# Best practice guidelines for enabling people with disabilities and conditions to create a meaningful level 2 historic building survey as set out by Historic England.

by

Victoria MacEwen

(Student Number 189044034)

Submitted for the degree of Master of Arts in Archaeology and Heritage
School of Archaeology and Ancient History University of Leicester January 2023

## Abstract

This research has been compiled in collaboration with others from across different professional areas, there has been input from people who work in commercial archaeological units who see the value of creating some basic guidance to enable people with an interest in buildings surveys to get involved in an appropriate and meaningful way. Some participants have already been undertaking building surveys for many years and have bought a wealth of information to the project. Others are just starting out in their archaeology careers or have a background in accessibility.

All of these voices have been heard and incorporated to create a robust set of guidelines which can act as a springboard for anyone regardless of their ability to get involved with surveys and contribute to the inclusive nature of archaeology.

The author has had specific interests in undertaking this project, she has a condition which is classed as a disability and was surprised to see that there were no suggestions as to undertake a building survey with a disability when doing her masters module 'Historic Buildings'. This is addition to her lived experience with family members and friends having various conditions and having working for a vision impairment charity has led her to gather as much information as possible to ensure that her work is as inclusive as possible. Her work with Access to Archaeology enables people to experience archaeology in a meaningful way removing barriers that would normally prevent participation.

The methodology for this project was chosen to be as inclusive as possible in terms of time, financial barriers and accessibility needs. These will be outlined later in this report. Before this we need to discuss the relationship between disability and archaeology both in the material records and through analysis of finds and through the changing attitudes towards inclusion in archaeology.
This project will outline why we need to create best practice guidelines and how it fits into the growing inclusivity movement in archaeology as a profession.

The best practice guidelines which will have been finalised by all of the participants involved in this project will then be outlined. It is important to remember that these are guidelines and act as a springboard for accessibility. There may be other ways to surmount the issues addressed and we are by no means saying that these are not valid. It is hoped that these guidelines are utilised and grow to become more representative of profession.

These guidelines were reviewed by applying them to an existing case study that I undertook. There is further scope to undertake a completely new building survey using these guidelines and to review them based on that. However, as this project suffered from a lot of time constraints this has not been possible to include at this time.

This project will then go on to suggest ways of making the completed report accessible for the use of disabled archaeologists in the future. It is essential that it can be disseminated in an appropriate format for people to access and use for future research.

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**Acknowledgements**

I would like to thank the amazing people who have given their time up to participate and support this project, these wonderful people assisted in the creation of the awareness recordings, which formed the basis of this project, and informed participants into how conditions affect you in everyday life and what can be done to assist. James Goldsworthy from Alternate Visions Coaching gave us first had knowledge of what living with sight loss and how to improve accessibility. Marie Biswell from Hand Talking spoke to us about communicating with people with a hearing impairment. Adrian Batte spoke to us about living with ADHD and how he adapts his life to live well with the condition and what can be done to promote inclusivity. Lisa Page spoke to us very candidly on the issues that a wheelchair user can face in everyday tasks. William Reid spoke to us about dyslexia and how it can affect people and what adaptations can be made. Rory MacEwen who assisted with editing some of the videos and gave me insights into living with hearing loss which have helped to shape the guidelines. I have a chronic condition myself so it has been a challenge at times, but hopefully the guidelines will be a first step in accessibility.

## Archaeology and Disability

### Introduction

In order to understand disability in archaeology you need to appreciate the various models of disability that have shaped society through the years. These impact on government policies and as a result societal views and understanding of disability. Disability studies have helped to provide a voice for disabled individuals and enabled us to understand people as individuals rather than a separate group in society.

Disability has been present in human societies since time began; advancements in bioarchaeological techniques and the medical world have improved our understanding and enabled us to see disabled individuals in the archaeological record.

Archaeology is not just about studying material culture and people in the past. People with disabilities are poorly represented in archaeological professions. As such there has been monumental drive to enable people with disabilities to have access to undertaking archaeology in an inclusive way.

### What is disability?

The definition of disability provided by the Government under the Equality Act of 2010 is if you have a physical or mental condition that has a substantial and long-term negative effect on your ability to do normal daily activities. (gov.uk). The term disability includes a range of physical, psyco-social, sensory, or intellectual impairments, which may or may not affect a person's ability to carry out day to day activities, including working (Brand 2018, 1).

Not all disabilities are visible. Hidden disabilities can also affect individuals and cause challenges coping with the disability, these can include conditions such as epilepsy or mental health. The individual is not recognised as a disabled person, to the casual observer they do not display the outward symptoms associated with disability (Brand 2018, Pg 41)

Many conditions can affect the senses or the somatosensory system in the body in diverse ways to have a significant impact on the individual. Currently there are seven senses: vision, Auditory, Olfactory, Gustatory, Haptic, Vestibular and Proprioception (Dougherty, 2019).

Vision relates to visual stimuli and sight and how your eyes respond to the environment. Auditory is related to hearing and how your body responds to things that you hear, this can be talking or other environmental stimuli. Gustatory relates to taste, some conditions affect the taste buds or the ability to deal with certain flavours and texture. Haptic relates to experiencing the stimuli through touch and sensations on skin. Some people may need to use different body parts to touch as their hands may not be sensitive enough to experience stimuli. Vestibular sense covers movement and balance which gives us information about where our body is in relation to the environment. It can be used to explain many behaviours, such as rocking and head banging in conditions which are part of the Autistic Spectrum. Proprioception is related to being aware of your body position, where different body parts are in relation to others. This enables us to us motor skills to crack an egg without crushing it.

Reference to these senses can help to explain conditions and their symptoms and behaviours in an uncomplicated way to improve understanding. The Somatosensory system is also responsible for temperature regulation as well as responses to pain stimuli (reference).
A disability is something that you can be born with or acquire at any age, this will affect your ability to adapt to the change in your lifestyle and the coping strategies that you put in place to overcome any barriers created by your condition.

In the UK it is estimated that there are 14.6 million people who have a disability in 2020/2021 that is 22% of the population, one in 5 people are likely to have a disability be it visible or invisible. The graph below shows prevalence rises with age, 9% of children reported a disability, 21% of working aged people and 42% of state pension age. Despite having the Equality Act there are inequalities between disabled and non-disabled people. They tend to have lower employment rates, are more likely

to be victims of crime and there is a higher percentage of disabled people who report feeling lonely regularly. In addition to this, they have less access to transport due to their conditions.

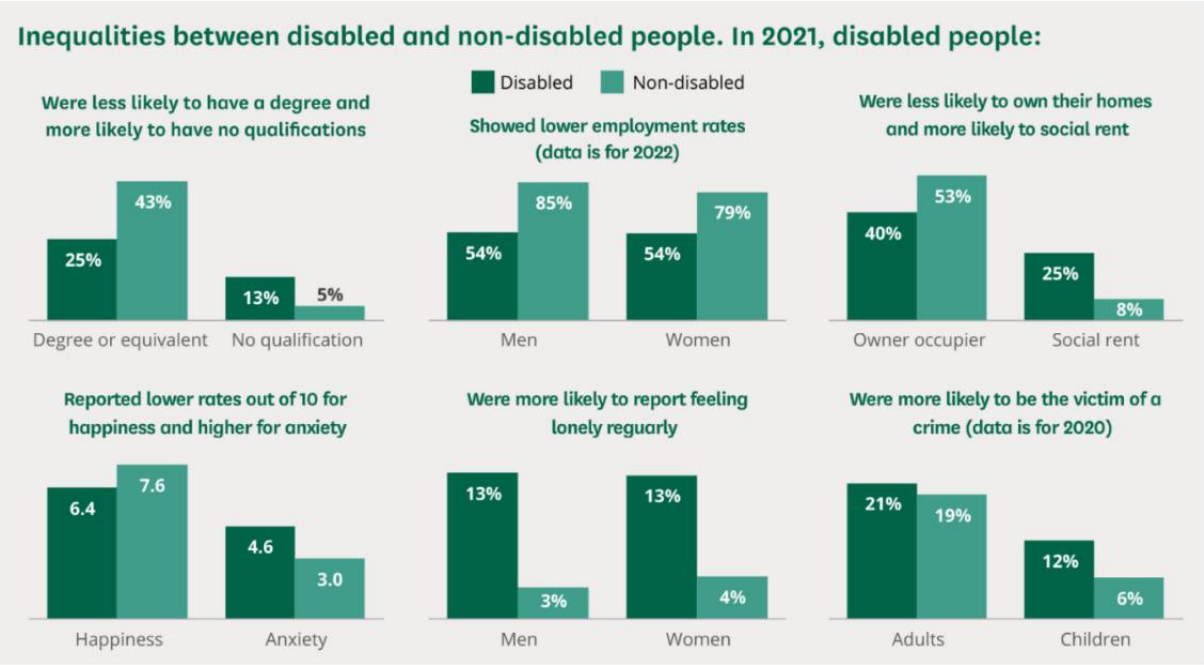


*Figure 1 Kirk-Wade 2022 Disability population demographics 2020-21*

Disabilities can be visible or invisible, meaning that you cannot always identify someone with a disability. This can cause problems in service provision and can relate in negative attitudes being expressed to the disabled individual if they use disabled facilities. This is due to a lack of awareness about disability, it is however changing slowly, many places now have signs on their facilities stating that a disability is not necessarily always visible.

**Models of disability**

There are a multitude of models of disability each one informed by a different viewpoint and focuses on different elements of an individual's life and condition. The three most well know models are the medical model, the charity model, and the social model. These are well known in the Western world and focus on different elements.

The medical model focuses on the condition and trying to ‘fix’ the problem, rather than looking at the individual in a holistic manner. Unfortunately, this has led to segregation of individuals in asylums or homes to keep them separate from society until they are ‘fixed’. Fortunately, this is less common now. It does highlight a dark past from the medieval time of treating people with leprosy as pariahs, to more recently the holocaust where people with disabilities were treated as substandard people to be removed from the planet as they did not fit into the political ideals at the time (Biram 2021).

The charity model promotes the idea that people with disabilities are less fortunate and need to be helped. They treat them as victims seeing only the condition and not the individual. This is perpetuated in religious teachings and well-meaning charities which either show someone with a disability as a hero for overcoming issues or as victims of their conditions.

The social model of disability is a way of viewing the world that was developed by disabled people (Scope 2014). It highlights that people are disabled by barriers in society and not by their conditions, these barriers can be physical such as lack of accessible toilets, or attitudinal, where people assume that disabled people cannot do certain things. It is this model that has informed the Equality Act in 2010 which outlines disability as a protected characteristic in law and states that certain adaptations are compulsory, a failure to make these adjustments can result in legal action. This has increased people's awareness of accessibility and being inclusive for all members of society. Disability studies have shown us how society should move forward ‘The aim should not be to make the legless normal, whatever that may mean, but to create a social environment where to be legless is irrelevant’ (Oliver, 1978, p137), Thereby removing the barriers that prevent inclusion.

The starting point for the social model was the publication of the Fundamental Principals of Disability by the Union of the Physically Impaired against Segregation (UNION OF THE PHYSICALLY IMPAIRED AGAINST SEGREGATION AIMS, 1979). Membership consisted of entirely disabled persons, and is considered the forefather

of the social model, and it turned understanding of disability on its head. They focused on environmental barriers in society rather than blaming the individual or assuming that they needed to be fixed. It gained wider appreciation at a Royal Association for Disability and Rehabilitation (RADAR) conference in 1982 and was advanced by Michael Oliver in his work on social work with the disabled (Oliver 2009 Pg 43). Oliver and other researchers in disability studies argue that the social model is the best way for society to move forward in an inclusive way.

The idea that disability should be identified as a sociological concept, rather than a biological difficulty for tragic, isolated individuals, is fundamental to understanding disability studies in the United Kingdom (Mallet and Runswick Cole 2014 Pg 5) It is a multidisciplinary field which has contributions from psychology, sociology, literary theory and cultural studies and education, which benefits from expertise in these different fields. Michael Oliver first coined the phrase ‘social model of disability’ for training of social workers who work with disabled clients (Mallet and Runswick Cole 2014 Pg 5); being disabled himself gave him a fantastic viewpoint to work from to empathise and understand the issues in society that cause problems for people with challenges.

However, the Social Model was criticised for not going far enough within society; the oppression of disabled people continues in housing, buildings education and more (Barnes, 1992; Oliver and Barton 2000). The next challenge is that the social model devalues and is hostile to medical interventions. This is not the case: Oliver states that other models do have some advantages, so it is not ruling out medical interventions (Oliver, 2009). The third challenge is that barrier removal is not enough to end discrimination of disabled people. This is an attitudinal problem of society and is not addressed sufficiently in this model; whilst removing barriers grants everyone equal access and does not discriminate against anyone, people's attitudes are ingrained. However, the more widespread visibility of people with disabilities in the media since London 2012 has gone a long way to remove the ‘them and us’ culture.

The Equality Act 2010 is supposed to challenge discriminatory barriers but as evident in the official government statistics (2021-2022) disabled people tend to be in the poorer quotient of society so do not have the money to challenge discriminations (Oliver 2009). This can be said for other societal groups who are in the poorer quotient of society, rights depend on your socio-economic status. Another challenge is that it takes away the focus of the body; some argue that this brings the Agency back to the individual, others argue that as it is not a personalised view it brings disability into the collective and ignores personal issues (Mallet and Runswick Cole 2014 Pg 13).

Other challenges are that it does not cover impairments, and that it is an emotion charged field developed by disabled people. It also brings in notions of culture and how that affects perceptions both real and imagined of the barriers that are in that society. Disability studies are politically charged and vary depending on your viewpoint, in every ‘minority’ group you have loud voices advocating for change and others that seem less bothered by it. It depends on how relatable and how understandable disabilities are to you as to your own beliefs and views about what should or should not be done to promote inclusion.

**Disability in the archaeological record.**

Disability has always been present. Our understanding of conditions and what marks they leave behind in the archaeological record has changed depending on technological advances, our research aims, funding bodies’ priorities and many other reasons. That is not to say that this is either good or bad, but it can result in marginalisation and underrepresentation of the disabled in the archaeological record.

One area of archaeology that has drawn disability into focus is bioarchaeology; the analysis of bones, teeth and other bodily materials that have been left behind in the archaeological record. Conditions such as arthritis, tuberculosis, trauma, and many others can be read from the bone assemblage. Inferences can then be made about that society's attitudes to the disabled if the damage or condition occurred earlier in

life, but the individual died later in life. You can infer that that individual was looked after as far as they were nourished and kept alive, but the pitfall here is to assume that they were cared for in the same way as any other member of the family.

Research is helping to raise awareness of this in archaeology. The idea of bioarchaeology of care approach (Tilley and Oxenham 2011) It is designed for application to case studies of bioarchaeological remains have changed how we view people with disabilities in the past. Moreover, it may also indicate societal value of the disabled individual and how they were 'cared' for in the community. Their study analysed a man who lived 3700–4000 years ago who they refer to as M9. M9 had extensive severe disability that affected all aspects of his life from eating and drinking to moving. They outline the care that must have been required equated this to a level of care similar to today's standards, even down to recognising early warning signs of acute deteriorations in his health. Dasden (1993) reviews Dwarfism in Ancient Egypt and Greece and highlights the contrast between societal views of Dwarfs and the material culture that these views have been extrapolated from. She states that whilst they are viewed as deities and look to hold a position of power they were also marginalised for their disability.

In the same way as we look at the material evidence in later years, we also have written documents that can inform us of how that society viewed disabled people.

The Islandic Sagas provide rich descriptions of people being disabled either because of something they did wrong or as a curse. It also refers to them being described by their impairment in their name 'Ivor the Boneless.' This indicates that disability may have been accepted as part of society and not something of ridicule.

However, this is not the case in the story of 'Bibi' she was mentally and developmentally challenged, and she was made to feel like an outcast in her own home, she was excluded from school and other activities. This is in stark contrast to her friend from a wealthier family who was included in society. This biography from life in Iceland seems to contrast with attitudes in the Sagas.

**What is being done to improve disability access in archaeology?**

In relation to archaeology as a workplace there have been major changes in the inclusivity movement, we are currently in. There has been greater emphasis on individual expression and being able to be part of mainstream society not subjugated to the side-lines. (Phillips and Gilchrist, 2012) emphasised that archaeology needs to change to be more inclusive and open for all to participate. They argue that individual organisations have created their own legislation in response to anti-discrimination laws., this is shown by English Heritage, now Historic England stating that they 'want our shared heritage to be open to the widest possible audience so they can gain meaningful interaction with this Heritage (English Heritage 2011a)

Gilcrest, and Phillip looked at disabled archaeologists in the profession and the areas that employees encountered the most difficulties. These included lack of awareness and effects of specific disabilities, fear to declare their disability due to losing the job, an expectation that people can do everything at same speed and level of competence, the provision of accommodations in job roles for disabilities, a sense of being a 'disposable workforce' with short term contracts and a lack of knowledge around legislation and schemes such as Access to Work. The outcomes of the project produced an archaeological skills self-evaluation tool kit to give people an idea of what skills are required for each job in archaeology. They argue that by taking away the ethos of inclusion at its widest interpretation the social model of disability has been replaced by a model of ability. In public archaeology there is a need to balance management and preservation by enabling people to undertake tasks through different adaptations.

There has also been a major shift in access in the heritage sector with the Historic England accessibility guides published in 2015 to enable 'Easy Access to Historic Buildings' and 'Easy Access to Historic Landscapes' providing guidance on inclusive entry to historic sites. 2012 Paralympics also brought accessibility to the forefront in the UK and as such there is greater general legislative support for better access. In her article on Enabled Archaeology webpage (Marloes, 2022) expresses examples of this increased action of inclusion at their archaeological sites and museums. She

specifically references Mediterranean museums that now have tactile displays for people with visual impairment, and that there has now been a wooden walkway built in Pompei for wheelchair users.

However, lots of the focus is in improving access to existing sites and not necessarily on improving the access for a disabled workforce in the profession. A 2021 project by Vocal Eyes to audit heritage venues in relation to their accessibility by disabled and able-bodied users has been undertaken by volunteers. The report highlights good access examples and those that can do better.  It is interesting that there are a few exceptions to the types of heritage buildings they are surveying such as archives and libraries. I believe that this is due to the idea that in order to be accessible in the eyes of the law employers are doing the minimum to meet this requirement. It is believed by some organisations that having a portable hearing loop helps people with hearing problems, yes it does, but it also does not factor in those in society who cannot use a hearing loop or those who use other forms of communication such as sign language. Therefore, we are still failing many people by being in this mindset. This happens more often than you think in museum and archive settings specifically.

We also need to recognise that whilst we need to be told of any additional needs people have we should know about, puts people in a position where they may be anxious about telling you. I feel it is much better to make things inclusive in a general sense first with a view of being open to all and then if there are particular adaptations that are required staff are able to support with this in a friendly, caring and reassuring manner.

In the world of archaeology, we have had powerful voices advocating for disability rights in archaeological education, in the field and in workplaces. Theresa O'Mahoney was one such voice; sadly, she is no longer with us, but her legacy lives on in the Enabled Archaeology Foundation, her vision to support those with disabilities. Her compelling voice highlighted issues in universities that provided inadequate support for its disabled students with some devastating consequences on occasions (O'Mahony, 2016). The foundation works to increase awareness, provide training, and offer support to everyone in the archaeological world. This

means by providing a supportive environment using appropriate friendly terminology as well as collating resources and learning from others who have more experience in the areas you are trying to support in (O'Mahony, 2015).

Another group that is passionate about equality and diversity is the Chartered Institute for Archaeologists Equality and Diversity group. This group highlights issues and creates working parties to try and solve them. It is common to see the participants of each group working together to try to address any problems. They have online learning resource on the Chartered Institute's webpage which gives links to support that is available and links in with government campaigns such as becoming disability confident as an employer. These help to guide both employers and employees to enable a balanced and fair working environment for all. As Gilcrest and Phillip alluded to earlier in commercial archaeology in particular there is a heavy focus on profitability which can tip the scales in some cases. The Chartered institute for Archaeologists annual conference has increased its accessibility and has trialled online formats and recordings which have helped disabled archaeologists and students access the rich world of archaeology and current research.

The British Archaeological Jobs Resource (BJAR) are also fantastic at advocating all rights for workers within archaeology which really assists people with additional needs to get into the world of archaeology. They assist with lobbying government and working with unions to ensure that workers in archaeology have the same rights as everyone else this includes disability access rights. They are work with the Enabled Archaeology Foundation, with the aim to make archaeology more inclusive and reflective of the workplace market in general.

A study by Landward Research surveyed the profession and involved a self-reporting study looking at the numbers of people who identify themselves as having a disability. Whilst this study is now out of date, it shows that while the workforce is already diverse, things can be done to further improve this and to raise awareness of the strengths that having such a workforce brings (Landward Research, 2020)

Reflecting on how the profession of archaeology is moving in this chapter has highlighted that whilst many organisations are actively trying to improve equality and diversity in the workforce that there are still challenges specifically in commercial archaeology. The short-term contracts in the field also create pressures for people to get on with the job and sometimes disregard either their own health or the health of employees. This is a major area that needs to be tackled. Surveys have been conducted about diversity in the workforce and most areas have some form of guidance as to how someone with a disability can get into that area of the archaeological workforce. Building surveys sadly lack this support which is something that is addressed in this research.

## Why are Best Practice Guidelines needed?

### Introduction

These best practice guidelines will help to bridge a gap in accessing historic building surveys and enable people with disabilities a springboard to get involved in this area of archaeology and improve the archaeological workforce.

There are legislation and policies put in place in relation to accessing historic buildings for visitors but not as a disabled archaeologist undertaking the survey this needs to be addressed in order to meet the requirements set out in the Equalities Act.

There is a distinct lack of documentary support for people who wish to get into this area of archaeology and the built heritage. Even larger organisations do not provide their information in an immediately accessible format.

### Guidance and documentation

There is a lack of guidance around how someone with a disability can make reasonable adaptations to enable them to undertake a level 2 buildings survey as set out by Historic England's Understanding Buildings document. Not only that the pdf that is available from their website is not readily available in accessible formats. This goes for other guides that Historic England have produced too.

The documents are in a pdf format which can be blown up to large print, but they are not set out in a way that is accessible for people who use screen readers. Screen readers read the page from left to right as one line despite if there are columns or pictures breaking up these texts. This means that very quickly someone with a visual impairment who uses text to speech software can get confused as to what the document is saying. To get around this issue for this project the text was copied and pasted into a word document and reformatted in a manner more suitable for screen readers (YouTube James Accessibility).

What was even worse was when contacted Historic England was transferring the costs of making the document accessible to the disabled individual (email). I am referring to the Understanding Historic Buildings and Understanding Historic Landscape publications produced by themselves and downloadable in pdf format. This not only hindered this project but broke the Equality Act idea that all reasonable adjustments must encourage equality and fairness to information (Disability confidence training). Why should a disabled person be charged for information that is freely available to those who do not have a disability? How is this acceptable?

Whilst we should not underestimate an individual's capacity to make these adjustments on their own and use existing coping strategies, it is harder for someone who lacks confidence or is newer to their condition to make these adjustments. The guidance this project is producing terms itself as best practice guidance, it is acknowledged that no one person is identical to another and that there may be better adaptations for them.

The guidelines are designed to act as a springboard to get into the field of built heritage and to be able to pursue a career if that is what is desired.

The Equalities Act 2010 is supposed to be a safeguard against discrimination for protected characteristics and enforce that legally, disabled people should be able to have access to work in all areas of society. I would argue that by not having at least some basic guidance to undertake the Historic Building Survey that that area of archaeology is failing to meet the requirements of the Equalities Act by making reasonable adjustments. It provides legal justification of this project and highlights the need for some best practice guidance as a steppingstone to create equality and fairness when undertaking these surveys.

**What is being done around buildings?**

As highlighted earlier in this chapter accessibility in this area is focusing on visitors to heritage sites rather than those who require access for professional means. Certain

Acts such as the Equality Act and Building Regulations provide information on the minimum access requirements for buildings.

Vocal eyes have been undertaking a project this year to evaluate accessibility to historic sites, both in terms of visiting and using the resources as well as the digital information and how it was provided. They looked at the digital access of over 3000 sites. Volunteers who helped deliver this project were trained in the access needs of deaf, disabled and neurodivergent people and looked at the access to different sites through the support they stated was in place on their websites. It was interesting that libraries and archives were not included in this project, despite these being a major part of research in the field of archaeology and buildings archaeology in particular.

The volunteers had support from a panel made up from the following organisations The panel's members are from the following organisations: AbilityNet, Attitude is Everything, Disability Collaborative Network (DCN) and EMBED, Historic England, Heritage Volunteering Group, National Trust, Science Museum, Universities of Leicester and Westminster, Wellcome Collection and Wikimedia UK.

They had funding from National Lottery and the Arts Council. The report is available to download in accessible formats including audio format and large print. They state that the UK average of having accessibility information on their websites is 81% (1834/2258) (Vocal Eyes, 2022, pg. 69). This needs to be higher and this project helped to identify gaps of accessibility within the categories they chose of D/eaf, disabled and Neurodiversity.

Access to and use of buildings is covered in document M of the 2010 Building Regulations, these outline the minimum requirement of features that a building needs to have in order to be accessible (HM Government, 2015). These do not extend to historic buildings they are covered in the Historic England Easy Access to Buildings publication (Historic England, 2015). As explained chapter 2 Archaeology and Disability this guide helps to facilitate better access for visitors but does not go as far as access for professionals in non-listed or heritage-controlled buildings.

## How were the Best Practice Guidelines created?

### Introduction

This chapter will explore the methodology chosen for this project and how it was developed to become as accessible and inclusive as possible. It will also evaluate the strengths and weaknesses of the methodology and highlight what went well and what could have been improved. The reformatted accessible document of the Historic England guidance for a level 2 historic building survey is attached in appendix 1. The participants had access to this accessible format and could request other formats if they were required. The challenges of the survey and what adaptations have been suggested can be found in detail in chapter 5.

### Aims

The aims of this research are to provide best practice guidance to enable someone with a disability to be able to undertake a level 2 historic building survey as set out in Historic England's Understanding Historic Buildings publication.

These are designed to provide a springboard to enable inclusion in this area of the archaeological profession. The guidelines will be a suggestion around how to improve basic accessibility whilst being mindful of health and safety concerns. They are not a minimum requirement the hope is that these are regularly reviewed and built upon as understanding of conditions and inclusion improves.

### Gathering participants

We used a self-selecting sample from various organisations and Facebook groups that were sent an invitation. These organisations were chosen by the researcher at random and were ones known about by the researcher, so this introduced bias that the selection stage (Understanding Health Research, 2021) This was done due to time constraints as the focus groups and awareness content the participants were required to interact with was time consuming to create and manage.

Emails were sent out to several commercial archaeology units:

- Wessex Archaeology
- Mola
- Headland Archaeology
- Oxford Archaeology
- Historic England
- Council For British Archaeology
- Citizan
- Ground Braking Heritge
- Dig Ventures
- Chartered Institute for Archaeologists both generally and to the Buildings special interest group.

Facebook archaeology groups that were contacted were:

- The Enabled Archaeology Foundation
- British Archaeological Jobs Resource
- AnArchaeologist Podcast Network
- Prehistoric Society
- Archaeology in Britain
- Young Archaeologists Clubs

University archaeology societies were also contacted via this method, these included Durham University, Aberdeen University, Glasgow University, Leicester University students and University of London students.

To encourage participation from people with conditions we also contacted people from various charities so that the guidelines can be formed from meaningful comments that will help people engage in building surveys. We contacted BucksVision, Buckinghamshire Disability Service, Action on Hearing Loss, Mind and Talkback.

The limitations of this methodology are that can create an unrepresentative sample of the target audience as people are choosing to participate in the research. The

researcher is unaware of the agents that have driven the participants to want to be part of the research (Heckman 1990). It is important to recognise that it can introduce sampling bias which is not present in some of the other sampling methods.

The method of electronic communication by email and by Facebook seemed the best way to engage with lots of people to encourage participation. Especially as most communication these days are done through these mediums, especially since the Covid19 pandemic. It was assumed that the cohort was familiar with these methods.

Participants were asked to email to express their interests in the study (appendix 2). This was followed by sending the Participant Information Sheet, Privacy notice and Consent form to them by email (appendices 3,4,5). Also accompanying this email was an invitation to have a face-to-face zoom call for them to ask any questions and for them to get to know the researcher more and how this project was born (appendix 6). They were informed about the nature of the research and what is expected by them participating in the research.

