# Design & Access Statement.

Ysgol Plas Brondyffryn
Denbigh, Denbighshire, North Wales

Rev. P02
September 2022



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# Contents.

# 1 Introduction.

# Welcome to Ysgol Plas Brondyffryn.

Concept Visual

# 1.1 Executive Summary.

This document is submitted to the Denbighshire County Council planning department as supporting information for the Full Planning Application for the Ysgol Plas Brondyffryn SEND All Through School. It outlines the key principles underlying the design to date and the development proposal.

The application is being made on behalf of the Applicant -Denbighshire County Council and Ysgol Plas Brondyffryn.

This document has been prepared in line with the principles set out in CABE's 'Design & Access Statements, how to write, read and use them'.

This document should be read in conjunction with the corresponding application drawings along with additional documents, which also form part of the planning application.

## 1.2 Introduction & Proposal.

Ysgol Plas Brondyffryn will be a new building to replace three existing Special Education Needs School buildings in the town of Denbigh in Denbighshire. This project is being procured by Denbighshire County Council.

Ysgol Plas Brondyffryn is currently the North Wales regional centre of excellence for teaching children on the autistic spectrum. The new School building is proposed to replace existing school buildings which are currently split across three separate locations in the town. The pupil capacity will reach 220 (ages 3-19), with an estimated 32 teaching staff and 65 teaching assistants.

Pupils and staff from each existing site rarely come together and these sites currently operate individually. The school is currently unable to meet the growing demand for places. Each site has its own problems regarding condition and suitability of accommodation. The current split is as follows:

- Primary department for pupils aged 3 to 11
- Secondary department for pupils aged 11 to 16
- Post-16 department for pupils aged 16 to 19+
- Specialist provision for pupils aged 11 to 19+ with more complex needs

Where age 19+ is referenced, this is because pupils may stay at the school beyond the age of 19, depending on their individual needs.

The aim of this project is to bring all learners, including a nursery provision, into one site in a new purpose-built facility. This proposal will see a new building erected on the playing fields to the south of Canolfan Hamdden Dinbych (Denbigh Leisure Centre).

The project is targeting to achieve BREEAM Excellent.

## 1.3 Project Overview.

The new facility will create an improved and high quality, flexible learning environment by the end of 2024. This will enable the school to deliver the changing curriculum requirements to meet the needs of the pupils and help them to reach their full potential. The project will improve the overall financial stability for the school in regards to all pupils on the same site rather than 3 separate ones.

Wates have been appointed by the Denbighshire County Council and their Technical Advisory team to design and build the new facilities. Wates with their team have worked up detailed designs for the school outlined in this planning application seeking approval.

The size of the proposal was determined using Building Bulletin (BB) 104 Area Guidelines for SEND and alternative provision guidance to ensure value for money through provision of the minimum area appropriate to facilitate teaching that meets the special education needs of the school pupils.

The project will also explore Post 16 delivery and what facilities these could bring to the pupils and the wider community e.g. a café.

The two storey school design is planned in a reversed E shaped block separated into primary, secondary and sixth form wings/ levels.  This is demonstrated in the plans later in this report.

# 1.4 Applicant & Design Team.

**Applicant:**

- Denbighshire County Council

**End user of the proposed school:**

- Ysgol Plas Brondyffryn

**Appointed Contractor:**

- Wates Group

# 2 Analysis.

# 2.1 Location.

The site is located on the eastern side of Denbigh town centre, on playing fields off Ystrad Road, Denbigh, that itself is located near to the A543 Ruthin Road.

The site is currently occupied as playing fields for Ysgol Uwchrad Dinbych (Denbigh High School), on Ruthin Road, Denbigh, LL16 3EX.

- The new school site will bring together pupils from three existing sites that currently operate as a single school into one location with all the benefits that this would bring operationally.

- The site has residential areas to the east and west with Denbigh Leisure Centre to the North.

- The main pedestrian and vehicular access will come from Ystrad Road.




