Woodlands Meed College

Design and Access Statement

2020

Haverstock
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Doc No.	Date	Revision	Amendments	Prepared by	Reviewed by	Approved by
1191_D020	20.11.20	-		NJ	SDR	CB

0.0 Contents

1.0 Project Introduction

1.1 Project Summary

College Address:

Woodlands Meed College
Birchwood Grove Road
Burgess Hill
West Sussex
RH15 0DP

Proposal:

New Build College with related external works. The proposals for the site includes demolition of existing college buildings.

Client:

Woodlands Meed College and West Sussex County Council

Design Team:

Architect/agent:	Haverstock
Project Management:	Faithful and Gould
Cost Consultant:	Faithful and Gould
Landscape architect	Atkins
Structural/Civil Engineers	Atkins
Mechanical & Electrical Engineers	Hamson Barron Smith

1.2 Project Details

Woodlands Meed School and College makes up one of the largest Special Needs Schools in Sussex. Catering for over 264 children and young people with a wide range of physical and learning disabilities. They are a Foundation School and an Exempt Charity. The focus of this proposal is the College site only which caters for 100 young people currently and this figured will be retained moving forward.

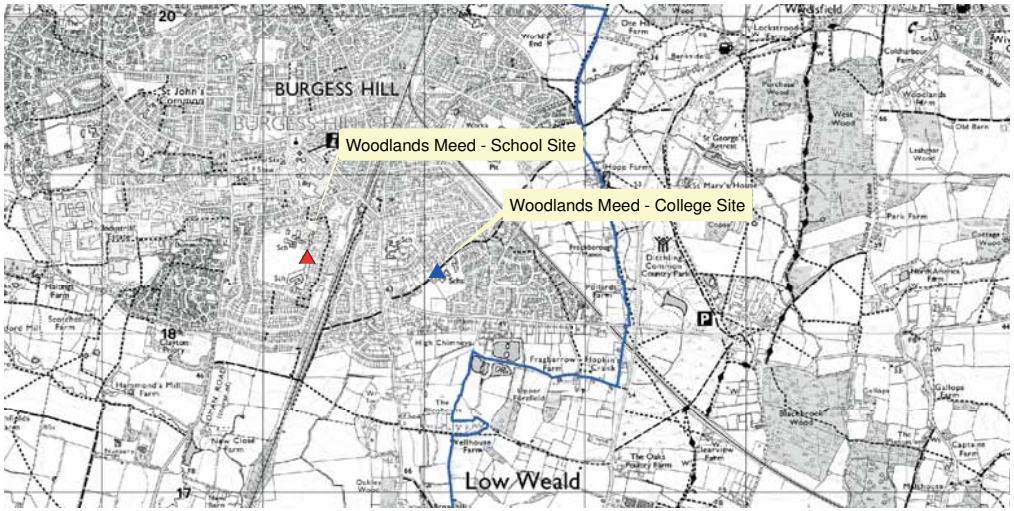
Haverstock have been appointed by Faithful and Gould and WSCC to design a new build College on their current site.

1.3 Introduction

The College site provides education for SEND children and young adults from 14 years to 19 years. Unfortunately, the college site is much older than the school site and has several suitability and condition building related challenges preventing the delivery of a full curriculum and activities from being practical. Sadly, this means that some young people graduating from the school site (those with the most challenging needs) cannot currently be educated at the college .

Since 2017 WSCC and Woodlands Meed Governors have been working on a project to redevelop the College site to create similar high quality facilities for the older children as is provided by the school site.

Ofsted rated Woodlands Meed as Good despite the limitations of the current college campus and the school is well respected as a leader in SEND education.



Location plan to show position of Woodlands Meed School and College

2.0 Brief

2.1 Overarching Brief

The County Council's Future West Sussex Plan, sets out its corporate priorities, and includes a commitment to give children the best start in life, which includes ensuring that young people are ready for school and ready for work.

In West Sussex there are around 20,000 children and young people with Special Educational Needs and Disability (SEND) receiving support in an early years setting, school or college, with over 4000 of these having a Statement of Special Educational Needs (SEN) or an Education, Health and Care Plan (EHCP).

Around 50% of West Sussex children and young people with a Statement of SEN or EHCP are placed in one of the 11 special schools across West Sussex.

Around 10% of all placements are in independent and non-maintained special schools. These placements are usually for significant physical disabilities or where maintained provision is at capacity (mainly for autism or complex social, emotional and mental health needs). These placements are costly with an average cost of £40,000 per child, per annum. However, costs can be as high as £150,000 per child, per annum, depending on the needs of the child.

The Planning School Places 2018 document sets out how WSCC are planning sufficient school places across the county. Planning is split across District and Boroughs with schools working in 24 planning areas. There is only one special school serving the Mid Sussex District. This school is Woodlands Meed which caters for 264 pupils aged between 2-19, across two sites as described in the previous page.

Woodlands Meed is a Generic Special School accommodating pupils with moderate to severe Special Educational Needs.

The school is a Foundation School, the land and buildings being vested in the Governing Body.

Early Years and Key Stages 1-3 (age range 2 to 14) are now accommodated in purpose built accommodation at Woodlands Meed School, occupying a site at Chanctonbury Road, neighbouring The Burgess Hill Academy (former Oakmeeds Community College). The site currently accommodates 159 pupils.

Key Stages 4 and 5 (age range 15 to 19) are accommodated in Woodlands Meed College at the site in Birchwood Grove Road, in the former buildings occupied by Newick House School, a former Special School for pupils with moderate learning difficulties. The site currently accommodates 100 pupils.

The existing building is in very poor condition and is exceeding its predicted life span. Condition issues are as follows:

- 40 year old modular buildings that are not fit for purpose that have been deemed not suitable for refurbishment;
- The units have a limited life span with significant condition issues in relation to roofs and mechanical and electrical services;
- The structure of the building is weak which means that hoists for the children with complex physical needs cannot be fitted to the existing structure. Therefore a lack of ceiling-tracking and hoisting equipment in classrooms and hygiene rooms resulting in significant moving and handling issues;
- Narrow circulation areas unsuitable for wheelchair users;
- Poor access for wheelchairs;
- Lack of storage for walking support equipment and chairs potentially causing trip hazards and other health and safety related risks;
- There is inadequate space available for Occupational Therapist based programmes impacting the ability to deliver any OT requirements detailed as part of the students Education Health Care Plan (EHCP);
- Rebound therapy cannot be completed on site due to a lack of space suitable for trampolines;
- There is no hydrotherapy pool on site. Students are transported to the Woodlands Meed School site but time in the pool is limited due to demands on the pool. This impacts on the operation of Woodlands Meed College as well as reducing teaching and support staff being available;
- Not all classrooms have level external access through fire doors;
- Many of the external circulation routes arE uneven and unusable for wheelchairs;
- The Multi Use Games Area (MUGA) is breaking up and in need of urgent replacement;
- The hall size is unsuitable to deliver the secondary school PE curriculum and does not comply with Department for Education (DfE) requirements;
- GCSE specialist subjects like design technology, science, food technology and art cannot be delivered on site as there is no dedicated specialist practical teaching space. Ofsted have also raised this resulting in a full curriculum not being available to students;
- Woodlands Meed College have converted a classroom to provide a dedicated music room but the acoustic environment is unsuitable;
- There is no dedicated performance space for teaching performing arts, e.g. drama;
- There is a lack of group spaces, sensory rooms, therapy spaces, life skills kitchen;
- There is a lack of quiet/calming spaces creating more risks to staff and a significant increase in incidents logged by the Headteacher;
- The current space for physiotherapy is too small limiting floor physiotherapy;
- The Woodlands Meed College classrooms are too small and wheelchair users are restricted to certain rooms;
- All external doors are not wide enough and are not push button, limiting independent travel, and
- External modular units have no emergency accessible escape routes increasing the risk of injury should an evacuation be necessary.

Existing College building

Existing School building

3.1 Site Description

The current and proposed Woodlands Meed College Site is in Burgess Hill in West Sussex. The site is within a residential setting and approximately 0.6km south of Burgess Hill Station and 4 miles and east from the Woodlands Meed School site centre.

The College is located adjacent to Birchwood Primary School they share a driveway into the larger site in which they are both located.

The College site can be broadly described as in three parts

i) the car park which is adjacent to Birchwood Grove Road and at a higher level

ii) the central section which accomodates the current College Building, and

iii) the back field area.

The current car park had a formally laid out area with 30 spaces and a more informally arranged area which serves as overflow and houses the College's mini buses.

The central section of the College site accomodates the College Building which is split into 4 parts , the main College Building and a series of 4 temporary "portakabin-type" buildings. The temporary buildings accomodate classrooms and specialist spaces and one smaller one houses a stand alone hygiene room. The main College building houses the remainder of the College accomodation including, classrooms, ancillary facilities, offices and admininstration, the hall and kitchen, common room and some specialist areas. This central section is not all on one level but has a series of ramps and stairs to link spaces. There is also some external learning and play spaces around these buildings. The current drop off/pick up area is also within this area.

The back field area is currenlty unused by the College apart from the MUGA space whch straddles the central space and this backfield. The backfield accomodates some limited opportunities for horticulture including a poly tunnel. The backfield site is on a significant slope from north to south which equates to a 1:13 gradient. This gradient makes it incompatible for formal sports and hence the College currently go off site for sport/PE lessons.

		Students (for calc):	136
Recommended min external areas for all special schools	For special schools **without** formal team games		
	Base Area	Area per pupil (any age)	Area in m^2
Soft outdoor PE	-	-	-
Hard outdoor PE	200	1.0	336
Soft (informal & social)	600	2.0	872
Hard (informal & social)	600	2.0	872
Habitat	200	1.0	336
Float	2,500	9	3,724
Minimum net area	3,500	15	5,540
Non-net area	4,500	21	7,356
Minimum gross area	8,000	36	12,896
Maximum net area	5,500	18	7,948
Maximum gross area	11,500	42	17,212
Actual Gross site area	**14,723m2**	within zone	

Key:

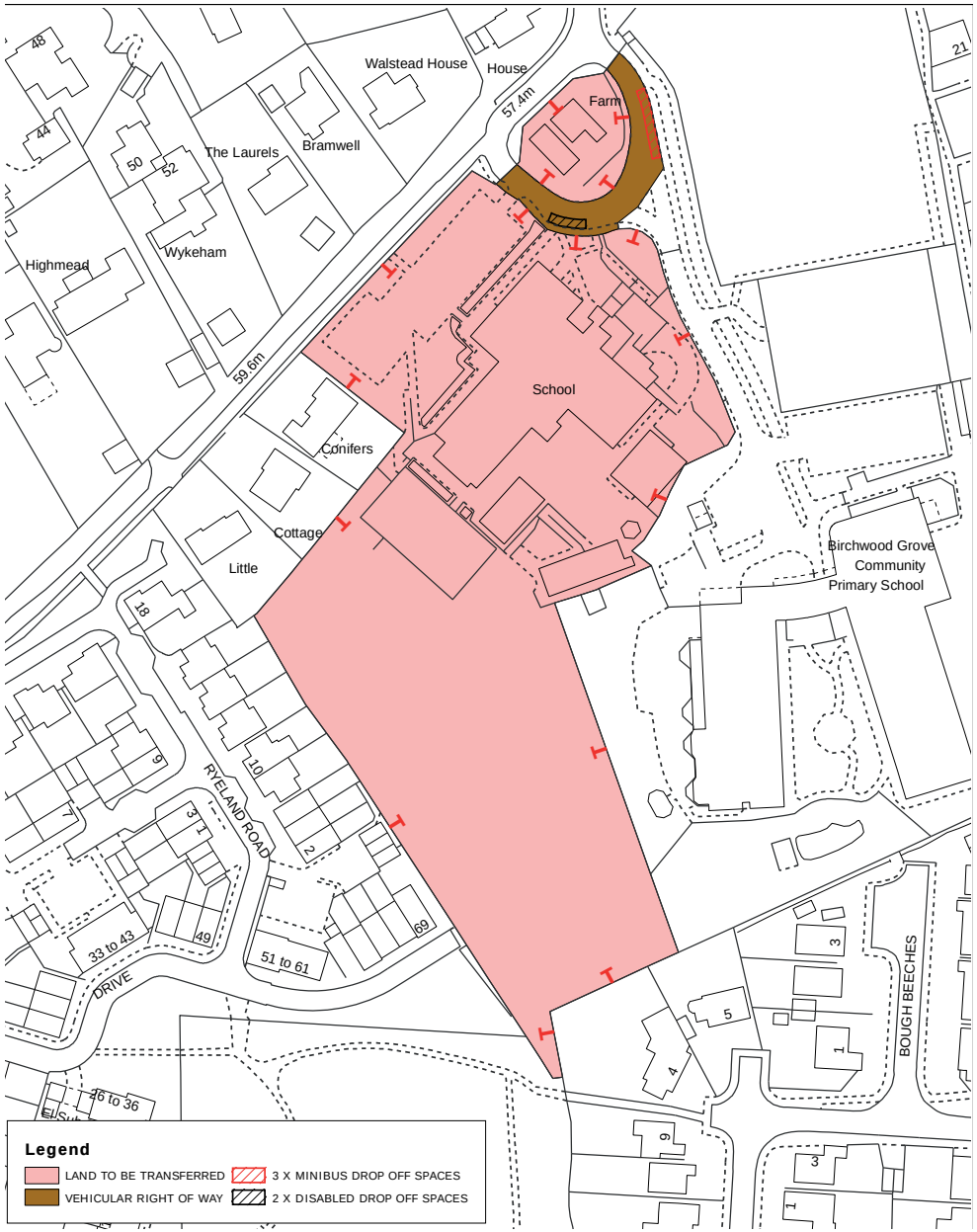
1 - Car Park
2 - Minibus drop off
3 - Games Court (tarmac)
4 - Hard Play (tarmac)
5 - Soft Play Area (grass)
6 - Habitat Area
7 - Playing Feild
8 - Synthetic turf

- Site Boundary

0 20 40 60

3.2 Site Ownership

The registered proprietor of the Woodlands Meed College site is "The Governing Body of Woodlands Meed of Woodlands Meed School, Chanctonbury Road, Burgess Hill, West Sussex RH15 9EY. Woodlands Meed College forms part of a larger overall site with Birchwood Grove Primary School. The diagram opposite shows the land which belongs to Woodlands Meed College and the land over which they have vehicular right of way.



3.2 Site photographs

Entrance to Woodlands Meed College

External play area with sunken trampoline

Top of "playing field" showing poly tunnel used for horticulture

Joint driveway for the College site and Birchwood Grove Primary School

View from field back to College on left and Birchwood Grove Primary on right

View between maim College building and temporary classroom blocks on the site

3.3 Site development in last 10 years

The following satellite images taken from Google Earth highlight how the school and its surrounding context has developed over the last 15 years.

In 2006 the adjacent primary school (Birchwood Grove County Primary School) was based in a small building to the north east of the college site.

In 2009 Birchwood Grove Primary had completed a new school building, occupying an area of existing playing field to the south east of the college site.

Development over the following years from 2009 to current did not impact on the college site's facilities.

2005 View

2009 View

2012 View

3.4 Site location

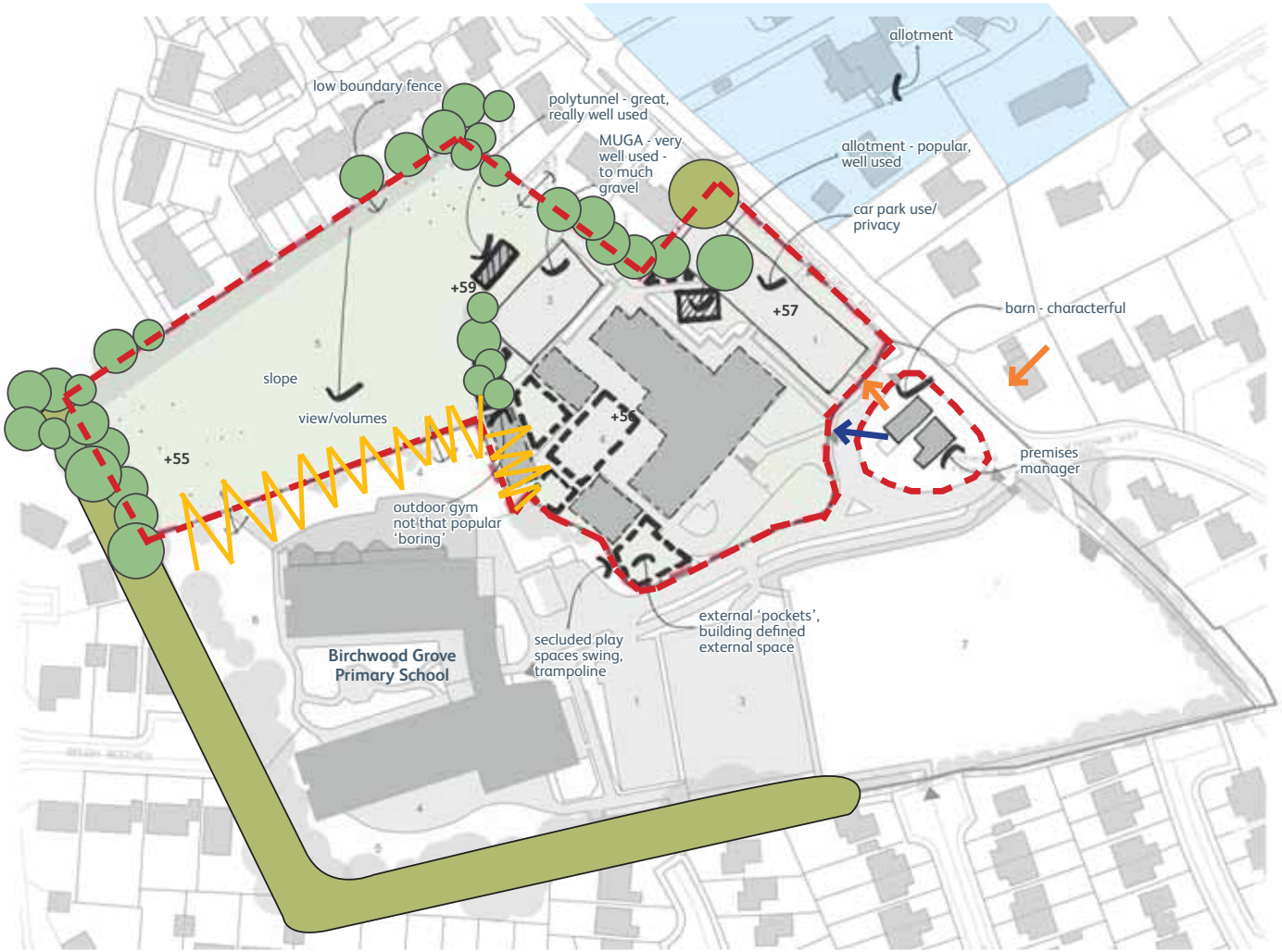
North View

South View

East View

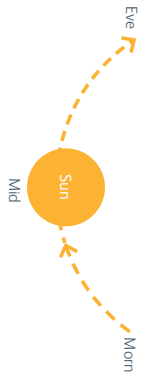
West View

3.5 Site analysis



Key

- Site boundary
- Existing trees and large shrubs (not yet plotted from survey)
- Existing vehicle entry point
- Pedestrian entrance
- Locations of increased noise at boundary edge.
- +26 Approximate spot levels
- Existing buildings and structures
- Area includes tree preservation orders
- Conservation area



√	Tree preservation order
√	Conservation area
X	Listed building
X	Flood risk area *RH15 0DP is in a no flood risk area. The nearest low flood risk area is 2.8km away in BN6 8EU.*

4.0 Design Process - Client Engagement and Briefing

4.1 The process

The design process can be split into three distinctive phases – consult and engage, develop proposals, final proposals. Our methodology for developing the proposals followed these steps:

1. Consult and engage – Understanding of the issues and opportunities set out in the brief and the needs of the College

2. Develop proposals – review, reflect and refine, and test options

3. Final proposals – develop and refinement.

Through our research, site visits and consultation sessions the key drivers were identified; these have formed a framework as to how the design has been developed and are shown in the design process/ design proposal sections.

We have endeavoured to create an open dialogue with various parties, including, Woodlands Meed College senior management and Governors, and West Sussex County Council regarding the response to the brief and design development.

The College have been enthusiastic and have fully engaged with the CEM (client engagement meeting) process. Feedback from each meeting has been used to inform ongoing development of the proposals, and a series of "sign-off" meetings have been undertaken at key project stages to ensure full support of the scheme.

The consultation with the client team has been undertaken over an extended period of time starting in May 2019. The structure of the consultation was the as follows

1) Client Engagement Meetings - to discuss design and development with Woodlands Meed and West Sussex County Council

2) Project Board Meetings - to discuss strategic position and direction of the project.