**Participant invitation**

A total of 14 participants from the following backgrounds: 4 from UK archaeological units, 3 student who felt that this research was relevant due to their conditions and were studying archaeology and 7 people with lived experience and limited understanding of archaeology participated. This gave the opportunity to obtain opinions from different areas of archaeology, commercially, in education and just out of interest. The participant demographic is interested as half of the group knew about archaeology, three quarters had some form of disabilities or conditions which gave them a vested interest in the research. Overall, there were only 3 participants and the researcher that has experience of the Historic England guidance, the guidance was provided to all participants with the option for them to contact the researcher if they had any questions.

Unfortunately, uptake was disappointing from this targeted method of sampling people who may wish to have a career in archaeology, those who can make

archaeology more inclusive and those with a general interest in the subject. Once the participants were signed up, in response to requests from those who had no experience of people with disabilities basic disability awareness videos were recorded and put on an unlisted YouTube channel. This meant that only people with the links could access the recordings, enabling the researcher to maintain the research group without having members of the public who did not have the required information about the survey participate.

These awareness recordings focused on the categories of disability that were being focused on in this project and were recorded with the help of either people with the conditions or those who support them. The awareness recordings were created by colleagues, friends, or family of the researcher with the conditions being discussed, they were recruited because the researcher was aware of their skills and challenges. The recordings also focused on the researcher's extensive knowledge of conditions and experiences from relevant training (appendix cpd log). These recordings were designed to provide participant with a basic understanding of the condition and how it may affect people in a general and work setting. The would be discussed in the focus group meetings and aimed to improve understanding.

The hearing awareness recording was prepared in conjunction with Marie Biswell who is a BSL interpreter and teaches sign language under the organisation of Hand Talking. She has had many years of experience with different levels of hearing loss. This recording also covers conversation with family and friends with hearing loss and incorporates relevant training.

The vision loss awareness recording was prepared in conjunction with James Goldsworthy a gentleman who is blind and is also an assistive technology coach and runs his own business Alternate Visions Coaching. It was created to give basic awareness and build on the researchers training and personal experience and that of James Goldsworthy.

The Neurodiverse awareness recording focused on ADHD and was in conversation with Adrian Batte who lives with ADHD. Neurodiversity is a large subject that covers

many conditions, ADHD was focused on in this recording due to the researchers experience with the condition, we also spoke about Autism and Mental Health.

The learning difficulty recording was prepared in conjunction with William Reid who has Dyslexia, but covered other learning difficulties. Dyslexia is the condition that the researcher has most experience in and was able to recruit a family ember who was willing to discuss his condition for the benefit of awareness.

The physical condition recording was prepared in conjunction with Lisa Page who uses a wheelchair and has restricted mobility. The recording looked at heavily restricted mobility but also covered different levels of mobility impairment. The colleague was chosen due to her willingness to participate and assist people by providing awareness of her challenges.

The colleagues who contributed to the awareness recordings were willing and wanted to candidly open up about their conditions in order to raise awareness. At no stage throughout this research did the researcher want anyone to feel pressured by participating and the right to withdrawal from participating at any level and at any time was reiterated.

We did have a total of 10 drop outs, some who just did not respond to communications but there were two who had to withdraw from the research due to health reasons.

**Disability categories focused on**

It is important here to outline the disability categories that were focused on in this research. The  awareness recordings gave a basic understanding of some of the issues that people with disabilities have in day-to-day life. These were chosen due to the researchers experience and training with the conditions as well as the ability to produce a set of guidance that spanned numerous conditions.

There are 14.6 million people in the UK who have some form of disability which could be visible or invisible (Scope 2022). Almost half of disabled people are likely to be unemployed (Scope 2022) This is why it is important to recognise the strengths of certain disabilities and create a more inclusive workforce.

Neurodiversity simply means that peoples brains work in a different way than what is generally thought of a Neurotypical. It is estimated that 1 in 7 people are Neurodiverse (local gov 2022), this covers everything from being on the Autistic Spectrum, ADHD, Mental health and everything in between. For the purposes of this study, we focused on the Autism Spectrum, ADHD and Mental Health, with no other conditions being off limits if participants brought them up. Because Neurodiverse people think differently it can often result in more efficient practices being developed which would greatly improve commercial archaeology inclusion benefits the individual with the condition and everyone.

Sensory impairments were also looked at in this study, focusing on sight loss and hearing loss and what can be done to make historic buildings more accessible for these people. There are around 2 million people in the UK with sight loss which varies from partial sight loss to total blindness and includes pigment conditions such as colour-blindness. There are many ways to be inclusive for this group as you will see from the guidelines in chapter 5. Often, people with sight issues can pick up on details that are missed such as soundscapes and textural differences.

Learning difficulties were covered in this research, this includes conditions such as Dyslexia where you have issues reading and writing and muddle up letters; it also included Dyscalculia where you have issues with numbers and Dyspraxia which is trouble with spatial orientation and balance. These difficulties are not to be confused with learning disabilities. Learning disabilities are reduced intellectual ability and difficulty with everyday tasks (Biram 2021).

The last conditions that were looked at were physical conditions. These can be invisible and visible and range from dexterity in hands, wrist problems, upper limb issues, lower limb issues or anything in between. Whilst there is enormous

differences between conditions the way that you approach becoming inclusive for them is the same. Physical conditions do not mean a wheelchair user it can be someone who uses a walking stick or even no assistive aids.

**Focus Groups**

Once the participants had signed onto the research, they were invited to a series of focus groups. These varied in days and times and were also recorded and placed on the same unlisted YouTube channel so only the participants could access it. The focus groups were run online through zoom. Participants were told that they need not have their cameras on if they did not want to. This was chosen to enable access to the material at any time.

Four sessions a week ran, one for each disability category we were looking at. Each week they focused on a different section of the Understanding Historic Buildings how to undertake a level 2 historic building survey. Participants were invited to join the discussion either in the focus groups or by adding comments on the recordings or by email. These methods were chosen to promote the most inclusive way of participating and allowed them to access the recordings in their own time thereby removing time barriers to the best of the researcher's ability.

The framework was split into sections.

The written record section was split into:

- Points 1 to 8,
- Points 9 to 15,
- Points 16 to 22
- Points 23 to 24.

The photographic section was split into:

- Points 1 to 4
- Points 5 to 9

The drawn record was split into:

- Points 1 to 4,
- Points 5 to 8
- points 9 to 12
-

This is the order that the Understanding Historic Buildings how to undertake a level 2 historic building survey framework was used in the focus groups. These divisions were chosen for thematic and methodological reasons. The researcher felt that the flow of the research would be better keeping the sections of the report together as they each pose different challenges for different groups. Whilst some of the guidance that has come out of this research is repetitive, there are specific adaptations for some of the point in the survey.

Questionnaires were sent at the end of each of the report sections (appendices 7,8 and 9); written, drawn and photographic, once we had finished the focus groups for each section the questionnaires were sent out. These were into documents for each section by the researcher so that all the comments were kept in one document regardless of if they were a focus group comment or a comment from the questionnaires section, this includes transcripts from each of the focus groups along with any YouTube comments and email comments The only deadlines that were given were to complete the questionnaires and return any comments by a certain date to allow collation of the comments. This was done to make the research more accessible and remove any time barriers participants may have had.

Once the collation documents were formed, the researcher created the best practice guidance based on all the comments. This was done by comparing comments and ensuring that they were placed in the relevant section; written, drawn or photographic. The guidelines have been split into the disability categories that were focused on and there is a general comments section for comments that correspond with all the conditions. It is hoped that these will provide a springboard to assist someone with a disability to get into buildings recording. All feedback was recorded and included in the guidance.

Once formed the guidance was sent out to the participants for any final comments to be included. These were reviewed and the final guidance was created. It is not the intention for this guidance to be prescriptive but to help guide accessibility and hopefully grow into a more robust set of guidelines.

The guidelines were then retrospectively applied to a building study that the researcher undertook, “Amersham Market Hall” to see if the guidance would be appropriate in that setting.

**Changes to Methodology**

The methodology changed from the original plan in response to poor participation in the project. It is recognised that the project required substantial commitment and input from participants. In order to recruit more participants, the researcher emailed local disability groups to see if they would like to participate, this generated some interest but did not result in further participants.

We introduced questionnaires at the end of each section as another way to increase accessibility of the research. Again, there was very little uptake in this methodology. Questionnaires were open questions to encourage more qualitative comments. The questionnaires focused on what was required for someone with a particular condition to be able to complete that task. For example, in the written record “1. Points 1 to 3 in the framework look at desk-based research of the building you are surveying. They require the address and grid reference of the site, a note of any statutory designation and the date the record was made, your name and the location of any archive material.

How would a person who is neurodiverse access and provide this information? Neurodiverse is any condition in which your brain acts differently such as ADHD, Autism, and mental health issues (type your answer here)

Are there any adaptations/equipment that you feel may be helpful? (type your answer here)”

Further examples of questions can be found in the (appendix 7)

It is important to recognise that whilst there were only fourteen participants the researcher has extensive knowledge around disabilities and has undertaken a range of courses to enable her to think about and actively promote accessibility in archaeology (appendix 10)

**Evaluation of Methodology**

It is hard with this type of project to think of ways to improve the methodology. Other than scheduling meetings and inviting participants to meetings which are titled 'Provide comments for week 1' or 'fill in written record questionnaire', suggested by tutor Dr Scott, it is hard to engage with people with already busy lives.

The methodology in this project was inspired by that of the Profiling the Profession research, however due to time constraints we targeted known organisations rather than mining the lists of organisations that they did in their research. What would have been useful especially in this research was having the time to personally approach organisations rather than through emails. When talking about accessibility there is a fear that they are going to be picked up on the negative things that they are doing and not championed about the positives. The way in which the Landward project was able to create the surveys in conjunction with organisations also invests those organisations into the aims of those surveys and may have improved uptake (Landward Research, 2021)

As the research was online it enabled people to side-line it for more important things, which is understandable but not very helpful to this project. It is also important to recognise the target audience. Some were disabled themselves; speaking from experience it is often hard to organise the essential tasks in the day without thinking about labour intensive research. The recordings were kept short, around 30 minutes with this in mind.

**Future scope of the project**

The researcher recognises that this project is just a start in helping to make historic buildings surveys accessible. Whilst the retrospective analysis of the guidance against a case study can go some way into testing the guidance, it is not until you use it on different buildings in the field that you can truly recognise its strengths and weaknesses in terms of accessibility. There are plans to undertake this work, but it falls outside the timeframe of this project. It is thought that by using the guidance it can be rigorously tested and adapted where required.

In addition to this the guidance itself is going to be published as a British Archaeological Jobs Resource (Bjar) guide and the researcher hopes to disseminate it to the wider archaeological audience by attending the Chartered Institute for Archaeologists conference in 2023.

## Best Practice Guidance

This set of guidelines is the collation of all of the data collected on this research project using the framework set out by Historic England Understanding Buildings Historic England which states how to undertake a level 2 historic building survey, an accessible version is in appendix 1. It is split into written record, drawn record and photographic record. It outlines what is expected in the survey and how to make it accessible for the groups in this research.

### Written Record

### Neurodiversity:

-Collect references as you go and organise them as it would be hard to maintain focus at the end of the project to collate them.
-Label any documents and folders in a meaningful way.

### ADHD

-You may have trouble with timescales of tasks as part of the survey. There needs to be a direct checklist for people to follow when researching the building.
-ADHD is different for everyone, it may involve hyper focus or being easily distracted. A clear brief is essential and a standard template for a building survey will be useful.
-Apps can assist people as they may have blocks of productivity that works for them and helps time management. You can break the day into 20 min chunks and then have a break.
-People with ADHD solve problems in different ways and may find a more productive way of doing something thus benefitting your organisation.

### Autism

-Someone with autism may become hyper focused on the subject but may be overwhelmed by certain tasks and need time out breaks. This would need to be factored into the survey timescale.

-People may have issues in identifying landscape pattern which impact on the site, if this is the case then colleagues can assist.

-It may be appropriate to have a designated sensory room to calm overstimulation.

-You need to have a realistic idea of any potential triggers this can be done by doing a site visit.

-If you become overwhelmed by the tasks then there should be a quiet area where you can use existing coping strategies to refocus. This can be calming music, blindfolds, rocking behaviours anything that has been developed to recentre yourself.

-Sometimes you can view the building in a different way to others, enriching the buildings narrative.

**Mental Health**

-Sometimes a listening ear is all that's required.

-The clear brief will help with anxiety as you know what is expected of you.

**Anxiety**

-People may become anxious about getting every detail down and not missing information so a detailed project brief and a historic building proforma document may assist with reducing this.

-They may become overwhelmed and may need to take breaks which needs to be factored into timescale of the project.

-Break areas are essential too.

**Depression**

-People with depression may experience things like task avoidance, so procrastination makes them anxious. It may be necessary to prompt people in a supportive way, good communications between colleagues are important.

**Physical Conditions:**

-Think about travelling options to reduce stress on your body.

-You can attend the archives virtually through mobile phone or zoom call and colleagues can take photographs and send them to see if they are valuable to you. Must have a clear brief.

-Documentation may be able to be provided digitally from archives and other repositories.

-Even if you cannot get to the site, you can use photographs or a drive by or even Google Earth and street view is good to give you an idea of what the building is like.

-You may wish to use anti fatigue desk mats or special chairs and desks.

-Overnight trips to archives may be an issue, need to ask about access to toilets and other access requirements. May need to plan transport around quieter times. Need to factor in personal transportation costs.

-Some conditions with hormonal changes may result in more fatigue so you may need to plan around this.

-Accounting for the form, structure and fabric can be done by a colleague doing a site visit with a specific brief and recording it. The literature can help to inform this.

-Temporary ramps can be used to aid access to buildings.

-There are wheelchairs that climb stairs, but they are expensive.

-If the terrain is passable with temporary flooring that is used at festivals etc then this may be an option.

-Think about your health and safety.

-With facetime, zoom and other programs we can now effectively be on site in a virtual manner so you can direct a colleague to look closer at certain things.

-Issues with your hands, wrists or dexterity can often be overcome by individuals coping strategies, such as wrist splints or audio recording with Dictaphones set up for speech to text.

-Uncatalogued material may not be as easy for archivist to assist with, you may have to ask a colleague to visit to wade through the documentation.

-Oral histories can be recorded on Dictaphones and transcribed after.

**Sensory Impairments:**

**Sight Loss**

-You may need to put grid references in a different format so the screen reader can read it to you. You would need a colleague to proofread to ensure everything is in the correct format for the report.

-Map evidence is hard to access as a visually impaired person so perhaps a colleague may be able to do this section.

**Planning:**

-Documents need to be in an accessible format, see chapter 7 for advice on how to make them accessible.

-It is difficult for screen readers to work with maps.

-In theory statutory documents and websites should be accessible. However, if they are not formatted in the correct way a colleague may need to reformat them for you. Documents need to be accessible for screen readers, i.e., no columns or unexplained images without alt text.

**Equipment:**

-Screen readers work left to right and read one line at the time, so columns and photos make it harder to read. It would need reformatting. -Archives can be accessed using Apps which can change the text on the page to type to read it back to you. You can also scan pages and have them converted using Optical Character recognition to be able to have them read to you.

-IOS apps: Seeing AI scans pages and reads it back to you. Voice OCR also does the same and gives 99 free scans a month. AI Super Sense also works like voice OCR.

-Android: All these apps are available on android.

-If the sight loss is quite new then they may not have learnt how to use the software and the adaptations to be able to use the technology above.

**Writing:**

-Acknowledgements can be done in a bullet pointed list. Remember to put full stops after each line as that is the screen readers marker to start a new sentence.

-Images will need to have Alternate text function enabled with a description of the image to inform the person with sight loss what the image is of.

-Templates may assist people with sight loss navigate the report.

-In relation to transportation, if you are a white cane user it may take time to learn the route to the archives, or you may need a sighted guide to assist.

-Laser scanning and a video overlay can be used to create a 3d model, it will pick up on details such as textures but depending on the scale it may not be very accurate so you would need you colleague to support you in this.

-Some buildings have a soundscape and someone who is visually impaired my tune into these changes in sound easier, so you are able to pick up more details of the building.

-Specialist reports need to be provided in an accessible format from the outset, this involves open conversation with whomever is doing the report, this includes any graphs and images. The charts and images need alt text and as much information as possible.

-The level of sight loss will affect how you access documents; you can use magnifiers and OCR and have it read back to you.

-Sources need to be in an accessible format to be able to weigh them up, a colleague may be required to assist you with this section.

-You can talk out the reference and the glossary word and explanation using speech to text.

-You can work with the colleague that has been supporting you to ensure that the sections they have been working on is referenced correctly.

**Hearing**

-Certain phones can pair to hearing aids and you can listen to notes, and still hear everything in the environment.

-Accessing the archives may be a challenge, you may need a t loop or a signer. You can email the archives in advance to state what your requirements are.

-Archives are required by law to have a t loop. If you communicate using BSL then an interpreter should be available.

-The environment you are in can impact on your ability to hear things. You may wish to ask for a quiet room or turn off your hearing aids or wear headphones. If you do this you need to make sure that there are steps in place for emergencies such as fire, like a visual warning system or a buddy.

**Learning difficulties:**

**Dyslexia**

**Equipment:**

-Software can be used such as Read and Write to have what is on the screen read out to you.  Programs such as Grammarly may help.

-You can also change the background colour to an appropriate shade in word and with other software called veil.

-You can dictate your report using Microsoft Word or other software.

-Archival material may be accessed by using apps where you can take a photograph of the document and it will OCR it and turn it into text for you. It can then be read out. You can also do this by scanning books.

-Reader pens are useful they act as a highlighter, and you follow the line of text, and it helps you by reading it out for you.

-You can also get tinted glasses or overlays as this would reduce the time you need to convert the document into something that is easier to read.

**Writing:**

-For inscriptions in the building you can take accurate photographs to record this and ask a colleague to check your transcription of the information.

-It would be useful to have a clear list of what you are required to look at.

-You can also record notes onto a Dictaphone and use speech to text to input them onto the computer.

-If you keep your notes in a logical order this can help when you are typing or talking the report.

-Maps may be more accessible for people with learning difficulties as they are more visual.

-You can use coloured overlays, reader pens and other assistive technologies like speech to text.

-Documents can be requested and reviewed using speech to text and text to speech software.

-You may wish to have any specialised reports in an audio format, this may take time to process which would need to be factored into the timescales.

-Any graffiti or transcriptions can be captured on a photograph or inspected by your colleague.

**Dyscalculia**

-May affect the grid numbers and any numbers relating to statutory designation and dates. Numbers may be transposed or missed out. Good proofreading will help with this.

**Dyspraxia**

-Is about fine motor movements and coordination and balance. It may take people slightly longer to do the task. You may need to factor in extra time for coping strategies.

-You need to be aware of the environment of the site visit and the spaces to reduce the risks of balance issues with uneven floors or an unknown environment. A colleague will help here by being able to identify problematic areas and potentially be able to do that area.

-You can capture dates and other numeric inscriptions by photographs or ask a colleague to support you.

**Considerations for all conditions:**

**Planning:**

-Most of the information is available online, this is desk based.

-A tick box plan helps people to remain focused and keep track of timescales.

-Planning and communication are key.

-Planning, time management and being aware of where you need help and where you may not meet deadlines which you need to discuss with whomever commissioned you for the site survey are essential.

-Timescales must be appropriate for the adaptations that are being used and flexible so that colleagues can assist, or extensions can be given.

-It is important to set yourself targets and realistic timescales of how long the task will take. It generally takes a while to compile references in the right format. You can gauge time from similar tasks in the past or from previous surveys, remembering that the quantity of sources you have consulted may vary from survey to survey.

-Ask archives and other repositories for relevant information by email and be open about your access requirements if you need to visit.

**Equipment:**

-Specialist equipment is available such as special mice or speech to text software.

-Having open supported conversations with colleagues helps to increase awareness and promote inclusion.

-With all of these conditions providing a supportive environment is essential so you can go to your employer or the person who has commissioned the survey and say this is how I work, these are the factors I need to be taken into consideration, this is how long it will take, and this is the output that will be created from the way I work. By having these open conversations, you get an idea of expectations and also can learn about other skills that the neurodiverse person may have and can benefit your company. You can pick up their strengths and improve workforce and productivity.

-Need to explain terms so that people understand what is required.

-Grid references may need to be converted so advice as to how to do that would be appropriate.

-It may take time to organise the sources which will need to be factored into the timeline.

-Assistive technologies can be used.

-You may be entitled to an Access to Work PA as part of the government scheme, if this is the case then you can train them in what is required (this takes time)

**Photographic Record**

**Neurodiversity**

**ADHD**

-Having a check list and a running order of photographs removes fixation on getting the ‘perfect shot’ and helps with productivity.

-The list will help you to focus on the tasks that are required.

-Heights may be an issue or areas of disrepair. People with ADHD tend to be more risk takers and may need gentle prompting to be more careful in certain environments.

-Need regular breaks to enable productive working.

-Designated photography list helps prevent risk taking behaviours. Having a colleague support you also prompts you that this behaviour is not safe.

**Autism**

-Need to be aware of potential trigger points so this can reduce the stress of the individual.

-You need break out areas for refocusing.

-Be aware of the environment and triggers enables colleagues to assist and remove any potential issues.

-Smells can trigger melt downs so having a safe rest space is essential. Lights can also trigger issues.

-The list can help focus them and feel less overwhelmed.

-Break out rooms are required to help prevent meltdowns and shutdowns.

**Mental Health**

-The check list can also improve mental wellbeing and remove anxiety as you can cross things off as you go.

-The photography list helps to reduce anxiety.

-Low mood in depression can result in tasks taking longer so this needs to be factored into the timescale of the survey.

**Physical Conditions**

-You can use assistive technologies to help, special mice or tablets may assist in creating digital drawings.

-You may struggle keeping the camera still, tripods and gimbals would be useful adaptations for this. You can even use a remote for the camera. This is essential if you are in a wheelchair or have limited hand movements due to using a stick a remote is easier to use.

-You may wish to get a colleague to take photographs of areas you cannot reach; you can erect internal scaffolding or a platform, but this would take more time and have a financial implication.

-Poor terrain may be stabilised with accessible mats to enable wheelchair access and ramps may be used.

-For someone who is in a wheelchair then you can use ford away ramps to access buildings and take the relevant photographs. Some floors may not be accessible depending on if there is a lift available. You can erect scaffolding and use an interna series of ramps and scaffolding. This could be quite expensive to undertake a building survey in this manner unless it is an important building.

-You can use drones which can be flown around different floors and the relevant photographs can be taken. Photographs of inaccessible areas may be given to your colleague who is able to access them. It is important to have a clear strategy and know what photographs you are looking for.

-You could ask a colleague to do a video run-through of the building in a logical order using a high-definition camera and then that would assist you when you are reviewing footage as you can take still from the video, especially of details that you would want to be recording, such as graffiti on window Payne's and makers marks.

-You need to be aware of the terrain, sometimes ramps and accessible flooring may help.

**Sensory Impairments**

**Hearing loss**

-Training must be delivered in an accessible way and include BSL interpreters if required.

-Vibrating and visual alarms and possibly a buddy system should be used for emergencies.

**Sight Loss**

**Planning:**

-Movement around the building may be slower as you have reduced vision, some staircases may be deemed hazardous and there may not be a lift present. You can divide the work between yourself and a colleague to ensure you get all the photographs you need.

-Conditions such as colour-blindness can affect how people see the world and what scales they can see in photographs. This may mean that they would have to use a different photographic scale and edit it after on the computer or get a colleague to do this. This adds an extra step into the surveying so it would take extra time which would need to be factored in.

**Equipment:**

-Terrain maps are essential and real time information form a colleague who is preferably trained in sighted guiding.

-You can mark doorways and edges of steps with fluorescent tape or a colour that the person can see to create contrast.

-Working with a colleague would prevent material being lost that is not accessible by the visually impaired person.

-Abilities vary with sight loss. If you have good central vision, then you would be able to train on the equipment and focus on a list of photographs you require.

-Sometimes moving the head differently can aid with vision specifically with central vision loss.

-You would need to be aware of the terrain and have someone explaining the environment at supporting you.

-Total blindness makes taking the photographs harder but not impossible. It is possible for a colleague to line up the shot and for you to use the remote control to take the photographs. You would need a sighted guider to assist the person through the building.

-Images will need an appropriate informative title when put on the computer and alt text in documents.

**Learning difficulties**

**Dyslexia**

-May use a reader pen or overlays to access list of photographs required.

-There may not be any issues as this is a practical task. Any training needs to be provided in an accessible format, wither using reader pens for documents or overlays or having an audio version.

**Dyscalculia**

-If you have a numbered list this may cause issues to track process, however tick boxes assist with this.

**Dyspraxia**

-May need to be aware of the environment and the terrain when taking photographs as balance is an issue. To get photos that are in focus then you can use a gimbal or a tripod with a remoter.

-There may be issues with balance on uneven flooring or in smaller spaces. In these situations, a colleague can assist with the recording.

**Considerations for all conditions:**

-Essential training on all equipment needs to be factored into timescale.

-Photography list would be desirable as it enables your colleague to assist where required.

-It is essential that you have an open conversation with anyone involved in the project so that they can support you and have awareness, and you can build in the safeguards of a safety net, proofreading and rest breaks so this reduces anxiety as well.

-If areas are unsafe you need to write it in the report as health and safety is the main consideration when doing a building survey.

**Drawn Record**

**Neurodiversity**

**ADHD**

-It is good to know what is required. This will help you plan your time. This also helps to reduce becoming hyper focused and keep you on task.

-If you know you have a limited period of productivity then you should plan the work in short bursts and have breaks.

-You will need training around the equipment and appropriate conventions, so you are comfortable with them.

-Having a colleague on site helps to mitigate the risk factors of people with ADHD tending to take more risks in potentially hazardous areas. You should be able to confidently prompt the individual.

**Autism**

-It is helpful to know potential triggers so good supportive conversations are required.

-Rest areas are also very important if people become overstimulated, you can use ear defenders and blindfolds to block out certain stimuli. Time would need to be factored in for this.

-Having the list prevents people from becoming overwhelmed.

-You will need rest breaks and a sensory room may be useful.

-Open conversations will help to identify any potential triggers and help to avoid them if they are present in the building. The colleague that is supporting will be able to do this section of the work.

**Mental health**

-They may just need someone to talk to. It is essential to recognise you cannot solve certain problems, but you can recommend places to talk to.

-Anxiety can be helped with having a clear list of what drawings are required.

**Physical Conditions**

**Planning:**

-It depends to what extent you condition affects you. If you have upper limb problems, or wrist and hand issues it may be troublesome for you may need to use wrist splints. You can use laser tape measures to assist with problems in holding the tape measure. You may be slower.

-You would need to be aware of uneven flooring, ramps can be used if the gradient is not too great, you can use more accessible flooring. Your colleague can inform you of any potential hazards after a site visit. You also need to be careful of surfaces that you may need to use your arms to steady yourself such as narrow staircases or platforms.

**Equipment:**

-You can use a seat if balancing a walking stick is challenging.

-If you are in a wheelchair, you may have trouble measuring heights, but a colleague can hod the staff and you can read off the measurements. You can also use an electronic measuring device.

-Structural details may be harder to record if you cannot get close enough to record it. You can photograph it with an object of known size for scale. Alternatively, you can get your colleague to do this section.

-All the drawings can be sketch drawings with measurements on which gives a greater flexibility in how you are recording things. You may have your own code for

measurements, and it is on the relevant sides of the sketch drawing, and you can record the measurements on a Dictaphone and collate at a desk later.

-You can write photograph numbers next to their spaces on the sketch plan giving you an at a glance guide.

-For restricted mobility you may need a chair to sit and sketch from.

-Bending down may be awkward so details here or above head hight may be recorded with photographs.

-Laser scanning may be useful as it removes any mobility constrictions. Ramps and temporary flooring can also be used.

-It could be helpful to have a video walk through to show you what is happening in each room.

-Desk based drawings so you need time to learn software and have an appreciation of the layout of the site by talking to your colleague and going through photographs if you were unable to get on site.

-You can use flooring structures to improve terrain and use ramps on stairs if the angle isn't too steep.

**Sensory Impairment**

**Hearing**

-Training will need to be in an accessible format such as BSL.

-You need to be aware of the environment and how people communicate best. Some people will need you to look directly at them so they can lip read and interpret facial gestures. You may also need BSL interpreter.

-You would need to ensure that there are vibrating alarms and flashing lights as alarm systems to ensure that person is safe on site.

**Sight loss**

-Depends on your level of sight loss. if you have central vision loss and can only see the peripheral areas you would be able to sketch the room on paper and an audible measurement device would be appropriate here.

-You will need to be aware of any safety issues in the periphery so your colleague can help you with this and to identify the terrain.

-if you have peripheral vision loss, so you need to be talking to your colleague, so they know what your limitations are and how you have adapted to cope around those.

