for each item specified.

Ventilation where possible shall be natural ventilation by means of permanent wall vents and windows with opening sections. The ventilation area provided through permanent vents (whether in walls or windows) and opening sashes shall exceed the current guidelines set out in the Technical Guidance Documents to the Building Regulations. Where it is not possible to naturally ventilate the GP Room Servery it shall be mechanically ventilated.

ROOM FINISHES:

Flooring: sheet vinyl/linoleum/rubber with slip resistance of R9 to DIN 51130.
Walls: Durable, hard wearing, easy to clean paint, 100 x 100mm Architectural Tiles
Ceilings: Suspended ceiling to have a sound attenuation performance as set out in TGD021.5 Acoustic Performance in Schools.
Tiling: 100 X 100mm Architectural plain tiles in selected colours, returned on end wall/ walls, fixed strictly in accordance with manufacturers written instructions with perimeter beads to edges
For further information on finishes refer to TGD-021 & TGD-022.

Mechanical and Electrical Services – *to be read in conjunction with TGD 002, TGD 004 and TGD030.*

BUILDING SERVICES ENGINEERING SYMBOLS	Plan	Elevation
Twin switched 13 A socket outlets		
Single switched 13 A socket outlets		
Water supply *(hot & mains potable water)*	HWS	HWS
Thermostatic blending valve	TV	TV
Wall Mounted Water Boiler - 5 litre 2.4kW	WB	WB

PRIMARY ROOM LAYOUTS				SCALE:	nts
TYPICAL BUILT-IN KITCHENETTE UNITS TO GP ROOM SERVERY & MULTI-PURPOSE ROOM				DRG No:	TGD 022 – D08
				DATE:	Nov '08
REVISION:	02	DATED:	January 2013	APPROVED BY :	P+T
STAGE:	DOCUMENT ADDENDUM APPROVED			PREPARED BY:	C.D

DEPARTMENT OF EDUCATION & SKILLS
An Roinn Oideachais agus Eolaíochta
PLANNING AND BUILDING UNIT