The client and stakeholder team are as follows:

Client/Stakeholder Team

- Carol Bruce – Capital Delivery Team – West Sussex County Council;
- Philippa Hind – Capital Delivery Team – West Sussex County Council;
- Lydia Schilbach – Capital Delivery Team– West Sussex County Council;
- Andrew Edwards - Capital Delivery Team– West Sussex County Council;
- Marion Wilcock - Woodlands Meed - Chair of Governors
- Adam Rowland - Woodlands Meed - Headteacher
- Simon Virgo - Woodlands Meed - Governor
- Bill Hatton - Woodlands Meed - Governor
- Sandra Boyd - Woodlands Meed - Governor

Design Team

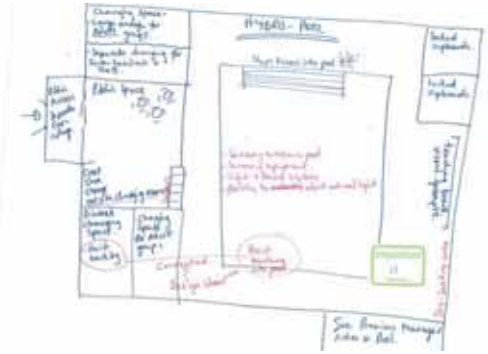
- Claire Barton – Architect – Haverstock;
- Samuel Dasilva Resende – Architect – Haverstock;
- Steven Moore - Project Manager - Faithful and Gould
- Jonathan Hesketh– Landscape Architect - Atkins;
- Roger Williams – Landscape Architect - Atkins;
- Tim Carden –Mechanical & Electrical Engineer - Hamson Barron Smith;
- Brian Smith – Mechanical & Electrical Engineer - Hamson Barron Smith;
- Chunhui Hua- Structural/Civil Engineer - Atkins;
- Austin Brewer – Structural/Civil Engineer - Atkins;

4.2 The Client's Brief

The College discussed the project brief with the students, staff, parents and governors and produced a document for us to show all their thoughts. On this page we have illustrated key pages.

Thoughts on layout and adjacency

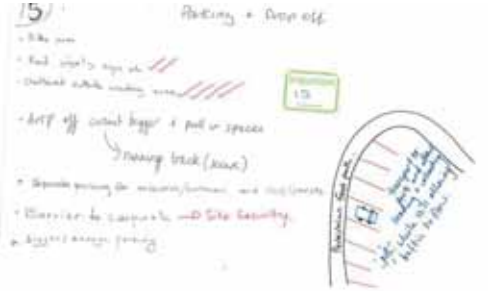
Pupil's Voice



Layout for Hydrotherapy Pool

External Space

Rooms required and layout ideas



Drop off, pick up and parking space ideas

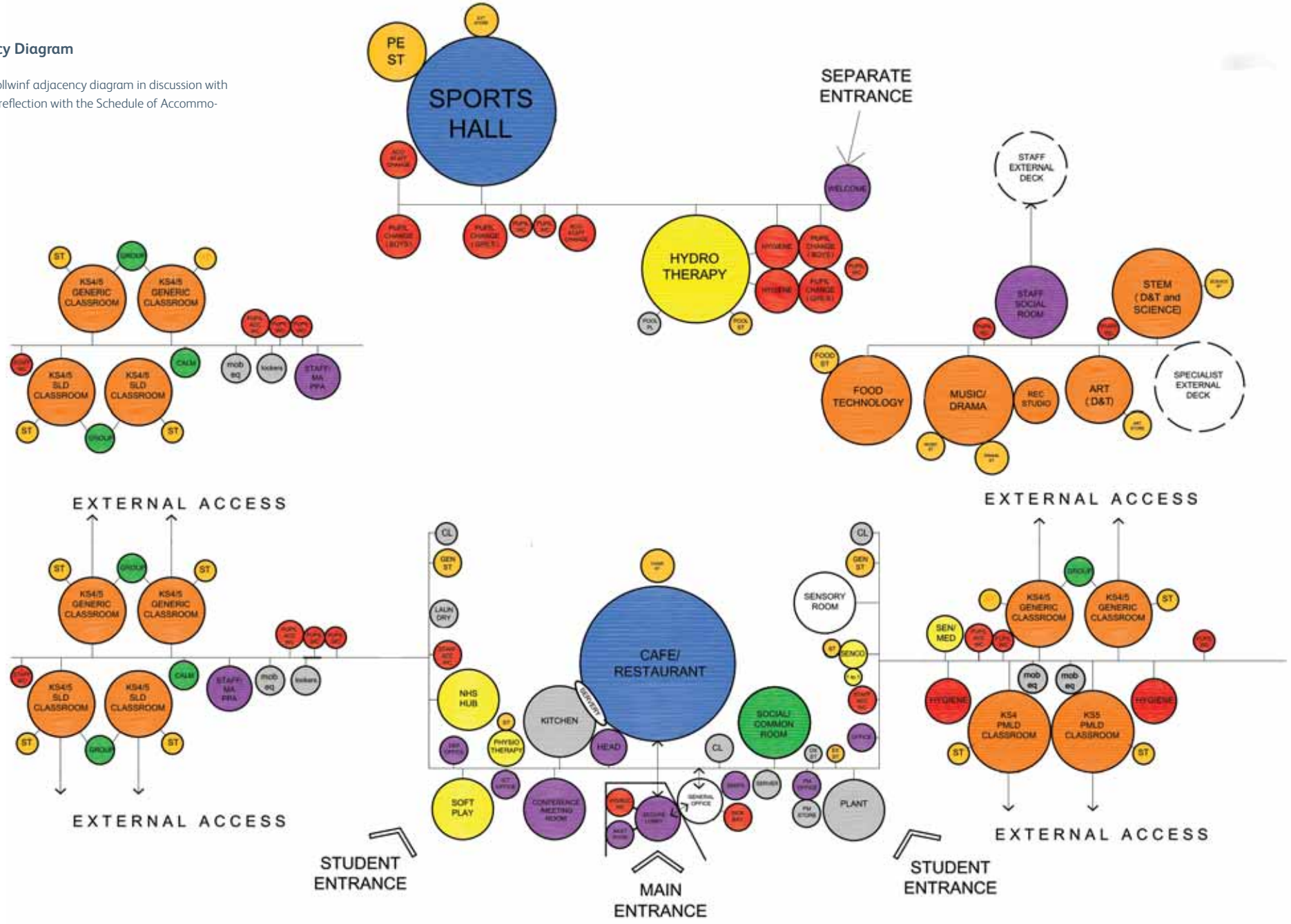
Sustainability, security and maintenance

Reception and admininstration areas

Premises manager's thoughts

4.3 Adjacency Diagram

We established the follwinf adjacency diagram in discussion with the College and as a reflection with the Schedule of Accommodation.



4.4 Client Consultation - Client Engagement Meetings

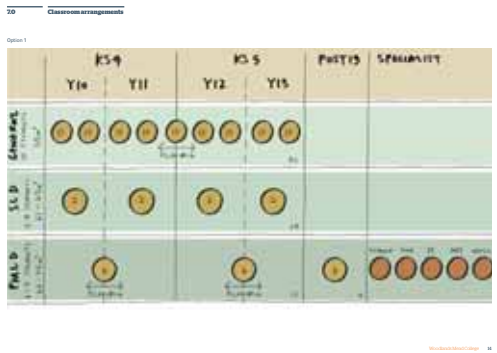
It is worth noting that at the time of the CEM 01 to 03 the brief was slightly different as the project was to provide a College for 136 students and the Key Stages also included Post 19 students. The brief was then amended at CEM 04 and CEM 05 to consider both a 100 place College and a 136 place College.

There was then a hiatus of a year while the brief was further clarified and we then completed the RIBA Stage 1 Report which confirmed the preferred option to move forward with this was refined during CEM 06 to the current point.

CEM 01

The first session was all about listening to the Woodlands Meed team and West Sussex Council to understand what they wanted from their new College, and the uniqueness of their students. They spoke about the aspirations of Woodlands Meed to change the lives of these young learners and how the building design will be integral to their development and management. We discussed a previous feasibility that had been undertaken and we also went through key elements of their brief and tested how they wanted these to work in the new building such as classroom arrangements, drop off/pick up, entrances, dining, sports, community use, staff areas and therapy spaces.

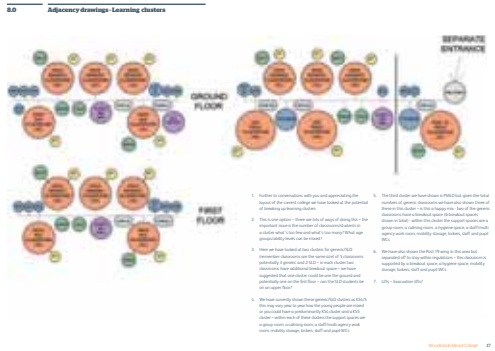
Previous feasibility undertaken



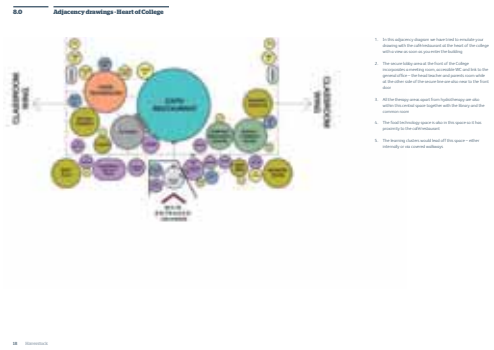
Classroom arrangement and key stage split

CEM 02 and CEM 03

These two sessions were joined together. At this session we introduced the developed schedule of accommodation (SoA) further to some minor changes to the plan around the plant, kitchen, dining area and stores. We also further discussed the environmental strategy and agreed to move to an assisted natural ventilation strategy that would meet the DFE brief through use of NVHR which would both ventilate and heat the space.



Thoughts on adjacency for learning clusters



Thoughts on adjacency for central areas

4.4 Client Consultation - Client Engagement Meetings 01 & 02

Backfield site only single phase - Option 1

Backfield site only single phase - Option 2

Backfield site only single phase - Option 3

Phased/decant option - Option 4

Phased/decant option - Option 5

Phased/decant option with temporary accomodation - Option 6

4.4 Client Consultation - Client Engagement Meetings 03 & 04

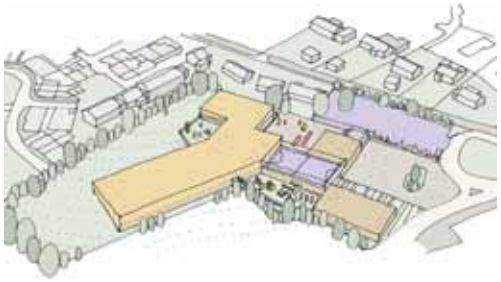
CEM 03

CEM 03 was about pushing on the preferred designs from CEM 02 and putting more detail to them especially given the complex levels of the site. We represented the plans as massing studies and tested each option against a set of criteria including final quality building, cost, position of sports hall/community access, size of soft landscape, drop off/car park position, disruption to students, potential impact on neighbours, length of construction programme, planning and Sport England implications. The preferred solution from this were Option 1 and a simplified version of Option 2.

CEM 04/05

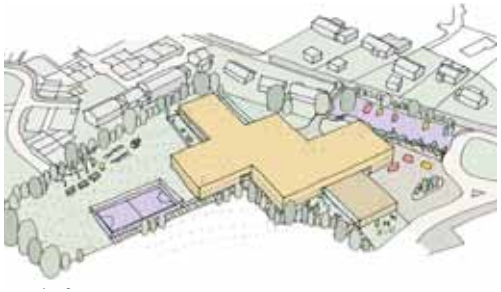
Before CEM 04 and 05 it was agreed that temporary buildings for the College on the School or the College site would be prohibitively expensive and too disruptive to the young people at the College. The phased decant solution was also very complex and extended the project construction programme which again would be too disruptive for the young people. In CEM 04 and CEM 05 we tested the College building predominantly on the back field site developing Option 1 and 2 from the previous session. We also looked at the introduction of a smaller brief of a College for 100 students for the first time. After this session the project went on hold.

Option 1 - new build in the field

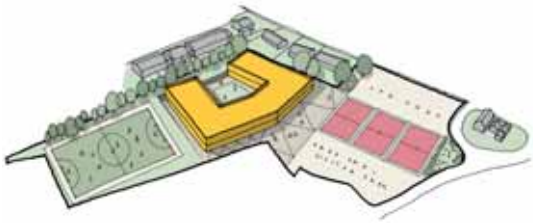


Option 2 - phased decant

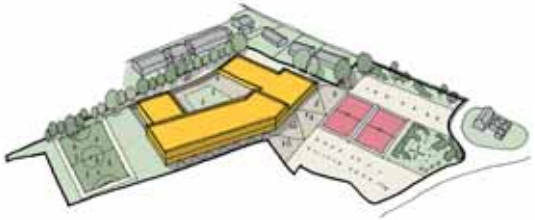
Option 3 - Temporary building on the School site (off site)



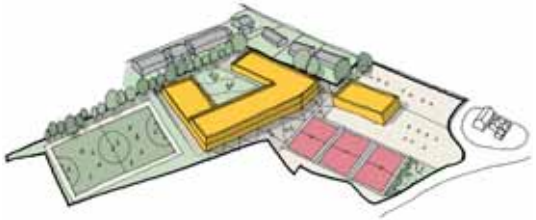
Option 4 - Temporary building on the College site



Option A - College for 100 students only on the backfield only



Option B - College for 136 students only on the backfield only



Option C - College for 136 students predominantly on the backfield with a second phase to include to construct the sports hall

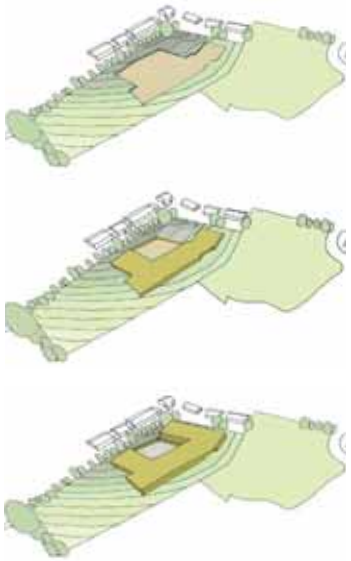
4.4 Client Consultation - RIBA Atage 1 Report and Client Engagement Meetings 06

RIBA Stage 1 Report

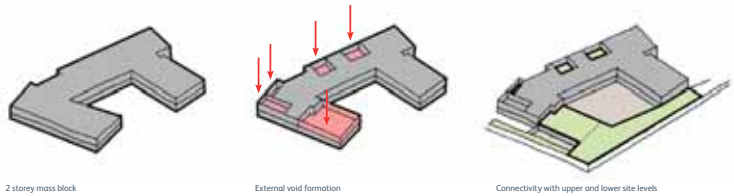
For the RIBA Stage 1 Report the brief was clarified as a 100 place College to be constructed on the back field site only without any phasing and decant. This was a further refinement of Option A from CEM 04 and 05. We finalised and signed off the schedules of accommodation at this point. At this point we also collated all the survey, site appraisal,Sport England information and cost information to date. We also did detailed work on the contractors access and agreed the way forward for this Option.

CEM 06

For CEM 06 we developed the footprint that was finalised for the RIBA Stage 1 Report and set out the ground and upper floor plan layout in line with the brief and the adjacency diagram that we had discussed at length with the client team. We also showed how the design could be achieved in line with the levels of the site. Key design concepts were the creation of a courtyard at the heart of the site, external access from all classrooms and specialist spaces, development of the classroom clusters, dining at the heart of the College linked to the courtyard space, a large spacious entrance, a separate entrance for the hydrotherapy pool. This plan was accepted by the client team and has been further refined from CEM 06 to the planning application.



Option 1 - new build in the field



2 storey mass block

External void formation

Connectivity with upper and lower site levels

4.5 Public Consultation

Given the issues of COVID 19, public consultation has taken place virtually and through a website. The website address was

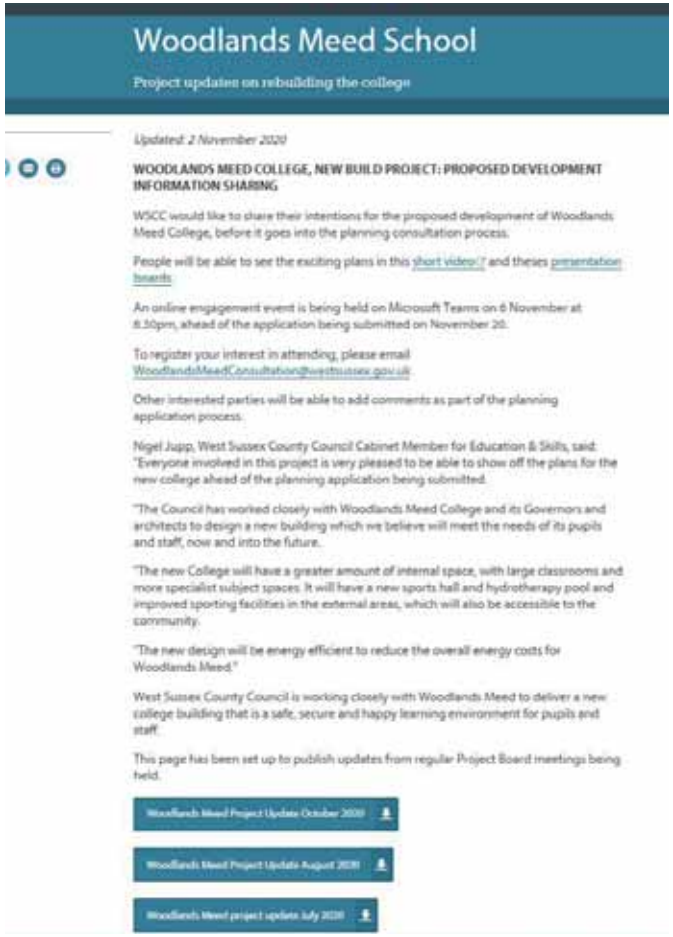
www.woodlandsmeedconsultation@westsussex.gov.uk

We have undertaken several different forms to make the information about the project as accessible as possible. On the website was

i) a link to a short film with the architect describing the scheme

ii) presentations boards describing the scheme

We also held a public meeting virtually on the 6th November at 6.30pm. The meeting and the website was advertised to the parents of children and young people at Woodlands Meed School and College, Birchwood Grove Primary School and the neighbours of the site via a mailed out letter.



Woodlands Meed School

Project updates on rebuilding the college

Updated: 2 November 2020

WOODLANDS MEED COLLEGE, NEW BUILD PROJECT: PROPOSED DEVELOPMENT INFORMATION SHARING

WSCC would like to share their intentions for the proposed development of Woodlands Meed College, before it goes into the planning consultation process.

People will be able to see the exciting plans in this short video 7 and theses presentation boards

An online engagement event is being held on Microsoft Teams on 6 November at 6.30pm, ahead of the application being submitted on November 20.

To register your interest in attending, please email WoodlandsMeedConsultation@westsussex.gov.uk

Other interested parties will be able to add comments as part of the planning application process.

Nigel Jupp, West Sussex County Council Cabinet Member for Education & Skills, said: "Everyone involved in this project is very pleased to be able to show off the plans for the new college ahead of the planning application being submitted.

"The Council has worked closely with Woodlands Meed College and its Governors and architects to design a new building which we believe will meet the needs of its pupils and staff, now and into the future.

"The new College will have a greater amount of internal space, with large classrooms and more specialist subject spaces. It will have a new sports hall and hydrotherapy pool and improved sporting facilities in the external areas, which will also be accessible to the community.

"The new design will be energy efficient to reduce the overall energy costs for Woodlands Meed."

West Sussex County Council is working closely with Woodlands Meed to deliver a new college building that is a safe, secure and happy learning environment for pupils and staff.

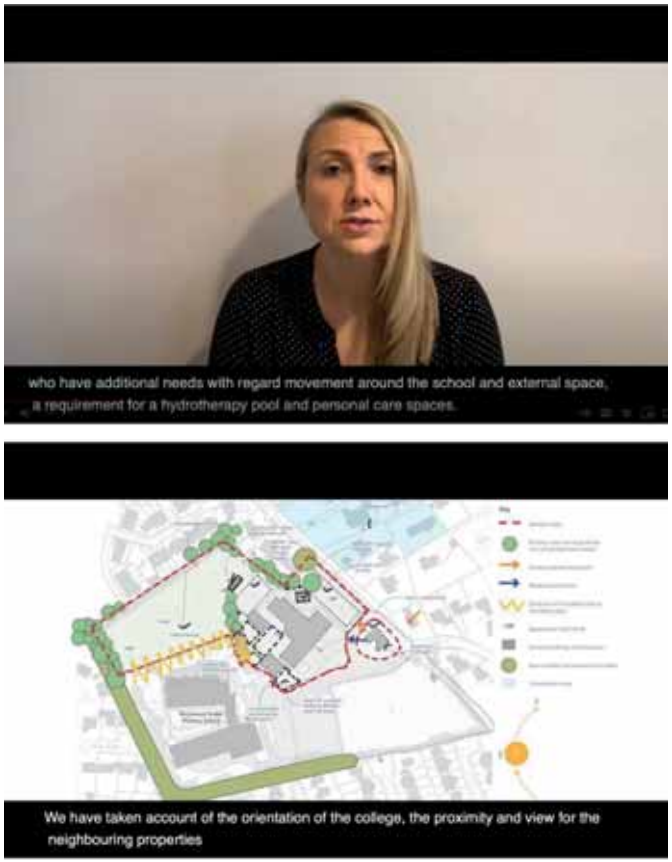
This page has been set up to publish updates from regular Project Board meetings being held.