-In terms of total vision loss there are audible measuring devices that can be used, in terms of doing drawings of the room it may be possible for your colleague to have sketched out the area and put it through something like a swell printer to raise the print for the individual with sight loss. As long as you direct the person to the top right-hand corner then they can follow the lines and write the measurements above the lines.

-A colleague could do this section if it is deemed that this is most appropriate.

-Need to identify terrain changes and for someone with no sight loss they will need a sighted guide and a verbal terrain map.

-Colorblindness could use appropriate pens in the colours you can see; you can work with a colleague for areas that you cannot see. There are also apps that you can use to check colour and ones which tell you what things you are facing are.

**Learning Disabilities**

**Dyslexia**

-Coloured overlays may help, if you have issues with naming or labelling drawings in the field then you can use a code and use an audio recorder. This may take more time.

-Can use assistive technologies for support such as reader pens and choose to use audio notes.

-Proof reading will help.

**Dyscalculia**

-You may read numbers wrongly or transpose them. You can take photographs of the measurements that way you can check any discrepancies later. A colleague can help you with this.

-Proof reading will also help.

**Dyspraxia**

-You need to ensure that risks are mitigated. If things are above head height, then you may get less steady on your feet. Collaboration with a colleague can help mitigate issues with this. Sometimes being harnessed may assist the individual.

-Some things such as using staffs for measuring may be affected as your balance is, you could get a colleague to hold it and read the numbers off.

**Consideration for all conditions**

-For all conditions it would be helpful to have a list of the drawings that you require so you can tick them off as you go along. It will be helpful to work with a colleague, it is important for health and safety, and it helps to bounce information off each other and record every detail.

-Need training and time to learn the equipment.

-A good brief is required.

-Quiet room.

-Honest conversation with employer, breaks factored in.

-It may be good to do a video walkthrough of the site as then you can have a visual record to work from which may be easier if you are doing the drawings at the office.

-Realizing strengths and weaknesses.

-Having appropriate time to learn software and any equipment needed.

-Appropriate time scale with breaks and allowing for a supportive environment.

## Reflective case study testing the Guidelines

### Introduction

We reflect on a previous building study “Amersham Market Hall” (appendix 11) to see how the best practice guidelines could have improved accessibility to the building. The survey was undertaken by the researcher who has a chronic condition which affects most functions of the body and her assistant who had impaired mobility. At the time there were no guidelines to assist with the study, so the researcher used her own adaptations which have been reflected in the best practice guidance alongside those of the participants.

### Why was the study undertaken?

The study was undertaken in 2022 under the guidance of Professor Neil Christie as part of the building's module on the Archaeology and Heritage MA course run by Leicester University. The survey was completed as an assignment, it was chosen because the building is an interesting example of a market hall in the middle of a historic town.

The building consisted of an open ground floor with arch openings along the sides and the ends of the buildings. The ends of the buildings have an arch bricked up at each end when the stairs were put in. It leaves the original scar of the arch. The first floor has stairs at each end one being original and very steep and the second being a later edition but less steep, they have kite winder steps which narrow at one end and a trim on the edge of each step. This floor has the main hall and original windows with a kitchen and further steps up to the second floor where the toilets are and access to the loft is located. This survey did not look at the loft space as access was restricted.

**Would the best practice guidelines support someone with the following conditions to undertake the level 2 historic building survey set out by Historic England?**

**Sensory Impairment**

For someone who has a hearing impairment this type of Building survey should not pose too many risks and would not need many adaptations. The main issues here are ensuring health and safety, it would be beneficial to read the guidelines set out in Chapter 5. It would be useful to always have a colleague with you to ensure that you can be made aware of any traffic or alarms that may go off. It will also help when members of the public come up and talk to you about what you are doing. The main hall on the second floor has a high ceiling and is very echoey so if you need to converse then perhaps move into the kitchen room which is on the same floor and lighter. This would enable better lip reading and reading of facial expressions. If the person undertaking the survey uses BSL then the colleague working with them would need to be able to communicate in this manner.

There are quite a few things to consider for someone who has a visual impairment. It will be good to always have a colleague working with you to ensure safety and bounce ideas off of. This building is quite geometric in its layout so it would be possible to create a swell printed sketch of the building to help orientate the person with the visual impairment.

The original stairs are very steep and wind around to the next floor, it may be better to use the new staircase by the old lock up section. The colleague with sight can put coloured tape on the edges of the stairs if the individual has some sight. This can help them to navigate the staircase. It may also be necessary to have a sighted guider which would talk through changes in flooring and stairs etc. It is important to state the number of stairs to someone who is visually impaired too.

The ground floor is a series of pillars of arches. They are not uniform in size. To record this, you may be to use and audible tape/laser measure or have help from

your colleague. It will be hard to pick up any brick changes such as the repair on one of the lower corners of the building so this is where your colleague can assist.

Once you have ascended the staircase to the first floor you reach an open hall, on the sides are a row of iron framed windows. On the right-hand side as you are looking at it there is a set of windows with graffiti from the original makers and there is a sight colour hue to some of the panes. This may be something that may be missed if your sight is poor, and this is where collaborative working comes in as mentioned in the guidelines in chapter 4. The person with the sight impairment would be able to use an audio tape measure or laser tape measure, or even hold one end of a standard tape measure leaving the colleague to read the figures off and write it down. The original light fixtures may also not be perceptible to someone with sight loss so collaborative working really helps make this part inclusive.

The Kitchen is a small space but has high ceilings like the hall, someone with a visual impairment can easily hold the measuring staff to assist with the height measurement. Once you move out of the kitchen you ascend another flight of stairs to the next floor which is the toilets. This is a very dark space and can hamper people with light perception issues. Again, collaborative working can make this more inclusive as well as tape along the edges of the steps.

In relation to drawing the sketch plan on swell paper can be used to put the measurements on as you go, if you orientate the person as to which wall/ feature you are recording. For photographs, as mentioned earlier someone with a visual impairment, even someone who is totally blind can hold a measuring staff to act as a scale in photographs. If you describe the camera angle sufficiently, they can even take the photographs.

Gathering research can be accessible too as it can be scanned into a text to speech reader and accessed that way.

**Physically Impairment**

As the building is on 3 levels it makes it harder for someone with restricted mobility. The researcher and her helper did have mobility issues when completing this survey. For someone who uses a walking stick it may be pertinent for the colleague who is with them to bring a portable chair so they can sit down when needed. The newer staircase would be best for the person with mobility issues to use as they are less steep, there is a handrail which can aid. It is important to recognise that this may take extra time. For someone in a wheelchair you can use a portable chair like an evacuation chair and with the help of a colleague climb the stairs. This would require special training. The researcher used the original staircase and went up one stair at a time on her bottom, this felt the safest for her at the time. However, the guidance of using the evacuation chair set out in chapter 4 would be more practical for health and safety reasons. However, as the researchers condition permitted her to safely navigate the staircase and not put anyone else at risk this is a suitable adaptation too.

When on the first floor, measurements and drawing should not be an issue with the support of a colleague and a chair for rest. There may be issues with navigating between the hall and the kitchen as the landing is narrow and may not be suitable for a wheelchair. This also goes for the first floor where the toilets are located.

A colleague can help to measure places that the person with a physical impairment cannot access safely. Again, someone in a wheelchair or using a walking stick can hold the tape measure or measuring staff. It is important to recognise that being in a wheelchair gives a different perspective so they may notice differences in wall colour or patterns.

When drawing, this should not be an issue unless there is a problem with the hands or upper limbs. In cases where this is an issue there are things that can be done, such as a colleague drawing out a sketch plan and the person with the condition labelling it. If there are conditions such as Carpal Tunnel syndrome, then braces can be worn.

For photography this should not be an issue the camera can be placed on a tripod and a remote can be used to ensure the person isn't carrying the weight of the camera or shaking too much and introducing blurring. You can also photograph things further away to get the correct perspective. It is essential to be mindful of yours and other people's safety while undertaking the survey.

**Learning Difficulties**

The actual building survey itself shouldn’t pose too much of an issue for someone with a learning difficulty like dyslexia. Adaptations suggested in chapter 4 such as coloured overlays can be used to access documents and you can use reader pens or text to speech software to access documents. A clear idea of what is needed is important. It may be good for someone to familiarise themselves with a building by doing a walk around.

For this building in particular there are two areas that the individual with a learning difficulty like dyslexia may struggle with. The first if the plaque on the outside of the building stating the name of the builder and the date it was built and second being the graffiti on the windowpanes in the hall. This is where the support of colleagues may come in, they can check spellings and translations.

The report itself may be an issue to type out, but people can use speech to text programs to assist with this task.

For someone with Dyscalculia the recording of the building may be more awkward. They may transpose numbers. However, this is not an issue when working with a colleague as they can hold the tape measures or use audible tape measures that call out the numbers.

**Neurodiversity**

This covers a whole range of conditions for this research we are focusing on Autism, ADHD and Mental Health issues. Someone with Mental Health issues may just need

a supportive colleague who can recognise when breaks are required and assist that person through the process of the survey.

For ADHD it is important that tasks are broken down and there is a clear list of requirements. Breaks can be used to keep focused and to break hyperfocus if this becomes an issue. Your colleague who will be with you will also look at Health and Safety and break the riskier ideas down into something more practical. For example, in the top floor in the toilets is the roof access hatch, someone with ADHD by be tempted to have accessed this despite the restrictions in order to complete a through survey.

For someone with ADHD you may need to designate an area as a breakout zone for them to relax and centre themselves, a clear list of what is required is also needed here to keep them on track. It is also important that there is a supportive colleague who can continue with the survey and divide the tasks to remain on track.

**Conclusion**

Overall, the guidance produced in chapter 4 would be suitable for the conditions covered in the research. It is important though to recognise that everyone is individual and to treat the guidelines as a springboard of what could be done to improve accessibility. Things to be mindful of include health and safety, existing policies and procedures and insurances as you do not want to do any task if it has the potential of harm for yourself or others or if it invalidates insurance.  It would be interesting to apply these guidelines to other buildings to see if any building type has its own challenges.

## How to make the Level 2 Historic Building Survey Report accessible

### Introduction

Making the survey accessible does not go far enough in enabling people with disabilities and other conditions to make a career in historic building surveys. The final report output will also need to be accessible. This is not as onerous a task as you would imagine, in fact all websites and documents can be made accessible using the following criteria. Once it is embedded in the way you work it becomes second nature and really does not take any extra time to create than non-accessible reports. This of course applies to research papers and projects that may inform the historic building survey through the initial resources search.

### What do we mean by accessible.

Accessible means that anyone, even someone without sight can easily access the documents they require using screen readers or other software's without needing to reformat the document first. Screen readers read the screen from left to right. Therefore, if text is in columns or broken with photographs or figures this distorts the way that the reader works and renders the document unreadable. Chapter 4 highlights the importance of having material in an accessible format on the timescales of the project. Therefore, if we adopt a mindset of accessibility this argument that it takes a disabled person more time becomes mute.

Accessibility can mean different things to different people; It can be as simple as being able to change the background and text colours to create a contrast that is suitable for them to read the document as a standard document. This could be the case for dyslexia and other visual impairments. Personal coloured overlays can be used, so if the document is not formatted to be electronically accessible, a printed document may be more appropriate as suggested in the best practice guidance in chapter 4.

For someone who is visually impaired with some sight they may require the document in large print. This should be made available at no extra cost to the individual to ensure equal and fair access to the information available.

Audio versions may be required if that is how someone accesses information, as long as documents are set out in an accessible format then these can be created using software with a built-in voice recorder. Whilst natural voice recordings are better as they include the nuisances of the document it is just as acceptable to use software.

These are the most common formats that may be required, Braille is also an acceptable format but with the rise of technology and most children not being taught Braille in schools now this method is slowly becoming obsolete (Disability Confident Training 2022).

**Does accessibility just include documents.**

No, most websites should be conscious as to how the customer can access the information. People with disabilities and conditions have a huge spending power and if they cannot access your services they will go elsewhere.

In order to comply with the Equality Act there needs to be a statement of accessibility on websites which state what has been done to promote inclusion, what unfortunately is not accessible and what steps they are taking to improve this and in what time frame. Therefore, it is possible and completely legal to provide a statement that completely excludes people from the website due to the financial implications of making it accessible as they have looked at what reasonable adjustments can be made and decided that the financial burden of doing so is too great.

An accessible website should include the ability to increase the font size and change the contrast. The font should be a clear standard font and any images should have appropriate tags to describe what they are in enough detail to provide a mental image of that image. This is done by adding alt text when creating the document or

webpage. Research papers that may be consulted about the history of the buildings on websites should be accessible.

**How to make documents accessible.**

There are no clear standards, but the general thinking is that the text needs to be a clear standard test such as Arial. For documents in large print, they need to be in a size 16+ font (RNIB). Sadly, most archaeological journals and reports are not, they publish the information in columns interspaced with figures, graphs and images. This is something that needs to change in the heritage world. Even Historic England Guides follow this format making them inaccessible without first converting them. This conversion had to be done in this project to enable the historic building section (Understanding Historic Buildings) to be accessible for participants to discuss in the focus groups.

Reports should be in plain English and have any anachronisms spelt out and explained. This enables people who are unfamiliar with the field to understand the document better. There is an emerging format called easy read guides which do this in a clearer way, see more on this later in this chapter.

Documents need to be written with a background and a text that shows contrast. White background and black text are a common contrast but, in some reports, and other documents colour may be placed behind the text to increase contrast. This can help many people depending on the colours used, generally these are bright colours. This can be tricky when dealing with people who are colour blind to certain colours or for whom the text can jump around the page if the wrong colour is used such as people with dyslexia.

The document file type is important too, generally word documents, plain text and pdfs tend to be the most accessible as you can change background colours yourself and increase text size.

Any figures, images or drawings need to be in a space without any text wrapped around it. A caption is fine, you need to go into the alternate text settings in word or other packages when you are creating the document and make this as descriptive as possible. You need to remember that the person you are providing this to may not be able to visually comprehend the data such as those who are visually impaired or other cognitive issues. The more information you provide the better that individual can access that information and understand how it relates to your report.

**Easy Read Guides**

These are simple picture and a plain English sentence for each point. They are being used across the government and healthcare settings as it is recognised that some people have trouble taking in lots of information and the related picture and simple text really help to improve understanding (PIP example). Easy read guides can be produced as a template for how to undertake the historic building survey. They can allow better comprehension of the task.

This is something that can be thought about in heritage settings and in building surveys especially if they are going to become part of the story of the building in a heritage and tourism setting. This story needs to be told in an appropriate way for all.

Museums are recognising the need for these guides to improve accessibility. Discover Bucks Museum in Aylesbury which showcases the history of Buckinghamshire is one such museum that has developed these guides as part of its accessibility strategy which the researcher has been consulting on.

**Next steps**

Once you have created your accessible report it should be easy to find and be freely available. It can be uploaded to the Archaeological Data Service and should be available by contacting the author by email and other means. This may be the only way that someone can access the information if websites and downloads are too complex.

If your building survey was part of a community project or was done to impact on community understanding or is even of historical significance, there are other ways to make the drawings and images more accessible.

Measured drawings could be printed out using a swell machine to create a raised tactile line for people to feel and appreciate the building in a tactile way. If laser scanning was done, you could create an augmented reality model using special virtual reality glasses to actually walk around the building. This would help to engage children and people who access information visually such as people with Autism and ADHD. (Nesi, 2013) have shown how you can use laser scanning in building surveys to enhance interpretation for historic buildings surveys. (Forte, 2014) used imaging and photogrammetry to improve the understanding of Catalhoyoux and stated that the accuracy they were able to achieve is down to an error of 4-5mm. That is fantastic for giving an overall idea of a buildings size and even things such as wall textures when used in the building survey.

You can even produce a 3D reconstruction of the building so that it can be seen at a smaller scale. This is really useful to enable people to orientate themselves in the building and get a sense of the layout before a visit. It can help to remove the unknown which would help people with Autism and Anxiety and a range of other conditions. A reconstruction can be used in talks or open days to improve understanding for all. Wessex Archaeology have been using virtual reality to create 3D versions of buildings such as at Colehill in Warwickshire (Wessex Archaeology, 2021). They have made the building more accessible for all by using this technology to improve interpretation and understanding, but there may be even greater use in the surveying process itself.

## Research Conclusion

This research has put in place some guidelines that act as a springboard to make undertaking a level 2 historic building survey accessible for people with different conditions which are explained in full in chapter 4. We have worked with archaeological units, students and people with a general interest or investment in both archaeology and accessibility to produce these guidelines and the results have been fantastic.

In chapter 6 the guidelines were retrospectively applied to a building study of Amersham Market Hall. They appear to cover most issues that people with various conditions may come up against. That is not to say that these are prescriptive, that is very much not the case. It would be wonderful if people used and built upon these guidelines to create a more inclusive profession. It is important to recognise that they may not suit all buildings or all people. The key things to remember are making adaptations in a way that complies with health and safety and does not do anything to breach current policies or procedures which could impact on insurance.

Disabled people or those who identify with specific conditions are increasing, they may up a large proportion of the workforce, so it is our duty to make archaeology more inclusive. The researcher has plans to develop these guidelines and rigorously test them in the field and invites you to join her.

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**Best Practice Guidance**

N/A

**Reflective case study**

N/A

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# Appendices

## 1. Reformatted Framework

**Historic Buildings Survey Report Section**

This document focuses on the report section of the L2 Historic Building Survey. You will need to consider each of the numbered sections below which can form the survey in relation to four categories:

- Physical issues: Mobility issues both in a wheelchair or uses of other mobility aids such as walking sticks and crutches. It will also include people who require frequent rest and other issues such as carpal tunnel syndrome.
- Sensory Issues: such as Vision Impairment and Hearing Impairment
- Learning Issues: such as dyslexia and dyspraxia
- Neurodiverse issues: such as ADHD and Autism.

For each of these categories it will be important to consider information such as:

-What- equipment/software may be required? Etc.

-Who- What support may be required? Etc.

-Timescale considerations- rest breaks, longer time required for tasks etc.

-How? - Looking at how the tasks may be done. Adaptations that may be used/ coping strategies.

These act as prompts to encourage conversation around making each of the numbered sections below accessible for people, you will need to try and consider cost implications. Strategies that are free or cheap remove potential financial barriers. It is important that everyone is free to express their opinions but also be mindful of other people's feelings.

The main components of the account will generally be selected, according to the level of record adopted, from the following list. This list should be referred to when deciding on a record level as outlined in Section 5.

<u>Introductory material</u>

1. The precise location of the building as an address and in the form of a National Grid reference.
2. A note of any statutory designation (that is, listing, scheduling, Register of Historic Parks and Gardens, conservation area). Information on statutory designations can be found on the Historic England website. Non-statutory designations (local lists) may be added.
3. The date when the record was made, the name(s) of the recorder(s) and the location of any archive material.
4. A summary statement (when no more detailed account is intended) describing the building's type or purpose, historically and at present, its materials and possible date(s) so far as these are apparent from a superficial inspection.
5. A contents list; a list of illustrations or figures.
6. A longer summary statement. An alternative to 4. This account should summarise the building's form, function, date and sequence of development. The names of architects, builders, patrons and owners should be given if known. Its purpose is to describe the

building when no fuller record is necessary. Alternatively it may serve as an introduction to the more detailed body of a record that may follow, for users who may need a summary of the report's findings.

7. An introduction briefly setting out the circumstances in which the record was made, its objectives, methods, scope and limitations, and any constraints. Where appropriate the brief for the work or the project design should be stated or appended.
8. Acknowledgements to all those who have made a significant contribution to the making of the record, or who have given permission for copyright items to be reproduced.

Main report

9. A discussion of the published sources relating to the building and its setting, an account of its history as given in published sources, an analysis of historic map evidence (map regression) and a critical evaluation of previous records of the building, where they exist.
10. An expansion of 9, drawing additionally on a range of primary documentary sources.
11. An account of the building's overall form (structure, materials, layout) and of its successive phases of development, together with the evidence supporting this analysis.
12. An account of the building's past and present use, and of the uses of its parts, with the evidence for these interpretations. An analysis of a circulation pattern or of a decorative or liturgical scheme. An account of any fixtures, fittings, plant or machinery associated with the building, and their purpose. In an industrial building, a sequential account of the way in which materials or processes were handled.
13. Any evidence for the former existence of demolished structures or removed plant associated with the building.
14. A summary of the findings of any specialist reports (for example dendrochronology or paint analysis).
15. A discussion of the building's past and present relationship to its setting: its relationship to local settlement patterns or other man-made features in the landscape; its part in a larger architectural or functional group of buildings; its visual importance as a landmark, etc. For more guidance on investigating and recording landscapes see Understanding the Archaeology of Landscapes (English Heritage 2007; revised edition forthcoming).
16. An assessment of the potential for further investigative or documentary work, and of the potential survival of below-ground evidence for the history of the building and its site.
17. A discussion of the architectural or historical context or significance of the building locally, regionally or nationally, in terms of its origin, purpose, form, construction, design, materials, status or historical associations.
18. Copies of historic maps, drawings, views or photographs illustrating the development of the building or its site (the permission of owners or copyright holders may be required).
19. Copies of other records of the building, including specialist reports (again with any necessary permissions), or a note of their existence and location.
20. Any further information from documentary sources, published or unpublished, bearing on any of these matters, or bearing on the circumstances of its building, designer, craftsmen, ownership, use and occupancy, with a note on the sources of the information.
21. Relevant information from owners, builders, architects or others who may be acquainted with the building, including oral history. The sources of the information must be given and it is important that the particular strengths and weaknesses of different types of information are weighed.

22. An outline of the significance of the building. This can seek to identify both the significance of different features or phases of development in the building relative to each other, and also set important aspects of the building in a regional or national context.

End material

23. Full bibliographic and other references, or a list of the sources consulted (in long reports it is preferable to include both). Websites which may prove to be ephemeral should be avoided as references wherever possible; where their use is unavoidable the full web address and the date on which the site was consulted should be noted.
24. A glossary of architectural or other terms likely to be unfamiliar to readers. If few in number, terms may be explained more economically within the text or in footnotes.

**Historic Buildings Survey Types of Drawings Section**

This document focuses on the section of the L2 Historic Building Survey which focuses on the types of drawing for the drawn record element of the survey. You will need to consider each of the numbered sections below which can form the survey in relation to four categories:

- Physical issues: Mobility issues both in a wheelchair or uses of other mobility aids such as walking sticks and crutches. It will also include people who require frequent rest and other issues such as carpal tunnel syndrome.
- Sensory Issues: such as Vision Impairment and Hearing Impairment
- Learning Issues: such as dyslexia and dyspraxia
- Neurodiverse issues: such as ADHD and Autism.

For each of these categories it will be important to consider information such as:

-What- equipment/software may be required? Etc.

-Who- What support may be required? Etc.

-Timescale considerations- rest breaks, longer time required for tasks etc.

-How? - Looking at how the tasks may be done. Adaptations that may be used/ coping strategies.

These act as prompts to encourage conversation around making each of the numbered sections below accessible for people, you will need to try and consider cost implications. Strategies that are free or cheap remove potential financial barriers. It is important that everyone is free to express their opinions but also be mindful of other people's feelings.

A building record may contain one or more of the following drawing types. This list should be referred to when deciding on a record level as outlined in section 5.

Either

1. Sketched plan, section, elevation or detail drawings (when no more thorough drawn record is made). Sketches may be roughly dimensioned.

Or

2. Measured plans (to scale or fully dimensioned) as existing. These may extend to all floors, or they may be restricted to one or a selection. The latter option may be appropriate, for example, in a town-centre building where an upper floor has been little altered. Buildings with a repetitive structure may also be planned on one floor, but a note or a sketch plan

should be made to indicate the arrangement of other floors. Plans should show the form and location of any structural features of historic significance, such as blocked doorways, windows and fireplaces, masonry joints, ceiling beams and other changes in floor and ceiling levels, and any evidence for fixtures of significance.

Further drawing types as required, from:

3. Measured drawings recording the form or location of other significant structural detail (for example timber or metal framing).
4. Measured cross-sections or long-sections to illustrate the vertical relationships within a building (for example floor and ceiling heights, the form of roof trusses).
5. Measured drawings to show the form of any architectural decoration (for example the moulding profiles of door surrounds, beams, mullions and cornices) or smallscale functional detail not easily captured by photography. A measured detail drawing is particularly valuable when the feature in question is an aid to dating.
6. Measured elevations, where these are necessary to an understanding of the building's design, development or function.
7. A site plan relating the building to other structures and to any related topographical and landscape features.
8. A plan or plans identifying the location and direction of accompanying photographs.
9. Copies of earlier drawings throwing light on the building's history.
10. Three-dimensional projections when these are of value in understanding the building. If these are to be considered components of the record they must always be accompanied by measured plans, sections and elevational details.
11. Reconstruction drawings and phased drawings, when these are of value. In phased drawings successive phases of a building's development may be shown by graded tone (dark to light, with the darker being the earlier) or by colour, by sequential diagrams or by annotation. Whenever phased drawings are included in a record, they must be accompanied by the unmarked drawings on which they are based.
12. Diagrams interpreting the movement of materials (process flow) or people (circulation), or the segregation of people or activities (for example permeability diagrams), where these are warranted by the complexity of the subject. As with 10 and 11, the evidence supporting the interpretations must be provided.

**Historic Buildings Survey Types of Photographs Section**

This document focuses on the section of the L2 Historic Building Survey which focuses on the types of photographs for the photography element of the survey. You will need to consider each of the numbered sections below which can form the survey in relation to four categories:

- Physical issues: Mobility issues both in a wheelchair or uses of other mobility aids such as walking sticks and crutches. It will also include people who require frequent rest and other issues such as carpal tunnel syndrome.
- Sensory Issues: such as Vision Impairment and Hearing Impairment
- Learning Issues: such as dyslexia and dyspraxia
- Neurodiverse issues: such as ADHD and Autism.

For each of these categories it will be important to consider information such as:

-What- equipment/software may be required? Etc.

-Who- What support may be required? Etc.

-Timescale considerations- rest breaks, longer time required for tasks etc.

-How? - Looking at how the tasks may be done. Adaptations that may be used/ coping strategies.

These act as prompts to encourage conversation around making each of the numbered sections below accessible for people, you will need to try and consider cost implications. Strategies that are free or cheap remove potential financial barriers. It is important that everyone is free to express their opinions but also be mindful of other people's feelings.

Site photography may include one or more of the following. This list should be referred to when deciding on a record level as outlined in Section 5.

1. A general view or views of the building (in its wider setting or landscape if 2 (below) is also to be adopted).
2. The building's external appearance. Typically a series of oblique views will show all external elevations of the building, and give an overall impression of its size and shape. Where individual elevations include complex historical information it may also be appropriate to take views at right-angles to the plane of the elevation.
3. Further views may be desirable to reflect the original design intentions of the builder or architect, where these are known from documentary sources or can be inferred from the building or its setting.
4. The overall appearance of the principal rooms and circulation areas. The approach will be similar to that outlined in 2.
5. Any external or internal detail, structural or decorative, which is relevant to the building's design, development and use, with scale where appropriate.
6. Any machinery or other plant, or evidence for its former existence.
7. Any dates or other inscriptions; any signage, makers' plates or graffiti which contribute to an understanding of the building. A transcription should be made wherever characters are difficult to interpret.
8. Any building contents which have a significant bearing on the building's history (for example, a cheese press, a malt shovel).
9. Copies of maps, drawings, views and photographs, present in the building and illustrating its development or that of its site. The owner's written consent may be required where copies are to be deposited in an archive.

2. Dissertation Invite

**Dissertation Invite**

**Aims:** To create best practice guidelines to enable people with disabilities or other conditions to undertake a level 2 historic building survey as listed in Historic England's Understanding Historic Buildings publication.

**Methods:** We will be critically reviewing the framework of the survey to make them as accessible as possible for people with neurodivergent conditions, sensory problems and physical disabilities or conditions.

This will be done through a series of focus groups of which some will be online, and others will be face to face. These meetings will work through the drawn record, photographic record, and written record to make them as accessible as cheaply as possible to remove financial barriers.

The meetings will be recorded and there will be a forum to discuss points and access the recordings. These will only be accessible by people who are part of the study. Questionnaires will be available for those who do not have time to attend focus groups.

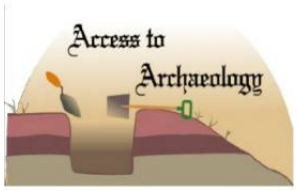
All comments will be recorded and collated to produce the draft guidelines which will then be sent round to participants to review before I finalise them.

There may be the option to test them by undertaking a new building survey.

**What time we need from you:** You can participate in as many or as few focus groups as you wish, however, more participation would create better guidelines.

**How to participate or find out more:** please email me at vam15@student.le.ac.uk and I will arrange a time to meet with you online and discuss the study further. There are participant information sheets as well as consent forms and privacy notices regarding this study.

## 3. Participant Information Sheet




*Participant Information Sheet (PIS)*

*Research Project title*

Best practice guidelines for enabling people with disabilities and conditions to create a meaningful level 2 historic building survey as set out by Historic England.

Invitation paragraph

You are being invited to take part in a research project. Before you decide if you would like to take part, it is important for you to understand why this project is being done and what it will involve. Please take your time to read the following information carefully.

The data collected as part of this study may be used, in part or in whole, for the writing of a master's dissertation, at no time will any personally identifiable data be published without consent.

What is the purpose of the research project?

The purpose of this research project is to use focus groups and prompt questions to critically examine Historic England's L2 framework for a Historic Building Survey as published in 'Understanding historic Buildings'. The adaptations and strategies that come out of the focus groups will be formatted into a set of best practice guidelines to create an accessible way of undertaking the historic building survey when you have a long-term health condition or disability.

The focus groups are set to start from April and run through to June to encourage as many people to participate as possible. The guidelines will be created and sent round the participants for feedback.

We will then either reflect on the guidelines using a retrospective case study of a historic building survey undertaken by a disabled archaeologist or we will test them by undertaking a new historic building survey.

The report should be written by the end of October and dissemination of results will be after this date.

Why have I been invited to participate?

You have been chosen to participate in this project because you have shown interest in assisting with the creation of the guidelines. You may be an archaeologist who is already practicing and has developed their own coping strategies or students who would like to find out more accessible ways of undertaking the historic building survey. You may also be an amateur who is interested in making archaeology more accessible or a member of the public who has a condition and wants to participate in archaeology but the current barriers to undertaking the survey make it harder for you. All voices and levels of experience as accepted as we will be looking at what barriers are there for each section of the framework and attempting to remove them and create a more inclusive atmosphere within buildings archaeology.

Do I have to take part?

It is up to you to decide whether or not to take part in this research. If you decide to take part you will be given this information sheet along with a privacy notice that will explain how your data will be collected and used. You will be asked to provide your consent if you chose to participate. You are free to withdraw from the research at any time, without giving a reason, by contacting the researcher.

If you are a student and choose to participate, this research will have no impact on your marks, assessments, or future study. If you choose to participate, your involvement will have no impact on your current/future employment or use of any other services.

What will happen to me if I take part?

If you choose to take part there will be online focus groups and in person meetings to discuss each section of the framework considering the requirements for four main groups:

Physical Issues, Sensory Issues, Learning Issues and Neurodiverse Issues. You will be asked prompt questions to encourage discussion around making each step of the Historic England framework accessible, including support, equipment, and software amongst other things.

The focus groups will be recorded online, and videos will be provided on an online platform with the opportunity to discuss them later. Consent will be asked and there is no requirement to turn on cameras and you can even use a pseudonym if that is more comfortable for you. This promoted

inclusion from people who were not able to make the focus group. All comments are valid, we are looking for easy and cost-effective adaptations.

In person meetings will also be recorded either by camera or just audio and will follow the same process as the online focus groups. There will also be the option to request the documents and write comments directly into these and send them back to me for consolidation. All documents will be available in LP and audio formats, if other accessible versions are required you can contact me, and I will provide them.

Recordings may have subtitles and/or BSL interpretation to ensure that they are accessible for anyone who wishes to get involved.

The focus groups will be set out in blocks of one hour, if breaks are required this will be factored in. If you have any accessibility requirements you must let the researcher know. There will be numerous sessions to cover each of the sections of the framework; written report, photographic record and drawn record. In person focus groups will consider the access requirements of the venues to ensure that there are as few barriers to participation as possible.

The comments will be formulated into a draft best practice guideline and then sent round to the participants for comments. It will then be finalised.

Once the guidelines have been finalised we will either use them to reflect on a historic building survey that has already been completed or we may undertake a historic building survey using the guidelines. In both cases it would be very useful to have further focus meetings and working groups in the case of undertaking the historic building survey.

What are the possible disadvantages and risks of taking part? (Where appropriate)

I understand that this can be a very emotive project as it asks you to reflect on your conditions and disabilities and look at ways you overcome barriers. This may lead to some greater awareness of your issues; I will have an open-door policy regarding anyone wishing to discuss any concerns or issues that they may have. I am not medically trained but have awareness around many conditions and am a good listening ear. However, I will also suggest that you seek professional help from the NHS or another appropriate body.

What are the possible benefits of taking part?

Taking part in this survey would enable many archaeologists or future archaeologists to have less barriers to overcome regarding completing a L2 historic building survey. There has been a lot of work done to make archaeology more accessible and inclusive and this would build upon this.

What data will you collect about me?

We will need to have your name and contact details and your status in archaeology; an archaeologist already practicing, interested amateur or student etc. This will be kept confidential and as outlined in the privacy notice will be destroyed if you have decided not to be kept informed about other projects or receive a copy of the results of this project. We will collect data on your condition or disability which will be anonymised, as will the comments that arise from the prompt questions in the focus group. Anonymised data will be deposited with Archaeological Data Service and other relevant archaeological organisations.

Will what I say in this research project be kept confidential?

All data provided will be considered confidential and anonymised to create the best practice guidelines. All data will be stored securely and to legal requirements of Data Protection and GDPR.

There may be disclosures with would fall under safeguarding where you have a responsibility to report the disclosure to prevent harm. Should this be the case the researcher will discuss this with you confidentially.

How will you look after the data you collect about me?

It is important to ensure that you understand wat will happen to the data we collect about you as well as your legal rights. This document is accompanied by a separate Privacy Notice providing further details, a copy will be emailed to you.

If a participant withdraws from this project, then any personal details saved on the passworded database will be removed. As all comments in the focus groups will be anonymised these will still be used in the project.

Your normal rights under the Data Protection Act and the General Data Protection Regulation apply. However, we need to manage tour records in specific ways for the research project to be reliable. This means that we won't always be able to let you see or change the data we hold about you.

You can stop being part of the research project at any time, without giving a reason, but we will keep information about you that we already have and continue to use this for the purposes of the research outline din this document.

Research data must be kept securely at all times, especially when collected in the field before being transferred back to the University of Leicester. Data MUST be processed on university managed IT equipment, any deviation from this must be risk assessed by IT Services. Data should be stored on the University' systems and not on personal equipment in line with the University's Information Security Policy. The Data Classification Decision Tree can help you understand how data should be appropriately managed.

The data that is collected will only be processed by the Researcher, if other people are required to support this process they will only collate anonymised data. Data generated by the research project must be retained in accordance with the University's Research Code of Practice. Personal data will be stored in a passworded database with the research being the only one who can access it.

Data will be destroyed within a year of completion of the project, after reports have been provided to participants who want them. If participants wish to be kept on the database for future projects then details will be retained in the password protected database for the use of the named research's organisation Access to Archaeology.

Deposited data with the Archaeological Data Service and other archaeological organisations will be anonymised.

At all times this research study will comply with the General Data Protection Regulations (GDPR, 2018) approved by the EU parliament on 14th April 2016 and passing into UK law with effect from 25 May 2018.

What will happen to the results of the research project?

The results of the research project will be used as part of my dissertation thesis for my Archaeology and Heritage MA. The best practice guidelines that we will be creating will be used as a conference paper and published as a British Archaeological Jobs Resource Guide. You are welcome to a copy of the results.

The results may be used in the future for further research into accessibility.

What should I do if I want to take part?

To take part in this research project you will need to contact the researcher Mrs Victoria MacEwen. You will be asked to complete and Informed Consent Form and to opt-in to a variety of research options by ticking the Yes or No box. This will confirm you understand how your data will be processed, protected, and reviewed for research purposes.

Who is organising and funding the research project?

I am conducting this research project as a student at the University of Leicester. I will be using my business, Access to Archaeology, to assist with promotion and dissemination.

What if something goes wrong?

In the very unlikely event of you being harmed by taking part in this research project, there are no special compensation arrangements, if you are harmed due to someone's negligence, then you may have grounds for legal action, but you may have to pay for it. [You should be transparent with your participants about the risks to them, you should include the text below:

Who has reviewed the research project?

This research project has been approved by the University of Leicester Research Ethics Committee.

Contact for Further Information:

Dissertation and project supervisor: Dr Sarah Scott,

Associate Professor of Archaeology,

University of Leicester
University Road
Leicester
LE1 7RH

Tel: +44 (0)116 223 1309

sas11@le.ac.uk

If you have any concerns or queries about the way in which the research project has been conducted, they should contact the Chair of the University Research Ethics Committee on ethics@le.ac.uk.

You must include GDPR contact information, this may be part of the Privacy Notice or for simple studies detailed here, an example may look like this:

If you require more GDPR data protection information then you can access this via the University's Information Assurance Services:

Information Assurance Services
University of Leicester
University Road
Leicester
LE1 7RH
T: +44 (0)116 229 7945
E: dpo@le.ac

W: https://www2.le.ac.uk/offices/ias'

Thank you for taking the time to read this information sheet, we look forward to working with you in the future. If you have any questions, please do not hesitate to contact the researcher:

Mrs Victoria MacEwen

vam15@student.le.ac

07784 080760

## 4. Privacy Notice

Privacy Notice for Research Participants

Research Study title & Researcher Name

Best practice guidelines for enabling people with disabilities and conditions to create a meaningful level 2 historic building survey as set out by Historic England.

Researcher: Mrs Victoria MacEwen, C/O Access to Archaeology

This Privacy Notice provides information about how the University of Leicester collects and uses your personal information when you take part in this research projects.

Please also refer to the Participant Information Sheet given to you for further details about the research project, what information will be collected about you, and how it will be used.

**The University of Leicester** will usually be the *Data Controller* of any data that you supply for this research. This means that we are responsible for looking after your information and using it properly. This means that the University will make the decisions on how your data is used and for what reasons. The exception to this is joint research projects, if this is applicable you will be informed on the Participant Information Sheet as to the other partner institution(s) who will also have responsibilities for looking after your information. You can access more information on this via the University's Information Assurance Services:

Information Assurance Services
University of Leicester
University Road
Leicester
LE1 7RH
T: +44 (0)116 229 7945
E: ias@le.ac.uk

W: https://www2.le.ac.uk/offices/ias

Why do we need your data?

We need your data to keep In contact and make the projects as inclusive as possible to encourage open and frank discussions around the accessibility requirements for each stage in the Historic England L2 Historic Building Framework. Your personal data will only be used to invite you to focus groups and for the purposes of providing you a copy of the finished project should you like one. You have the choice to stay on the mailing list and be invited to future projects around Accessibility run by Access to Archaeology the researcher's company.

**University of Leicester's legal basis for collecting this data is:**

Processing is necessary for the performance of a task in the public interest such as research.

**If the university asks you for sensitive data such as; your racial or ethnic origin, political opinions, religious or philosophical beliefs, trade-union membership, data concerning health or sexual life, genetic/biometric data or criminal records, the University of Leicester will use these data because:**

Data collected around health issues and accessibility requirements will be used to create the best practice guidelines. The guidelines will be sent to all participants prior to completion to ensure information is correct. It will be anonymised.

What type of data will the University of Leicester use?

The project will use written documents in the form of prompt question sheets and video and audio recordings. There is no requirement for cameras to be on during the focus groups and an anonymised name may be used, but this will need to remain the same during your attendance at every focus group.

Who will the University of Leicester share your data with?

Access to Archaeology, the company run by the researcher will have access to all data, including the identifiable raw data. This is to enable those who which to be contacted for future accessibility projects to be contacted. It will be stored in a password protected spreadsheet.

Data will be stored and processed on a laptop owned by the researcher according to GDPR legislation.

The Archaeological Data Service, Enabled Archaeology Service and British Archaeology Jobs Resource (BJAR) and the Chartered Institute for Archaeologists will all have access to anonymised best practice guidelines, to improve accessibility within historic building surveys.

Will the University of Leicester transfer my data outside of the UK?

No

Where data is being transferred to ANY collaborators, a contract or Data Sharing Agreement MUST be in place. Please contact Information Assurance Services for further information and REDContracts@le.ac.uk to arrange a contract.

This section will be updated after the Brexit transition period (31/12/2020) with new guidance.]

What rights do I have regarding my data held by the University of Leicester?

Your normal rights under the Data Protection Act and the General Data Protection Regulation apply. However, we need to manage your records in specific ways for the research project to be reliable. This means that we will not [always] be able to let you see or change the data we hold about you.

You can stop being part of the research project at any time, without giving a reason, but we will keep information about you that we already have and continue to use this for the purposes of the research project as outlined in the Participant Information Sheet.

Where did the University of Leicester source my data from?

Data will be collected from individuals and will mainly consist of name, health condition/disability and adaptations that you may have developed and shared with the project to create the best practice guidelines.

Are there any consequences of not providing the requested data?

There are no consequences of not providing data for this research. It is purely voluntary.

Will there be any automated decision making using my data?

There will be no use of automated decision making in scope of UK Data Protection and Privacy legislation.

How long will the University of Leicester keep my data?

In line with the law, we will only keep your data for as long as we need to so that we can fulfil our research objectives.

We will keep your personal data, such as your name and email address until we have completed all the actions that require us to hold them, for example sending you a copy of the study if you have requested this, after this the data will be destroyed. If you have requested this then it will take no longer than 12 months for us to send you a copy of the results. If you have requested to be notified of future studies and events from Access to Archaeology in relation to accessibility and archaeology we will keep your details in a passworded database until you have requested to be removed from the database.

Data stored with the Archaeological Data Service and other archaeological institutions will be kept in an anonymised way, with no identifiable personal data. There are no limits for storing and processing truly anonymised data, as it does not fall under the remit of the Data Protection Act or GDPR.

Who can I contact if I have concerns?

In the event of any questions about the research project, please contact the researchers in the first instance.

Researcher: Mrs Victoria MacEwen, C/O Access to Archaeology vam15@student.le.ac , 07784 080760

Dissertation Supervisor: Dr Sarah Scott, Associate Professor of Archaeology, Tel: +44 (0)116 223 1309 sas11@le.ac.uk

If you have any concerns about the way in which the research project has been conducted, please contact the **Chair of the University Research Ethics Committee at** ethics@leicester.ac.uk.

The University of Leicester Data Protection Officer is:

Data Protection Officer

University of Leicester,

University Road, Leicester, LE1 7RH

0116 229 7640

DPO@le.ac.uk

For further details about information security, please contact the **Information Assurance Services** team.

## 5. Consent Form

Informed Consent Form

## CONSENT FORM

Full title of Project: Best practice guidelines for enabling people with disabilities and conditions to create a meaningful level 2 historic building survey as set out by Historic England.

Name, position and contact details of Researcher:

Mrs Victoria MacEwen, c/o Access to Archaeology, vam15@student.le.ac.uk, 07784 080760

Name, position and contact details for Supervisor: Dr Sarah Scott, Associate Professor of Archaeology, Tel: +44 (0)116 223 1309 sas11@le.ac.uk

Please initial each statement to show your consent.

I confirm that I have read and understood the participant information sheet (V 1.0 05/03/22) for the above study and have had the opportunity to ask questions. .....

I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason. .....

I understand that at all times this research project will comply with the General Data Protection Regulations (GDPR 2018) approved by the EU parliament on 14 April 2016 and passing into UK law effective from 25

May 2018 and that if I have any concerns how I contact the University of Leicester to raise these. ……

I agree to take part in the above research project. ……

For each of the following statements please write yes or no indicating your answer to each statement.

I understand that the interview/ focus group/ consultation will be audio recorded ……..

I understand that the interview/ focus group/ consultation will be video recorded ……..

I agree to the use of anonymised quotes in publications. ……..

I agree that anonymised information, gathered about me for this research project may be stored in a specialised data centre/repository relevant to this subject area for future research. Data collected in this project will be submitted to the Archaeological Data Service and will be used in future publications relating to the Best Practice Guidelines that will be created through this project. ……

I agree that the data collected about me, for this Research project may be transferred and not shared with other organisations. The only data being shared will be anonymised. ……

I agree that data collected for this research project may be used in future research. Data will be used in an anonymised way to build on increasing accessibility within archaeology. …….

I wish to receive a copy of the results of this research project, and I agree for my contact details to be retained and used for this purpose. There is an opportunity to publish the best practice guidelines as British Archaeological Jobs Resource guide and for it to be disseminated through other channels such as the Chartered Institute for Archaeologist and the Enabled Research Foundation and Access to Archaeology. …….

I would like to be contacted for future projects. …….

| ……. | …… | …… |
|---|---|---|
| Name of Participant | Date | Signature |

| ……. | …… | …… |
|---|---|---|
| Name of Researcher Obtaining informed consent signature. | Date | Signature |

## 6. Introduction Email

Hi participant.

Thank you for your interest in participating in this study. I plan to organise one to one online chats before the focus groups start so you find out a little about me and get the chance to ask any questions you may have. If you could let me know your availability that would be fantastic. I will fit in around you.

I have attached the participant information sheet, consent form and privacy notice. Please read through all of these and let me know if you have any questions. The consent form will need to be completed by the end of April, but feel free to hold off completing it until we have had our meeting and you know more about the study and have had the opportunity to ask any questions.

Kind Regards

Victoria MacEwen

7. Example of written questionnaire for one of the conditions it remained the same for all conditions researched.

**Learning difficulties accessibility of written section of a historic building survey questionnaire**

**1. Points 1 to 3 in the framework look at desk-based research of the building you are surveying. They require the address and grid reference of the site, a note of any statutory designation and the date the record was made, your name and the location of any archive material.**

How would a person who has a learning difficulty access and provide this information? Consider mobility problems and issues with limbs and wrists (type your answer here)

Are there any adaptations/equipment that you feel may be helpful? (type your answer here)

Would help be required to access this information? (type your answer here)

Are there other things that would need to be considered such as timekeeping and organizational skills? (type your answer here)

**2. Points 4 to 6 in the framework look at desk-based research to provide a summary of the building type or purpose through time and its materials, they require contents list and a list**

**of illustrations as well as more detailed information on the buildings form, function date and sequence of development including architect names. This is important especially if no further investigation is going to occur.**

How would a person who has a learning difficulty access and provide this information? Consider mobility problems and issues with limbs and wrists (type your answer here)

Are there any adaptations/equipment that you feel may be helpful? (type your answer here)

Would help be required to access this information? (type your answer here)

Are there other things that would need to be considered such as timekeeping and organizational skills? (type your answer here)

**3. Points 7 to 10 in the framework look at desk-based research to give an introduction into the circumstances the record was made and why as well as acknowledging people who have made a significant contribution to the report. They also discuss the published sources and map evidence and can include primary sources.**

How would a person who has a learning difficulty access and provide this information? Consider mobility problems and issues with limbs and wrists (type your answer here)

Are there any adaptations/equipment that you feel may be helpful? (type your answer here)

Would help be required to access this information? (type your answer here)

Are there other things that would need to be considered such as timekeeping and organizational skills? (type your answer here)

**4. Points 11 to 13 in the framework look as accounting for the buildings form its structure and layout and identifying any phases including decorative schemes and fixtures that may be present or may have skeletal remains in the building. These points also analyse and summaries the findings of specialist reports. This would include a site visit; you would need to consider health and safety here too.**

How would a person who has a learning difficulty access and provide this information? Consider mobility problems and issues with limbs and wrists (type your answer here)

Are there any adaptations/equipment that you feel may be helpful? (type your answer here)

Would help be required to access this information? (type your answer here)

Are there other things that would need to be considered such as timekeeping and organizational skills? (type your answer here)

**5. Points 14 to 17 in the framework look at discussing the building in relation to its past and its setting including its potential as a landmark. Thes points assess the potential for further investigations of the site and the survival of potential below ground history of the site. You will need to discuss the building in terms of Architectual significance, its historical context and the significance of the building, locally, regionally and nationally.**

How would a person who has a learning difficulty access and provide this information? Consider mobility problems and issues with limbs and wrists (type your answer here)

Are there any adaptations/equipment that you feel may be helpful? (type your answer here)

Would help be required to access this information? (type your answer here)

Are there other things that would need to be considered such as timekeeping and organizational skills? (type your answer here)

**6. Points 18 to 22 in the framework refer to copies of documents, photographs and maps you have consulted as well as specialist reports and where you can access the documents. It will include published and unpublished documents, as well as relevant information from sources such as oral histories. You will need to evaluate the strengths and weaknesses of each source of information. These points also seek to create and outline the significance of the building in a regional or national context.**

How would a person who has a learning difficulty access and provide this information? Consider mobility problems and issues with limbs and wrists (type your answer here)

Are there any adaptations/equipment that you feel may be helpful? (type your answer here)

Would help be required to access this information? (type your answer here)

Are there other things that would need to be considered such as timekeeping and organizational skills? (type your answer here)

**7. Points 23 to 24 in the framework look at finalising the report by producing a bibliography and a glossary of any unfamiliar terms.**

How would a person who has a learning difficulty access and provide this information? Consider mobility problems and issues with limbs and wrists (type your answer here)

Are there any adaptations/equipment that you feel may be helpful? (type your answer here)

Would help be required to access this information? (type your answer here)

Are there other things that would need to be considered such as timekeeping and organizational skills? (type your answer here)

## 8. Example of drawn questionnaire for one of the conditions it remained the same for all conditions researched.

**Historic Buildings Survey Drawing Questionnaire**

**Framework**

Either

1. Sketched plan, section, elevation or detail drawings (when no more thorough drawn record is made). Sketches may be roughly dimensioned.

Or

2. Measured plans (to scale or fully dimensioned) as existing. These may extend to all floors, or they may be restricted to one or a selection. The latter option may be appropriate, for example, in a town-centre building where an upper floor has been little altered. Buildings with a repetitive structure may also be planned on one floor, but a note or a sketch plan should be made to indicate the arrangement of other floors. Plans should show the form and location of any structural features of historic significance, such as blocked doorways, windows and fireplaces, masonry joints, ceiling beams and other changes in floor and ceiling levels, and any evidence for fixtures of significance.

Further drawing types as required, from:

1. Measured drawings recording the form or location of other significant structural detail (for example timber or metal framing).

2. Measured cross-sections or long-sections to illustrate the vertical relationships within a building (for example floor and ceiling heights, the form of roof trusses).
3. Measured drawings to show the form of any architectural decoration (for example the moulding profiles of door surrounds, beams, mullions and cornices) or smallscale functional detail not easily captured by photography. A measured detail drawing is particularly valuable when the feature in question is an aid to dating.
4. Measured elevations, where these are necessary to an understanding of the building's design, development or function.
5. A site plan relating the building to other structures and to any related topographical and landscape features.
6. A plan or plans identifying the location and direction of accompanying photographs.
7. Copies of earlier drawings throwing light on the building's history.
8. Three-dimensional projections when these are of value in understanding the building. If these are to be considered components of the record they must always be accompanied by measured plans, sections and elevational details.
9. Reconstruction drawings and phased drawings, when these are of value. In phased drawings successive phases of a building's development may be shown by graded tone (dark to light, with the darker being the earlier) or by colour, by sequential diagrams or by annotation. Whenever phased drawings are included in a record, they must be accompanied by the unmarked drawings on which they are based.
10. Diagrams interpreting the movement of materials (process flow) or people (circulation), or the segregation of people or activities (for example permeability diagrams), where these are warranted by the complexity of the subject. As with 10 and 11, the evidence supporting the interpretations must be provided.

**Questions**

What challenges would someone who has a learning difficulty face doing measured plans or sketch drawings?

What adaptations could be put in place to assist someone who has a learning difficulty?

How can taking measurements be adapted for someone who has a learning difficulty?

What considerations would need to be thought about in terms of health and safety?

How can someone who has a learning difficulty access and record details such as cornices or molding, or what adaptations can be put in place?

How can you enable someone who has a learning difficulty to do a plan putting the building into its spatial orientation in the landscape?

What needs to be considered when doing elevation drawings to make it more accessible?

How can you make reconstruction sketches and phased drawings accessible and inclusive?

What needs to be considered when creating flow plans of movement of materials/people through the building?

Are there any other suggestions to make the drawing section more accessible and inclusive?

## 9. Example of photographic questionnaire for one of the conditions it remained the same for all conditions researched.

**Photographic Section questionnaire for assisting those with learning difficulties.**

**Framework**

1. A general view or views of the building (in its wider setting or landscape if 2 (below) is also to be adopted).
2. The building's external appearance. Typically a series of oblique views will show all external elevations of the building, and give an overall impression of its size and shape. Where individual elevations include complex historical information it may also be appropriate to take views at right-angles to the plane of the elevation.
3. Further views may be desirable to reflect the original design intentions of the builder or architect, where these are known from documentary sources or can be inferred from the building or its setting.
4. The overall appearance of the principal rooms and circulation areas. The approach will be similar to that outlined in 2.
5. Any external or internal detail, structural or decorative, which is relevant to the building's design, development and use, with scale where appropriate.
6. Any machinery or other plant, or evidence for its former existence.
7. Any dates or other inscriptions; any signage, makers' plates or graffiti which contribute to an understanding of the building. A transcription should be made wherever characters are difficult to interpret.
8. Any building contents which have a significant bearing on the building's history (for example, a cheese press, a malt shovel).

9. Copies of maps, drawings, views and photographs, present in the building and illustrating its development or that of its site. The owner's written consent may be required where copies are to be deposited in an archive.

What would be required for an individual with learning difficulties to use the equipment properly and create appropriate photographs?

What considerations may need to be thought about in relation to someone with learning difficulties?

Would an appropriate photography list informed by a site survey assist someone with learning difficulties?

How may you adapt the photo conventions to make it appropriate for someone with learning difficulties? i.e. you could use a different coloured scale and amend in editing.

How would you approach taking photographs of makers marks and potential graffiti?

For internal photographs what adaptations may you use?

How could you take photographs of areas that are less stable, or more hazardous, would technology help?

What other adaptations could you use if you have a learning difficulty?

Would there be any health and safety implications for someone with a learning difficulty to undertake the photographic section?

## 10. CPD/Training Log

**Capability CV for Dissertation**

2022: British Sign Language Level One

Pottery Illustration day course with Jane Russell

Disability Confidence training as part of Together We Build Project.

2020: Level 4 Award in Education and Training (Jan-Mar)

2019: Mental Health Support Worker

2017: Records Management Masterclass: Cataloguing and File Preparation.

Mental health support worker course.

2016: Autism Awareness

Access to Archaeology Enhanced Disclosure

Dyslexia Therapist Diploma (CPD Accredited)

Special Educational Needs and Disabilities (SEND) Approaches

2015: Emotional Support Course (RNIB)

Eye Clinic Liaison Officer Training (RNIB)

How to be Found Online Training

CIEH Level 2 Food Safety Certificate

2014: IFA Archive Training (May)

Sensing the Past, Making Archaeology accessible for those with a Visual Impairment (Sept)

Young Archaeologists Club Leaders Weekend (Oct)

Basic First Aid (Dec)

2013: NSPCC Child Protection Awareness Certificate

2012: PVG disclosure

2009: Health and safety in the workplace certificate Level 2

**Education:**

Leicester University: 2020-2022: MA Archaeology and Heritage

Aberdeen University: 2010-2014: BSc Archaeology

**Professional Work:**

Presentations at Chartered Institute for Archaeologists.

The Sensory World of Archaeology (Cifa 2015) https://www.youtube.com/watch?v=BQegtW0FE40

Informal Education As A Means Of Social Integration (Cifa 2016) https://www.youtube.com/watch?v=n6fdLqQU7nA

Archaeology and vision impairment (Cifa 2017) https://www.youtube.com/watch?v=GjXfMCoys8s

Scottish Forestry Commission Outdoor Archaeological Learning Resource for excellence in Curriculum Level 2, I wrote the accessibility section of this resource.

https://forestryandland.gov.scot/what-we-do/biodiversity-and-conservation/historic-environment-conservation/learning

# Building Survey of Market Hall, Amersham, Buckinghamshire.

11. Amersham Market Hall Building Survey

Victoria MacEwen
26th May 2021

**Contents**

Figures

**Acknowledgements**

I would like to thank everyone who helped with this survey, Tina Coles from Amersham Town Council for allowing us access to the building during a difficult period to undertake the survey and providing a personal account of the building and its use. I would like to thank the wisdom of John Bull who solved a few issues relating to the Market Hall being used as a fire station. I would like to extend my thanks to various archives colleagues who have assisted with producing documents and waiving fees for me.

I would especially like to thank Nick Reid who assisted greatly with the measured survey of the building and explained some of the features of the building. He also helped with the drawing up of the floor plans in 1:50 scale. I would also like to thank Rory MacEwen for tidying up scans of the drawings for me and creating digital versions that were scalable for inclusion in the report.