Woodlands Meed Project Update October 2020

Woodlands Meed Project Update August 2020

Woodlands Meed project update July 2020

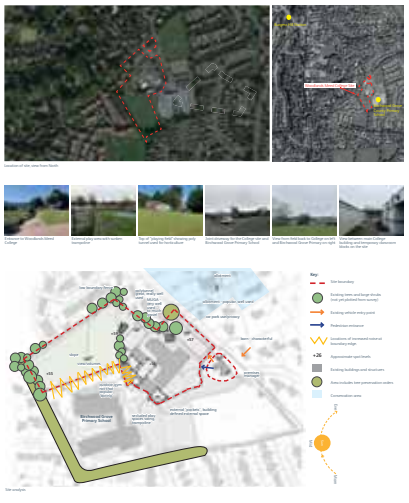
Website page with links



Stills from the short film

4.7 Public Consultation - Presentation Boards

Site Context and Project Brief 01

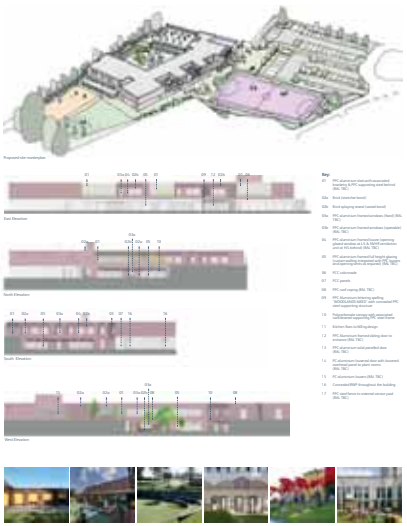


Woodlands Meed College

Proposed Plans 02

Woodlands Meed College

Elevations and Perspective 03



Woodlands Meed College

Axonometric and Materials 04

Woodlands Meed College

Proposed Plans 05

Woodlands Meed College

Landscape 06

Woodlands Meed College

Landscape 07

Woodlands Meed College

4.8 Feedback from the Public Meeting held 6th November 2020

A public meeting was held virtually on 6th November and local neighbours, parents of both Woodlands Meed and Birchwood Grove Primary Schools were invited. There were 56 people in attendance. The following table sets out the questions raised at the meeting and our responses to those questions.

WOODLANDS MEED COLLEGE – FREQUENTLY ASKED QUESTIONS
Background, Brief and Design Considerations
1. Why is it essential for the College to be rebuilt? Whilst the physical condition of the building was acceptable, it was insufficiently sized to modern standards set out in Building Bulletin 104 and therefore we have undertaken to address this in the new design.
2. How much will it cost? WSCC have a budget approval of £20 million for this project and current indications are that we will be within this. Throughout the project we will review these costs to ensure value for money.
3.When will the building works start and how long will it last for? We are targeting starting on site September 2021 and completing in October 2023. The main buildings are programmed for completion in May 2023.
4.What is the capacity, will it take more students than the existing college? The college is being designed in accordance with Building Bulletin 104 with sufficient capacity for 100 students
5.What range of facilities will it provide? The new building will provide facilities to current standards for pupils with improved access throughout.
6.Will every part of the building be accessible to all students? All student-designated areas and learning spaces will be accessible.
7.What indoor and outdoor sports facilities will be provided? There will be an indoor 2 court sports hall, hydrotherapy pool and changing facilities, an all-weather pitch (55m x 33m) and a hard-outdoor PE/multi use games area (37m x 18.5m).
8.Will the washing and toilet facilities cater for large wheelchairs and allow covered access from every part of the college? Yes, all washing and toilet facilities are in the building will accommodate large wheelchairs.
9.How big is the Sports Hall? The 2 court sports hall is approximately 300m2 in area.
10.How big will the classrooms be? There are 12 classrooms of 60m2 plus storage space, which is to the standard set out in Building Bulletin 104.
11.What access and perimeter security is being proposed to keep children safe? The design includes for a "secure line" to the perimeter to manage student safety while on campus, which has been agreed with the college.
12.Is there any provision for covered outside space that can be used all year as part of the project? Yes, there are canopies outside all classrooms
13.Is the building easy to maintain /eco-friendly? Yes, the building has been designed to be both easy to maintain and include sustainable features.
14.Will there be dedicated rooms for art, medical, drama and dance? There is a medical room and a sick bay. Drama is linked with music as the current college but there is a very large multipurpose hall that can be used for drama and dance too. Art will take place in the Design & Technology room.
15.Are WSCC confident that they can deliver by 2023 target dates? WSCC are confident of delivering within the target timescales.
16.Does the proposed school meet the needs of the children and are Adam, the staff and Governors happy with the designs, facilities etc. Quote from Adam, "we are very happy with the progression of the design. Yes it has all the facilities to meet the needs of pupils at Woodlands Meed.
17.Will the All-Weather Pitch have floodlights? There is only one pitch that will be floodlit and that is the central pitch that sits just beyond the drop off and pick up zone. LED floodlights that have zero upward light and very little overspill will be used. These lights will be manually operated and have a dimming ability to alert users that their time of use is coming to an end.

Transport, Access and Parking
18.Will there be enough standard and disabled parking spaces for staff and visitors to prevent parking on Wykeham Way? There will be additional provision of 14 parking spaces and improved drop off / pick up zones as part of the scheme.
19.Will the vehicular and pedestrian access be the same as at present? This is improved, with a new drop-off/pick-up zone, as shown on the drawings
20.Will any measures be taken to stop school traffic using Birchwood Grove Road? The design for the pick-up and drop off area is intended to ease congestion on adjoining roads.
21.Will Birchwood Grove School parents still park around the school access when collecting and delivering? There will be no change to the access to Birchwood Grove School as part of the Woodlands Meed College project
Planning Process & Considerations
22.If residents wish to comment on this planning application, who can they contact? If residents would like to comment on this planning application, they should do so via the Planning Portal. Orange notices will be posted in the neighbourhood announcing when the application is open for the formal consultation process.
23.When is the consultation? The consultation on this scheme will be undertaken as part of the Planning Process, where members of the public will be able to make representation directly to the Planning Authority. All documents plans and statements will be available on the Planning Portal for member of the public to access. Members of the public will have 21 days to comment on the application.
24.Will any trees be felled on the site? Yes, we anticipate approximately 5 trees that will be felled in order to accommodate the new building. In terms of new trees planted, the current scheme proposes a minimum of 23 new trees, in addition to new habitat areas, growing areas, wild garden, sensory nature trail and enhanced landscaping throughout.
25.What effect will the new building have on the adjoining residential properties, if any? The scheme works to minimise the impact on adjoining properties by making the most of the topography of the site. The building will be set into the ground so it appears as a single storey building from properties on Birchwood Grove.
26.Why has the building been put so close to residential boundaries on the Northern side of the site? The building had to be at the optimum level, in terms of ensuring the most opportunities for level access as possible. However, the team had been working to minimise the impact on the neighbouring properties by proposing to move the building 4m further South. This was approved by the Project Board on 9 November 2020.
27.Are there windows on the North side of the building overlooking properties? There are windows on the ground floor, but they do not overlook the properties as they are buried into the site.
28.Why does the building need to be an L-shape, taking it so close to residents at the West of the site, instead of extending the building in a straight line? The building has been positioned to achieve optimum levels for access and to satisfy Sport England's requirements.
Project Risks
29.Is the project likely to be impacted by Covid-19 and/or the end of the Brexit Transition period? The project risk register is reviewed on a monthly basis and actions are put in place to minimise the risks as and when they appear.
30.What are the three key risks to delivering this project within budget and on time, and what are the mitigation plans for each? a.Topography of the site – Difficulties and costs related to access and logistics. This has been de-risked by undertaking extensive cut and fill exercises with the structural and civil engineers, to understand the movement of ground material across the site, to minimise the amount of material taken off-site, thus ensuring the most cost-effective solution as possible. b.Construction access to the site – A review was undertaken by the transport consultant, and the health and safety team in terms of how construction vehicles will access the site. This was done in conjunction with the college and Birchwood Grove Primary School. c.Working on a live site, with Birchwood Grove Primary and the College still in operation – This has been managed by bringing on a health and safety team from the start, to review the risks and implications. We are tendering to specialist contractors that understand and have experience with working in this environment.
31.Is the budget of £20m secure? In May 2020 the Council and the Cabinet Members approved a budget of £20m to proceed with this project and that figure is secure in our Capital Programme.
32.Does May 2023 completion include contingency for any potential protests from residents? As part of the planning process, the programme has allowed for some assumptions about the levels of protest that we may get from local residents, we are therefore confident of a May 2020 completion date for the new building. WSCC hope to establish a positive relationship with the local residents and seek to ensure the appointed contractor has a resident Liaison Officer to liaise with residents and the school to ensure that issues are dealt with swiftly and suitably.

Construction
33.How long is the build stage envisaged as lasting? The construction period is envisaged to last for approximately 20 months. However, we are procuring a contractor during the design phase to finalise the design, together with the incumbent design team, and hopefully improve on logistics, buildability and programme.
34.How can or will noise be mitigated during development, given sensitivities to noise of some of the students? Any potential causes for concern will be discussed with the college so that that any impact is mitigated. Contractors will ensure communication with the college throughout the construction phase. This has already been discussed with the college, who are fully aware of the risk.
35.What measures will be taken to protect the amenities and safety of BGS during the construction period? Measures will be identified as part of the development of the project to ensure health and safety throughout the construction of the project. It is anticipated that this would include construction deliveries to be outside of drop off/ pick up hours, barriers to separate construction traffic and pedestrians and between BGS and the construction site.
36.How will additional work-related traffic effect the journey times for students to and from the college? Deliveries of construction materials will be outside pick up and drop off times, to limit disruption.
37.Will dust/dirt in the air during construction cause issues to the college? The contractors will have rigorous plan for reducing dust during construction. It is the College's responsibility to manage the needs, health and wellbeing of their pupils while on campus.
38.How will disruption be managed for pupils at the College during construction? As part of the procurement process for the contractor, one of the key questions is how they will seek to secure their site, in terms of making it as safe as possible for the pupils, dust mitigation, noise reduction etc. Furthermore, as part of the planning process a logistics plan and proposal will need to be submitted as part of the application. Acoustic surveys have been conducted across the site to advise on how mechanical ventilation will work in terms of external noise coming into the school, but equally we have taken readings from the school and local area so we can understand and monitor noise and this again will probably be conditioned through planning.
39.How will construction traffic access the site? The proposed access to site will be along Wykeham Way.
40.If site access is a key risk, why was access via the land which Burgess Hill Town Council supported, ruled out and can you swop if the risk is too great? This option was declined due to cost and the time implication. There are multiple landowners involved in that piece of land and there is an onerous process that would have to be followed. We do not envisage using this option in the future.
Other Considerations
41.What about the Alternative Site? Why wasn't it considered initially? The Alternative site was not considered to be available when the Woodlands Meed College project started. WSCC is now investigating the potential for the alternative site in parallel to progressing the Planning Application for the current scheme.
42.How will the new college works effect Birchwood Grove School? There will be some disruption during the building works as safe access will be arranged but overall, this will not affect BGS.
43.Will the new facilities be available for public or private hire? This will be dependent on the outcomes of discussions with Sport England and the outcome of the Planning Application. Any bookings would be managed by the College.
44.What measures will be taken to protect the safety and amenities of Wykeham Way and the surrounding streets during the construction period? Before construction, the contractor will survey the condition of the routes to the site, which will be reviewed upon completion, with any necessary remedial works undertaken.
45.Given the current size of the school and college, and the projected growth in population in Mid Sussex over the next ten years, for what reason is provision only being built to cater for 100 students? Following extensive review of projections for Key Stage 4 and above at Woodlands Meed, the Director of Education and Skills has confirmed there is no requirement to expand Woodlands Meed College. Future pupil number projection are regularly reviewed by WSCC Education.
46.Will any of the services or education/care currently on offer at the college be affected/reduced due to redevelopment of the site? The college will be losing a playground during the construction phase. The College may choose to pause delivery of some services during this time. The close involvement of the college through out the design will ensure the impact is appropriately managed.
47.Is the feasibility study still going ahead on the alternate site? Yes, WSCC are still proceeding with the feasibility on an alternative site, the reason being the disruption that surrounds building on the existing Woodlands Meed College site.

4.9 Feedback from the Private Meeting with neighbours held 16th November 2020

A private meeting was held virtually on 16th November with the neighbours directly to the North of the site. The following table sets out the questions raised at the meeting and our responses to those questions.

General
1. If the building is to be moved back by 4m, does this mean that the retaining wall (with drainage) immediately behind our fencelines will also be moved back 4m? Yes.
2. Will the land immediately behind our fencelines be levelled off from the bottom of our fences to the top of the retaining wall? Yes
3. Will the area immediately behind our fencelines be planted, if so with what? We would wish to avoid it being used as a pathway or continuation of the nature trail It will not be accessible by students or a continuation of the nature trail. Planting will consists of large evergreen shrubs, new trees and the potential for either a pre-grown green screen or hedge (for discussion). This can either run along the full length of the boundary, or just in front of the sprinkler tank / pump.
4. If there is to be an area of 4 metres wide remaining at the current level behind the excavation line could a row of hedging be planted in that space? Yes there is space for either a hedge or green screen. A green screen will provide better immediate screening as they are 3m high. However hedge planting will form a bigger and more naturalistic buffer over time.
5. Confirmation of the 2.3m maximum drop from our garden levels to "ground zero" of the building. Has this changed & what drop is there from the eastern edge of Conifers to the western edge of Appletree Cottage to "ground zero"? Maximum level difference at the western end of the retaining wall is 3.2m. This gradually tapers to the east, with a level difference of less than 1m at the eastern end.
6. Will the growing garden and the sun terrace still be 1 metre above the level of the garden at Appletree Cottage as shown in the cross-section shown on page 7 of the presentation boards? Yes. The roof terrace is marginally higher that the existing playing field
7. Confirmation that no excavation work will take place within the Root Protection Area of our 3 silver birches & that these trees will not be affected in any way by the proposals. We have positioned the retaining wall outside of the root protection area. An arboricultural report has just been completed and indicates that an arboricultural specialist will be present during these works to ensure minimum damage to the roots
8. What is the sanitation method for the Hydrotherapy Pool behind us – chlorination, ozone or something else. We are concerned about odour and safety issues dependent on the method used The final details of the hydrotherapy pool have not yet been determined but we would be happy to discuss this with you in due course.
9. What is the building that appears to be a block on top of the first floor above the room marked "Plant" which creates a 3rd level. It appears to be accessed by external stairs from the roof of the "External Plant" room? This has now been omitted.
10. What is contained within the first floor room marked "External Plant" above the Hydrotherapy Pool & are there likely to be any noise issues? The external plant area with house mechanical ventilation and heating equipment associated with the building. The equipment noise level will be below the current background noise level of the site. The background noise level will be determined by undertaking noise recording surveys.
11. What items will be located on and what will be planted on the roof that form the growing garden and sun terrace? Polytunnel and raised timer vegetable beds.
12. Is a safety screen or protective barrier to be built on the northern edge of the roof forming the growing garden and sun terrace? If yes, what type of screen/barrier is it? Yes, this will be PPC aluminium slats with associated bracketry and PPC supporting steel structure.
13. The planned substation on the northern edge adjacent to Conifers, what height will it be and are there likely to be any noise issues? The substation will be approximately 2.4 metres tall and equipment noise level will be below the current background noise level of the site. We are proposing a pre-grown green screen wrapping around the outside of the substation to provide visual screening.
14. We were told prior to the Teams meeting on November 6th that the proposed location of rubbish bins will be looked at. Can you give confirmation on this please? We have now moved the rubbish bins away from the northern boundary of the site adjacent to the nighbours houses and it is now located between the All Weather Pitch and the car park. It will be housed in a timber enclosure.
15. It was stated that construction traffic will be banned from Birchwood Grove Road. Construction traffic will cause substantial problems in other roads in the local area with parking & access for local residents and parents. Can you provide confirmation of plans, please? Yes, this is correct we will be placing a strict set of rules on management of the construction traffic around the local area so as not to cause disruptions to neighbours. We will update you on this in due course.
16. Will there be reissued plans as previously published widely prior to the Teams meeting or will these be included in the Planning Proposal submission? Yes, they will be issued as part of the planning submission on line.

4.10 Discussions with statutory consultees

Planning Meeting with WSCC Planners 26th June 2019

The three key planning risks are:

- **Sport England**
- **Highways and Transport**
- **Neighbours / objections**

Sport England (SE) – unfortunately the goal posts on site and Google earth will indicate there is or was a formal pitch there. This means SE will automatically oppose the development if there is a loss a playing field unless SE can judge that the development as a whole meets with one or more of the 5 specific exceptions. The option shown as part of this meeting did not adeqautely replace the lost playing field.

Actions from this meeting - Further to this meeting we reviewed the amount of hardstanding to the front and looked to replace this with soft outdoor play area. We also confirmed and got evidence to support the the lack of use of the field by the College because it was not fit for purpose given the slope, position and condition of the field. We also looked into different MUGA and ATP provisions for the site to support the sport offer. As a result of this meeting we dedided to make a formal submission to SE for their consideration (see later notes.)

Highways and Transport –There will be an increase in the number of pupils by 30% plus the relevant staff which will equate to 6 extra mini bus journeys in the morning and afternoon. Therefore an updated travel plan and transport statement will be required to include a traffic assessment. The need for a road safety audit is unlikely unless we alter the entrance or undertake road works. A construction management plan will be required to understand the impact of the construction period.

Actions from this meeting - It should be noted that the overall numbers of pupils have reduced since this meeting from 136 to 100 therefore the increase in the numbers is now very small hence it is unlikely some of these requirements will be necessary – this will need to be tested with the planners at the next stage.

Neighbours / objections – there is concern about likely objections from neighbours and this will need to be managed carefully at the next stage through a robust consultation plan.

BREEAM - it should be noted that the overall requirement for sustainbility will be a "VERY GOOD" BREEAM score.

Highways Meeting with WSCC Planners on 8th August 2019

This meeting highlighted the need to undertake a reporty to show the viability of various contractors access routes onto site for construction of the new building – there are 4 options to be further explored:

- Via the primary school site
- Via the college car park off Birchwood Grove Road
- Via the playing field through the recreational field off Folder's Lane
- Via the neighbouring housing estate off Shearing Drive in the corner of the playing field

This work was completed and please see Appendix 14 for further detailed work on preferred option via the primary school site.

Planning Meeting with WSCC Planners on 3rd November 2020

We had a virtual meeting with Chris Barrett on 3rd November 2020. The meeting highlighted the need to consider the proximity of the College building to the neighbours on the North side of the site. The College design on the North side requires a retainer wall adjacent to the 3 neighbouring properties and the wall effected the Root Protection Area (RTA) of trees in one the neighbours garden requiring the potential loss of trees. We discussed the potential to move back the building four metres to alleviate the need to remove the trees and to create a greater buffer between the proposed College building and the neighbouring properties.

Other points that were raised:

- Sections in relation to the neighbours properties should be included
- The axonometric may be mure useful if it showed the neighbours properties to the North and the West

Sketch Panel with WSCC

We presented the design proposals to Sketch Panel on Friday 13th November 2020. This was undertaken virtually via Microsoft Teams. There were two Councillors on the call Nigel Jupp and Anne Jones.

The following points were raised:

- They supported the move of the building to alleviate concerns from the neighbours raised on 6th November 2020 at the open public session
- There was a discussion about materiality and the participants on the call were very supportive of the simplistic material pallette which is robust and low maintenance
- They asked if the College were supportive of the scheme, this was also raised on the 6th November 2020 at the open public session - we are pleased to say that Adam Rowland (the headteacher) had expressed his support for the scheme

4.11 Discussions with statutory consultees - Sport England (please refer to Appendix1)

Sport England Response to Formal Submission on 8th August 2019

We formally issued our case to Sport England and received an initial response on 8th August. SE raised the issue that the playing fields once significantly larger prior to the construction of Birchwood Grove Primary in 2005. Therefore aswell as a 100m sprint track they previously also provided pitches for both summer and winter uses.

In 2009 after the construction of Birchwood Grove Primary the playing field on the College site still seemed to show and 80m sprint track and goalposts 50m apart. Therefore they questioned the description in our formal submission of the sloping site and the seemingly not fit for purpose pitch.

They requested that the scheme:

- Make / retain a larger green rectangle shaped area of playing field to mark out a FA recommended pitch 55m x 37m with safety areas?
- Make this playing field / playing pitch suitable for grassroots football and other sports.
- Make this playing field open for community use with changing provision/access to WC.
- Confirm that the 'all weather pitch' will be FA /FIFA compliant with lights and accessible to community use with changing provision/access to WC.
- 2 court hall with community use (yoga/keep fit/martial arts etc) with changing provision/access to WC.
- Confirm all sports facilities are compliant with Sport England technical guidance.

Sport England Telephone Conversation on 17th August 2019

We requested a further phonecall with SE to clarify aspects of the advice given in the formal response:

The summary of the telephone conversation was as followsand was sent as an email on 17th August:

- The quality of the existing pitch and the slope needs to be clearly documented in the planning statement – if the College are currently going off site for all sporting activity we need to set this out clearly and show what they are doing off site and why?
- We need to put together a comprehensive planning statement that shows the type of SEND young people we will have in the College and what their needs are in terms of sport – including indoor, external sport and hydrotherapy requirements.
- We need to put together a comprehensive planning statement that shows the local community groups (both able-bodied and those with disabilities) that have a need for sporting facilities and would be keen to partner/link with Woodlands Meed College and set out what their needs are in terms of sport – including indoor, external sport and hydrotherapy requirements
- We then need to present an offer that is supported by bullet point 2 and 3 – this may be a combination of internal and external sporting facilities – we would be putting together this offer in line with Exception 5
- If this includes an ATP this must be designed appropriately for the correct sporting requirements – if the ATP has multiple uses – we will need to show the specification and design supports this
- The proposal must show how community facilities would be accessed, managed out of hours and what car parking will be provided to support this use

Sport England Telephone Conversation on 13th August 2020

This was a virtual meeting with Sport England:

The summary of the meeting was as follows:

The officers at Sport England were proposed to change and therefore the most part of this meeting was to talk through the current scheme so we could explain the context as fully as possible.

The officer also wanted to spend some time catching up with the previous officer and going throught the past conversations on the scheme.

We left it that they would get back to us.