**Introduction**

Amersham Market Hall is a structure on Amersham High Street in Buckinghamshire. The images below show the position of Amersham in the county and the structure on Amersham High Street.

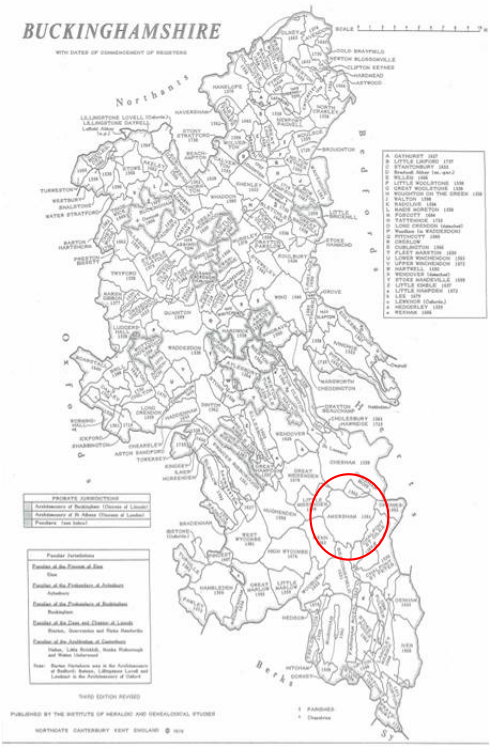



Figure 3 Map of the county of Buckinghamshire

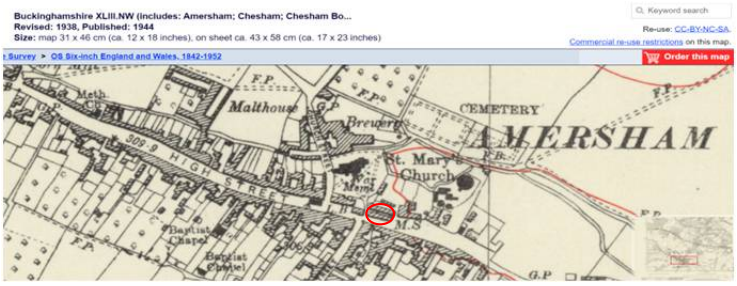



Figure 2 Section of 1925 OS map showing Amersham high street and presence of Market Hall

According to a stone erected on the North side of the Market Hall by the Amersham Society in 1972 the town of Amersham was called Agmodesham in Saxon times. It was referred to as Elmodesham in the Domesday book of 1086. In 1200 King John granted Amersham the right to have a market and fair every year from this date. Between

1300 and 1832 they had two members of parliament. In the 14th Century the town was a centre of dissent and some inhabitants suffered Martyrdom. During the civil war Amersham were pro Parliamentarian and Oliver Cromwell's wife lived here. The town was a home of Quakers in the 17th Century, they suffered persecution here (AmershamSociety, 2019). Their legacy can be seen in the remaining quaker meeting house which is a short walk down the road from the Almes Houses that were turned into Amersham Hospital and the Workhouse which has been turned into a housing complex. Amersham has had prominent gentry living here and shaping the town throughout its evolution. The Drakes and their descendants are responsible for many of the historic buildings that remain in the town and the parish church, St Marys church has a private chapel to the Drakes.

This project looks at recording the structure and fabric of the Market Hall and aims to put it into context of the greater typology of Market Halls within the United Kingdom. It will look at the social, political and economic reasons of its being and the use the Hall has had throughout its existence. We draw upon documentation from Buckinghamshire Archives, Fire Service Archives, NMR and personal reflections of the building by staff who have worked at maintaining the building as well as local newspaper reports and existing knowledge.

**Research Aims**

The aim of this project is to evaluate the historical and architectural and social significance of the Market Hall. It will look at the structure and fabric of the building to produce accurate drawings and record the building, noting the different phases of the building and evaluating the reasons for the changes that occur within these phases.

We aim to identify the building materials used and draw comparisons with other buildings in the area in relation to the structure and fabric. We will also question why certain material and methods have been used?

It is also important to place the Market Hall within the wider context of Market Halls across the United Kingdom and see if Amersham's representation fits in with the wider patterns of typology of this type of building.

**Methodology**

This project will form a Level 3 record of Amersham Market hall, not just recording and describing the building but also analysing its features. The building is made of red brick and flint brick which is fairly uniform so using a stone-by-stone recording method is unsuitable for this project. Instead, we will look at the brick and bond type, sizes and how it fits in with other buildings in Amersham, as well as typological differences such as Windows.

The windows in this structure are all uniform lead frames with panes of glass in, built into a wooden frame. They are the original windows this can be seen from the Plans from Buckinghamshire Archives (D/BASM/2/57) and is supported by a conversation with Tina Coles from Amersham Town Council (Coles, 2021).

Figure 4 Photograph of Southern elevation showing upper floor windows.

Unfortunately, the wooden clock tower structure was inaccessible as was the roof, these were wooden structures which could have benefited from dendrochronological sampling to see when renovations were done and if this is supported by the documentary evidence that we have. However, we have found original plans which outline the roof structure and will use photographs to analyse the materials used (D-DR/4/20) and (Amersham and Chesham Herald Post, 1995). The inability to access the clock tower and roof will be discussed in the conclusion in relation to future work that can be performed to better improve our understanding of the Market Hall.

There will be a team of 2 people working on this project so that we can get accurate measurements and draw a measured diagram for the building. I have prepared a risk assessment that considers Covid 19 issues in undertaking this survey, this is included in the appendix. We have access to the building for three consecutive Fridays: 30th April 7th May and 14th May. The first date was to get a feel of the interior of the building and ask questions of Tina Coles from Amersham Town Council

(Coles, 2021). Photographs were taken of the interior, without scales so that we could analyse them prior to surveying and identify any potential issues in measuring and recording.

We looked at how to perform the measured survey and decided that hand measuring would be the best. We used 30mtr tapes and a 5mtr staff to obtain measurements. These were then checked using an electronic measuring device to ensure accuracy. Measurements were done in imperial and in metric to cross check against each other for accuracy. This also helped in easy reading of the original architectural drawings (D-BASM/2/57) and the four plans and elevation document (D-DR/4/20) so we could cross reference the original planned measurements to the ones that exist after the building was built.

It is important to note here that there were issues with rounded bricks at the edges of the building and erosion in other places including the arch peers which made accurate measuring off the edge of bricks harder.

The photographic survey, as you will see from the photographic database in the appendix yielded lots of photographs for the building. The nature of the location of the building as seen in figure 1, where it juts out into the busy main High Street made using a tripod awkward, to get the right angles, you would need to have been in the middle of the road which was not safe, especially true for the Eastern and Western Elevations. There were also limitations to recording the Northern and Southern elevations due to the lack of space to move far enough back to get appropriate side on photographs. The Northern elevation has a small pathway between the building and shops which proved difficult. Therefore, due to the lack of the tripod we have tried to take photographs at eye level and to avoid tilting the camera, however, as you will see this was not possible for some photographs such as the Northern Elevation Windows.

**Background**

Market Halls were a way of reforming the public diet and increasing what food could reach the consumer. Therefore, these played a huge economic role in market towns. Social and moral reformers believed that social behaviours could be better controlled if selling moved off of the streets into a single building. The typologies of Market Halls change throughout their life, from the original glass roof designs inspired by the crystal palace to more solid brick construction (Carls K and Schmiechen J, 1999, p. X). Traditional markets were permitted by Royal Charter and the marketplace was designated by town officials or manorial lords (Carls K and Schmiechen J, 1999, p. 4). In larger towns markets were often split into specialities with their own crosses such as butters cross or fish croft, these were generally open air, but some did evolve to have a covered area generally around these crosses. By 1831 only a fraction of markets had a covered area or Market House (Carls K and Schmiechen J, 1999, p. 5).

Typical Market houses had an open arcade on the lower level, which served as shelter for goods and for administrative functions such as weighing goods and collecting tolls. The upper level was used as a town hall or a guild hall or in some cases as the town (Carls K and Schmiechen J, 1999, p. 7). This is the case for Amersham Market Hall as it is referred to in some documents including a plan D-DR/4/20 as a town hall, there are also photographs which have the caption ‘town hall’ on which indicate that this building may have been used for this purpose. It is also interesting that in this building there is a small lock up with the sign above it states ‘commit no nuisance’ this indicates that Amersham’s Market Hall may have also had a law enforcement function.


Figure 5 Image of Lock Up on ground floor East end of the Market Hall, now used as storage for weekly Saturday Markets.

A few key functions of the Market Hall were to centralise trade and to reduce public nuisance. It is easier to maintain order within a building than open air markets. They sought to tackle stealing as week as over pricing. It also assisted with the control of crowds preventing the food riots that were common as part of the agricultural crisis of the last decades on the eighteenth centuries as well as the period referred to as the 'hungry forties. There was also influence from Bourgeois sensibilities in which people wanted a more civilised place for women to be able to shop with the protection of shelter. It was also thought that because of this desire for respectability that they were attempting to reclaim the streets from the 'unrespectable' working classes and in a way making them more civilised and acceptable to upper classes. In addition to these economic reasons for developing Market Halls there were also other social reasons. Market Halls became the principle public meeting places both informally and formally (Carls K and Schmiechen J, 1999, p. 8-16). Amersham Market hall is no exception, the stocks for the town were placed outside the Market Hall, the hall itself was part of a central locus of market activity and was on the edge of market square. Even today the Hall still hosts regular Saturday markets and has various social groups and public meetings being hosted in the upper floor hall.

The early typologies of this building show a move from more vernacular to more classical architecture, with stone archways and a timber framed barn on the top of it. This is evident in the 1600s in places such as Shrewsbury and Bridgnorth (Carls K and Schmiechen J, 1999, p. 7). Early Market Halls were large structures that evolved from a simple shelter and were created with the architectural style of the times. It has been argued that the Market Hall as a concept was the forerunner to supermarkets, department stores and shopping centres (Carls K and Schmiechen J, 1999, p. 33-34). In Amersham the Market Hall is very sympathetic and uses the same type of building materials as other contemporaneous buildings in the town. Kenneth and James 1999 in (Carls K and Schmiechen J, 1999). argue that "The self-contained Market Hall would not have materialised if not for a widespread shift in market ownership from private to public hands". Markets were granted by royal charter and until 1800s most markets belonged to the Manorial family in the case of Amersham this is the Drake family. Around the Eighteenth and Nineteenth centuries market halls became more publicly owned, which got around having to petition Parliament every time changes needed to be made for the Market even simple things such as installing new streetlights needed to be approved (Carls K and Schmiechen J, 1999, p. 36-38).

This building has a wealth of information about it, and we have been able to find original plans for the construction of the building and numerous photographs. It also features in many secondary sources such as local history books and newspapers. This has made it possible to answer questions around the phasing of the building and has also corrected local hearsay, especially around the corner supports of the building. These were reported to have been put in place to prevent vagrants from

sleeping under the market hall and were thought to have been 60's structure (Coles, 2021) (Amersham Musuem, 2021), however photographs in Jean Archers book on Amersham show them to have been in place since at least 1884 and appear to have been in all corners except the North West (Archer, 1995, pp. 10-11) This book also gives us an insight into the construction of the supports as there is a photograph which shows a brick inner and a concrete rendering on the outside of the structure.

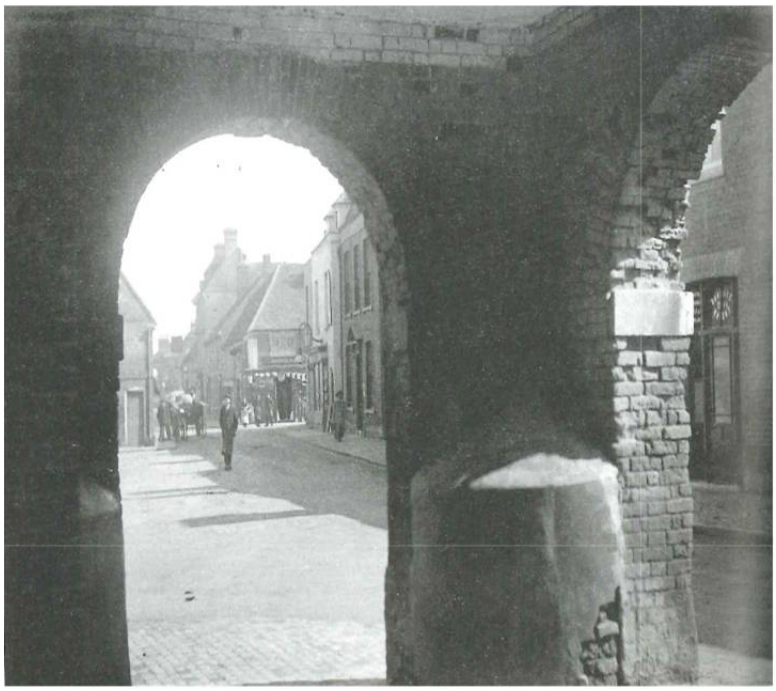


Figure 5 Image from Jean Archers Amersham, Britain in Old Photographs showing a photograph dated to 1884 showing the corner supports and their construction.

We used information on Amersham Museum Website as a springboard to investigate things further (Amersham Musuem, 2021). They reference a few newspaper articles relating to the building which include reference to the space being a fire engine house in 1904 (Bucks Herald, 1904). We followed this line of enquiry to see if we could get more information from the Buckinghamshire Fire Service Archives, they passed the enquiry onto a researcher and ex fireman. He stated that "An appeal was launched in April of that year and the pump arrived in October and was housed in a hut in Tan Yard. This is where a problem arises regarding the Market Hall, as the pump was housed in a hut in Tan Yard, (where Tesco Supermarket now stands) and this fire station was still in use in 1925, appearing on the Ordnance Survey map of that year. In my research the only link I am aware of between the Market Hall and the Fire Brigade is the fire alarm. In the 1890s a rope hung down on the ground floor of the building which was vigorously pulled by any resident to muster the crew when a fire arose. The first person to pull the rope was paid a shilling, however if pulled maliciously the perpetrator would be prosecuted." (Bull, 2021). The interior of the building showed no signs of having a space where the rope for the fire alarm could be rung from.

Another article that Amersham Museum highlighted stated that the faces on the clock tower have been removed to be cleaned for forthcoming coronation ceremonies. At his point it only had two clock faces, there was a third one, but it was removed by former Squire of Amersham at the request of Mr Weller from Wellers Brewery to prevent his workers from clock watching (South Bucks Free Press, 1937). During our survey the clock tower now has clock faces on each of the four elevations. We could find no other information regarding the cleaning or to corroborate the Wellers Brewery story.

Whilst we have been able to find original plans of the building being referred to as both 'Market Hall' and 'Town Hall' we have been unable to find any information on the actual builders or tradesmen. We have looked through estate papers and tradesmen's bills, but these do not specify which of the

properties that Drake owned that the materials were for. The Drake family owned most of Amersham in this period.

The Amersham Tithe map dating to 1840 shows the Market Hall at the head of Market Square.


Figure 6 1840 Tithe Map showing Amersham High Street and a building in the location of the current Market Square

The market in Amersham had seen many changes including changing from being centralised in the Market Hall to being on the streets and even in a local car park. It has since been centralised again but is more of a bric and brac market than one that has groceries.

**Description of Building**

Amersham Market Hall was built in 1682 by William Drake as a gift to the town of Amersham, consisting of a lower area for markets to be held and the upper floor for meetings (AmershamMusuem, 2021). It is a brick-built structure that is 6.5m wide and 16.67m in length based on our measurements. We were unable to get a height of the building. However, this is recorded as the walls being 25.6ft high and the roof being another 12ft high on the original drawings of the Amersham Town Hall which is the same building as the Market Hall (D-DR/4/20)It comprises of a ground level arcade with 6 arch openings and two sets of stairs up to the second floor which is an open hall, complete with original window frames of wood and lead windows with interior supports, it had original glass panes and cladding around the first-floor hall. On this level is a small kitchen and a set of stairs which lead to the upper floor which contains two toilets and access to the loft via a hatch and wooden hexagonal clock tower turret.

Figure 7 Amersham Market Hall from showing South and Eastern Elevations and turret clock tower.

Figure 8 Interior image from archway of East Elevation looking West showing ground floor arcade, showing circular support structures in the corners.

It is a listed building that was put on the register 22nd December 1958 and has a Grade II* status (Historic England, 2021). It was presented to Amersham Rural District Council in 1961 by Francis Tyrwhitt Drake after being looked after by the Drake Family since its building in 1682. Any renovations that have been done since this date have required permission from Historic England. This includes using heritage paint and obtaining permission to line the ceilings with paper (Coles, 2021). The first-floor hall has electric chandeliers and wall sconces that would have originally been candle holders. The date of conversion to electric is unknown. There is a gas pipe built into the concrete support structure in South Eastern corner of the building, but there are no records that the building ever had a gas supply other than this pipe (Coles, 2021).

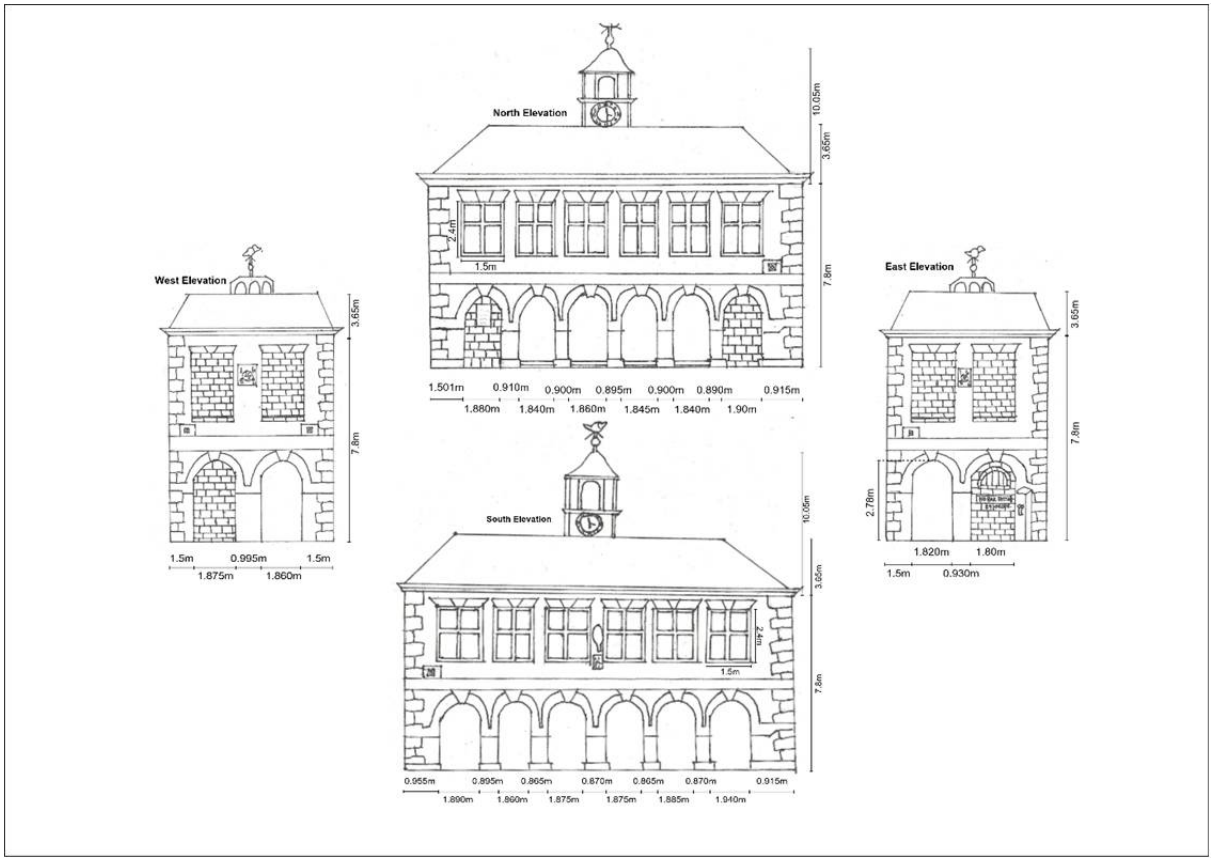



Figure 9 Drawing showing measurements of each of the four elevations of the Market Hall

**Discussion and Analysis**

Amersham Market hall is a prominent feature on the High Street in Amersham. It is of brick and timber construction with lead windows comprising of small panes of glass set into a wooden frame. The building is 6.5m wide and 16.67m in length based on our measurements. We were unable to get a height of the building. However, this is recorded as the walls being 25.6ft high and the roof being another 12ft high on the original drawings of the Amersham Town Hall which is the same building as the Market Hall (D-DR/4/20). The ground floor is 3.5m high and comprises of six red brick archways on the Northern and Southern elevations with an open arcade centre. The arches in the Southern elevation have iron railings in place as this side faces the busy road, it is unclear as to when these were put in as there were no documentary sources which referred to this, they do not appear on the original drawings D-BASM/2/57 and D-DR/4/20. There is an article which shows a bird's eye view of the Market Hall which dates to 1995 and the railings are not present at that time (Amersham and Chesham Herald Post, 1995).

Under this arcade the floor is flagstone and based on the steps on the North elevation would be original as they appear contemporaneous. The ceiling has been painted white and there are oak beams running across the building in a north/south orientation.

There are two sets of stairs to access the first floor, one is original, and one built in 1911 and accounts for major changes in the Western side of the building. It is at this time that one of the arches is bricked up to make space for the new staircase construction. This was brought about by the

Public Safety Act of 1911 (Archer, 1995)and may have been part of the 1911 Tyrwhitt Drake renovations. However, we have been unable to find documentary information regarding this.

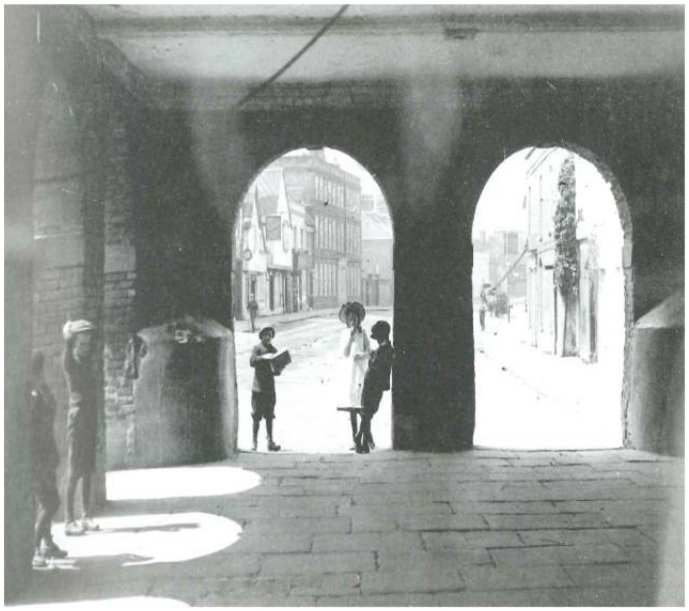


Figure 10 Photograph of the Western Elevation from under the arches dating to 1911 prior to the bricking up of the right arch and the adding of a new staircase to comply with 1911 Public Safety Act, possibly at the time of the 1911 renovations

There is a lock up by the stairs on the Eastern side of the building which appears to have been constructed at the time of conception as the stairs are to the left of the lock up. There is also an oak and stone horizontal and vertical design wall on the left-hand side of the staircase which gives an indication into the type of joints used in the building. In figure 11, A, shows the brickwork of the original walls for the staircase and the lock up. It has different coloured bricks at the base of the wall and then moves back into the red bricks which are more common in the rest of the building. This may be a sign of material reuse. They would have been handmade bricks and vary slightly in size, so would have been expensive, therefore reusing material would have been a common practice. This area and the stairs are the only visible signs of construction relating to timber in the building. We may have been able to have deciphered more had we been able to have access to the loft and the wooden turret.

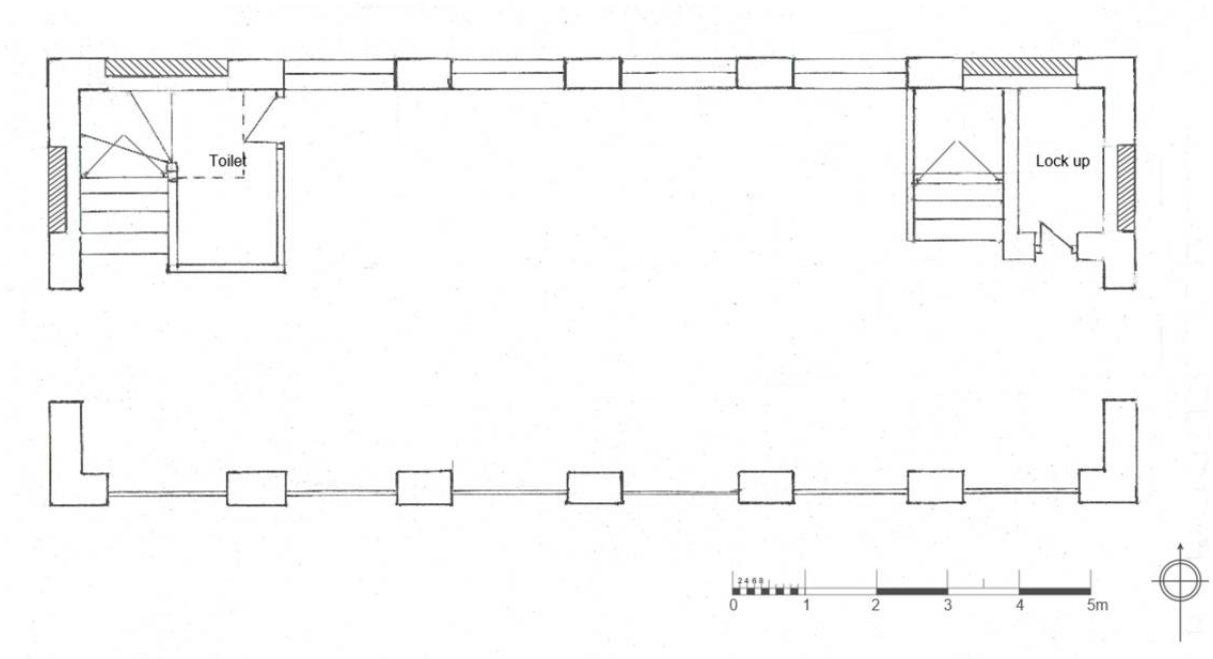



Figure 11 Ground floor plan of the Market Hall showing the original staircase on the north eastern corner with bricked in arches. The stairs had two doors which open inwards. It also shows the new edition of the west end staircase and the toilet block. This also shows bricked in arches. On the

Northern side the arches have two steps down and on the southern side there are railings in between the brick peers of the arches. The only thing that is missing in this floor plan is the circular supports in the southern corners.


Figure 12 (A) Shows timber feature on interior of East elevation, showing staircase. (B) SHows detail of carpentry joint used to secure the beams with the pegs visible. (C) Shows the lock up next to the stairs still using Flemish bond with irregular burnt header bricks. (D) Image of original staircase.

The upper floor contains a small hall and a kitchen as well as toilet facilities. It was said in (Bucks Herald, 1904) that if there was a large gathering happening in the hall the floor could be reinforced using props into circular slots in the arches. There is no evidence of this remaining at the building. There are beams which appear to be the main structural support for the upper levels as seen in figure 7. It is quite possible that during a period of renovation either in 1911, 1977 or 1990's that the floor was reinforced removing the need for these supports.

**Northern Elevation**

The Northern elevation is different to the southern elevation but similar in design it has the 6 archways or ghosts of archways. The arches at either end of this elevation have been bricked in and have what appears to be some form of shelf feature that has been created. The bricks used in this are sympathetic to the rest of the building, but the shelf section bricks appear to be more modern and are different in colour. This can be seen in figure 14, the bricks making the shelf are more uniform in size and appear to be manufactured rather than handmade. These two arches show the use of English bond rather than the Flemish bond that is apparent in the rest of the elevation. This may show how styles of brickwork changed during construction. The right-hand side arch as shown in the elevation drawing is bricked up and backs onto the new toilet and the new set of stairs, the toilet block as seen in Figure 14, A appears to have been a later addition to the building due to the size, colour and lack of erosion of these bricks. They are also in English Bond (Morriss, 2004, pp. 59-61) which is cheaper to construct than the Flemish brickwork. The left-hand side arch that is bricked in is home to the Amersham Society tablet unveiled in 1972.


Figure 13 (A) Showing toilet block on West elevation (B) Showing new staircase added as part of 1911 renovations, you can see the scar of the arch just above the side of the staircase.

There are two sets of drainpipes coming down from the roof on this elevation, these appear to be cast iron and original. There are the remains of a pipe next to the water pump on the East elevation. It is interesting to note that there are two stone steps that appear on all the remaining archways as the way to get into the building which goes down to road level then there is a gap to step onto the cobbled pavement. These stone steps appear to be made from the same material as the flagstone flooring. This side backs on to a pavement and a run of buildings that are older than the Market Hall according to Ordinance Survey Maps and Amersham Tithe. It may suggest that this was the original entry point for the arcade on market days for shoppers and the sellers would have had unimpeded access to the site from the Southern elevation to restock and set up their stalls.

Figure 14 Stone Steps on Northern Elevation of building

Figure 15 (a) Left Hand Side: Showing Northern Elevation of Market Hall with bricked in first arch and drainpipes. It also highlights the difficulties with photography relating to this building. (b) Right Hand Side: Showing detail of first arch and the shelf like pattern of the bricking up and the Amersham Society Plaque that commemorates the Domesday entry of Amersham town.

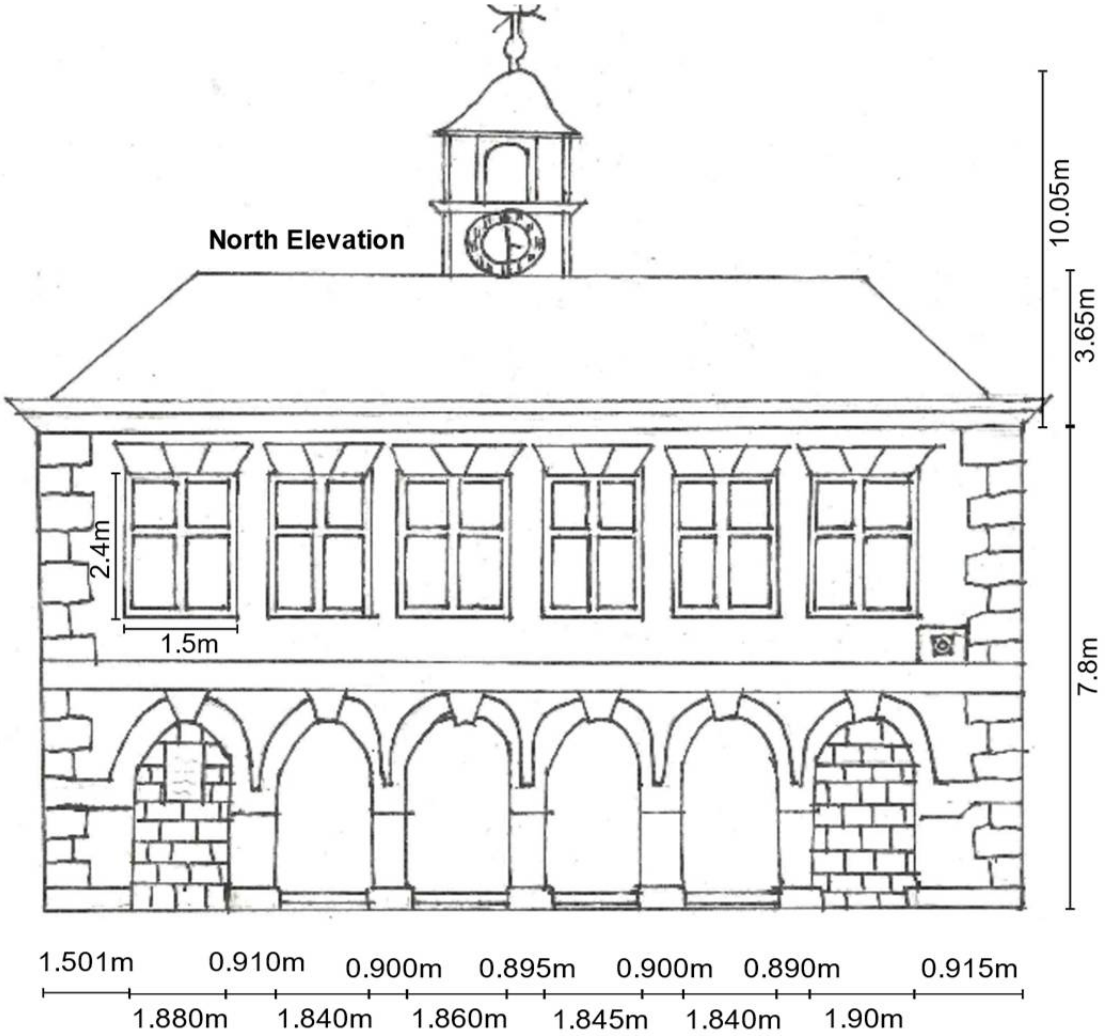


Figure 16 Drawing of Northern elevation showing measurements of key features and internal window measurements.

The brickwork on this elevation has changed by comparison to the other elevations. The rest of the elevations have red handmade brick base up to the limestone band above the arches and has Flemish bond with burnt headers and stone quoins pattern with the blue bricks above this line (Morriss, 2004, p. 59). On this elevation, however, they appear to have dispensed with the burnt headers or the blue bricks, they appear to be more random, even in a v pointing downwards in one place towards the West end of the elevation which may suggest that they were attempting to make a diamond pattern. This may be significant, but we have been unable to find documentary sources relevant to this section. However, the change in brickwork pattern may have just been because this

side was not facing the public like the other elevations do, it would have saved costs and the burnt bricks appear blue as they have more iron in and may have been more expensive (Reid, 2021).

Figure 17 Diamond Pattern of header burnt bricks on North elevation

The arches and brick peers appear to be fairly consistent in size as seen in figure 15, there are slight variations which can be explained by the handmade bricks and the erosion that was mentioned in the methodology. There is one tie plate showing at the western end of this elevation, this matches with a corresponding plate on the Southern elevation. It is a structural support which ties in the brick work. There is not one on the Eastern side of the building this can be explained by the location of the original staircase as it would have been incorporated into its construction and not extend out onto the building's facade.

The windows are positioned directly above the archways and are of original casement design with lead cames and interior horizontal mild steel supports called saddle bars above each row of glass panes. It is believed that they are original due to them being the same design as shown on the drawings D-BASM/2/57 and D-DR/4/20. The pattern of lead cames and fitted into a wooden framed aperture was common in the nineteenth century. The frames would have shallow rebates on their outer faces for the framed 'leaded lights' to fit into (Morriss, 2004, p. 115). Some of the glass panes were tinted to be a different colour mainly green or purple, this is achieved by adding copper for green glass and manganese for purple glass (Morriss, 2004, p. 117)

**East Elevation**

The Eastern elevation as shown in figure 6 uses the same brick working methodology, the Flemish bond with burnt brick headers and stone quoins (Morriss, 2004, p. 59) as the West and Southern elevation. The stone quoins are believed to be made from limestone and are uniform in size across all corners of the building. They are 0.28m deep. This elevation has two arches visible on the exterior. One is still open and provides access to the central arcade area, the other is bricked up with a semi-circular window with bars on and the sign 'No Bail posting, by order' underneath it. This is the side of the lock up, the lock up measures 2m wide and 2.5m long. Just to the right of this is an original water pump that was gifted to the town by a wealthy resident in 1785, Amersham did not have mains water until 1910 (Amersham Musuem, 2021). There is also an original drainage pipe.

Above the limestone band that matches the quoins is the ghosts of two large windows, these have been bricked in without the burnt brick header pattern that is consistent for the main part of this elevation. They are in line with the arches and are bricked up using Flemish Bond (Morriss, 2004, p. 59). These windows may have been bricked up due to the introduction of the window tax in 1696 Just 14 years after the Market Hall was built. It was imposed by King William III and required the upper classes to pay a tax for the number of windows that they had (W.R.Ward, 1952) It is where the term 'daylight robbery' comes from as it was literally a tax on light and air (Glantz, 2008).

There is also a plaque which bears the date 1862 which is when the building was built and what appears to be presence of a mason's mark. We have been unable to find out the creator of the masons mark, but it shows two 'E''s back-to-back with a circle around it.

Figure 18 (A) Eastern Elevation showing ghosts of upstairs windows and the side of the lock up and the original water pump as well as the square plaque which states the date 1682 (B) Image of Masons mark on Eastern and Western Elevations


Figure 19 Photograph of the Market hall from West Elevation looking down the front of the Southern Elevation. Shows position of the High Street Road in relation to the Market Hall.

**Southern Elevation**

It is constructed of handmade red brick below the limestone band this is constant all around the building as you can see from Figure 18. Above the archways the brick work changes to more regularised manufactured bricks using the Flemish Burnt brick header with stone quoins bond method using darker coloured almost blue bricks as the header bricks. The brickwork on the arches appears to have been formed using handmade bricks as well as later more modern bricks which have been used to patch up damage. The red brick is very soft and has rounded and eroded by weathering in some places.

This elevation has a crest and a plaque dedicated to Tyrwhitt Drake and his restoration of the building in 1911 (Hunt, 2019, p. 68). It does not appear on the original drawings for the building (D BASM/2/57).

The arches are evenly spaced with slight variation caused by handmade bricks as shown in the elevation drawing. The windows are also in line with the arches as in the Northern elevation.

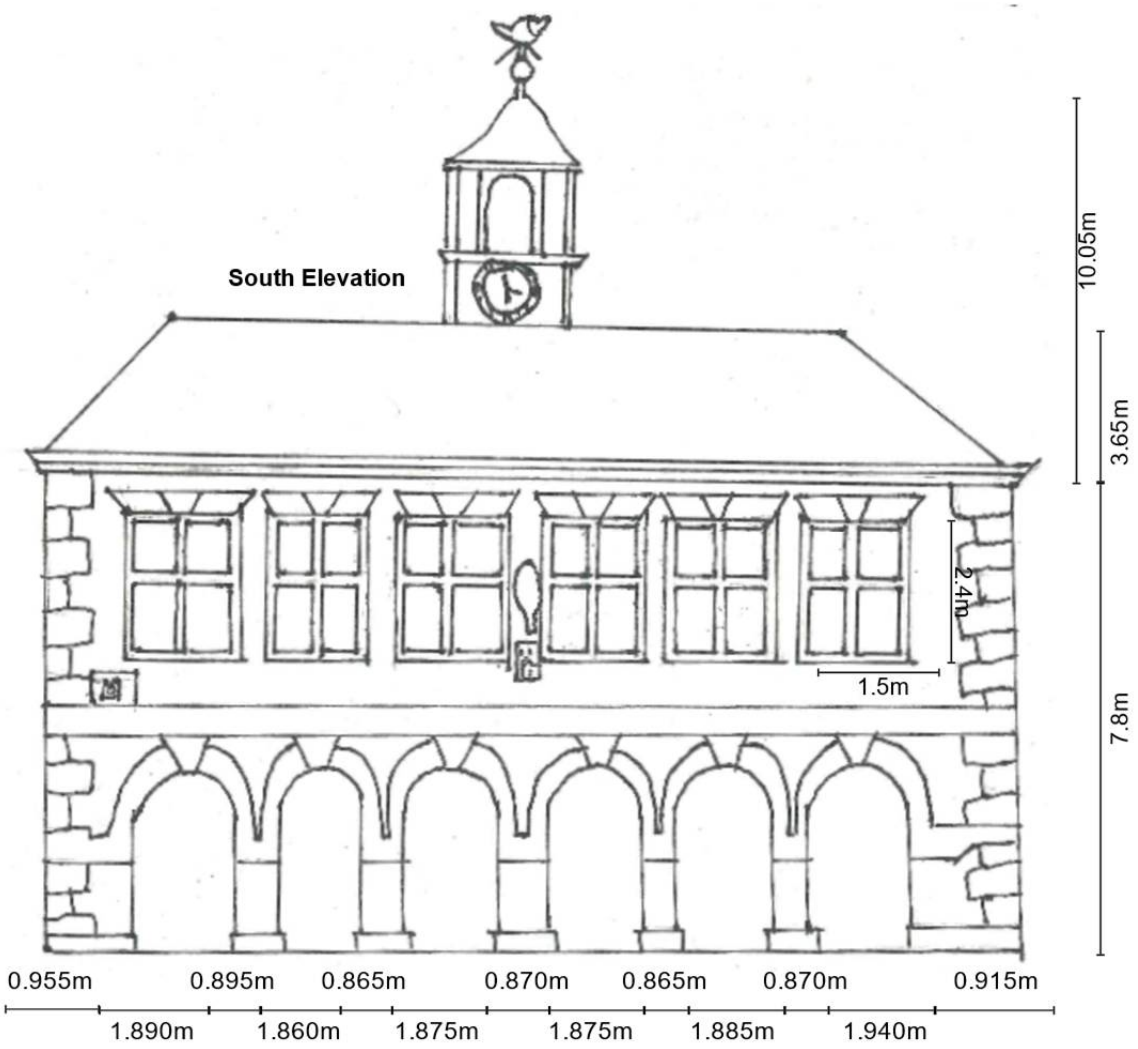



Figure 20 Southern Elevation of Market Hall

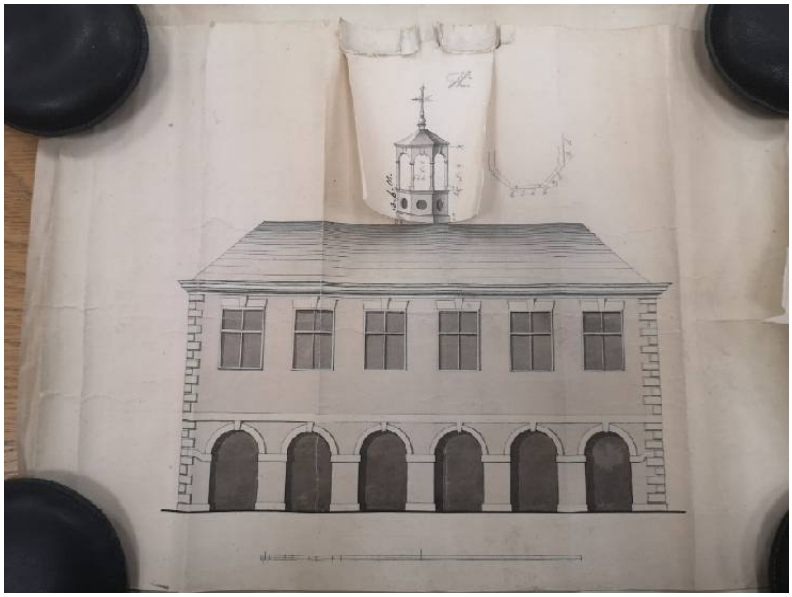


Figure 21 Image of original drawing of Market Hall could be Southern or Northern Elevations D-BASM/2/57

**Western Elevation**

The Western elevation is like the Eastern elevation, the archway that is bricked up on this side is the one that was bricked up to make the second set of stairs. This elevation also has ghosts of two large windows. The South Western corner inside the arcade is home to a circular with pointed top concrete type structure as seen in (Archer, 1995, p. 9 and 10). This is also present on the South Eastern corner.

The enclosed arch way has been bricked in using English bond and does not have any of the burnt bricks in its courses (Morriss, 2004, p. 59). This archway is believed to have been enclosed in 1911 as part of the Public Safety act and creation of a second set of stairs. This would have been under the direction of Tyrwhitt Drake, but we have found no documentary evidence as to what else may have been undertaken at the same time.

There is evidence of damage where more modern bricks have been used to repair the building because of the 1977 crash (Bucks Free Press, 1977). A lorry crashed into the Market Hall prior to the A413 bypass road construction (Coles, 2021). The crash damaged the fabric of the building as shown in figure 21. The article states that there is £20,000 to be spent on the market hall following the crash. The brickwork is visible when looking at the fabric of the building, but it does not state if any other works were completed at this stage.

There are two rectangular building tie plates present on this elevation just above the limestone band which extend throughout the entire length of the building. The left-hand tie stops short of the external wall of the East elevation and is believed to be tied into the original staircase at that end. The right-hand side tie extends throughout the entire length of the building and is visible in the form of an external plate on the East elevation.

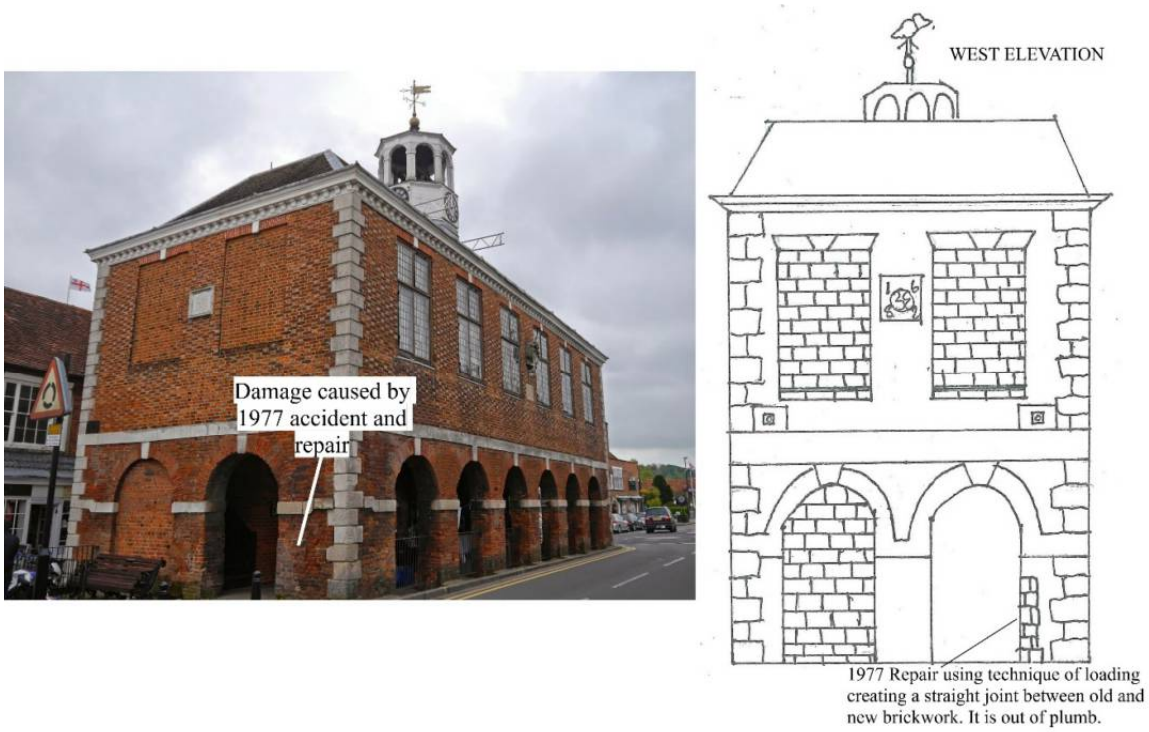



Figure 22 West elevation showing location of damage by 1977 crash and repair.

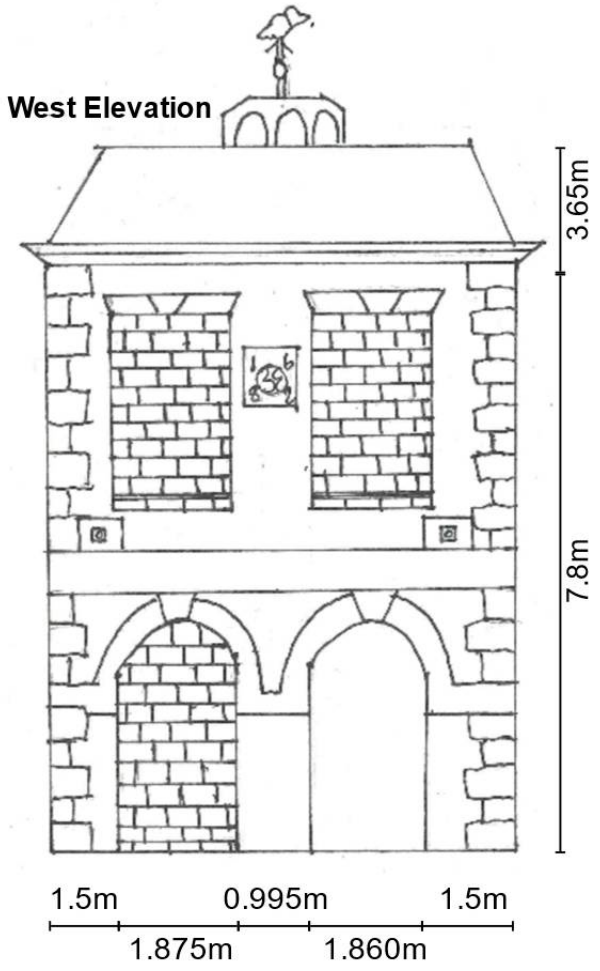



Figure 23 West elevation with measurements

On the top of the building in the centre of the roof is a hexagonal wooden turret clock tower which has open archway features on each side and a weathervane. It has clocks for each elevation. The clock turret is whitewashed and appears to be well used by birds; it appears to be slightly neglected in terms of cleaning. We were unable to get access to this part of the building but have been able to ascertain measurements from the original drawings (D-BASM/2/57 and D-DR/4/20).

The turret appears to have been set within a pit in the roof with wooden supports underneath it. This can be seen in the Birds Eye View (AmershamandCheshamHeraldPost, 1995). The roof structure in terms of beams is in the drawing of the Town Hall (D-DR/4/20).

Figure 24 Top: Image of the wooden turret, there are four clock faces present at each compass point. Bottom: Aerial view of Market Hall from Amersham and Chesham Herald and Post 1995.

The second floor of the building is accessible through the two staircases at each end of the building. It comprises of a large hall most of which is original, the lights have been modernised for electric chandeliers and wall sconces, originally these were candles. The cladding around the hall is original and at one end there is a large painting of the Drake crest and a plaque commemorating when the Market Hall was passed from the care of the Drake family to Amersham Town Council.

**Interior**

Figure 25 Interior of hall facing East, showing window placements and chandelier and wall sconces.

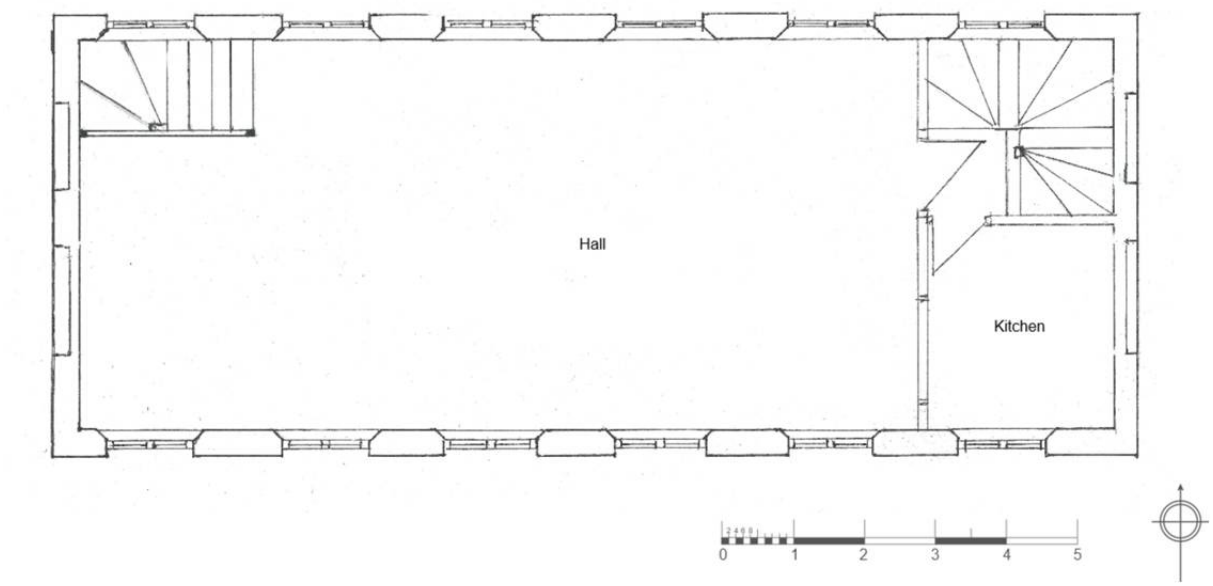



Figure 26 Floor Plan of the second floor showing casement windows to each side of the hall, the position of staircases and the kitchen access. It also shows the two bricked in ghost windows at the east and west end of the building although there is no sign of this internally.

The hall has a high ceiling and is lined on each side with lead windows built into a wooden frame. The windows contain panels of glass that are 3.5" wide by 6.2" high set into a led cam, for each line of glass panes there is a horizontal mild steel support. The windows are not permitted to be opened as they are fragile and the vibrations of the traffic which passes so close to the building may damage the glass. The windows have metal fixtures to open it. The Kitchen window has a pulley system to open the window it varies from all the other windows. It is also interesting that there are lead

additions to the glass panes in different angles, this is because glass would have been very expensive to replace, and this method of repair would increase the life of the windows.

Figure 27 Example of the windows in the hall with their lead cams and small glass panes.

There are also panes in the windows as you can see from figure 13 that have a different colour hue. They appear purple and green. Some panes also show bubbles and ripples in the glass which may indicate that it was made earlier and reused in this building. An interesting feature of some of the panes is the addition of what Amersham Museum and Amersham Town Council have referred to as graffiti on the glass. It consists of names and squiggles which appear to have been scratched into the exterior surface of the glass as shown in figure 14. It appears to me that names and dates have been scratched into the glass. The date on the one in figure 14 is 25 August 1808, by someone called John Dent. Our theory is that the 'graffiti' was done by the workmen on the building, however we have been unable to find documentary sources to say that repairs or construction works were occurring in 1808.

Figure 28 'Graffiti' on glass panes in the window. This one reads 'John Dent ..... ..... Aug 25 1808 with another name below.

It is interesting to see that the scars from the windows on the Western Elevation are not visible from inside the building. At the Eastern end of the hall there is a doorway into a stairwell which has a door on the right to a newly fitted kitchen and stairs going up to the toilets where the loft hatch is located. It also has stairs which go down into the ground floor. It is this staircase that is original. It has a mixture of straight stairs and kite winder stairs which lead to a fire door at the bottom.

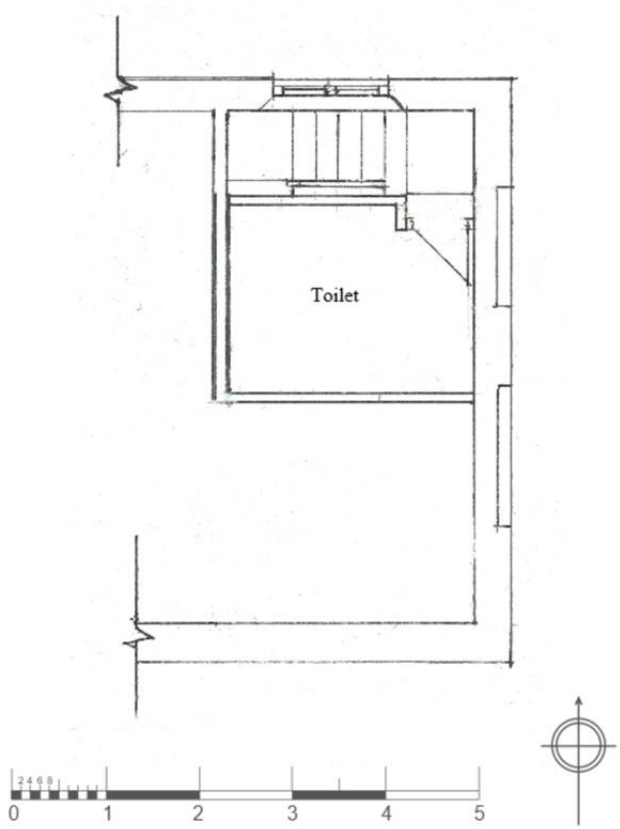



Figure 29 Floor Plan of the third floor or toilet area comprises of a small room with two unisex toilets and access to the loft hatch.

The hall has seen three phases of renovation, the first being in 1911 and there is not much information regarding what was undertaken other than the staircase needing to be put in at the Western end of the building. It has also had renovations in 1977 as part of repair caused by a lorry crashing into the building. This was reported to be £20,000 worth of work and encompassed repairing the damage, repointing, strengthening and other remedial work (Bucks Free Press, 1977). The next phase of renovation was in 1993 where a further £50,000 was spent, this included the provision of a kitchen and a new toilet block and new curtains in the interior and conservation work on the exterior. This was heavily subsidised by English Heritage (Amersham Advertiser, 1993 ). All of these are visible in the fabric of the building and it is very useful to have documentary evidence to support our observations.