Email Reponse from Jo Edwards on 14th October 2020

We recieved an email from Jo Edwards from Sport England which set out the following:

"I did have a chat with XXXX, who is happy to leave this with me now. We both considered that the points set out in the email (see previous note from the 17th August) address the information Sport England requires.

I have also had a look at the previous history to the school, the site and the adjoining school and that has been helpful in understanding the context of the existing remaining playing field more fully.

From my point of view I think the key here is to demonstrate that the sporting offer in the redevelopment is of greater benefit to sport than the existing 'pitch' (E5). That is likely to be easier to meet if the proposed facilities, albeit that they might be less in area, are more suited to the school's requirements and perhaps meet a more strategic community requirement for facilities accessible to people with disabilities. I don't recall that we spoke about internal facilities but those too if to be provided and available, could go some way towards tipping the balance in our assessment."

Sport England Telephone Conversation on 4th November 2020

This was a virtual meeting with Jo Edwards from Sport England:

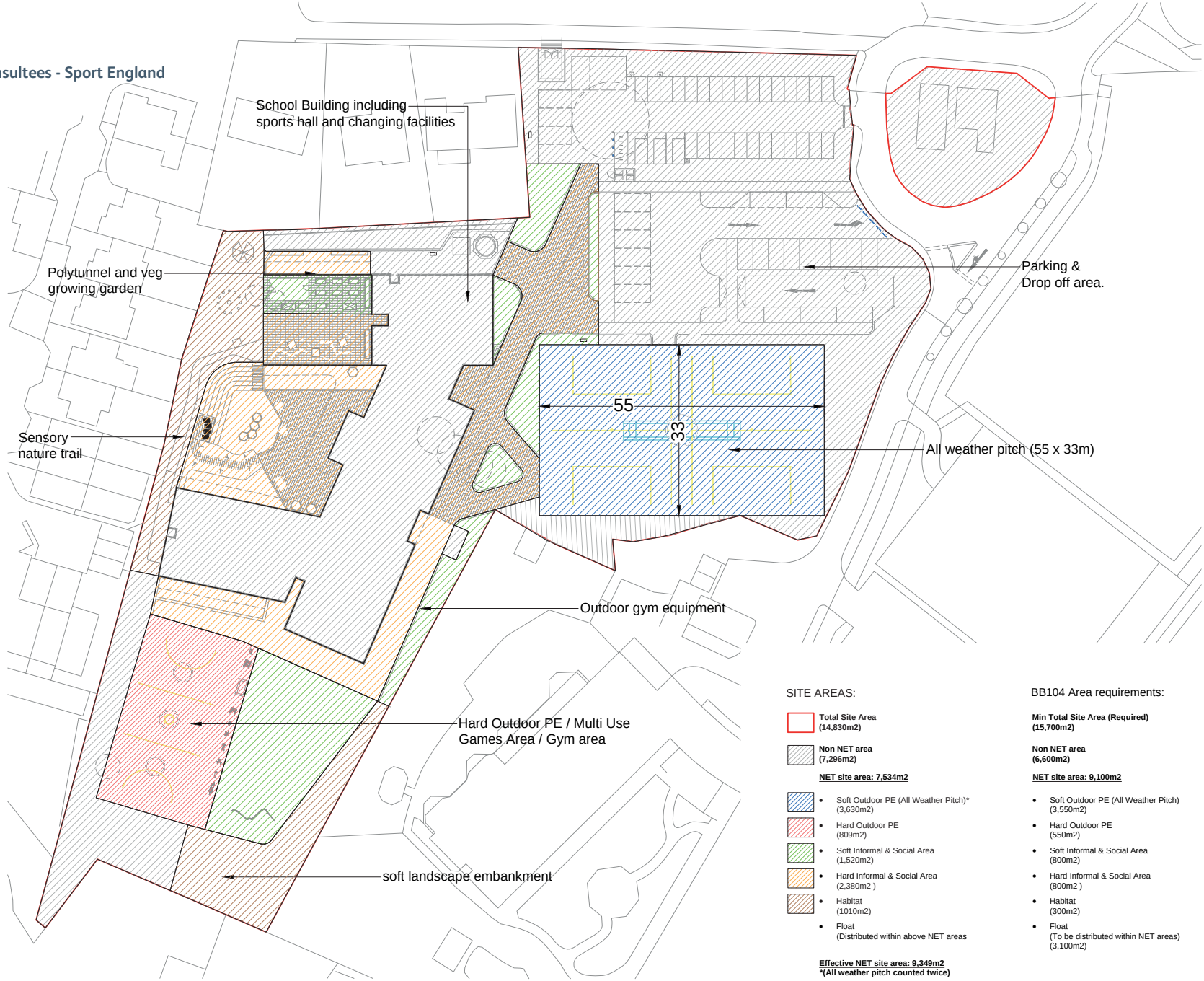
The summary of the meeting was as follows:

We were asked to

- Provide a brief outline of the Kangaroos SEND group and what facilities they currently use and activities they currently undertake on the site
- To confirm whether there are any other SEND groups in the local area that may be interested in using the new facilities? If so, please could you make contact with them so they are aware of the development and the facilities that they could potentially make use of
- Ensure we list the SEND groups contacted (for no. above point) and any responses received
- SE would also like to know the College's priority for sports to make some sense of the sports markings that we are proposing
- Some further information on the benefits and uniqueness of the hydrtherapy pool
- Confirmation of the dimensions of the Sports Hall and some discussion about the dimensions of the Sports Hall on the Woodlands Meed School site

4.11 Discussions with statutory consultees - Sport England

BB104 Calculations



SITE AREAS:

Total Site Area (14,830m2)

Non NET area (7,296m2)

NET site area: 7,534m2

- Soft Outdoor PE (All Weather Pitch)* (3,630m2)
- Hard Outdoor PE (809m2)
- Soft Informal & Social Area (1,520m2)
- Hard Informal & Social Area (2,380m2)
- Habitat (1010m2)
- Float (Distributed within above NET areas

Effective NET site area: 9,349m2
***(All weather pitch counted twice)**

BB104 Area requirements:

Min Total Site Area (Required) (15,700m2)

Non NET area (6,600m2)

NET site area: 9,100m2

- Soft Outdoor PE (All Weather Pitch) (3,550m2)
- Hard Outdoor PE (550m2)
- Soft Informal & Social Area (800m2)
- Hard Informal & Social Area (800m2)
- Habitat (300m2)
- Float (To be distributed within NET areas) (3,100m2)

5.1 Building Location/ Site Access

The location of the building was thoroughly tested against the site and project parameters to ensure that the very best solution was reached during the Client Enagagement Meetings.

The final location of the new College was defined by:

- The need to retain the current College in full operation during the construction process;
- The need to complete the College in one phase to avoid prolongued disruption to the young people at the College, the neighbouring Birchwood Grove Primary School and the neighbours in close proximity to the site, and
- Given the unique nature of the College and the requirements for drop off/pick arrangements via taxis and mininbuses for almost all the students. The car park and drop off/pick up zone needs to be located at the front of the building, and adjacent to the front entrance.

The key concepts for the design and shape of the new College building are:

The desire to provide a courtyard at the centre of the site to rbing light into the depth of the plan and to create external spaces linked to classrooms, the dining area and the social/ common room space;

The learning wings to the south west and north west of the site which reflect the clusters of classroom spaces that the College team defined in their adjacency diagram through the consultation process. This allows young people to be grouped either by key stage or need and offers flexibility year on year for the senior leadership team to manage the cohort in different ways within the college;

The hydrotherapy block near to the entrance and car park at the northern side of the site and to have a separate entrance through the secure lobby so that this can be used by the community in and out of the college hours,

The sports hall to be positioned towards the lower end of the site so the mass could be disguised within the building form and the greatest distance from the neighbouring properties and with a link to the sports field and Multi Use Games Area, and

The floodlit AWP to be the furthest distance from neighbouring properties but at the front of the site for ease of community access.

5.2 Schedule of accommodation

SEND FEASIBILITIES_WOODLANDS MEED
SCHEDULE OF ACCOMMODATION 100 PLACES
1191-4007
Rev N 20.11.20

Students Numbers:
KS4 and 5: 100 students - all needs

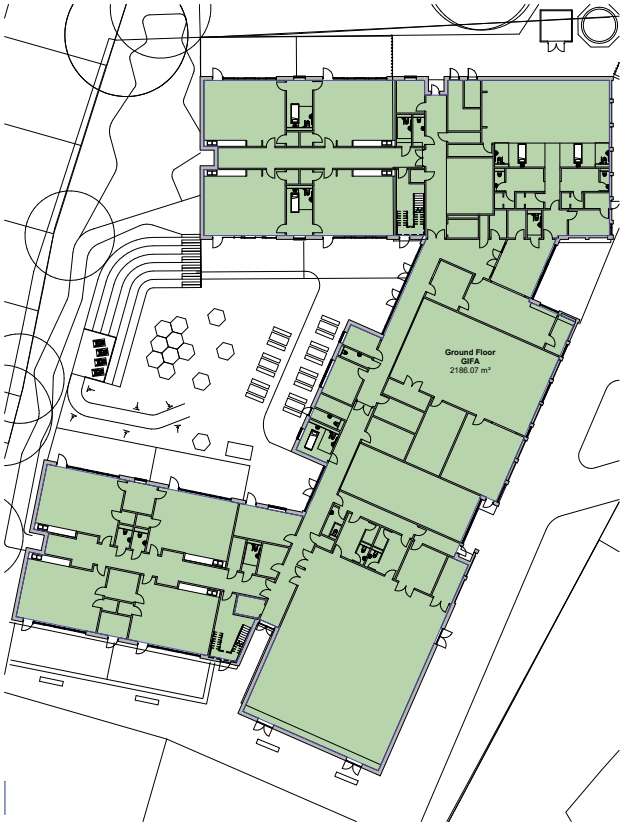
TEST DFE TOTAL GIFA:
BB104 Range. 3100-3550m² for 100 pupils
Existing college area. 1980m²

100 Place SEND School - All needs	RIBA Stage 1 Report proposal				Current Proposal			
General teaching spaces								
Secondary General Teaching								
classroom (generic)	60	6	360	upper G zone "ambulant pupils work to an adapted curriculum with some support e.g. Pupils with MLD, SLD and autism" 46-56m2 for up to 12 pupils	60	6	360	
classroom (SLD)	60	4	240	upper J zone "ambulant and non ambulant are taught together, some require specialist equipment and significant additional support e.g. pupils with SLD and/or PMLD" 58-66m2 for up to 6 pupils	60	4	240	
classroom (PMLD)	60	2	120	top of J zone "most pupils are severely disabled and require significant support, high use of horizontal learning stations or motorised wheelchairs e.g. Pupils with PD and PMLD/SLD" 66m2 for up to 6 pupils	60	2	120	
Secondary Practical								
science room	62	1	62	science studio for ambulant is 62m2 or multi purpose practical for PMLD is 62m2 STEM room for the college	62	1	62	
food room	76	1	76	food room for ambulant is 76m2 or for non-ambulant is 62m2	76	1	76	
DT workshop	76	1	76	DT workshop for ambulant is 76m2 or multi purpose practical for PMLD is 62m2 - will be used for art aswell - may need to double as a classroom	76	1	76	
Art	0	0	0	expect you to combine this with DT - only allow 4 practical spaces	0	0	0	
Music and Drama								
Music classroom	60	1	60	based on typical classroom size will also need to be used for drama - largest as shown above - may need to double as a classroom	60	1	60	
Recording studio	12	1	12		12	1	12	
Sub total			**1006**	**Range 925-1150m2**			**1006**	
Large spaces - halls and indoor PE								
sports hall	306	1	306	2 court sports hall - 5m height to allow for trampolining - to be used for indoor PE, assembly, perfoming arts - acoustics and audio/visual/lighting to be included to accommodate events and functions	306	1	306	
Dining and Social Areas								
Dining Areas (non-ambulant)	150	1	150	based on 78 ambulant pupils (60 generic, 18 SLD) and 22 non-ambulant pupils (10 SLD, 12 PMLD) = 78x1.3m2 +22x3m2 = 167m2 assumed common room will provide additional dining space describe as café/restaurant	150	1	150	
Social/common room	75	1	75	social/comon room and learning resource centre and overspill dining for older students	75	1	75	
Sub total			**531**	**Range 205-400m2**			**531**	
Learning resource area								
library	0	0	0	included in common room area above also to be joined with careers	0	0	0	
Creative Art								
Kiln room	0	0	0		0	0	0	
SEN and Support Spaces								
SEN Therapy/ MI room	15	1	15	medical room with sink and bed - area in line with BB104 * hoist	15	1	15	
Small Group Room	10	5	50	roughly 1 per 3 classrooms	10	5	50	
Calm room	8	2	16		8	2	16	
Therapy room	25	1	25	NHS hub office for 5 desks	24	1	24	
Physiotherapy	15	1	15		15	1	15	
Sensory Room	12	1	12		12	1	12	
Soft room	30	1	30	sensory circuits	30	1	30	
Hydrotherapy pool	85	1	85	fully accessible	92	1	92	
Sub total			**248**	**Range 240-345m2**			264	
TOTAL TEACHING AREA			**1785**				1791	
Staff and Admin Areas								
Staff room (Social)	44	1	44	assumed 50% of pupil numbers for staff numbers - 50% using staff social room at any one time - hence formula is (1.65x25)+3 = 44m2	44	1	44	
Staff work room	8	2	16.0	assumed 50% of pupil numbers for staff numbers - 20% using staff work room at any one time - hence formula is (1.8*10)+4.5 = 22.5m2 reduced in discussion with school	8	2	16	

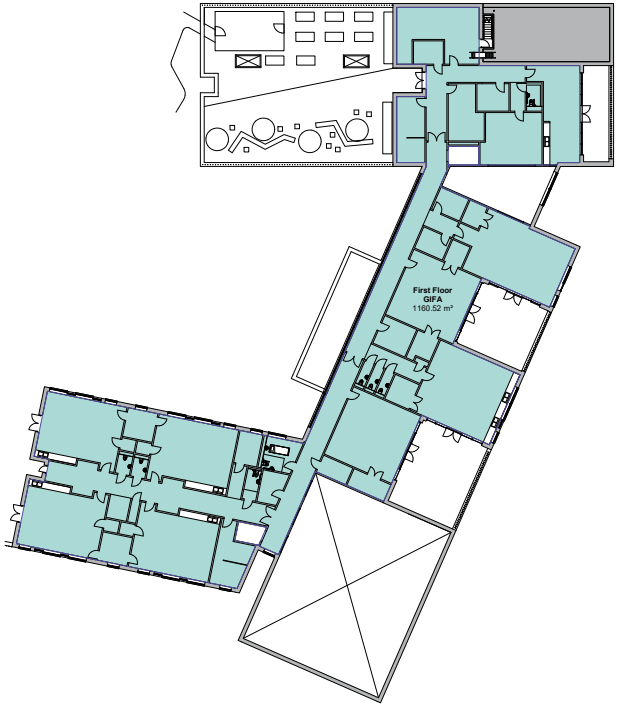
The Schedule of Accommodation is based on the Building Bulletin 104 which sets out the space standards for Schools and Colleges for children and young people with Special Educational Needs and Disabilities (SEND.) There is a specific calculation that is undertaken based on the number of young people in the school and their special needs. This determines an overall range for the Gross Internal Floor Area (GIFA) of the College but also the individual ranges for different zones of the College. This is all clearly set out in the table on this page. The overall range for this College is 3100 to 3550m2 - the proposed overall GIFA is 3346m2 which is just over the mid point within the range. The schedule reflects the detailed conversations that were undertaken with the stakeholders.

100 Place SEND School - All needs	RIBA Stage 1 Report proposal				Current Proposal			
Conference/ Meeting Room	35	1	35		35	1	35	
Admin Suite								
Head's office (meeting room)	15	1	15		15	1	15	
Reprographics room	0	1	0	photocopiers to be spread around college ICT to support this	0	1	0	
General Office (1 reception desk)	23	1	23	3 people to allow for MFD and 4 double tambour cupboards	23	1	23	
Bursar/PA/Business Manager	5	1	5	Business Manager off general office	5	1	5	
Parents Room	0	1	0	joined with interview room	0	1	0	
Entrance/ Reception	2	2	4	one for college and one for hydrotherapy- error in current BB104	0	0	0	inc in circulation
Interview room	10	1	10	off secure lobby also parents room	8	1	8	
Sick bay	6	1	6	used as first aid storage space	5	1	5	
Offices								
Office/ Meeting	12	1	12	2 deputies	12	1	12	
Office	8	1	8	assistant head office	8	1	8	
Office (SENco, learning support)	16	1	16	2 spaces - office plus 1 to 1 session therapy space say 6m2 and 10m2	16	1	16	
Office/ Workroom (ICT tech)	8	1	8	near to server an advantage	8	1	8	
Office/ Workroom (Premises)	8	1	8	adjacent to maintenance store	8	1	8	
Staff areas sub total			**210**	**Range 170-240m2**			**203**	
Storage (teaching)								
General teaching store (classroom)	2	12	24		2.0	12	24	
Food Store/ Prep	5	1	5	prep and store	8	1	8	
Science prep room	8	1	8	STEM	8	1	8	
Multi materials store/prep room	0	0	0		0	0	0	
Specialist Store (DT)	8	1	8	art room	5	1	5	
Specialist Store (Music)	5	1	5		5	1	5	
Drama Store	8	1	8		8	1	8	
Medical store	2	1	2	therapy store	2	1	2	
General Store (off library)	0	0	0	added to common room area	0	0	0	
General Store (off SEN room)	2	1	2	off SENCO	2	1	2	
Pool chemicals store	5	1	5		5	1	5	
PE Store (Activity)	18	1	18		18	1	18	
External PE store	8	1	8		8	1	8	
Storage (non teaching)								
Chair/ Table store(s) (off hall)	10	1	10		10	1	10	
General Store (Central Stock)	20	1	20		12	2	8	currently one at 10m2 in the general office and 2m2 in the main entrance
Secure exam store	5	1	5		4	1	4	
Archive store	0	0	0		0	0	0	
Wheelchair/ Appliances storage	39.0	varies	39.0	based on 22 non ambulant pupils 6+(1.5m2x22) is 39m2 - to be carfeully considered storage and not just bays off circulation	43.0	varies	43.0	
Wheelchair/appliances store	0	0	0	included above	0	0	0	
Personal storage (lockers)	1.5	12	18		1.5	12	18	
Cleaners store	3	varies	8	access for students for life skills (separate COSHH cupboard) - large store of 4m2 for the floor cleaner plus 2 cleaners stores of 2m2 each	8	2	8	
General store (Maintenance)	8	1	8		5	1	5	
Oxygen store	3	1	3	For oxygen storage	2	1	2	
Storage sub total			**204**	**Range 135-170m2**			**191**	
Float area				float used in storage and large spaces				
Net area			**2199**	**Range 2015-2235m2**			**2185**	
Kitchen								
School kitchen	45	1	45	to include ancillary spaces: servery, office, food store, refuse store, WC and change	45	1	45	
Enterprise kitchen	0	0	0		8	1	8	
Servery	0	0	0		0	0	0	
Toilets and personal care								
Pupil changing and showers (ambulant)	16	2	32		16	2	32	
Accessible/ Staff changing	6	2	12	1 for hydro and 1 for hall	13	2	13	
Pool changing	16	2	32		20	2	20	
Hygiene room	15	4	60	2 directly off hydro and 2 relating to PMLD classrooms, 1 off social/dining and 1 on the southern teaching wing	78	6	78	
Accessible/ Staff/visitor toilet	5	3	15	one accessible WC in secure lobby	5	3	15	
Accessible pupil toilet	5	3	15		5	3	15	
Pool plant	15	1	15		13	1	13	
Individual toilet (pupil)	3	10	30	10 cubicles of 3m2 at this stage - further discussions regarding groupings etc	3	9	27	
Individual toilet (staff)	3	3	9	spread across college site	3	3	9	
Laundry	4	1	4		4	1	4	
Other								
Plant			55	2.5% this will also need to include IT switch equipment that is needed in addition to server			44	
Server	8	1	8		8	1	8	
Circulation			704	32%			689	measured
Partitions			88	4%			161	measured
TOTAL GROSS AREA			**3322.6**	**range to be 3100 to 3550m²**			3346.0	**range to be 3100 to 3550m²**

5.2 Schedule of accommodation



Ground Floor Plan



First Floor Plan

Key:

First Floor GIFA

Ground Floor GIFA

Total GIFA 3346m2

5.3 Building Plan - Ground Floor Plan

Key:

- Tree Route Protection Zone
- Retaining Structure (Indicative)
- Retained Site
- Calm
- Circulation
- Classroom
- Group
- Plant
- Staff
- Store
- WC
- Main Entrance
- Sports Hall Community Access
- Sports Hall School Access
- Delivery and Access Gate
- Kitchen Deliveries
- External Classroom Access

0m 4m 8m 12m 16m 20m

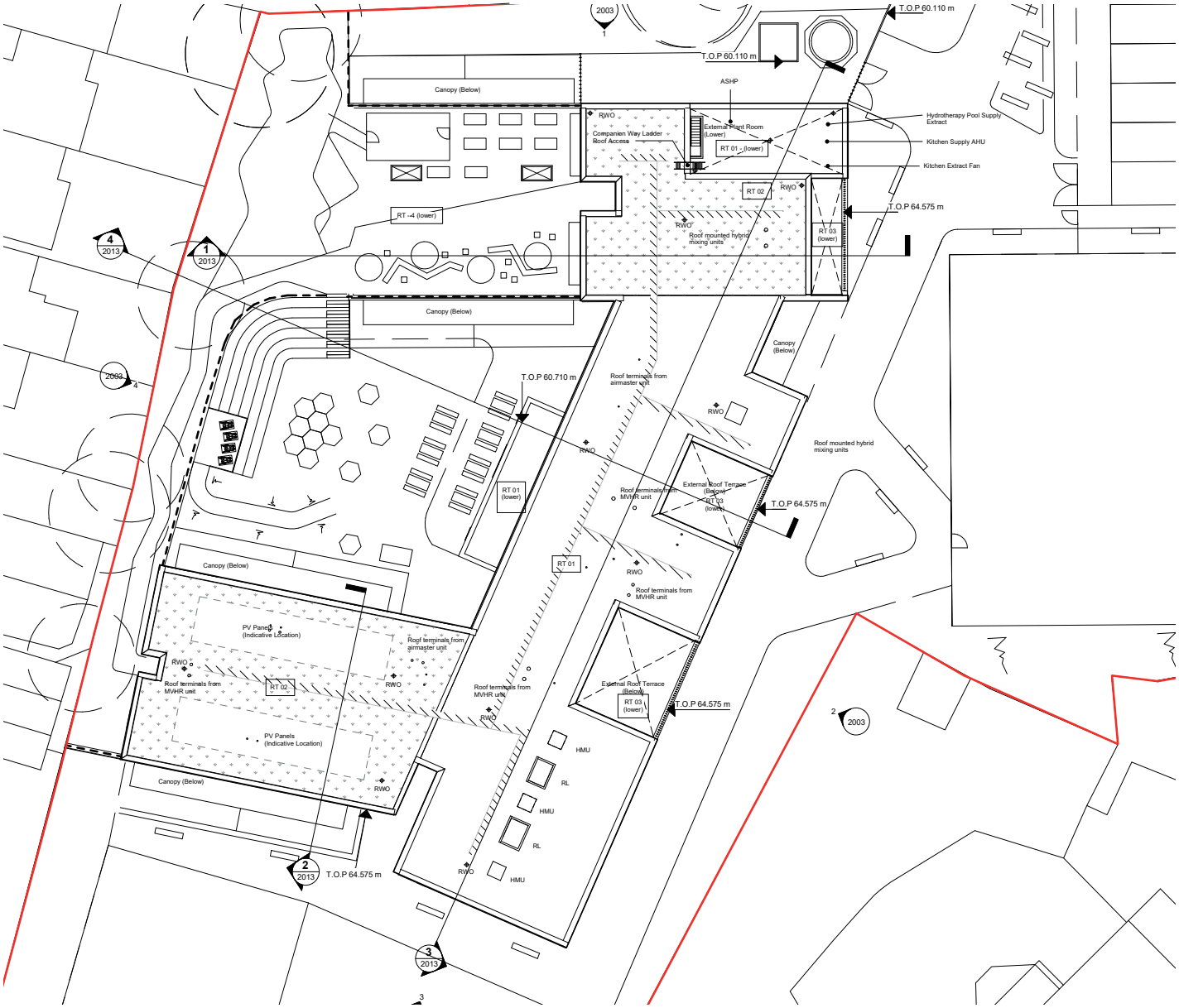
5.3 Building Plan - First Floor Plan

Key:

- Tree Route Protection Zone
- Retaining Structure (Indicative)
- Retained Site
- Calm
- Circulation
- Classroom
- Group
- Plant
- Staff
- Store
- WC
- Main Entrance
- Sports Hall Community Access
- Sports Hall School Access
- Vehicle/Pedestrian Delivery and Access Gate
- Kitchen Deliveries
- External Classroom Access

0m 4m 8m 12m 16m 20m

5.3 Building Plan - Roof Plan



5.3 Building Plan - Community use zones - location

5.3 Building Plan - WCs and hygiene - Ground Floor Plan

Key:
- AWC
- Change
- Hygiene
- Staff Change
- WC 2

0m 4m 8m 12m 16m 20m

5.3 Building Plan - WCs and hygiene - First Floor Plan

Key:
- AWC
- Hygiene
- WC 2

0m 4m 8m 12m 16m 20m

5.3 Building Plan - Circulation and accessibility - Ground Floor Plan

Key:
- 1.6m
- 2.2m

0m 4m 8m 12m 16m 20m

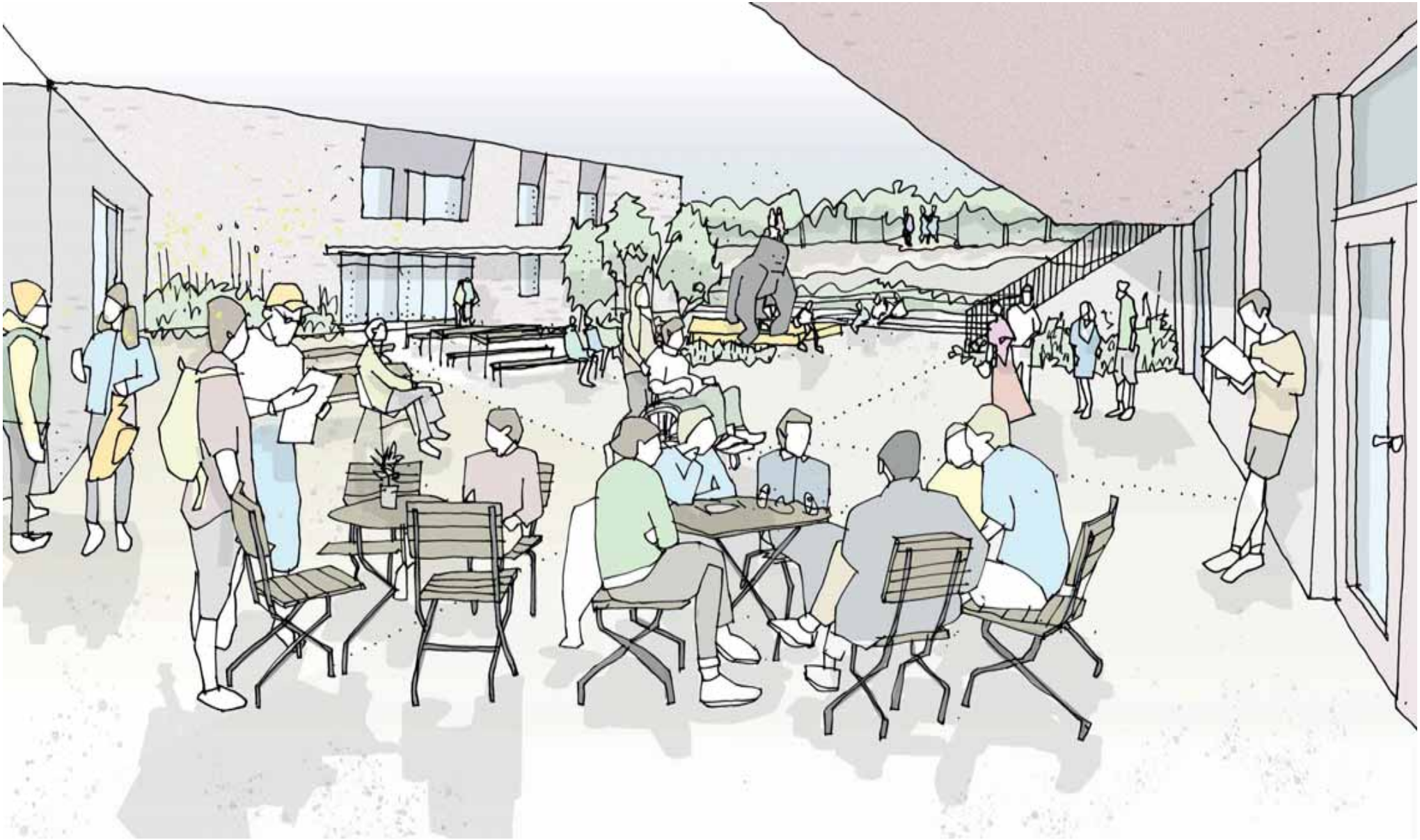
5.3 Building Plan - Circulation and accessibility - First Floor Plan

Key:

- 1.6m
- 2.2m
- mobility

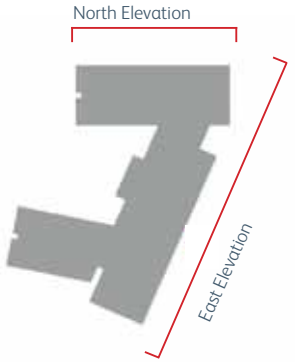
5.4 Axonometric

5.5 View - The Central Courtyard

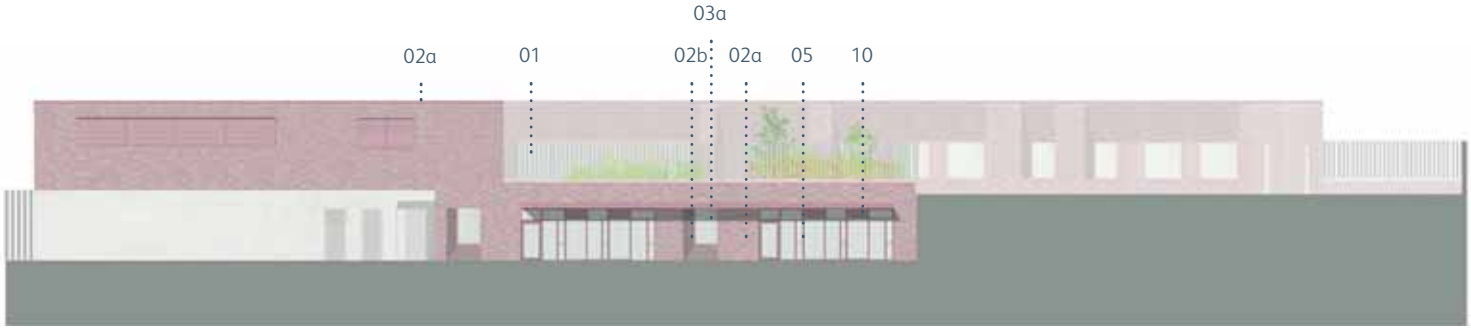


5.5 View - The Main Entrance

5.6 Elevation and Materiality



East Elevation



North Elevation

01 PPC aluminium slats with associated bracketry & PPC supporting steel structure (RAL TBC)

02a Brick (stretcher bond)

02b Brick splaying reveal (varied bond)

03a PPC aluminium framed windows (fixed) (RAL TBC)

03b PPC aluminium framed windows (openable) (RAL TBC)

04 PPC aluminium framed louvre externally (with an internal opening glazed window at L/L & NVHR ventilation unit at H/L behind) (RAL TBC)

05 PPC aluminium framed full height glazing (curtain walling integrated with PPC louvers and opening vents) (RAL TBC)

06 Precast concrete colonnade

07 Precast concrete panels

08 PPC aluminium roof coping (RAL TBC)

09 PPC Aluminium lettering spelling 'WOODLANDS MEED COLLEGE' with concealed PPC steel supporting structure

10 Polycarbonate canopy with associated cantilevered supporting PPC steel frame

11 Companion way ladder

12 PPC Aluminium framed sliding door to entrance (RAL TBC)

13 PPC aluminium solid panelled door (RAL TBC)

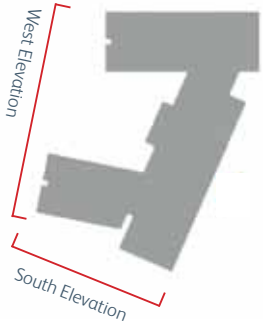
14 PPC aluminium louvered door with louvered overhead panel to plant rooms (RAL TBC)

15 PPC aluminium louvers (RAL TBC)

16 Concealed RWP throughout the building

17 PPC steel gate to external service yard (RAL TBC)

5.6 Elevation and Materiality



South Elevation

West Elevation

01 PPC aluminium slats with associated bracketry & PPC supporting steel structure (RAL TBC)

02a Brick (stretcher bond)

02b Brick splaying reveal (varied bond)

03a PPC aluminium framed windows (fixed) (RAL TBC)

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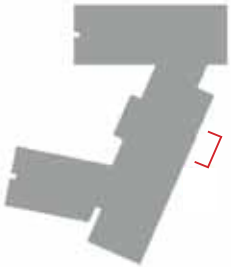
15 PPC aluminium louvers (RAL TBC)

16 Concealed RWP throughout the building

17 PPC steel gate to external service yard (RAL TBC)

5.6 Elevation and Materiality

External Terrace - East Elevation



Material Choice

To complement the modern/ contemporary nature of the building design, the material choice has been carefully selected to be simple in pallet and minimal in types. The stakeholders (WSCC and Woodlands Meed) were very keen to see robust in finishes that were low maintenance. The ground floor level is concrete to offer civic prescense but also to reflect the fact it is retaining some the land given the College works across many levels of the site and is at times partially sunken. Above this is brick which complements the existing residential properties around.

- Key to our approach was
- high quality detailing
- splayed windows reveals
- slender window frames with integrated louvres to support the environmental strategy
- the mature approach to colour because this is a College and not a School
- ambition to offer a strong civic building

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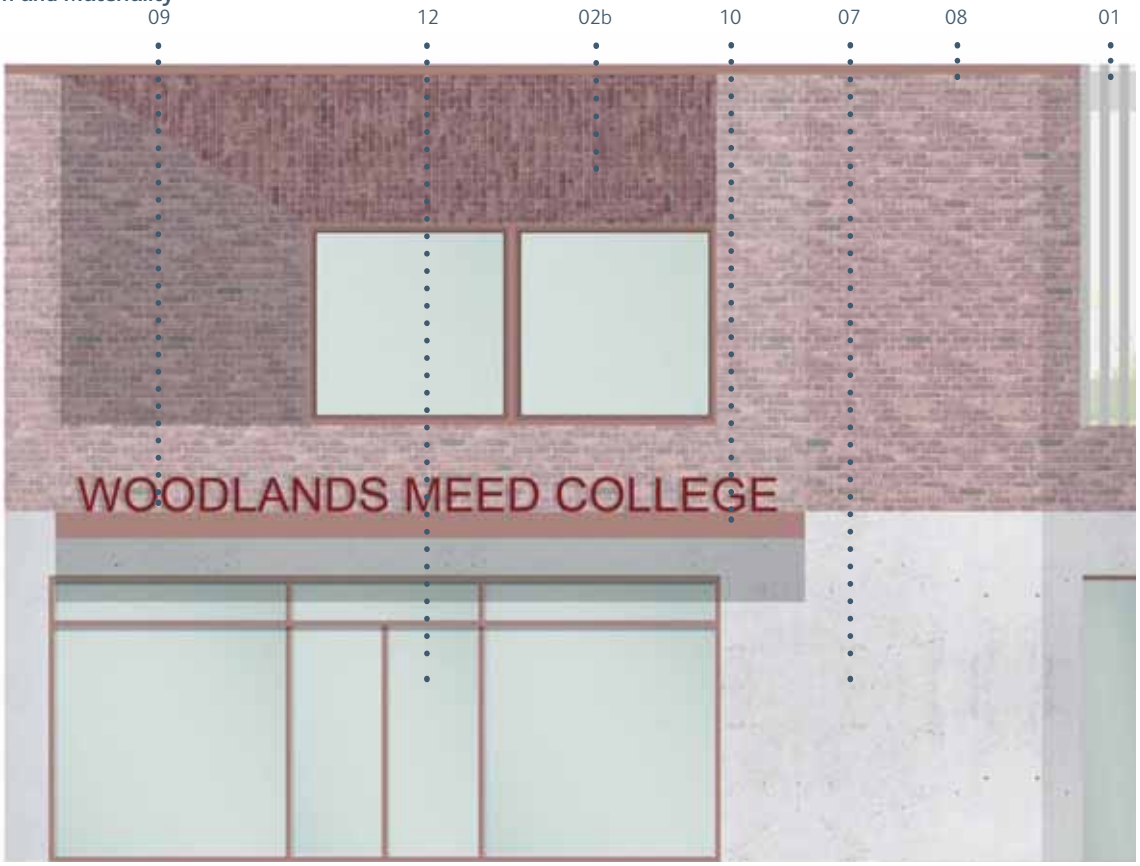
15 PPC aluminium louvers (RAL TBC)

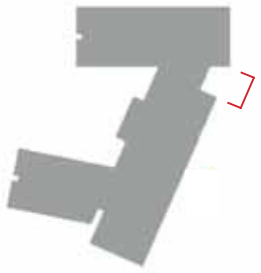
16 Concealed RWP throughout the building

17 PPC steel gate to external service yard (RAL TBC)

5.6 Elevation and Materiality



Entrance - East Elevation



Material Choice

On the first floor we also have roof terraces so that specialist spaces can also have a reciprical external space for outside learning opportunities. Given the nature of the young people for the terraces' boundary condition we have introduced a slatted metal cladding which is polyester powder coated and comes up to the height of the adjacent first floor facades. This offers additional security and safety for the College but also uniformity of the elevation.

We have introduced a canopy at the front elevation to support accessibility and inclusivity but also to help signify the entrance. Slender metal signage with "Woodlands Meed College" will sit on the edge of this to offer a further civic identity.

The classrooms also have canopies linking them to the outside this has several requirements, one to support the young people who want to experience the outside but need greater protection because their bodies cannot always regulate temperature well, to provide shade in the summer and protection from rain when some young people may still choose to have some fresh air. These canopies will be polycarbonate and fixed back to the building so as not to incur columns. They are opaque to allow day light into classrooms.

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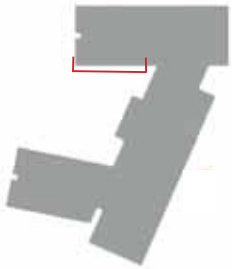
16 Concealed RWP throughout the building

17 PPC steel gate to external service yard (RAL TBC)



5.6 Elevation and Materiality

Courtyard - South Elevation

01 PPC aluminium slats with associated bracketry & PPC supporting steel structure (RAL TBC)

02a Brick (stretcher bond)

02b Brick splaying reveal (varied bond)

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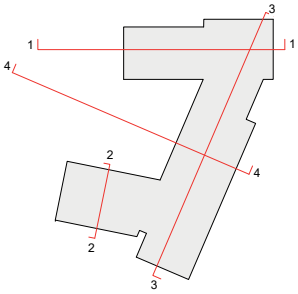
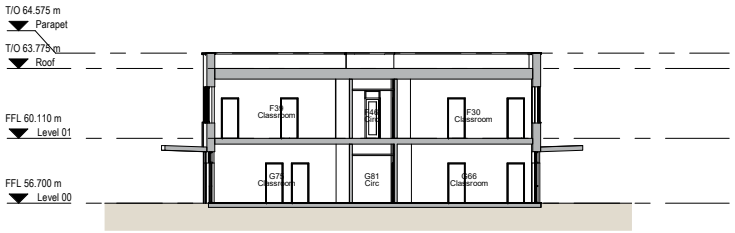
5.7 Section