**Conclusions**

The Market hall is a wealth of information about building methods at different times and fitted in with the typological context of Market Halls in the country. There are a few more lines of investigation that would help us to understand the building better. It would be interesting to see if there were other buildings in the area that were demolished around the same time and if the materials were reused. We have some evidence of this in the windows, it would be a good follow up to try and trace glass making methods in the area and possibly narrow down who did the 'graffiti' on the panes.

In relation to the wooden elements of the construction of the building, it would be good to be able to have access to the roof and the wooden clock turret and compare the construction with the drawings that we found in the archives.

Overall Amersham Market Hall fits into the buildings in the Area as they have red brick and use the band brick bonding techniques. There is also evidence of the same lead that is on the roof of the Market Hall being on the roofs of other buildings on the High Street.

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## Appendices

1. Covid Risk Assessment

HSE Health and Safety Executive

### Risk assessment for Market Hall Building Survey

**Company name:** Leicester University Masters Student Assessment **carried out by:** Victoria MacEwen

**Date of next review:** N/A **Date assessment was carried out:** 01/05/2021

| What are the hazards? | Who might be harmed and how? | What are you already doing to control the risks? | What further action do you need to take to control the risks? | Who needs to carry out the action? | When is the action needed by? | Done |
|---|---|---|---|---|---|---|
| **Measuring exterior of the building, it is close to a busy road with no path around.** | All, by traffic | High Visibility Jackets, make people aware that this is an issue, to be conscious of cars | Remind people | All | 7th and 14th May | |
| **Trip hazard when using tape measures/ survey equipment** | All, by tripping | Make sure people are aware of the equipment, using highly visible tape measures and staffs. | Remind people | All | 7th and 14th May | |
| **Steep stairs to enter the building** | All, by tripping or not using the hand rails | Make people aware of this and inform them that the hand rails are functional | Remind people | All | 7th and 14th May | |

HSE Health and Safety Executive

| What are the hazards? | Who might be harmed and how? | What are you already doing to control the risks? | What further action do you need to take to control the risks? | Who needs to carry out the action? | When is the action needed by? | Done |
|---|---|---|---|---|---|---|
| | | but lower than should be, flaw in building | | | | |
| **Covid 19** | All people, may touch surfaces | Masks are to be worn when talking to other people. Ventilation by open door. Regular washing of hands and sanitizing. | Remind people | All | 7th and 14th May | |
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More information on managing risk: www.hse.gov.uk/simple-health-safety/risk/

Published by the Health and Safety Executive 09/20

2. Photographic Database (photographs can be provided on request)

| Photo Number | Site Code | Date Taken | Description |
|---|---|---|---|
| 1 | PRMH | 15/03/2021 | East Elevation no scale |
| 2 | PRMH | 15/03/2021 | East Elevation no scale zoomed in |
| 3 | PRMH | 15/03/2021 | East Elevation mason mark plaque |
| 4 | PRMH | 15/03/2021 | East Elevation Water Pump no scale |
| 5 | PRMH | 15/03/2021 | East Elevation water pump no scale zoomed in |
| 6 | PRMH | 15/03/2021 | East Elevation lock up window and sign no scale |
| 7 | PRMH | 15/03/2021 | East Elevation ground floor looking West no scale |
| 8 | PRMH | 15/03/2021 | Lock up and sign on East Elevation wall no scale |
| 9 | PRMH | 15/03/2021 | Original stairway and entrance close to East Elevation no scale |
| 10 | PRMH | 15/03/2021 | Side view of original stairway and entrance no scale looking East |
| 11 | PRMH | 15/03/2021 | View of new extension on West Elevation comprising of Toilet block |
| 12 | PRMH | 15/03/2021 | View of West Elevation new staircase and now main entrance no scale |
| 13 | PRMH | 15/03/2021 | View of circular support structure on inside corner of West Elevation |
| 14 | PRMH | 15/03/2021 | West Elevation and Southern Elevation view of whole building no scale |
| 15 | PRMH | 15/03/2021 | View of wooden clock tower and window and crest detail on Southern Elevation |
| 16 | PRMH | 15/03/2021 | Close up detail of restoration plaque and crest on Southern Elevation no scale |
| 17 | PRMH | 15/03/2021 | Close up detail of window on Southern elevation no scale |
| 18 | PRMH | 15/03/2021 | Interior of second floor showing original hall details, original windows, heritage paint |
| 19 | PRMH | 30/04/2021 | View of interior of second floor looking South no scale |

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| 20 | PRMH | 30/04/2021 | View of interior plaque on second floor looking West |
| 21 | PRMH | 30/04/2021 | View of interior plaque on second floor looking West |
| 22 | PRMH | 30/04/2021 | View of interior ceiling showing cornices looking North East |
| 23 | PRMH | 30/04/2021 | View of interior of second floor looking West showing lighting fixtures not original |
| 24 | PRMH | 30/04/2021 | View of interior glass from Window on South elevation showing graffiti |
| 25 | PRMH | 30/04/2021 | View of Kitchen hatch in interior looking East |
| 26 | PRMH | 30/04/2021 | View of Left-hand side of lower East Elevation showing a tape measure for scale |
| 27 | PRMH | 30/04/2021 | Closer view of Left-hand side of lower East Elevation showing a tape measure for scale. |
| 28 | PRMH | 30/04/2021 | North West corner of the building showing a 5mtr staff scale |
| 29 | PRMH | 30/04/2021 | North West corner of the building showing a 5mtr staff scale |
| 30 | PRMH | 07/05/2021 | North West corner of the building showing a 5mtr staff scale |
| 31 | PRMH | 07/05/2021 | North West corner of the building showing a 5mtr staff scale |
| 32 | PRMH | 07/05/2021 | North West corner of the building showing a 5mtr staff scale |
| 33 | PRMH | 07/05/2021 | North West corner of the building showing a 5mtr staff scale |
| 34 | PRMH | 07/05/2021 | South West corner of the building showing a 5mtr staff scale |
| 35 | PRMH | 07/05/2021 | South West corner of the building showing a 5mtr staff scale |
| 36 | PRMH | 07/05/2021 | North East corner of the building showing a 5mtr staff scale |

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| 37 | PRMH | 07/05/2021 | North East corner of the building showing a 5mtr staff scale |
| 38 | PRMH | 07/05/2021 | North East corner of the building showing a 5mtr staff scale |
| 39 | PRMH | 07/05/2021 | North East corner of the building showing a 5mtr staff scale |
| 40 | PRMH | 07/05/2021 | North East corner of the building showing a 5mtr staff scale |
| 41 | PRMH | 07/05/2021 | North East corner of the building showing a 5mtr staff scale |
| 42 | PRMH | 07/05/2021 | South East corner of the building showing a 5mtr staff scale |
| 43 | PRMH | 07/05/2021 | South East corner of the building showing a 5mtr staff scale |
| 44 | PRMH | 07/05/2021 | South East corner of the building showing a 5mtr staff scale |
| 45 | PRMH | 07/05/2021 | South East view of the building showing Eastern and Southern Elevations |
| 46 | PRMH | 07/05/2021 | Lock up and sign on East Elevation with staff scale |
| 47 | PRMH | 07/05/2021 | Inside view of small window above lock up door |
| 48 | PRMH | 07/05/2021 | Inside view of lock up vent work |
| 49 | PRMH | 07/05/2021 | View of open lock up door with staff scale |
| 50 | PRMH | 07/05/2021 | View of open lock up door with staff scale |
| 51 | PRMH | 07/05/2021 | North East corner of building measuring limestone dressing blocks with tape measure scale |
| 52 | PRMH | 07/05/2021 | East Elevation water pump with staff scale |
| 53 | PRMH | 07/05/2021 | North East corner of building measuring limestone dressing blocks with tape measure scale |
| 54 | PRMH | 07/05/2021 | North East corner of building measuring limestone dressing blocks with tape measure scale |

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| 55 | PRMH | 07/05/2021 | North East corner of building measuring limestone dressing blocks with tape measure scale |
| 56 | PRMH | 07/05/2021 | North East corner of building measuring limestone dressing blocks with tape measure scale |
| 57 | PRMH | 07/05/2021 | North East corner of building measuring limestone dressing blocks with tape measure scale |
| 58 | PRMH | 07/05/2021 | Close up off woodwork by East Elevation original staircase no scale |
| 59 | PRMH | 07/05/2021 | Northern Elevation with staff scale |
| 60 | PRMH | 07/05/2021 | Northern Elevation bricked in arch with Amersham Society plaque with staff scale |
| 61 | PRMH | 07/05/2021 | Northern Elevation bricked in arch with Amersham Society plaque with staff scale |
| 62 | PRMH | 07/05/2021 | Northern Elevation bricked in arch with Amersham Society plaque with staff scale |
| 63 | PRMH | 07/05/2021 | Northern Elevation bricked in arch with Amersham Society plaque with staff scale |
| 64 | PRMH | 07/05/2021 | Northern Elevation Amersham Society Plaque no scale |
| 65 | PRMH | 07/05/2021 | Northern Elevation stair detail with measuring staff |
| 66 | PRMH | 07/05/2021 | Northern Elevation bottom stair detail with measuring staff |
| 67 | PRMH | 07/05/2021 | Northern Elevation bottom stair detail with measuring staff |
| 68 | PRMH | 07/05/2021 | Northern Elevation floor level stair detail with measuring staff |
| 69 | PRMH | 07/05/2021 | Northern Elevation floor level stair detail with measuring staff |
| 70 | PRMH | 07/05/2021 | Northern elevation drainpipe view between arches no scale lower section |

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| 71 | PRMH | 07/05/2021 | Northern elevation drainpipe view between arches no scale upper section |
| 72 | PRMH | 07/05/2021 | Northern Elevation view between Market Hall and shops |
| 73 | PRMH | 07/05/2021 | Northern Elevation view between Market Hall and shops |
| 74 | PRMH | 07/05/2021 | Northern Elevation camera tilted view of upper floor windows |
| 75 | PRMH | 07/05/2021 | Northern Elevation Amersham Society Plaque no scale |
| 76 | PRMH | 07/05/2021 | Interior View of second floor looking East towards kitchen and original stairs |
| 77 | PRMH | 07/05/2021 | Interior view with measuring staff of oak door |
| 78 | PRMH | 07/05/2021 | Interior view of second floor looking East at the kitchen hatch with measuring staff scale |
| 79 | PRMH | 07/05/2021 | Interior view of second floor looking East at the kitchen hatch with measuring staff scale |
| 80 | PRMH | 07/05/2021 | Interior view of second floor looking East at the kitchen hatch with measuring staff scale |
| 81 | PRMH | 07/05/2021 | Interior view of second floor looking East at the kitchen hatch with tape measure scale |
| 82 | PRMH | 07/05/2021 | Interior view of second floor looking East at the kitchen hatch with tape measure scale |
| 83 | PRMH | 07/05/2021 | Interior measurement from wall between kitchen hatch and door using tape measure |
| 84 | PRMH | 07/05/2021 | Interior measurement from wall between kitchen hatch and door using tape measure |
| 85 | PRMH | 07/05/2021 | Interior measurement of door opening looking East on second floor |
| 86 | PRMH | 07/05/2021 | Interior measurement from North Wall to the door on the second floor looking east using tape measure |

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| 87 | PRMH | 07/05/2021 | Interior measurement from North Wall to the door on the second floor looking east using tape measure |
| 88 | PRMH | 07/05/2021 | Interior measurement of sill of the first window on North Elevation wall |
| 89 | PRMH | 07/05/2021 | Interior Photograph of Graffiti on southern elevation window |
| 90 | PRMH | 07/05/2021 | Interior Photograph of Graffiti on southern elevation window |
| 91 | PRMH | 07/05/2021 | Interior photograph of colour of glass in panes on the Southern Elevation windows |
| 92 | PRMH | | Angle Splay tool |
| 93 | PRMH | | Measuring window splays |
| 94 | PRMH | | Measurement of upper floor coving depth |
| 95 | PRMH | | Internal window measurement |
| 96 | PRMH | | Internal window measurement wider angle |
| 97 | PRMH | | Internal window measurement wider angle |
| 98 | PRMH | | Internal window measurement wider angle |
| 99 | PRMH | | Internal window measurement wider angle |
| 100 | PRMH | | Window no scale |
| 101 | PRMH | | Window no scale |
| 102 | PRMH | | Windowpane showing lead repairs |
| 103 | PRMH | | Windowpane showing lead repairs |
| 104 | PRMH | | Windowpane showing lead repairs |
| 105 | PRMH | | Windowpane showing lead repairs |
| 106 | PRMH | | Width measurement of windowpane |
| 107 | PRMH | | Window opening mechanism |
| 108 | PRMH | | Window opening mechanism wider angle |
| 109 | PRMH | | Window opening mechanism wider angle |
| 110 | PRMH | | Crest and plaque commemorating transfer of building from Tyrwhitt Drakes to Amersham Town Council. |
| 111 | PRMH | | Chandelier |

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| 112 | PRMH | Wall Sconce |
| 113 | PRMH | Light controls on east end of room |
| 114 | PRMH | Wall to window measurement east to west on southern wall |
| 115 | PRMH | Wall to window measurement east to west on southern wall |
| 116 | PRMH | Wall to window measurement east to west on southern wall |
| 117 | PRMH | Wall to window measurement east to west on southern wall |
| 118 | PRMH | Wall to window measurement east to west on southern wall |
| 119 | PRMH | Eastern staircase top floor step measurements |
| 120 | PRMH | Eastern staircase top floor step measurements |
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| 145 | PRMH | Eastern staircase top floor step measurements |
| 146 | PRMH | Eastern staircase top floor step measurements |
| 147 | PRMH | Eastern staircase from second floor hall door down to ground floor exit |
| 148 | PRMH | Eastern staircase from second floor hall door down to ground floor exit |
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| 217 | PRMH | Western staircase from second floor down to entry doors |
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| 275 | PRMH | Western staircase from second floor down to entry doors |
| 276 | PRMH | Western staircase from second floor down to entry doors |
| 277 | PRMH | Original stairway |
| 278 | PRMH | Original stairway |
| 279 | PRMH | Original stairway |
| 280 | PRMH | Approach to stairs to toilets and loft hatch |
| 281 | PRMH | Approach to stairs to toilets and loft hatch |
| 282 | PRMH | Measurement of internal brickwork feature |
| 283 | PRMH | Measurement of internal brickwork feature |
| 284 | PRMH | Looking down from top of toilet stairs on eastern stairway |
| 285 | PRMH | Looking down from top of toilet stairs on eastern stairway |
| 286 | PRMH | Doorway into toilets |
| 287 | PRMH | Loft Hatch in toilet block |
| 288 | PRMH | last window on north eastern side taken internally |
| 289 | PRMH | Eastern Stairs and position of toilet addition |
| 290 | PRMH | Eastern Stairs and position of toilet addition |
| 291 | PRMH | Kitchen Window on south side |
| 292 | PRMH | Kitchen window opening on south side |
| 293 | PRMH | Kitchen window opening on south side |
| 294 | PRMH | Kitchen window opening on south side |
| 295 | PRMH | Measurement of height of wall before window opening |
| 296 | PRMH | Kitchen window opening on south side |
| 297 | PRMH | Kitchen window opening on south side |
| 298 | PRMH | Changes to door lock on eastern door leading to the hall |
| 299 | PRMH | Changes to door lock on eastern door leading to the hall |
| 300 | PRMH | Wooden flooring of hall |

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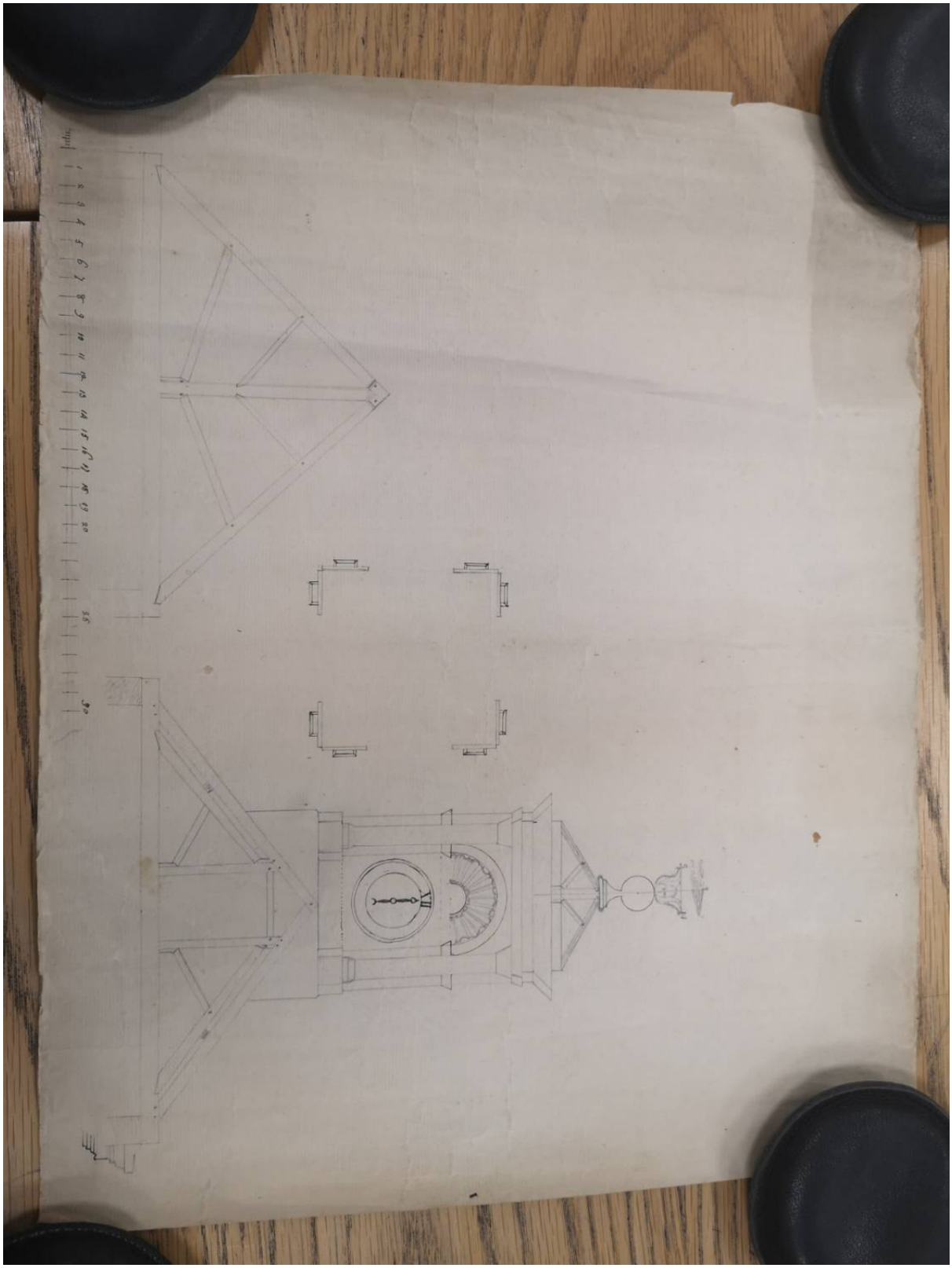
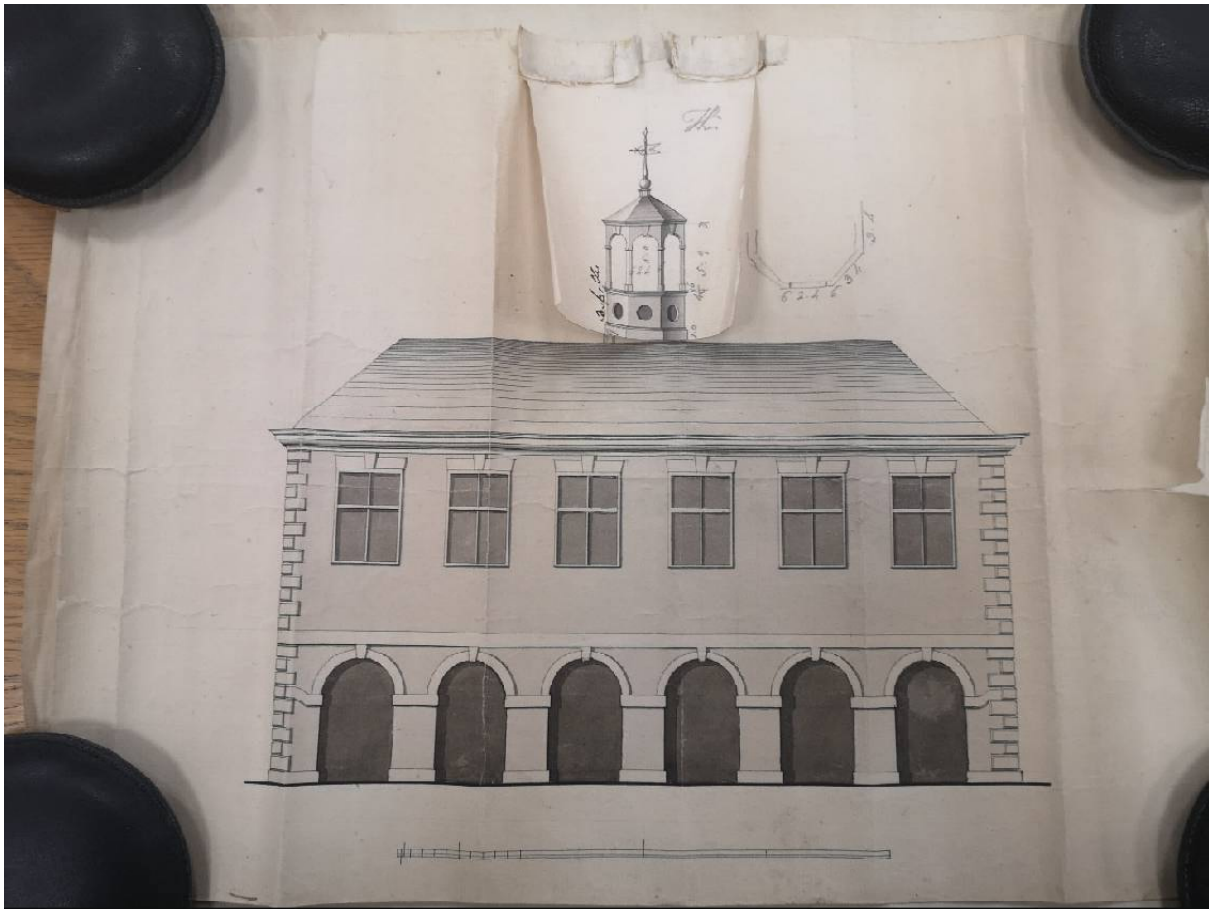
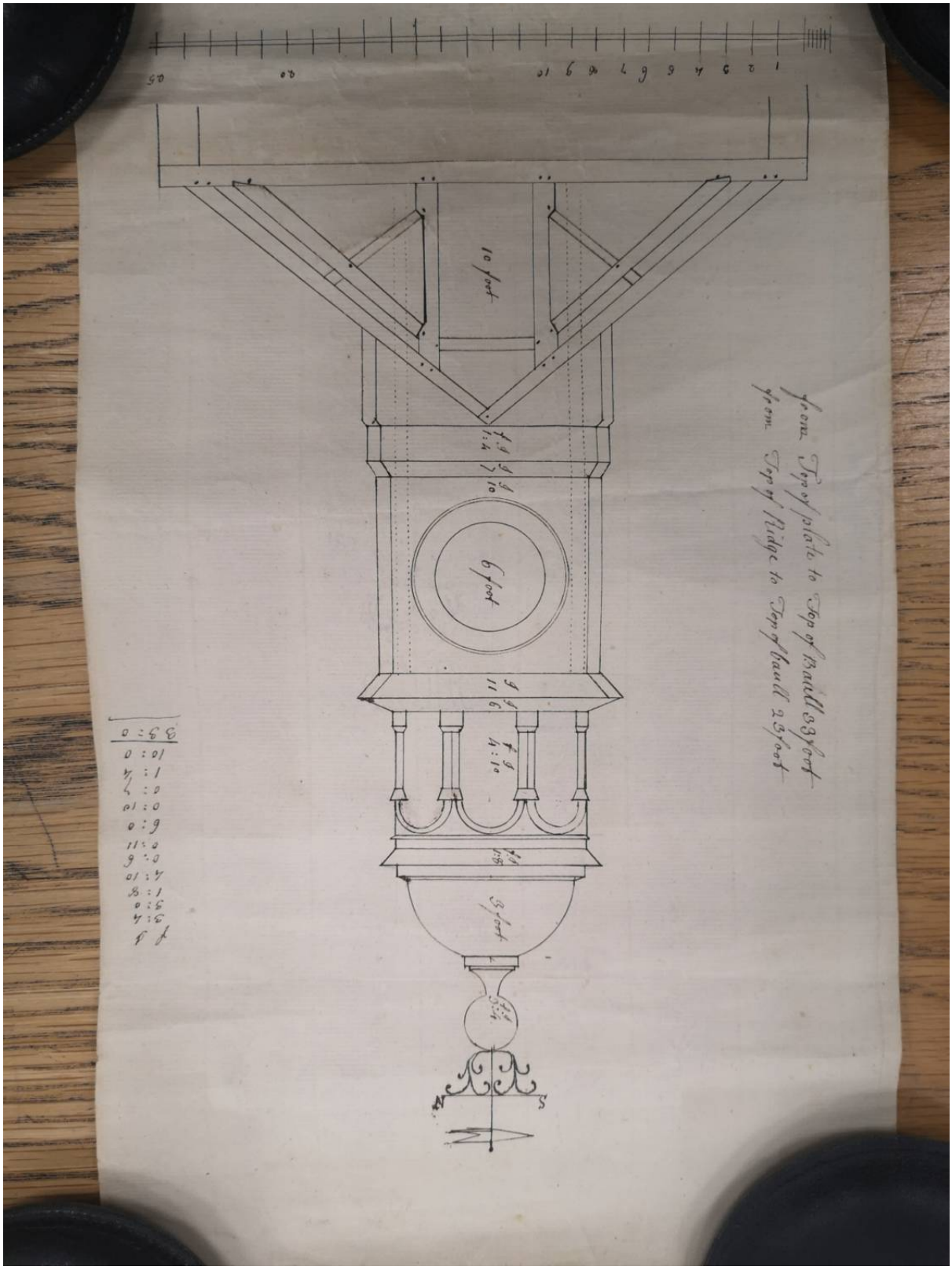
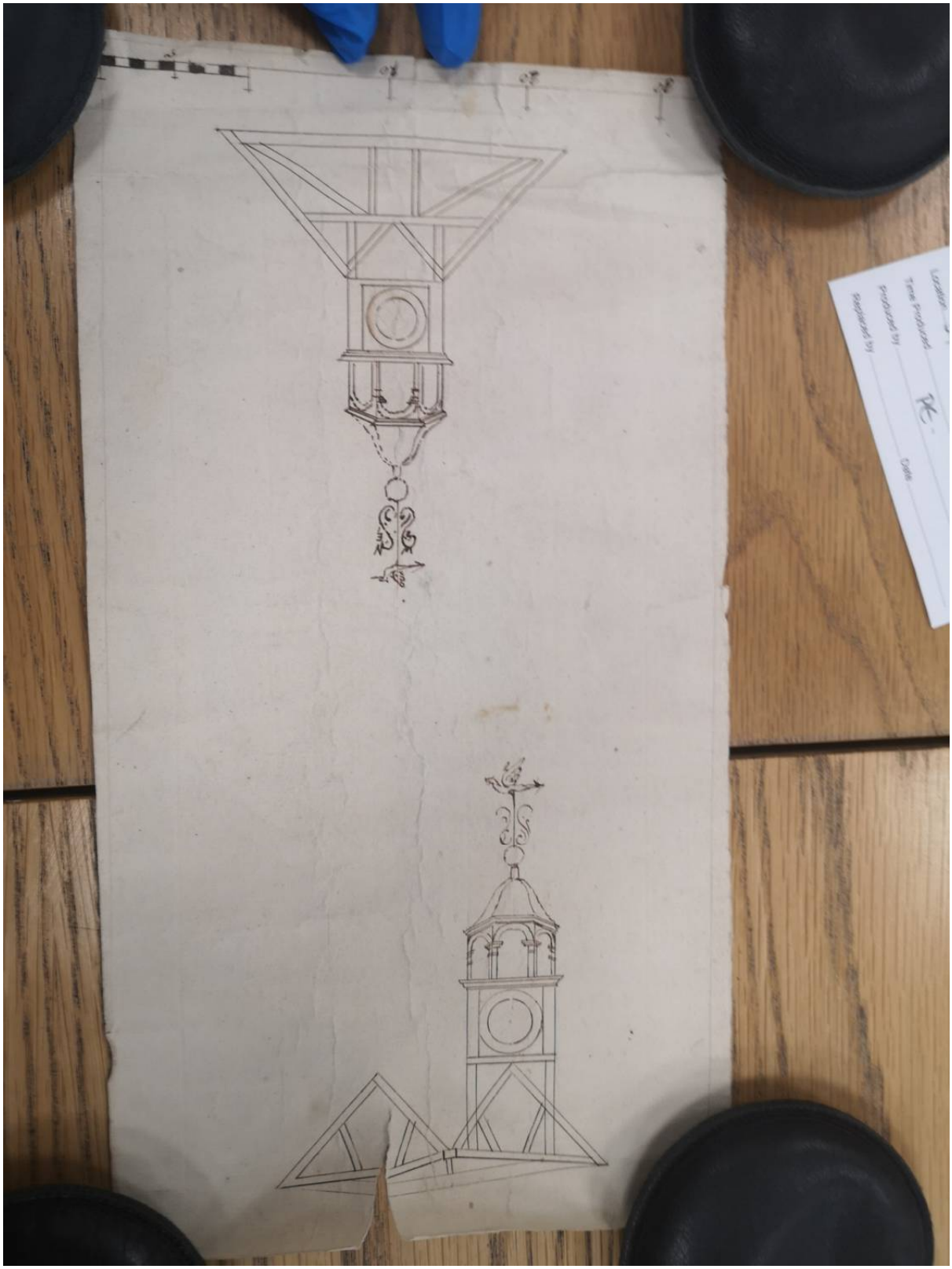
| 301 | PRMH | Window opening fixtures in hall on South side |
| 302 | PRMH | Window opening fixtures in hall on South side |
| 303 | PRMH | Image showing horizontal supports on the windows |
| 304 | PRMH | Image showing horizontal supports on the windows |
| 305 | PRMH | Image showing horizontal supports on the windows |
| 306 | PRMH | Measurement of south west corner support on ground floor |
| 307 | PRMH | Measurement of south west corner support on ground floor |
| 308 | PRMH | Measurement of south west corner support on ground floor |
| 309 | PRMH | Measurement of south west corner support on ground floor |
| 310 | PRMH | Measurement of south east corner support on ground floor |
| 311 | PRMH | Measurement of south east corner support on ground floor |
| 312 | PRMH | External window image North eastern side |
| 313 | PRMH | South eastern corner support image with gas pipe built in |
| 314 | PRMH | Image of carvings into brick by the old lock up |
| 315 | PRMH | V pattern on Northern elevation of burnt brick headers |
| 316 | PRMH | Wooden turret taken from South side |
| 317 | PRMH | South West elevations of Market Hall |

3. D/BASM/2/57 Architectural drawings and measurements for Amersham market hall and clock tower. Accessed at Buckinghamshire Archives.