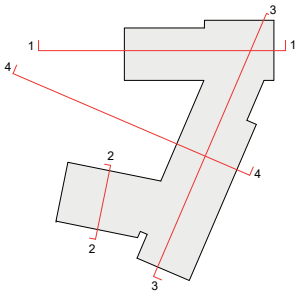


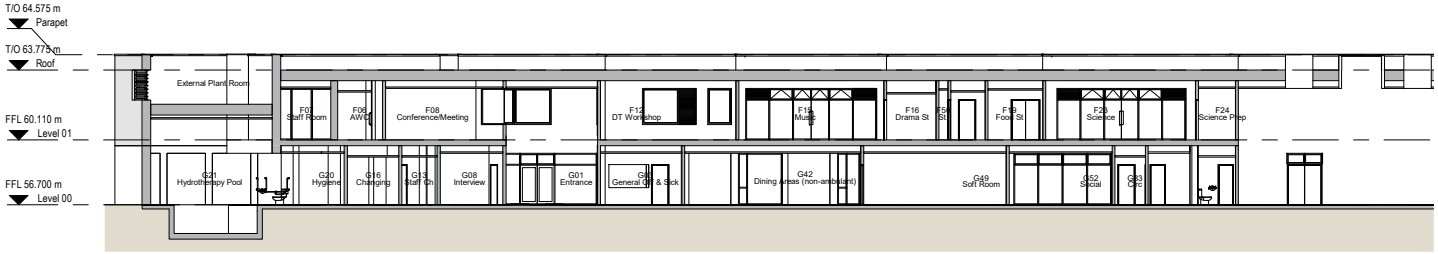
1 Section 1



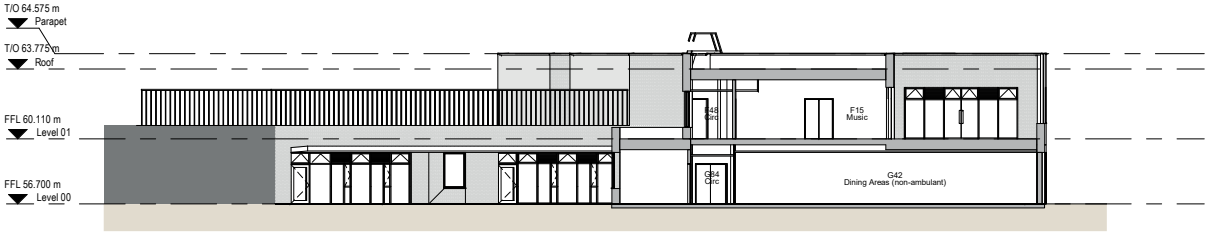
2 Section 2

5.7 Section



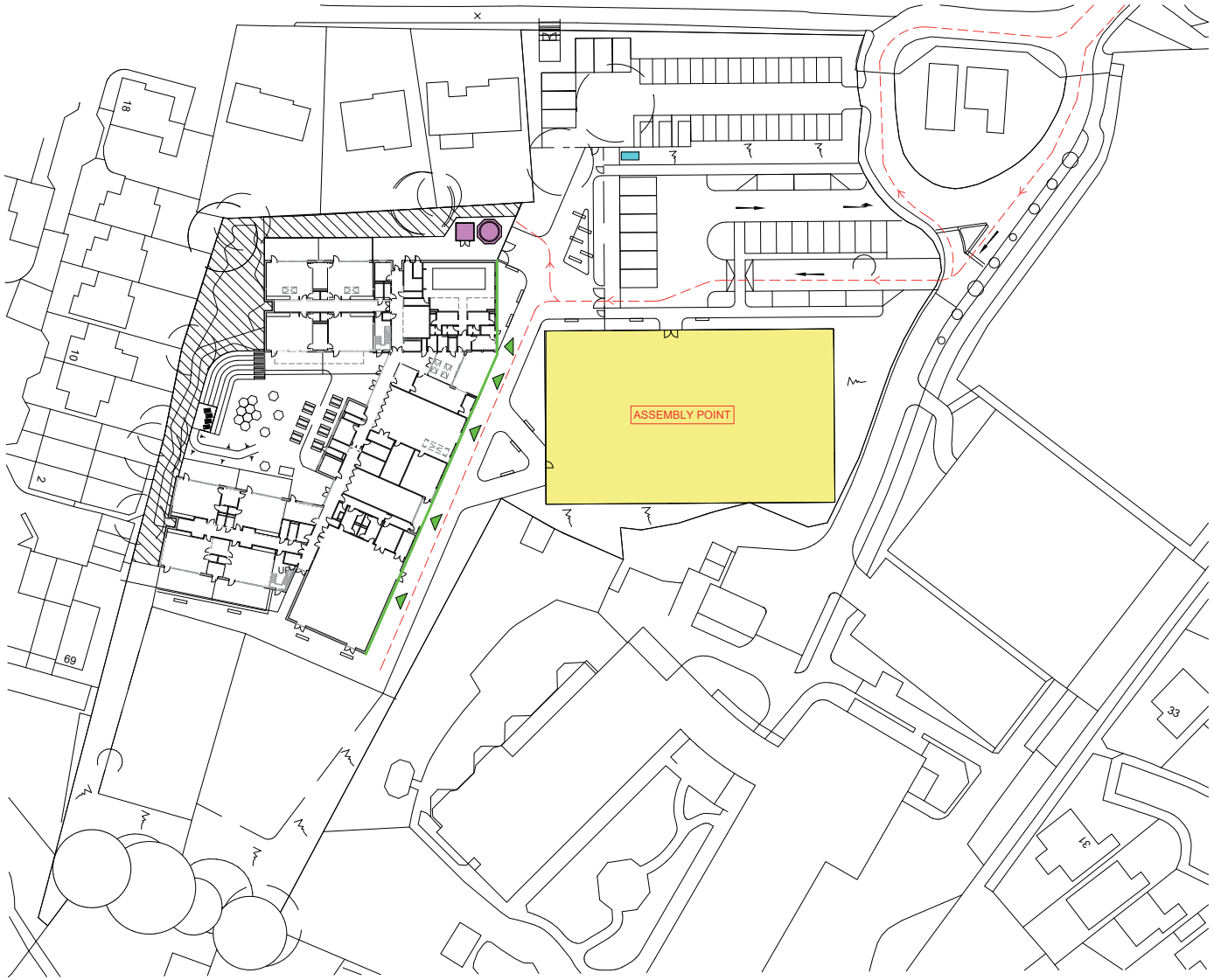


3 Section 3



4 Section 4

5.7 Fire Strategy - Site Plan



Key:

- Assembly Point
- External and Bin Stores
- Sprinkler tank and Pump
- Perimeter fire service access
- Fire Tender (indicative)
- FH Fire Hydrant location (indicative)

0m 10m 20m 30m 40m 50m

5.7 Fire Strategy - Ground Floor Plan

Key:

- FR30- Walls 30 minutes
- FR60- Walls 60 minutes
- Final exit door
- FD30 Door
- FD30S Door
- FD60 Door
- Fire Stopping Line: Vertical cavity as highlighted plus additional as required to ensure barriers at min 20m intervals
- Fire Barrier
- L/L Low Level Fire Barrier
- H/L High Level Fire Barrier
- Inner rooms
- Places of special fire hazard (as per Elementa's fire strategy)
- Fire Alarm Manual Call Point
- Fire Alarm Panel, recessed
- 2kg (or as marked) carbon dioxide fire extinguisher
- Automatic Heat Detector
- 75F rated wet chemical portable fire extinguisher
- Fire Blanket
- EXIT Denotes Fire Signage
- Final Escape Route
- Denotes Final exit
- Maintenance access walkway with anti-slip finish, 600mm wide with contrasting colour.
- Maglock Release on Actuation of the Fire Alarm

0m 4m 8m 12m 16m 20m

5.7 Fire Strategy - First Floor Plan

Key:

- FR30- Walls 30 minutes
- FR60- Walls 60 minutes
- Final exit door
- FD30 Door
- FD30S Door
- FD60 Door
- Fire Stopping Line: Vertical cavity as highlighted plus additional as required to ensure barriers at min 20m intervals
- Fire Barrier
- L/L Low Level Fire Barrier
- H/L High Level Fire Barrier
- Inner rooms
- Places of special fire hazard (as per Elementa's fire strategy)
- Fire Alarm Manual Call Point
- Fire Alarm Panel, recessed
- 2kg (or as marked) carbon dioxide fire extinguisher
- Automatic Heat Detector
- 75F rated wet chemical portable fire extinguisher
- Fire Blanket
- EXIT Denotes Fire Signage
- Final Escape Route
- Denotes Final exit
- Maintenance access walkway with anti-slip finish, 600mm wide with contrasting colour.
- Maglock Release on Actuation of the Fire Alarm

0m 4m 8m 12m 16m 20m

5.7 Fire Strategy - Roof Plan

Key:

- FR30- Walls 30 minutes
- FR60- Walls 60 minutes
- Final exit door
- FD30 Door
- FD30S Door
- FD60 Door
- Fire Stopping Line: Vertical cavity as highlighted plus additional as required to ensure barriers at min 20m intervals
- Fire Barrier
- L/L Low Level Fire Barrier
- H/L High Level Fire Barrier
- Inner rooms
- Places of special fire hazard (as per Elementa's fire strategy)
- Fire Alarm Manual Call Point
- Fire Alarm Panel, recessed
- 2kg (or as marked) carbon dioxide fire extinguisher
- Automatic Heat Detector
- 75F rated wet chemical portable fire extinguisher
- Fire Blanket
- EXIT Denotes Fire Signage
- Final Escape Route
- Denotes Final exit
- Maintenance access walkway with anti-slip finish, 600mm wide with contrasting colour.
- Maglock Release on Actuation of the Fire Alarm

0m 4m 8m 12m 16m 20m

6.0 Environmental Strategy

6.1 Building Energy Statement

The design of the new College will follow a low energy and low carbon approach, limiting the heating need of the building by using a fabric first approach with the external fabric U values exceeding the Building Regulation Part L2A requirements.

The main heating will be provided by low energy air source heatpumps with solar photovoltaic panels incorporated to minimise the energy consumption and carbon emissions for the building.

The predicted Carbon emission for the building will be 38% lower than the baseline Building Regulation Part L2A requirement for the building.

Natural and hybrid (natural and mechanical) ventilation systems will be utilised were possible with mechanical ventilation systems incorporating heat recovery.

Internal lighting will use highly efficient, low energy LED luminaires, with lighting controls used to ensure lights are switched/held off when natural lighting is available.

External Lighting and controls

External lighting on the building and surrounding College grounds will be highly efficient, low energy LED luminaires with high downward light component.

The buildings external lighting will be controlled by a time clock, provisionally set to come on at 7am and go off at 8pm with the lights held off during daylight by photocell.

The lighting will be provided with time overrun facility so the school can extend the time off in the evening for events such as parents evening, school shows or governors meetings.

The staff & visitors car parks controlled separately so they are illuminated only when needed.

Staff: Provisionally set to go off at 8pm with the lights held off during daylight by photocell.

Visitors: Provisionally set to go off at 6pm with the lights held off during daylight by photocell.

Overrides: The lighting will be provided with time overrun facility so the school can extend the time off in the evening for events such as parents evening, school shows or governors meetings and the visitors can be extended when the all weather pitch is use.

The all weather pitch will have LED floodlights on columns. The lighting will provide zero upward light and the light will be concentrated on the pitch with little overspill. The lighting will be manually turned on only when required but will automatically be turned off by timeclock / dimming control, the lights will dim down at a set time in the evening, before they are turn off. I.e. if there is a community group using the all-weather pitch until 9pm, the lights will dim down automatically at 8:45pm to remind users that their time is nearly up.

6.2 External Lighting Scheme

RESPONSIBILITY IS NOT ACCEPTED FOR OTHERS SCALING DIRECTLY FROM THIS DRAWING. DO NOT SCALE FROM THIS DRAWING, USE WRITTEN DIMENSIONS ONLY.

0m 2.5 5.0 7.5 15m

ORIGINAL SHEET SIZE A1

1:250

LUX LEVEL
- 1
- 2
- 5
- 7.5
- 10
- 15
- 25

Notes:

The buildings external lighting will be controlled by time clock and will be provisionally set top come on at 7am and go off at 8pm with the lights switched off during the day by photocell.
the lighting will be provided with time overrun facility so the school can extend the time off in the evening for events such as parents evening,school shows or governors meetings.
The staff & visitors car parks controlled separately so they can be illuminated only when is use which maybe at different times and will both be controlled by time clocks.
staff: will be provisionally set to come on at 7am and go off at 8pm with the lights switched off during the day by photocell.
visitors: will be provisionally set to come on at 8am and go off at 6pm with the lights switched off during the day by photocell.
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REV	ISSUED	DATE	CHECKED	DATE	APPROVED	DATE
P0.02	DH	19.11.2020	TC	19.11.2020		
P0.01	SB	23.09.2020	TC	23.09.2020		

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CLIENT
West Sussex County Council

PROJECT
Woodlands Meed College

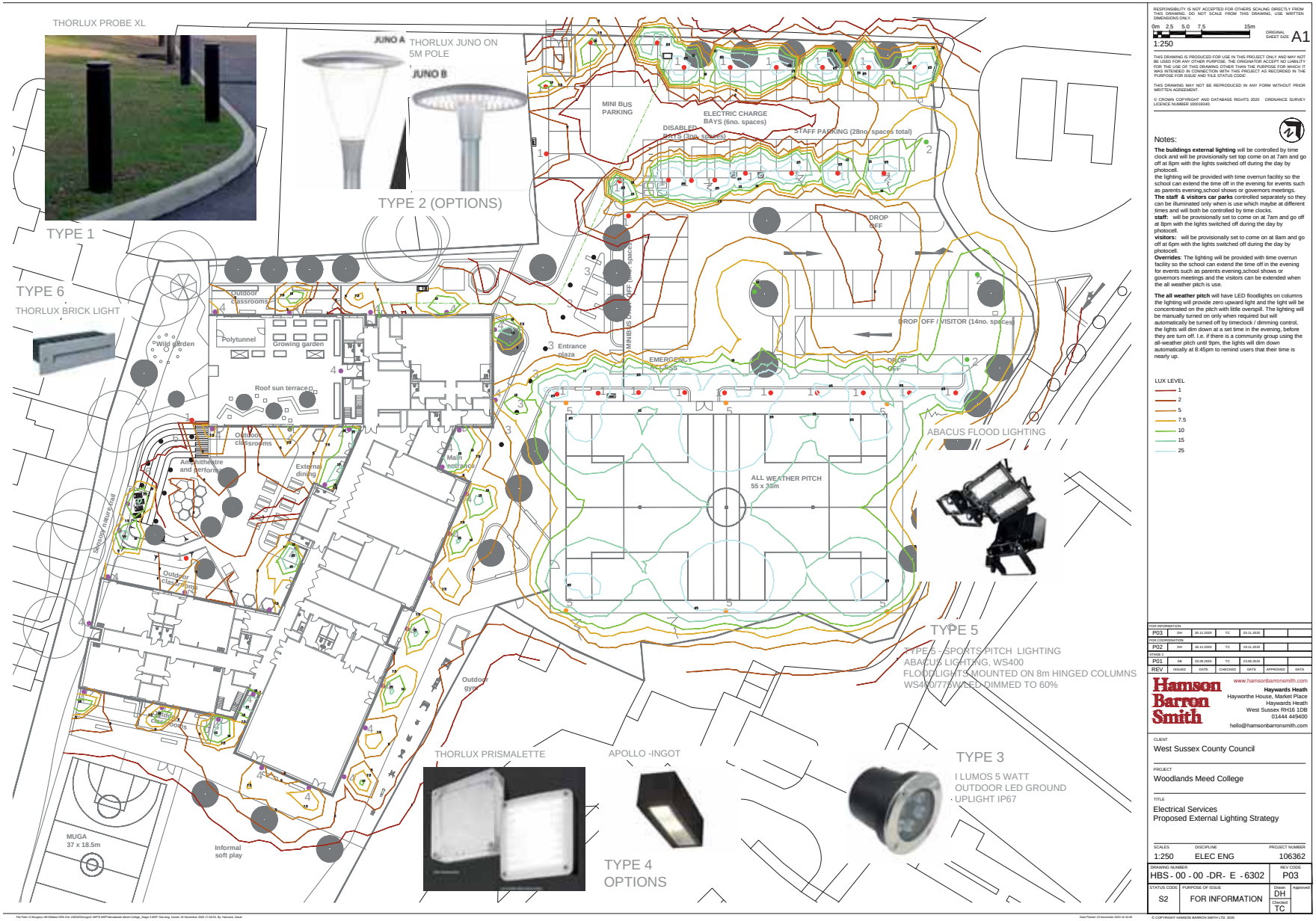
TITLE
Electrical Services
Proposed External Lighting Strategy
with Isolux contors

SCALES	DISCIPLINE	PROJECT NUMBER
1:250	ELEC ENG	106362

DRAWING NUMBER	REV CODE
HBS - 00 - 00 -DR- E - 6303	P0.02

STATUS CODE	PURPOSE OF ISSUE	Drawn	Approved
S2	FOR INFORMATION	DH	
		Checked TC	

6.2 External Lighting Scheme



6.3 Electrical Services - External Site

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0m 2.5 5.0 7.5 15m
1:250
ORIGINAL SHEET SIZE A1

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Notes:

Gas Cabinet 4
TYPE GC4+ size -
1210 x 750 x 1210h
BASE
1500X900X500D

TYPE D3 GRP KIOSK
1510x695x1500H
BASE
1700X800X500D

TYPE S5 GRP KIOSK
660x380x930H
BASE
800X500X300D

UK-KIOSKS: 26-28 Kempton Road, Keytec 7 Business Park, Pershore, Worcs, WR10 2TA
E : sales@ukkiosks.com
T : 01386 329095

REV	ISSUED	DATE	CHECKED	DATE	APPROVED	DATE
P0.03	DH	16.11.2020	TC	19.11.2020		
P0.02	DH	20.10.2020	TC	21.10.2020		
P0.01	DH	02.10.2020	TC	02.10.2020		

FOR COORDINATION
PRELIMINARY ISSUE

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CLIENT
West Sussex County Council

PROJECT
Woodlands Meed College

TITLE
ELECTRICAL SERVICES
EXTERNAL SITE.- MEP KIOSKS

SCALES	DISCIPLINE	PROJECT NUMBER
1:250	MEP SERVICES	106362

DRAWING NUMBER	REV CODE
HBS - 00 - 00 -DR-ME- 7002	P0.03

STATUS CODE	PURPOSE OF ISSUE	Drawn	Approved
S2	FOR INFORMATION	DH	
		Checked TC	

7.1 Site Constraints

Woodlands Meed College is a challenging site with a series of difficult constraints that have guided the design process for the proposed site layout.

Phasing

The existing school building is required to stay operational until the new building is constructed. This means the only feasible location for the new building is on the existing playing field, south west of the existing school site.

Site levels

The existing college is set on an steep site. There are many level changes with embankments, ramps and steps throughout the campus. The existing playing field has a steep diagonal gradient of 1:13, which renders it incompatible for formal sport. The school are currently forced to undertake sporting facilities off site. These steep gradients also makes a lot of the site inaccessible for non-ambulant students.

The new site layout aims to provide an inclusive and accessible external environment. To achieve this, a significant restructuring of the existing site levels is required.

Trees and neighbouring properties

The playing field is bordered by a series of large mature trees, including two trees on the southern boundary that are category 'A' rated in accordance with BS5837. Retaining as many existing trees as possible is a core design principle, especially as they provide an important green buffer to neighbouring properties.

To enable the retention of these trees, the existing surface levels need to be retained around the perimeter of the playing field to ensure no damage is done within the root protection areas.

7.2 Design Development from Stage 2

Throughout stage 2 the design evolved, as more information became available regarding site constraints and opportunities. Numerous stakeholder meetings took place, allowing the design team to understand the requirements of all end users, from pupils through to staff and community use.

This process continued into the Stage 3 with the design evolving and being refined as further information became available. Critical to the design evolution where numerous stakeholder engagement sessions with key participants.

This included WSCC capital projects team, WSCC Councillors, School, Sport England and the local residents. From these stakeholder engagement meetings key design changes where identified and incorporated into the stage 3 submission.

The most significant change from Stage 2 to Stage 3 was the repositioning of the building away from the northern boundary by approximately 4m. This change was the result of public consultation meetings with local residents and further survey information becoming available. This change has allowed the retention of existing boundary trees and the provision for dense screen planting along this edge. The cumulative effect of this update is increased screening along the northern boundary for residents living along Birchwood Grove Road.

Stage 2 sketch masterplan

4.2.1 Engagement Meetings (Stage 3)

- Stage 3 Kick off Meeting 08/10/2020
- Design Team Meeting 1 14/10/2020
- Client Engagement Meeting 1 23/10/2020
- Design Team Meeting 2 (Building Control) 28/10/2020
- Sport England 04/11/2020
- Risk meeting 04/11/2020
- WSCC Pre App meeting
- Public Consultation 06/11/2020
- WSCC Project Board Meeting 09/11/2020
- WSCC Sketch Review Panel (WSCC Councillors) 13/11/2020
- Client Engagement Meeting 2 16/11/2020
- Residents Consultation 17/11/2020

7.3 Landscape Masterplan

The external strategy aims to create a series of cohesive, vibrant and high quality exterior spaces for the SEN students.

The car parking areas have been positioned for ease of access from the road network, and lead to a green and welcoming entrance plaza. Areas for sports and physical activity are located around the outer edge of the new building to the east and south, while spaces for learning and socialising are primarily located within the inner courtyard and terrace spaces to the west.

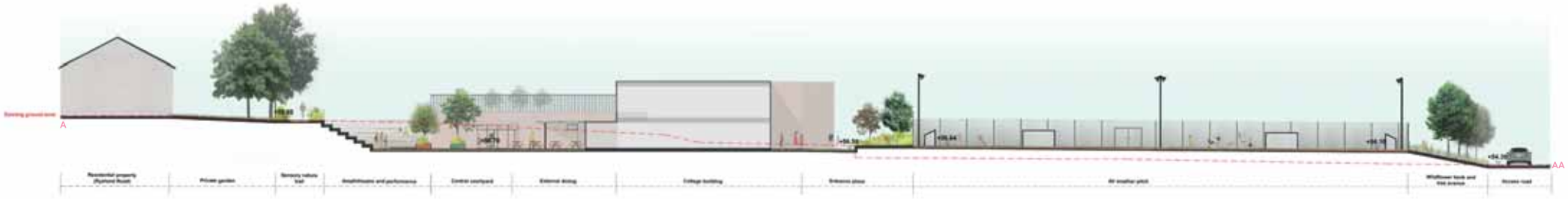
The steep topography of the site has been rationalised to create an accessible, usable and comfortable external environment. Careful detailed design will ensure that all spaces will be compliant with the Equality Act, and thus will be suitable for all users.

The scheme will use a contemporary and high quality palette of materials for both surfacing and furniture to ensure the external environment visually connects to the school, whilst being age appropriate and safe. The planting palette will also contribute to the overall identity of the school, providing wildlife and educational benefits wherever possible.

Key:

- Planting
- Amenity grass
- Asphalt
- Paving
- Building
- Polymeric sports surface
- Rubber crumb safety surface
- Veg planters and poly-tunnel
- Single / double gate
- Bins
- Hedge / fence to edge of classroom
- Proposed trees
- Existing trees
- Amphitheatre / steps
- Performance deck
- Feature seating
- Canopy
- Trees removed

7.4 Site cross sections



Section A

Section B

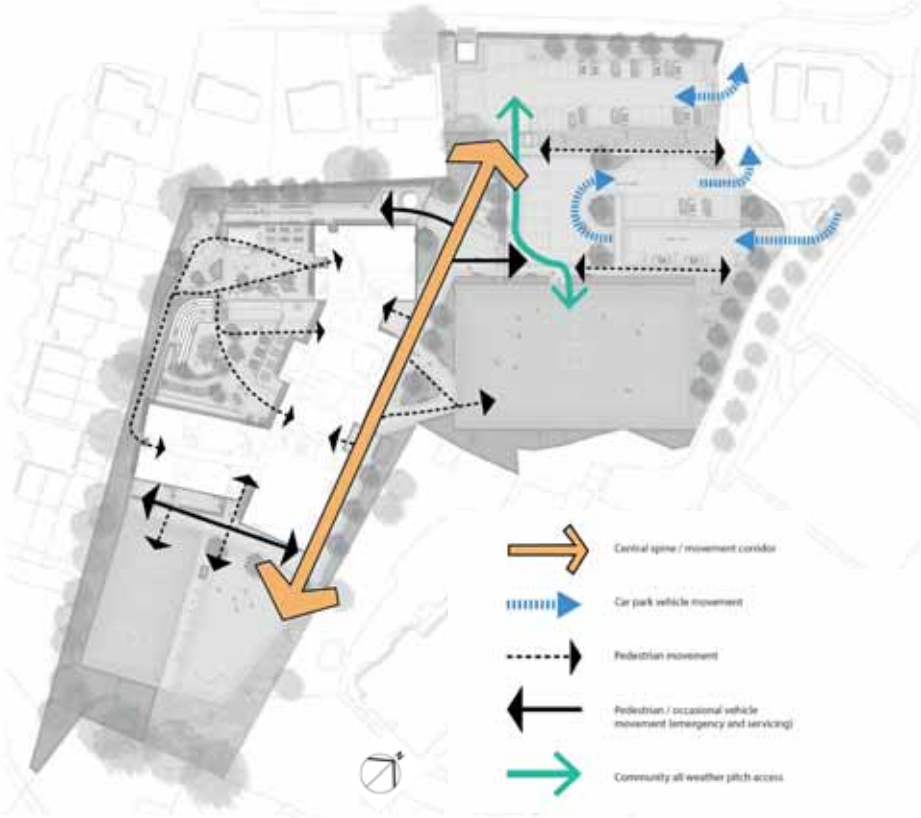
7.4 Site cross sections

Section C

7.5 Landscape Site Analysis

Movement and circulation

A central spine forms the primary movement corridor within the site. This runs adjacent to the new building's diagonal alignment and provides (pedestrian and emergency vehicle) movement from the car parks to the main entrance, the All Weather Pitch, and down to the playing field at the southern end of the school. The inner area of the school (courtyard and terraces), has been designed for permeability with 4 separate entrances into the building. A dedicated route is provided from the car park to the All Weather Pitch for community use, meaning visitors do not need to enter the school's secure area.



Levels and cut and fill

The site layout has been designed with accessibility at its core. An extensive cut and fill exercise has been undertaken to create comfortable access routes for all users. No ramps or steep gradients are proposed across the site, and all areas are accessible to non-ambulant students. The raised roof terrace the north west of the site is accessible by stepped access from the courtyard or by using internal lifts.

The existing levels to the southern and western edges of the playing field have been retained to enable the retention of the mature trees along the boundary.

Boundaries, fencing and walls

A secure perimeter for students has been designed with no access to car parking areas. This is a key priority for the school in terms of management and also for the safety of the students.

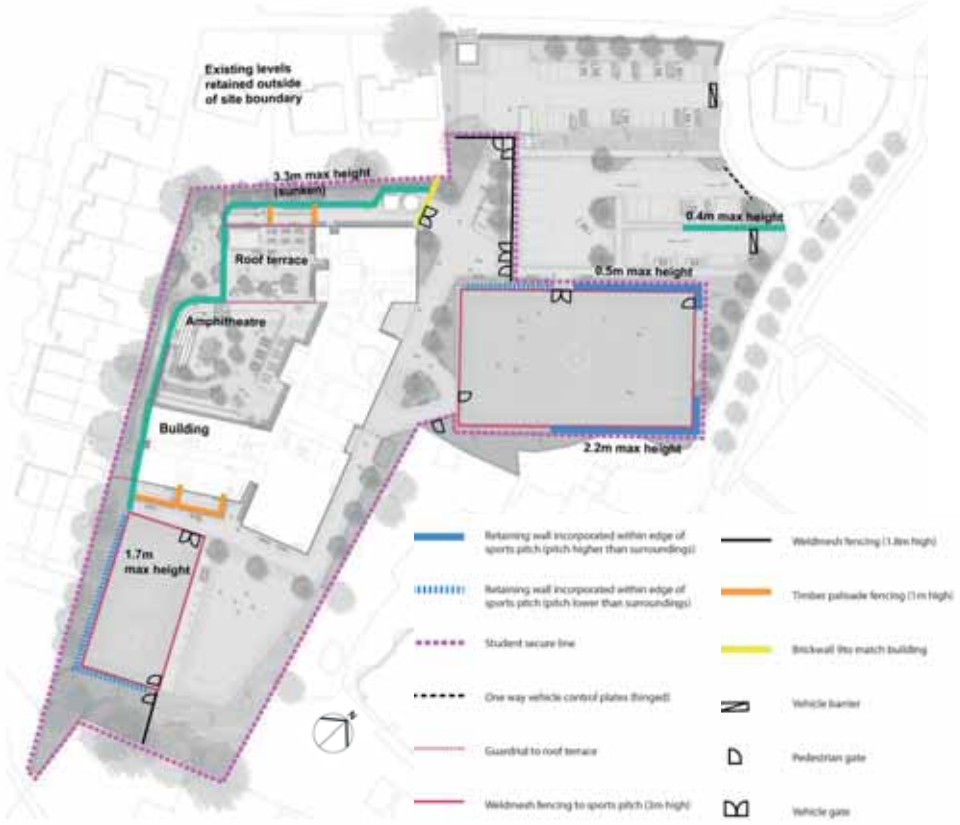
Retaining walls form an important part of the proposals. They are strategically positioned along the western edge of the playing field to perform three functions: retain existing trees, setting the school at a lower level to minimise visual impact to neighbours and to create accessible walking gradients to the main entrance from the existing access road.

All retaining walls and falls from height will be protected by guardrails and balustrades to ensure pupil and staff safety. This includes the top of the amphitheatre where planting and guardrails will be incorporated into the design. The design intention is still to allow views down to lower areas and let light into the lower classroom whilst providing appropriate safety for all users.

A further design consideration is to deter the opportunity for pupils to climb any retaining structure. This is achieved by proposing planting at the base of any structure where appropriate and ensuring and wall finish does not provide and potential foot and hand holds.

Character areas

Seven character areas have been created across the school site. Each area has a unique set of characteristics that help define specific uses: from the functional car parking zone, to the peaceful wild garden, to the noisy and playful active zone. The following pages set out each of these zones in more detail.



7.6 Tree Retention Strategy

Tree retention

Critical to the success of the scheme is the retention of the existing mature trees which surround the site. Most of these trees provide visual screening benefits for the school and surrounding residential properties. Furthermore, these trees offer wildlife habitat potential and offer wider bio-diversity benefit.

Therefore, the design has retained the existing boundary trees and avoiding encroachment into the Root Protection Areas (RPAs) where possible.

A comprehensive Arboricultural Assessment has been carried out with guidance on arboricultural methodology and tree retention strategy, including tree protection plans.

For further details refer to the Arboricultural Assessment Report.

7.7 Transport Strategy

There will be numerous vehicles attending site, with multiple requirements.

These vehicles include staff car parking, minibus drop off, taxi drop off/pick up, delivery vehicles, refuse and emergency vehicle access. With these vehicle requirements the design has sought reduce the risk of conflict and congestion by separating the drop off parking and the staff parking areas. In addition, the existing parking areas which is to be extended to provide additional spaces and provision for mini bus parking.

Access for refuse, delivery and emergency vehicles has been considered with appropriate parking and circulation routes provided. Swept path analysis has been carried out to ensure sufficient space for manoeuvring has been taken into account.

In addition to the motorised vehicles, cycle provision has been included in the design proposal with secure parking and dedicated access provided.

For further detail refer to Transport Report.

7.8 Character areas

Entrance plaza

The entrance plaza aims to create a welcoming arrival experience by seamlessly guiding people from the car park and drop off areas, through to the main entrance of the school. A high quality selection of materials and planting give a great first impression, while also being durable and robust to the inevitable high footfall.

Key features:

- Trees are carefully positioned to frame views of the new school building and create a soft and green environment
- A strong diagonal alignment has been formed, continuing the building's angle to encourage movement towards the entrance
- Raised planting beds with inset benches soften the space and create informal social areas
- A sheltered waiting areas provides covers for students awaiting collection
- Feature signage welcomes and directs people towards the main entrance
- A clear access route is provided for emergency and servicing vehicles along the diagonal path

Entrance plaza layout

Planting used to soften the built form, with angular breakout seating areas guiding people towards the entrance

Sheltered waiting area

Feature welcome / directional signage

7.8 Character areas

Central courtyard

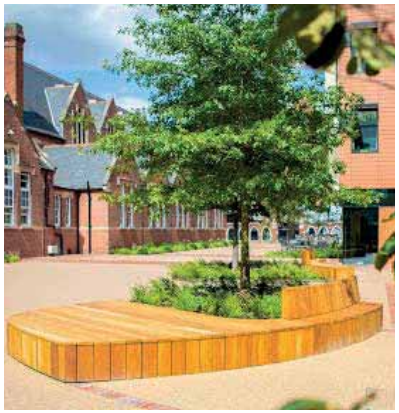
The central courtyard is a vibrant and relaxing space, designed to encourage social interaction

Key features:

- Sheltered area for outdoor dining, located a short distance from the internal dining room
- A large sweeping amphitheatre provides informal seating and visually connects the space to the upper level terrace
- Formal stepped access is provided to the upper terrace, with internal lifts close by for non-ambulant students
- A central performance space creates an exciting feature, which can be used as a seating platform when not being used for performance
- Trees provide shading, privacy and help to soften the space
- Outdoor classrooms spill out into the courtyard, extending the total usable space
- Splashes of bright colour are introduced to elements of furniture to bring a sense of fun and vibrancy to the space
- Informal play equipment such as table tennis tables provide entertainment opportunities
- Amphitheatre provides inclusive area for all pupils, design for variety of purposes from entire school performances to small social breakout spaces and small teaching groups.

Central courtyard layout

Sheltered outdoor dining



Feature seating / performance area

Splashes of colour to bring vibrancy to the space

Tiered amphitheatre for socialising and performances

Sketch design of amphitheatre with wheelchair platform and 1 in 21 slope ramp. Performance area in centre for variety of uses.

7.8 Character areas

Wild garden and the sensory nature trail

The wild garden and sensory nature trail create a naturalistic, green and calming environment. Positioned on the upper level above the courtyard, the spaces make use of the existing large mature trees.

Key features:

- Large mature existing trees create a sense of enclosure and privacy, while adding to the sense of wilderness
- A winding nature trail with woodland and sensory planting leads students between the two ends of the school
- Small private breakout spaces along the nature trail provide quiet and secluded seating opportunities
- The wild garden is leafy and green environment to make students feel immersed in nature
- Provision of areas for outdoor learning and forest school activities
- Timber logs and a quiet shelter create a rustic environment for relaxation and calming

Sensory nature trail and wild garden layout

A naturalistic and wild environment

Opportunities for forest school activities

Creative outdoor learning

7.8 Character areas

Growing garden and sun terrace

The growing garden and sun terrace are unique and special spaces positioned on the roof of the classrooms below. The terrace makes clever use of the site's topography by linking the upper level of the school to the retained ground along the western edge.

Key features:

- The growing garden is formed of a poly-tunnel and veg beds that create a mini allotment for horticultural studies and getting back to nature
- The sun terrace maximise its south facing aspect by providing a colourful feature seating area overlooking the courtyard below
- Light wells to the classrooms are used to divide the uses of the space between the growing garden and sun terrace
- The roof terraces provides seamless access to the nature trail and wild garden

Growing and sun terrace

Veg growing beds utilising the sunny position on a school's roof deck

7.8 Character areas

Active zone

An exciting and noisy area to the south of the site that provides opportunities for sports, physical activity and play.

Key features:

- A fenced multi use games area (MUGA) creates a hard surfaced space suitable for a variety of sports and ball games
- The MUGA is positioned along the south western edge of the site to allow clear views from school to the playing field
- A hard terrace provides a useful breakout space from the school and good access the MUGA
- Large flat grassed area with play equipment, mounds and trim trial to enhance balance and mobility skills
- Existing trees are retained to the west by integrating a retaining wall in the edge of the MUGA
- A grassed embankment slopes down from the flat playing field to the existing trees to the south
- External classrooms north of the MUGA are fenced with hedge planting to create separation from the active zone
- Gym equipment suitable for ambulant and non-ambulant pupils provided adjacent to the MUGA. Location provides easy access to external play area and sports hall.

Active zone layout

MUGA and adjacent playing field create a fun and high energy environment

7.8 Character areas

Sports and fitness

The sports and fitness zones are located to east and south of the site. The All Weather Pitch is located adjacent to the car park and site entrance for easy of access and the MUGA and gym zone to the rear of the school for proximity to the sports hall.

Key features:

- Fenced all weather pitch for formal sports
- Line markings to accommodate multiple different sports
- Outdoor gym equipment positioned directly opposite sports hall
- Gym equipment suitable for ambulant and non-ambulant pupils
- Maintenance and community access to the all weather pitch is provided from the drop off zone
- The all weather pitched is positioned at the furthest possible point from residential properties to minimise visual and noise impact.

Sports and fitness zone layout

All weather pitch with multiple sports markings

Outdoor gym equipment

Equipment for balance and mobility

Sunken trampoline

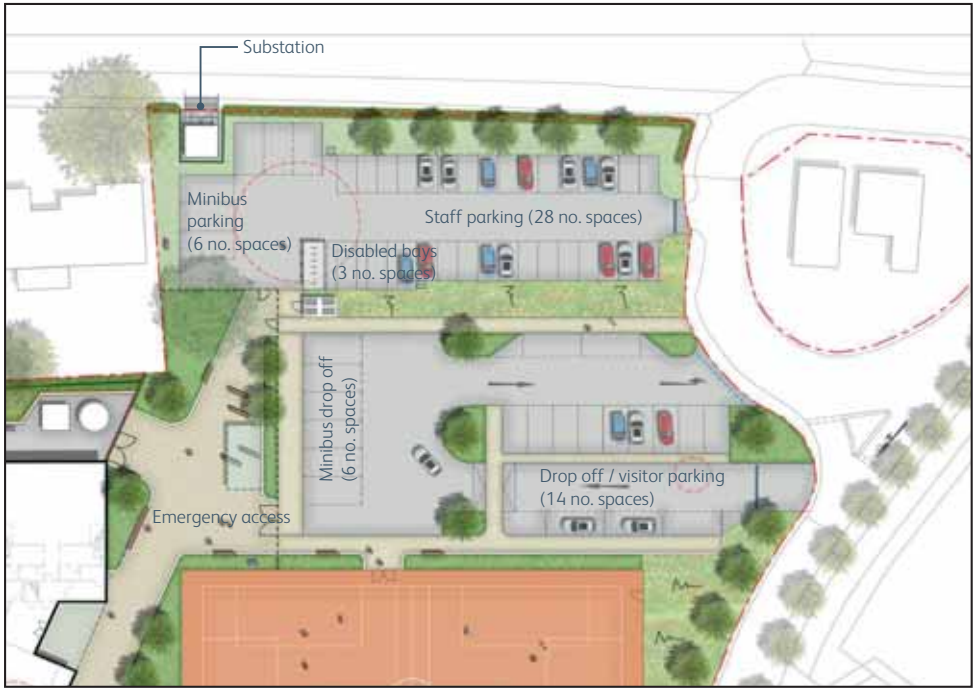
7.8 Character areas

Car park, drop off and servicing

The car park, drop off and servicing areas have been designed into a single vehicular zone for ease of both management and access. They are positioned to the north east of the site for ease of access.

Key features:

- Staff parking area to the north is retained as existing where possible to reduce unnecessary costs. Additional spaces added to mitigate existing problems with double parking.
- Three new disabled bays are provided within the staff car park (over 5 % of the total spaces available)
- Permanent minibus parking has been rationalised to provide 6 formal bays. Two trees were removed to allow the safe reconfiguration of this area
- The drop off and servicing area can accommodate up to 14 vehicles. This separate provision has been provided to mitigate existing problem of drop off vehicles blocking the existing access road.
- Minibus drop off has been designed to enable drivers to reverse into the bays at the closest point to the school. This creates a safe and accessible layout for wheelchair access.
- The minibus drop off bays can also be used for temporary parking for delivery and services vehicles outside of pick up / drop off hours.
- Vehicle barriers are provided to all entrances to aid the school's management
- Emergency access / service double gates are positioned to the south west of the drop off zone
- New Sub station located on Birchwood Grove Road to allow 24hrs access to UK power networks or similar provider. Hedge planting mitigation proposed to provide screening and compensate for partial hedge removal.



Car park, drop off and servicing layout

- Bins are located between the 2 car parks to provide easy access for staff and refuse collection. Refuse vehicles can park in the minibus drop off area outside of key pick up drop off hours - a total distance of 25m (suitability TBC West Sussex Council)
- Servicing vehicles to have easy access to sprinkler tank and pump house located near northern boundary in service area.

7.9 Planting strategy

Fundamental to the overall planting strategy is a focus on provide a rich sensory experience for all pupils and encouraging wildlife and habitat creation onto the site.

The planting design will aim to appeal to all five senses, offering a richer and at times therapeutic experience to a range of pupils with different needs. All plants will be carefully selected to ensure they are safe and do not represent a risk to health.

Planting palettes will also consider seasonal variation so pupils can enjoy and appreciate the seasonal changes in nature as the year progresses. The design will provide a variety of planting character areas including wildflower meadows, nature trails with woodland understory, kitchen growing areas, to more formal planting near the main front entrance. These planting areas will provide multiple benefits including functional consideration such as visual screening for boundary planting.

Significant effort has been made to retain existing trees and boundary planting, with the design recognising the importance these existing features have on the context and site character within and beyond the site.

In addition the sensory and wildlife benefits of the planting scheme the proposals will also consider mindful of practical considerations such as foundation depths, light levels and visual intrusion, the intention is to create a vegetation structure that provides spatial definition, security and is suited to its context, and contributing to the overall identity of the site.

Indicative species

TREES
Feather 200-250cm height, bareroot

Acer campestre 'Streetwise'
Malus sylvestris 'Pink Perfection'
Prunus 'Accollade'
Pyrus calleryana 'Autumn Blaze'
Quercus robur 'Fastigiata'
Betula pendula

HABITAT / BUFFER PLANTING
Tree and shrub mix to be set out on a 1.5m grid with staggered rows. 60-80cm, Bareroot.

Acer campestre
Cornus sanguinea
Corylus avellana
VIburnum opulus
Hedera green screen
Fagus sylvatica
Polystichum setiferum

ORNAMENTAL SHRUB PLANTING
1. Shrubs and ornamental grasses
Planted as single specimens or in single species groups of 3-5, intermittently spaced through groundcover. 3ltr Containers.

Amelanchier lamarckii
Ceratostigma willmottianum
Hebe 'Red Edge'
Myrtus communis 'Tarentina'
Miscanthus sinensis 'Kaskade
Philadelphus 'Sybille'
Viburnum opulus 'Compactum'
Choisya ternata
Calamagrostis x acutiflora

2. Groundcover
Planted in single species drifts of between 5 and 17.
2ltr Containers

Alchemilla mollis
Bergenia 'Silberlicht'
Briza media 'Golden Bee'
Carex morrowii 'Ice Dance'
Echinacea purpurea
Geranium macrorrhizum 'Ingwersen's Var.'
Lavandula angustifolia 'Hidcote'
Rudbeckia fulgida var. sullivantii 'Goldsturm'
Salvia officinalis 'Purpurascens'
Tiarella cordifolia

TREES





HABITAT / BUFFER PLANTING





ORNAMENTAL SHRUB PLANTING









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7.9 Planting Strategy

Materials, goods and workmanship shall be the best quality of their respective kinds, and those for which there is a British Standard or Code of Practice shall comply therewith. Planting shall not include species that are poisonous or have thorns. In regard to the timing of Horticultural Works, planting shall be carried out between November and March subject to suitable weather conditions. Bulbs shall be planted during October. Suitable weather conditions shall mean when the ground is moist but not wet and workable. Planting shall be suspended during periods of drought, when soil is frost-bound or waterlogged, during persistent drying cold winds or during any other conditions unfavourable to successful establishment.

Trees, Shrubs & Hedges:

BS 3936 - Part 1 for Feathered trees, Whips and Shrubs - All plants shall comply with this specification and the relevant parts of BS 3936 and shall be to the height and/or spread as detailed. They shall be well grown, bushy, healthy and well established nursery stock of good form, hardy, free from defects, furnished with a fibrous root system exactly true to name as specified. Hedge plants will be planted in two staggered rows and kept regularly clipped at the required height.

Origin of Plants, Certification and Labelling:

All plants shall have been obtained from a reputable nursery and grown within the British Isles for at least one growing season if stock of local provenance is not available. The contractor shall provide a Certificate of Local Provenance and confirmation that all plants supplied comply with the specification. Plant samples shall be approved on site by the Landscape Architect prior to planting. In all grass/perennial planting the collection will be tagged with waterproof durable labels as specified by the Landscape Architect.

Tree Stakes & Ties

Tree stakes shall be straight peeled larch, ash or chestnut free from projections and pointed at one end. Impregnated with non-injurious timber preservative to at least 150mm above ground level and stained/painted black. The dimensions shall be 1800mm long x 75mm round x 1 per tree driven to finish 1000mm above ground level. Tree Ties shall be rubber or plastic webbing using spacer blocks or collars to hold tree clear from stake at all points. Blocks, which require a nail fixing, will not be permitted. The type of all tree ties shall be subject to approval. Each stake shall have one tie fixed with 100mm of the top of the stake. Ties shall be fixed so that they cannot work loose and drop down the stake and tree.