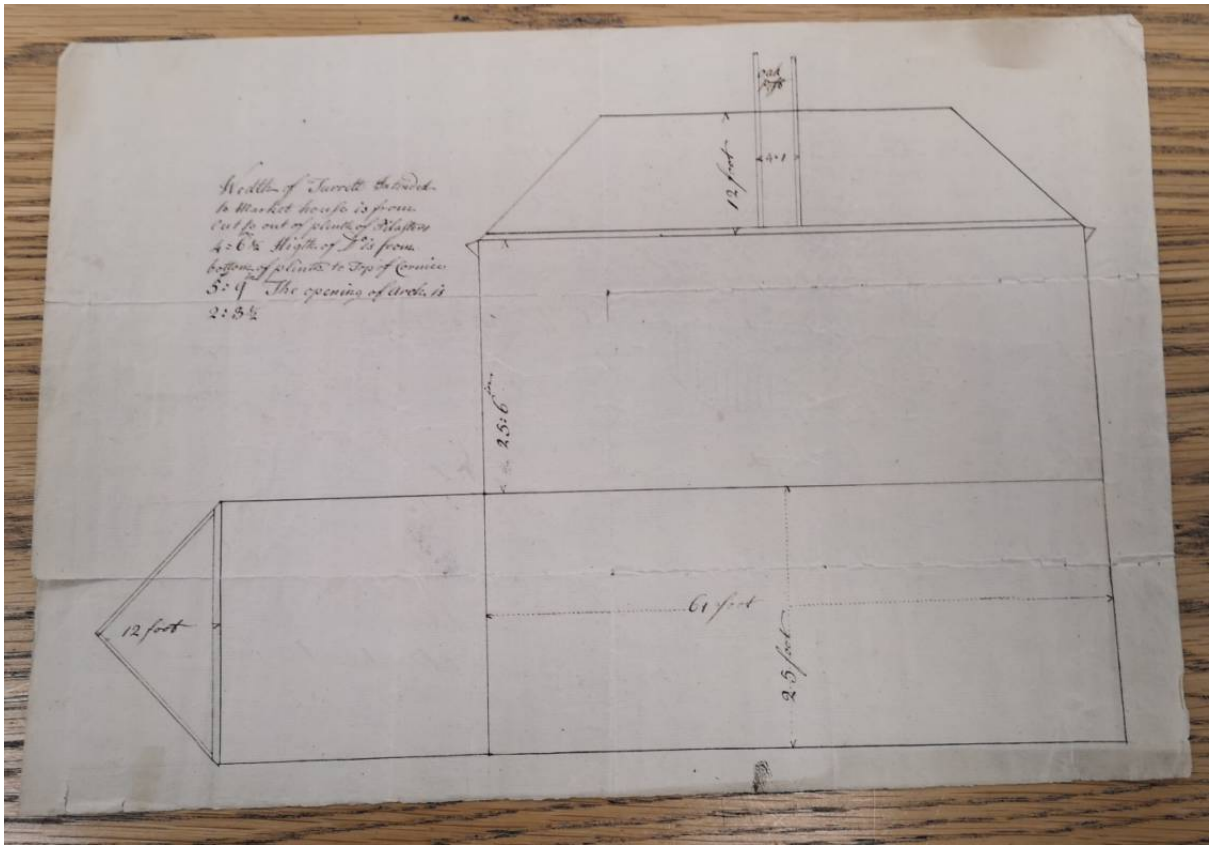





From Top of plate to Top of Ball 33 foot
From Top of Ridge to Top of Vault 23 foot
10 foot
6 foot
8 foot



4. D-DR/4/20 Four plans and elevation of Amersham Town Hall. Accessed at Buckinghamshire Archives.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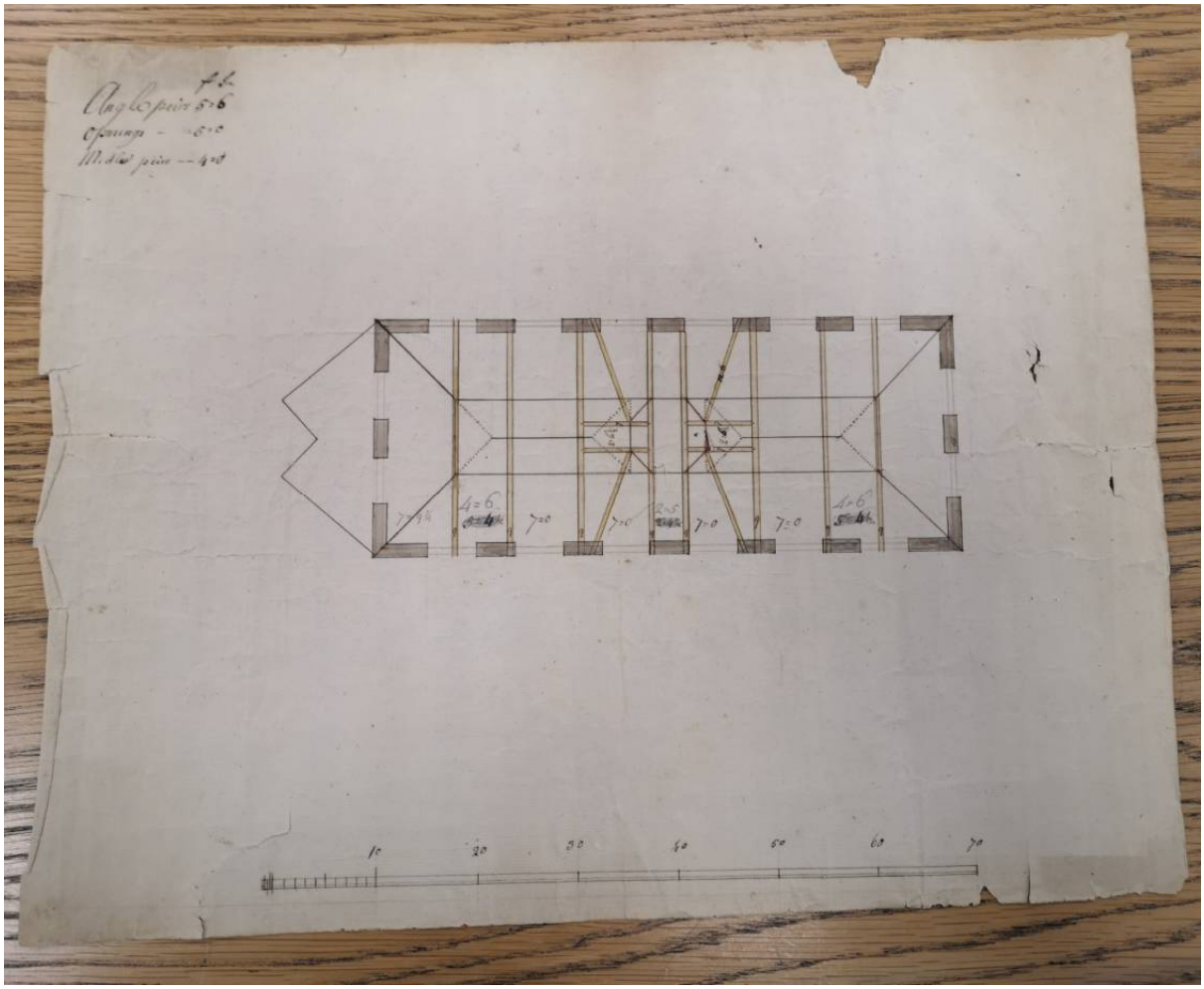
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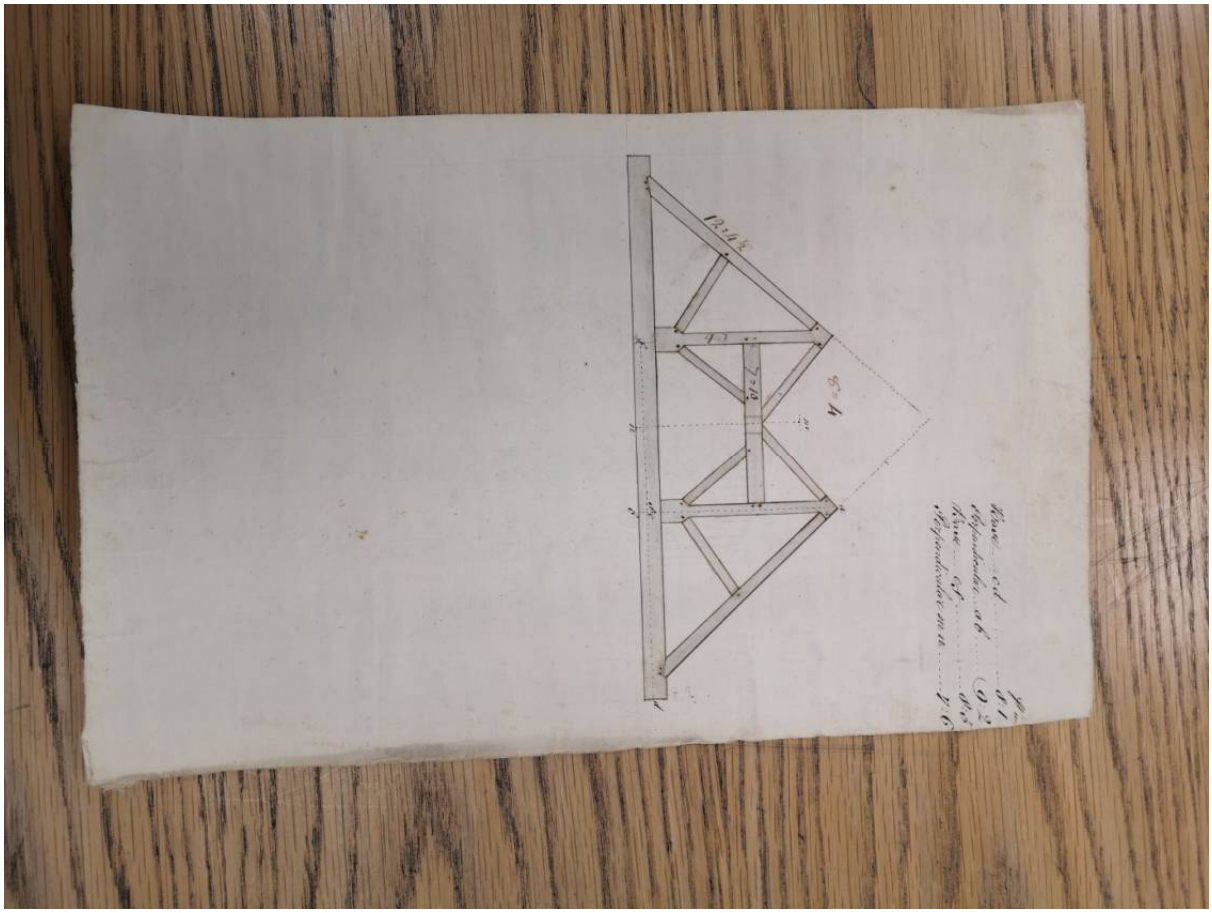

5. Amersham Chesham Herald and Post newspaper 'Birds Eye View' 1995



Advertising (01494) 431123 **Bird's Eye View** Reporters (01582) 38981

**STRIKING feature:** Amersham Old Town boasts a fine red brick market hall, as our aerial picture this week shows.
Standing on its rounded arches and surmounted by a wooden turret and clock tower it was a gift from the local Drake family in 1682.
On the flagstones of the open space beneath, the weekly market was held which was granted by a charter of 1200, in the reign of King John. A two-day fair was also granted. Amersham fair continues as it has done for nearly 800 years, stretching the whole length of the town in mid-September.
A tablet on the north side of Market Hall, erected by the Amersham Society, gives a brief outline of the town's history. Nearby is an old lead pump dated 1749 and under the arches the original town jail.
The interior of the Market Hall has recently undergone a major refurbishment.
On the north side of Market Square over an arch between two shops is the date 1624 marking the original site of Robert Challoner's Grammar School – it has long since moved to the new part of town.
Amersham Old Town was mentioned in the Domesday Survey as Elmodesham and was well known to the Romans.
There is also evidence of a Bronze Age settlement there.
Immediately to the right of Market Hall is Church Street, a narrow road that widens out to become Rectory Hill leading to the handsome rectory built by the Rev Benjamin Robertshaw in 1735.
Recently an association has reformed to promote the Old Town centre in Amersham to visitors.

6. Buckinghamshire Advertiser 1987 ‘A Painting is on the market’

B.A. 12/8/87 L505:90

# A painting is on the market

THIS quaint postcard of the Market Hall at Amersham was painted on a wet day in 1900.

Market Hall, often mistakenly called Town Hall, can be seen complete with its wooden turret, bell, and four-sided clock.

The hall was built by Sir William Drake in 1682. Underneath the arches is housed the market, which was originally established by a charter of 1200.

Although the market declined in the middle of the 19th century, the custom of ringing the bell on Tuesday, market day, continued until 1940.

The clock on top of the hall is thought to have caused problems for one local family, the Wellers. It is said they had the north face obscured for many years because their brewery staff kept clockwatching.

The hall upstairs was used for a variety of purposes. In earlier days it served as a court room, and at one time housed the Parish School. It was also the meeting place for local trade guilds.

Today it hosts all kinds of functions.



● *Amersham Market Hall and the 1900 wet look.*

7. Amersham Advertiser 1992 ‘Row over market repairs’

Wednesday, October 21, 1992 — Established 1839 — 25p

## Row over market repairs

PROTESTING traders have labelled Amersham Town Council's plans to start urgent repairs to the Old Amersham Market Hall during the run up to Christmas a disaster.

And they have vowed to take expert advice over the controversial decision even though councillors say any action to change the starting date would leave them in breach of contract.

Shop keepers and market stall holders claim the disruption caused by structural repairs to the 17th century building in Market Square could encourage shoppers to boycott the town during the peak trading period.

And they have launched a bitter attack against the Town Council, saying members should have shown more consideration for their welfare in the current economic climate.

Trader Beryl Bloxham, whose shop Withywynd Arts and Crafts is directly behind the Market Hall, said: "If my worst fears are proved right the timing could put my business in jeopardy. We know the work has to be done but why not at some other time of year?"

Provided there are no legal hiccups, market stall holders, who trade three times each week under the Market Hall, look set to win highway consent to temporarily sell in the nearby street – a move instigated by the town council.

● *CROWDS gather to watch the unveiling of the new clock tower in Chesham's Market Square*

## Time stands still for town's new tower

AN historic clock made a timely return at noon on Saturday – only to wind down a little more than two hours later.

On the face of it, the ceremony to greet the return of the old timepiece to Chesham's new landmark in Market Square should have gone like clockwork.

Large crowds gathered to see town mayor Andrew Ketteringham unveil the £50,000 clock tower designed and paid for by Chiltern Council.

And there were celebrations as the refurbished clock from the original building, demolished in the 1960s, was restarted after Chesham Town Council stumped up the £4,865 for its restoration.

But two-and-a quarter hours later the ancient mechanism stopped.

Next day town clerk Michael Kennedy climbed into the tower to give the pendulum another swing. But his effort was in vain.

Yesterday experts were due to visit the tower to set the clock going again.

● *LANDMARK clock strikes again – mayor Andrew Ketteringham climbs into the works of the historic timepiece*

# Thieves wreck ambulance

## Brave bid to save heart man

VOLUNTEER first aiders desperately tried to save the life of a contract workman as he suffered a massive heart attack in the Chiltern Council offices at Amersham.

Three members of staff trained to cope in a crisis rushed to help the 41-year-old man as he collapsed near a flight of stairs.

8. Bucks Examiner 1973 ‘Amersham Market is still in the balance’

C505: 38

# Amersham market is still in the balance

B.E? 21/9/73

**THE FUTURE OF AMERSHAM'S on-off street market is still very much in the balance. A statement from the Drake Estate — which holds the charter for the market — says no permission has yet been given. But add that several sites are being considered "should it be decided to go ahead."**

Local shopkeepers in the town are against the market and will not be altogether satisfied with today's non-committal statement from the Drake Estate.

Amersham's Chamber of Commerce held a special meeting last Friday to discuss the proposed market. They were quite clear that they would not welcome the market and also asked for a public statement from Captain Tyrwhitt Drake to "clear the air".

One suggestion from the meeting was that Amersham Rural Council should run any market in the town.

## Denied later

Captain Tyrwhitt Drake is the holder of an ancient charter which permits a street market in Amersham on Tuesdays.

The controversy started some weeks ago when a market firm, Wendy Fair, announced they had been assigned the charter rights and would be moving in to hold a market.

This was later denied and the charter holder said he had not assigned the rights to anyone. The Drake Estate then began negotiations with Amersham Rural Council about planning considerations for a market.

## Discussions

On Wednesday morning a meeting was held at Amersham between representatives of the estate, the rural council, Bucks County Council and the Thames Valley Police.

A statement was issued afterwards which read: "The Drake Estate wish to announce it is not their present intention to relicence a Market in Amersham until full discussions have taken place with the appropriate authorities.

"At the present time no licence has been given to any person or body for the running of such a market.

## The council

"At the same time the Drake Estate is considering a number of sites which might be appropriate for use as a market if it is decided to proceed and is in discussion with the appropriate authorities."

The Chamber of Commerce feels there is a danger of a market as long as there is a charter.

President Tony Devine said: "I would be a lot happier if Amersham Rural Council was behind it."

9. Bucks Free Press 15th January 1937 page 9

## Amersham Clock

The faces on Amersham Town Hall's clock have been removed in order that they may be cleaned in readiness for the forthcoming Coronation celebrations. Many of the older residents in the town will remember the time when the clock had three faces—now it has only two. The third face, which was on the north side of the tower and clearly visible to people walking down Church Street, was moved by a former Squire of Amersham at the request, it is understood, of Mr. Weller, the proprietor of the old Weller's Brewery. The brewery premises were situated on the north side of the Town Hall and Mr. Weller's employees, so the story goes, were renowned for their clock watching propensities. Their habit of slipping out of the brewery to see the time became so bad that Mr. Weller asked the Squire to have the clock face on the Church Street side of the tower removed, and the request was granted.

10. Bucks Herald 5th November 1904 page 7 extract.

wurzel, and pigs and day labourers. . . . . It required all the power of the statesman, the orator, and the novelist to represent the acts of the Amersham Association in a heroic light.' At the 1865 meeting Mr. Disraeli again referred to the donations to labourers—'Of all the local institutions in this county I have no hesitation in saying that the Amersham and Chesham Association is one which has been most successful, and that, proposing to itself a limited object, it has completely achieved it. The object is to recognise merit and to reward skill in the agricultural population.' The *Times* would not concede that these gifts for 'moral virtue' were beneficial. It may be imagined that the people of Amersham were excited for a few days after the qualifications of their distinguished patron had been discussed in connection with the policy of the local Association. The Church of St. Mary, of ancient foundation, possesses few brasses or pieces of sculpture to attract the antiquarian, but the genealogist will find opportunities for research. The monument (1854) to T. T. Drake, by H. Wickes, R.A., is worthy of mention. Browne Willis, about 1712, thought the Rectory was the best in the county, having been endowed in the time of King Stephen. The Market Hall was the gift of Sir Wm. Drake in 1682. The first-floor room is used for the transaction of public business and for entertainments. When many persons are expected to attend, the floor is supported by poles fixed in the circular sockets under the arches. In one corner there is an old lockup. . . . . Recently the space was coveted for a fire-engine house, and but for the intervention of Mr. W. W. T. Drake when the destruction was in progress, more than one wall would have suffered. The stocks, which stood adjacent to the pump, were removed in contemporary times. The Almshouses were built by Sir Wm. Drake, and date some years earlier than the Market Hall. Towards the end of the town is a picturesque house called Little Shardeloes. A few of the less prominent features of the town are remarkable. The courtyards of some of the inns are worth inspection for their lingering sentiment of coaching and posting employment, while many of the private houses contain fine oak panelling and other evidences of respectable antiquity. An apparently dilapidated barn may

11. Amersham Advertiser 24th February 1993 '£50,000 market facelift finished'

1993 ADVERTISER

# £50,000 market facelift finished

AFTER three years and more than £50,000 worth of modernisation work the Amersham market hall re-opens for business on Monday.

The work is expected to be heavily subsidised by English Heritage, which worked closely with the town council on the refurbishment.

Some conservation work has taken place on the exterior, but the real improvements are to the inside – there are new kitchens and toilets as well as new curtains and furniture.

The project has been steeped in controversy from the start – market traders operating near the hall claimed they lost valuable Christmas trade when they were forced to move out during the refurbishments.

Last November the angry traders considered taking Amersham Town Council to the local Ombudsman, claiming the repairs would leave them out of pocket.

All the work has been done in the style of the 1680s, when the market hall was first opened. The colour scheme is bathstone, dark green and brass and typical of the era.

Amersham town clerk Gordon Kew said: "It has been three years of intensive involvement and sometimes frustration.

"The hall will be an ongoing base for local organisations and hopefully will become even better known as an excellent function facility."

The hall was originally built in 1682 by the Lord of the Manor as a meeting place for the town.

In 1911 it was renovated and handed over to Amersham Town Council and since 1977 it has been available to function holders.

12. Bucks Examiner 16th October 1992 'Outcry over Market Hall Closure'

# Outcry over Market Hall closure

by Kate Dewhurst

ACCUSATIONS of callousness have been levelled at Amersham Town Council over its decision to shut the Market Hall at the peak of Christmas trade.

Angry shop-owners and market traders turned out in force at Monday's council meeting to demand that renovation work to the listed building be rescheduled.

They said the decision to close the Market Hall from November 2 to mid-January showed "the worst possible timing" and could drive some of them out of business.

The market would be reopened when the scaffolding came down on December 4 but stallholders said that would be too late to catch Christmas shoppers.

Shop-owners who have already bought their seasonal stock complained that it would be ruined by the dust, and customers would be kept away by the noise.

Councillors told the protestors they would do their best to delay the building work.

But they excluded Press and public while they discussed the matter behind closed doors. And on Wednesday, Town Mayor, Councillor John Markham, announced that the renovations would go ahead as planned.

He told the Examiner: "We have done our best but the contractors aren't able to move because they have a very tight schedule, and we have a legally binding agreement with them which we have to stick to."

Arrangements are being made for the market to be held at an alternative site in Old Amersham, but stallholders are still fuming.

Spokesman Ian Morrison said: "We have received very shoddy treatment at the hands of the council. They are putting our livelihoods at risk without a second thought and our objections don't seem to have made any difference at all."

Beryl Bloxham, owner of the Withywynd arts and crafts shop, said: "We've had a really rotten year like everyone else and to do this to us in our most vital trading weeks is just appalling."

And Audrey Hastings, a resident and a market trader, warned: "It's going to be hellish, a total disaster. How can they create such a terrible eyesore at Christmas when we have the most shoppers and tourists wanting to visit our town?"

B. Examiner 16.10.92

13. Bucks Examiner 23rd October 1992 'Second Blow for market traders'

# Second blow for traders

B.E. 23.10.92

DISGRUNTLED traders have been dealt another blow over the use of Market Hall, Old Amersham.

Just one week after town councillors announced the hall is to be closed for three months, they've decided to increase the traders' rent by 33 per cent.

"This is going to be very difficult for some of us," said stall holder Miss Audrey Hastings. "We're all losing business and the council seems to be doing its best to make matters worse."

The plan to raise stall prices provoked a stormy debate at the council's amenities committee on Monday.

Councillor Mrs Beryl Phillips was against increasing the charge from £7.50 to £10: "Isn't it a bit insensitive at the moment?" she asked.

Councillor John Billet also opposed the move.

But committee chairman, Councillor Mrs Maureen Waywell, said: "Now is the time, regardless of what has happened recently. Some markets charge £18 per stall."

Councillors dismissed a proposal to increase the charge at the rate of inflation, claiming the current fee was too low compared with other markets. The new charges will come into effect next April.

14. Bucks Free Press 23rd September 1977 '£20,000 on Market'

Bucks Free Press 23/9/77

# £20,000 on the market!

THE SUM of £20,000 is needed to repair Amersham's 17th century market hall.

Although there is no structural damage there is, says Amersham Town Clerk, Peter Ridout, a need for repointing, strengthening and other remedial work on the building.

"Nothing has been done for a long time, and it is in a pretty bad condition," said Mr Ridout.

The hall has suffered badly over the years from the increased traffic flow through the town and only a few weeks ago a large chunk of brickwork was knocked out by a passing vehicle.

The building is owned by the town council and is used mainly for staging exhibitions and meetings.

Another casualty on the council's list is the leaking roof of the Hervines Park pavilion. Over £5,000 will be needed for the repair work.

15. Bucks Examiner 26th Feb 1993 'New look hall ready to open'

B.E. 26.2.93

# New-look hall ready to open

OLD Amersham's historic Market Hall has been restored to its former glory after a £50,000 facelift.

The 17th century building in the High Street will be officially reopened on Monday prior to the annual town meeting. Town clerk Gordon Kew will be on hand from 7pm to show people round the revamped facilities.

At 8pm, Town Mayor Councillor John Markham will give his report on 1992 and then the floor will be opened for residents to raise issues of concern with the council.

Members can now revert to holding most of their meetings at the Market Hall, which became the centre of a heated row when town councillors closed it down for renovations in November.

Market traders and shopkeepers claimed the building work would drive customers away during the crucial trading weeks before Christmas.

But local contractors Cherry & Parry Ltd completed external repairs ahead of schedule, allowing the traders to return a week earlier than expected.

And now, other users will be able to come back to the hall after sensitive internal refurbishment was finished last week.

A new kitchen and toilets have been installed and the furniture and curtains renewed. Decor in the main hall was chosen to reflect its origins in the 1680s, with a colour scheme of bath stone, dark green and brass.

Amersham Town Council has been trying to get the renovations done since 1990. The scheme suffered several hold-ups because of the legal requirement to clear every detail with English Heritage.

Mr Kew said: "It has been three years of intensive involvement and sometimes frustration. But we now have an ongoing base for local organisations and, hopefully, the hall will become even better known as an excellent function facility."