Mulch

The mulch shall comprise matured British conifer bark with an even particle size distribution of 15 – 65mm with no dust or fines and less than 5% wood content. The mulch shall be matured for 16 weeks and naturally heat treated where temperatures have exceeded 50 degrees Celsius for a minimum period of 14 continuous days followed by a period of stabilisation. The pH shall be between 4.5 and 5.8. The mulch shall be pest, disease and weed free and free of Methyl Bromide contamination. Samples will be submitted for consideration and approval prior to use on site.

Peat Free Tree and Shrub Planting Compost

Documentary evidence of the use of peat free soil materials must be supplied from nursery growers and suppliers for plants that are not soil grown. Organic composted material must be graded 25mm and free from biodegradable material.

Turfing

Approved topsoil to be 150 mm thick is to be provided and spread by the contractor to all turf areas as specified on the drawings. At edges of sculptural landform, material is to be applied and compressed as necessary to create sharp angular corners allowing appropriate conditions for turf establishment. On landform where banks exceed 30-degree slopes the turves are to be laid horizontally and secured with Greenstake biodegradable landscape stakes. Turf species mix to include; 25% Aberimp (perennial Ryegrass); 20% Raisa (Chewing Fescue); 35% Barcrown (Slender Creeping Red Fescue); 20% Limousine (Smooth Stalked Meadow Grass).

Seeding

Amenity grass seed mixtures from suppliers must contain varieties of British origin that are in the top ten recommended varieties listed by STRI 2000 with regards to wear and tear and establish in a wide range of soils. Wildflower seed mixtures should be a majority species of local provenance or native origin.

Tree pits in grass or shrub areas: Size and Construction

Pits shall be 600 mm wider than the diameter of the rootball with a minimum size of 900 x 900 mm. Minimum depth to be 750 mm. Where necessary the depth shall be increased to accommodate the depth of the rootball and to obtain the correct planting level. The bottom of the pit shall be broken-up to 150 mm deep, and the sides scarified with a fork.

7.10 Surface Materials Strategy

The materials palette for the site is critically important to the success of the overall scheme. Care has been taken to consider the practical, aesthetic and financial consideration with each type of material.

Surface material will range from practical asphalt in vehicle and high intensity areas to paving and resin bound gravel in pupil focused areas such as the main courtyard. At all times accessibility and practicality is at the forefront of material selection.

Where site constraints impact material selection, for example within tree root protection areas a timber board walk has been proposed which will be specially designed to be non-slip to allow easier wheelchair navigation within the nature.

A similar approach has been considered for the All Weather Pitch, avoiding the use of artificial grass surfacing which can be problematic for wheelchair users, instead proposing a polymeric surface which allows all pupils to enjoy outdoor sport whilst meeting the specification criteria of Sport England.

- Asphalt
- Resin bound gravel
- Polymeric surface (Sport England Type 4 MUGA)
- Concrete flag / block paving
- Concrete flag paving on pedestals (roof terrace)
- Rubber crumb safety surface
- Coloured asphalt (Type 2 MUGA surface)
- Raised timber boardwalk
- Self binding gravel
- Concrete amphitheatre and steps

7.11 Landscape Materials Specification

Location(s): Vehicular areas (Car park and drop off)
Manufacturer: TBC
Product: Bituminous macadam surfacing
Colour: Black

Location(s): Roof terrace
Manufacturer: Charcon
Product: Andover textured, mid grey Dimensions: 50 x 450 x 450mm
Colour: Cream
Installation method: Pedestals

Location(s): Entrance plaza
Manufacturer: Charcon
Product: Andover textured
Dimensions: 80mm thickness 300 x 200, 100 x 200)
Colour: Light grey, graphite grey, cream
Installation method: Sand jointing & bed

Location(s): Courtyard
Manufacturer: Charcon
Product: Andover textured
Dimensions: 80mm thickness 300 x 200, 100 x 200)
Colour: Light grey, graphite grey, dark grey bands
Installation method: Sand jointing & bed

Location(s): Bin Store, Cycle Shelters
Manufacturer: TBC
Product: Reinforced concrete paving (In Situ)

Location(s): MUGA
Manufacturer: Tarmac
Product: Ulticolour - asphalt
Colour: Blue

Location(s): Top and bottom of steps / ramp
Manufacturer: Charcon
Product: Concrete corduroy paving
Colour: Dark grey

Location(s): Courtyard steps
Manufacturer: Charcon
Product: Solid step unit
Colour: Silver grey, with dark grey nosing strips

Location(s): Outdoor gym
Manufacturer: TBC
Product: Rubber crumb safety surfacing
Colour: Purple

Location(s): Nature trail
Manufacturer: TBC
Product: Raised timber boardwalk
Colour: Teak
Details: Antislip strips

Location(s): Nature trail
Manufacturer: Breedon
Product: Self binding gravel
Colour: Golden

Location(s): Car park footpaths and central courtyard
Manufacturer: Sureset
Product: Resin bound gravel
Colour: Barley butter and Sterling

Location(s): All weather pitch
Manufacturer: TBC
Product: Polymeric (Sport England Type 4 MUGA)
Colour: Orange

Location(s): Central courtyard performance space
Manufacturer: TBC
Product: Timber decking performance space and raised steel planters
Dimensions: Hexagonal design with flush access
Colour: Natural / teak

4.11 Outline hard materials specification: Edging

Location(s): Vehicular Areas (Car Park & drop off)
Manufacturer: Charcon
Product: (HB2 - Half battered)
Dimensions: 125 X 255mm
Colour: Natural
Installation methods: Concrete haunch
Note: droppers, quadrants required as per detailed design

Location(s): Linear edges other than vehicular areas
Manufacturer: Charcon
Product: Concrete edging kerb
Dimensions: 255 x 50mm
Colour: Natural
Installation methods: Concrete haunch

7.11 Landscape materials specification

Secure Cycle Shelter

Manufacturer: Falco
Product: Falcozan
Colour/Finish: Steel frame galvanised, FSC timber cladding to top, back, sides.
Fixing: Anchored to concrete base.
Dimensions: 4 x 2.5m

Cycle Stands

Location(s): Cycle shelters & uncovered cycle parking
Manufacturer: Furnitubes
Product: College cycle stand
Colour: Stainless steel
Fixing: Anchored to ground

Bin Store

Location(s): Service Area
Manufacturer: FALCO Ltd
Product: Falco 500 - Timber
Colour: Timber and Galvanised steel
Fixing: Anchored to ground

Polytunnel

Location(s): Roof terrace - growing garden
Manufacturer: TBC
Product: Single span 10 x 4m
Colour: Galvanised steel tubes with Visqueen film
Fixing: Anchored to ground

Octagonal timber shelter

Location(s): Wild garden
Manufacturer: Play quest (or similar approved)
Product: 4m Octagonal timber shelter with seating
Fixing: Anchored to ground

Bollards:

Location(s): Car Parks and drop off area
Manufacturer: Furnitubes
Product: Zenith
Colour: Stainless steel outer
Fixing: Anchored to ground

Canopy

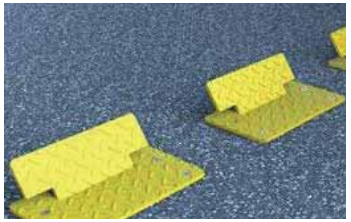
Location(s): Entrance plaza
Manufacturer: Tensile fabric structures (or similar approved)
Product: Double Azure
Dimensions: 4 x 8m
Materials: Powder coated steel, tensile fabric canopy
Fixing: Post set into concrete foundation pad.

Electronic barrier

Location(s): Staff car park and drop off area
Manufacturer: TBC
Product: Electronic fob controlled vehicle barrier
Dimensions: Drive-through width: 6.5m
Finish: Galvanised.
Fixing: Post set into concrete foundation pad.

Traffic control plates (one way)

Location(s): Drop off area exit
Manufacturer: TBC
Product: Hinged traffic control plates (one way)
Dimensions: 300 x 200 x 200mm
Finish: Yellow, heavy duty steel
Fixing: Secured into concrete foundation pad.



Amphitheatre

Location(s): Central courtyard
Product: Bespoke
Dimensions: 450 x 900mm steps
Finish: In-situ concrete with timber slatted seats

7.11 Landscape materials specification

Weldmesh Fencing/ Gates

Location(s): Secure line - edge of car park and drop off and student non-access areas
Manufacturer: CLD Fencing System
Product: Exempla
Height: 1800mm, nominal height 1730mm.
Materials: RHS posts 60 x 40mm with flat nylon caps. Mesh & wire: 200 x 55mm mesh
Treatment: Galvanised and polyester powder coated black (TBC).

Timber Palisade (Picket) Fencing/ Gates

Location(s): Outdoor classrooms
Manufacturer: Jackson Fencing
Product: Height: 1200mm above ground
Rounded Top Posts: 100 x 125 x 1875mm, Rails: 50 x 100 x 1500mm
Material: Treated softwood
Fixing: Posts set into concrete haunching

Brick walls (free standing and facing brick)

Location(s): Retaining walls (concrete with facing brick), service area (free standing)
Manufacturer: To match building brick supplier
Product: Concrete wall with facing bricks
Dimensions: Height: Varies
Fixing: To engineer's detail

Sports pitch fencing/gates

Location(s): All weather pitch and MUGA
Manufacturer: CLD Fencing
Product: Sports Pitch System
Dimensions: Height: 5000mm (south and west of MUGA), 3000mm (all other sides).
Material: Steel weld mesh and steel posts
Fixing: Posts set into concrete haunching

Low seat walls

Location(s): Entrance plaza (edge planting beds)
Manufacturer: TBC
Product: Rendered concrete wall
Dimensions: Height: 400mm, width 300mm
Material: Precast concrete with timber seating tops
Fixing: Set into concrete haunching
Feature signage: Detail TBC. 3D Fibreglass letters "WELCOME" secured to wall near main entrance

7.11 Landscape materials specification

Timber vegetable planters

Location(s):	Roof terrace (growing garden)
Manufacturer:	Woodblocx
Product:	Raised beds
Colour/Finish:	Pressure treated modular timber
Fixing:	Free standing
Dimensions:	2000 x 1000 x 500 / 750mm

Feature seating

Location(s):	Roof terrace (sun terrace)
Manufacturer:	Sui Generis (or similar approved)
Product:	GRP frame modern seating and cubes
Colour:	Red / orange
Fixing:	Anchored to ground

Picnic tables

Location(s):	Central courtyard
Manufacturer:	TBC
Product:	Timber accessible picnic table
Colour:	Varies - painted (TBC)
Fixing:	Anchored to ground

Rustic log seats

Location(s):	Wild garden
Manufacturer:	TBC (Potential to use create from felled trees
Product:	Rustic log seats
Colour:	Natural
Fixing:	Free standing

Steel planters

Location(s):	Roof terrace
Manufacturer:	TBC
Product:	Powder coated steel tree planter
Fixing:	Anchored to ground

Concrete benches

Location(s):	Entrance plaza, footpaths and classrooms
Manufacturer:	TBC
Product:	Precast concrete bench with timber top
Fixing:	Anchored to ground

Rustic timber benches

Location(s):	Wild garden and nature trail
Manufacturer:	TBC
Product:	Rustic timber benches
Colour/Finish:	Natural
Fixing:	Anchored to concrete base.
Dimensions:	450 x 450 x 1500mm

Sunken trampoline

Location(s):	Outdoor gym - adjacent MUGA
Manufacturer:	TBC
Product:	Wheelchair sunken trampoline
Fixing:	As per manufacturer's instructions

Table tennis table

Location(s):	Central courtyard
Manufacturer:	Playcrete (or similar approved)
Product:	Concrete table tennis table
Colour:	Painted (TBC)
Fixing:	Anchored to ground

Trim trail

Location(s):	Grass field south of school
Manufacturer:	Proludic (or similar approved)
Product:	Wooden fitness trail
Fixing:	Anchored to ground

Outdoor gym equipment

Location(s):	Outdoor gym (adjacent MUGA)
Manufacturer:	Proludic (or similar approved)
Product:	10no. pieces varied outdoor adult gym equipment, suitable for ambulant and non-ambulant users
Fixing:	Anchored to ground - safety surfacing

MUGA accessories

Location(s):	MUGA and all weather pitch
Manufacturer:	TBC
Products:	Basketball nets, football goals, pitch divider nets

8.1 Proposed Contractor Site Access

Birchwood Grove Primary students access their MUGA and playing fields from this direct, and therefore do not need to cross over construction traffic

Dashed line shows largest construction vehicle tracking. See transport report for full details

Assumed construction hoarding line

Key

- Woodlands Meed site redline (TBC)
- Woodlands site. This zone can be used for construction road - but only if essential, due to level issues
- Birchwood Grove Primary School (BG) site. Land to be used for construction road - Requires movement of storage structures
- Construction traffic route (see tracking drawing for full route and setting out)
- BG School staff vehicle route
- Construction hoarding. Extent to South and West to be confirmed
- BG students route to external play
- BG School pedestrian route
- Construction traffic pedestrian route
- Temporary relocation of BG School bike and bin storage. Bins with fenced/ gate structure

Woodlands Meed School site red line

Notional design outline of new Woodlands Meed School

Largest vehicle turning circle within contractors compound

8.1 Proposed Contractor Site Access

Construction traffic from Wykeham Way. Construction deliveries to be outside of drop off/ pick up hours, as cars restrict width of road. Parking restrictions required outside of these hours

Hoarding or barrier to split construction traffic and pedestrian path. Retain grass verge, with lighting on pedestrian side if feasible

Birchwood Grove staff to share construction route for this section

Key

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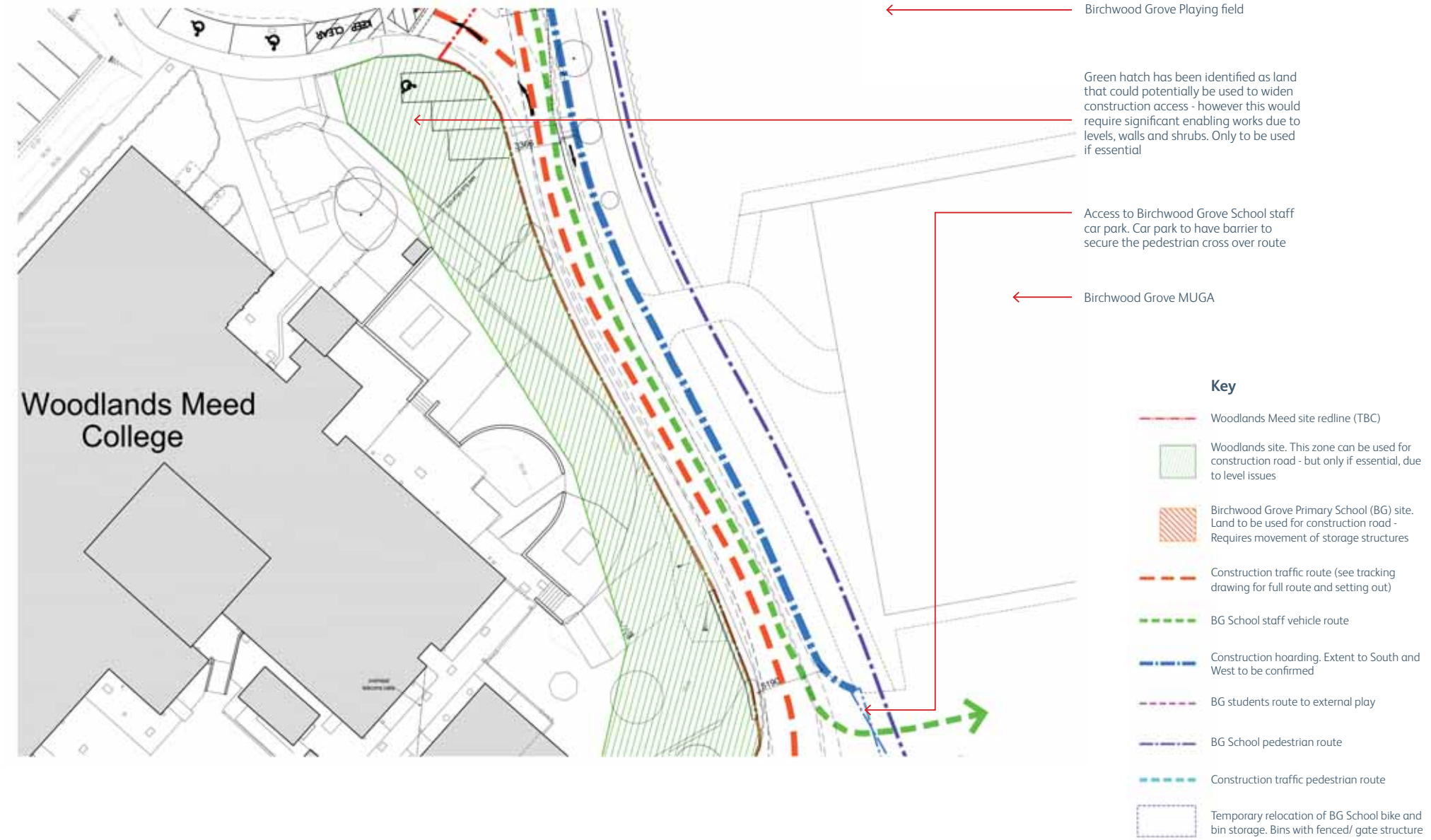

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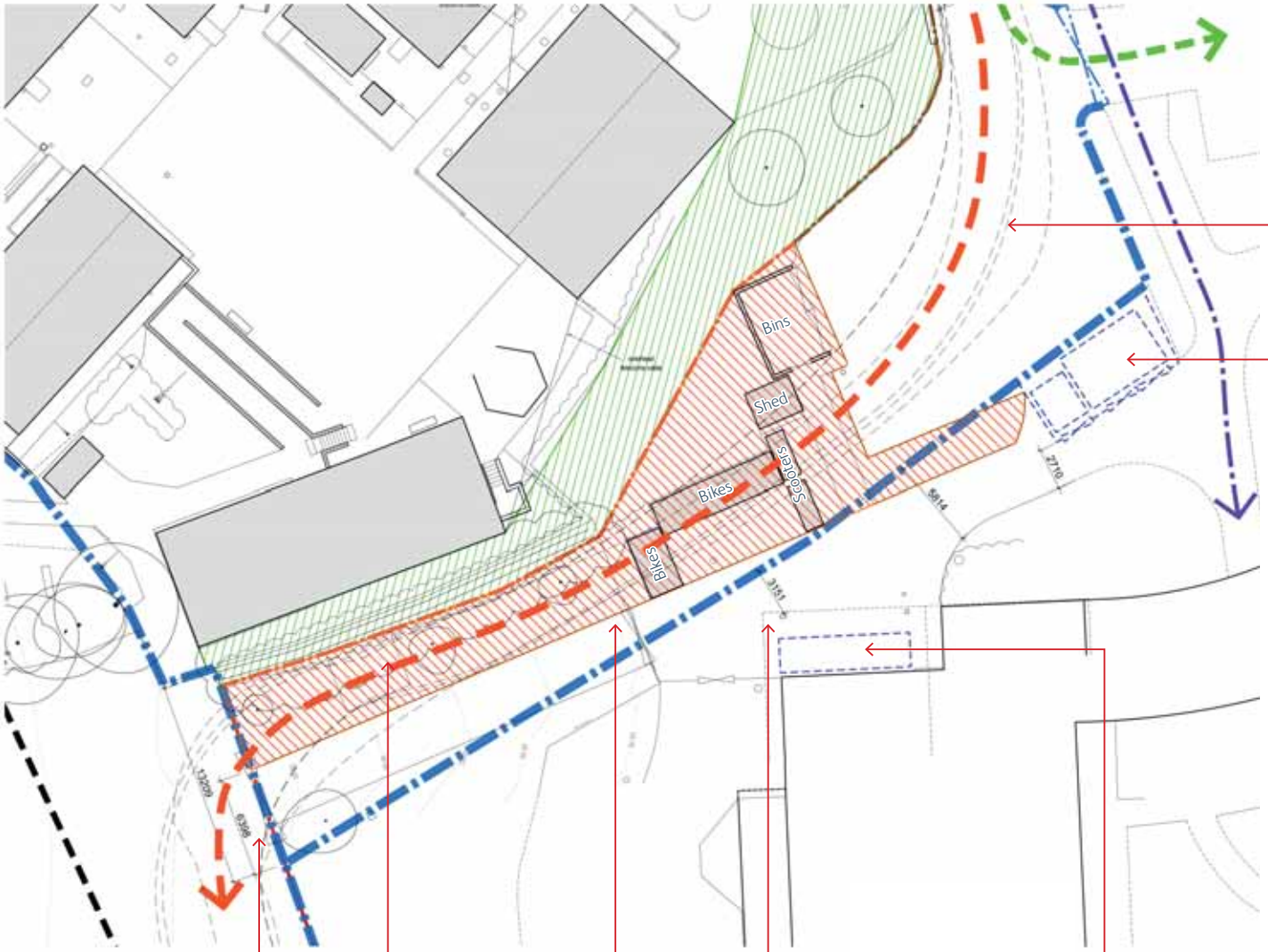

Dashed line shows largest construction vehicle tracking. See transport report for full details

Bin store and shed to be repositioned (final location to be agreed), within fenced enclosure

Contractors gate at this point to secure the construction site

Orange hatch shows where shrubs and storage containers can be cut back to give sufficient access width and tracking

Grass area will need robust surface for construction traffic. remove existing gate

Pinch point of Birchwood Grove roof. Allow sufficient distance (looks achievable using orange hatch zone)

Possible temporary location for Birchwood Grove bikes and scooters. To be confirmed

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Appendix 1 - Sports England Brochure