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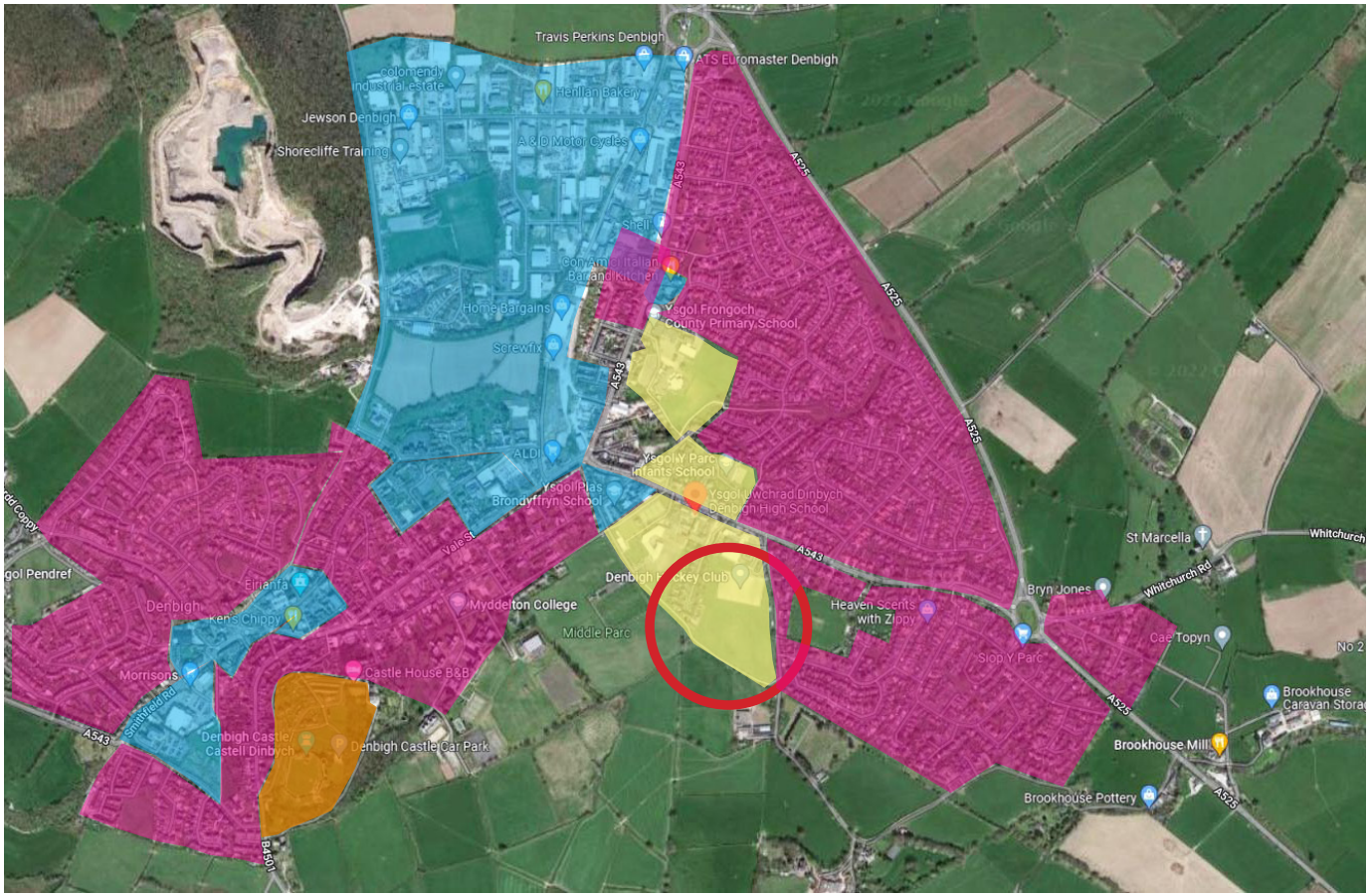
# 2.2 Adjacent Uses.

The surrounding buildings around the immediate site are residential and the existing Ysgol Uwchrad Dinbych Denbigh High School. Further afield to the north, are 3 nearby schools: Ysgol Y Parc Infants School, Ysgol Twm O'r Nant, and Ysgol Frongoch County Primary School, all set within a residential area. Above this, the area north east is mainly commercial and industrial.

The site does not fall within a Conservation Area, nor is it within the setting of a Statutory or Locally Listed Building. There is however, the Grade 1 listed Denbigh Castle/ Castle Dinbych located to the south west of the site which can be seen in the distance.




Commercial/ Industrial

Residential

Education

Heritage



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# 2.3 Site Access & Surroundings.

Key Constraints;

- Small watercourse and culvert to the west of the site and associated flood risk.

- Existing public cycle path running to south, and east will need to be managed carefully with the site entrance; views from the path also need to be considered in regards to view amenity from the path, balanced with appropriate privacy for pupils.

- Three sides of the site are enclosed by adjoining uses or the cycleway, which dictates the entrance having to be located on the West boundary.

-The site is relatively flat with a slight drop in level from South to North across the whole area.

- The design of swales and pond have been introduced to improve drainage to address the flood risk on the west boundary.

- Acoustic fencing has been placed between residential housing and MUGA to address the risk of acoustic impacts to residential neighbours.

- Maintenance access strip has been allowed for the adjacent all weather pitch floodlights for the leisure centre.

- The bin and cycle stores have been upgraded to brick enclosures.




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## 2.4 Existing Site.




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# 3 Brief.

# 3.1 Brief Development.

The 3-19 SEN, Ysgol Plas Brondyffryn presents an excellent opportunity to bring together pupils with more specialised needs into a single flexible building with a clear shared ethos. Having all three schools under one roof will enable consistency in the teaching and nurturing of the pupils. It will also be easier to drive and realise the school's values and further enhance the school's reputation as the North Wales centre of excellence for Autistic
Spectrum Condition (ASC).

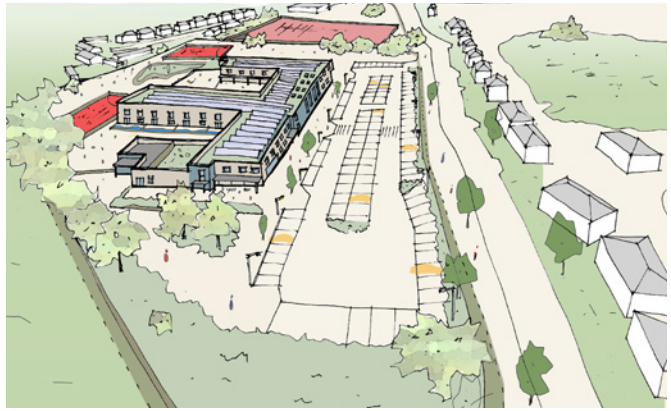
*Words from the school -*

*Teaching and Learning Ysgol Plas Brondyffryn is the North Wales regional centre of excellence for teaching children on the autistic spectrum.*

*Pupils come from all over North Wales. We are proud of our school and our ability to provide a happy and nurturing environment where all pupils can achieve their full potential.*

*We take the school's vision "the best you can be – Y gorau y gelli fod" very seriously and this vision permeates the ethos of the school and is central to all that we do.*

Early concept development sketch



Early concept sketch of community cafe corner

Ysgol Plas Brondyffryn

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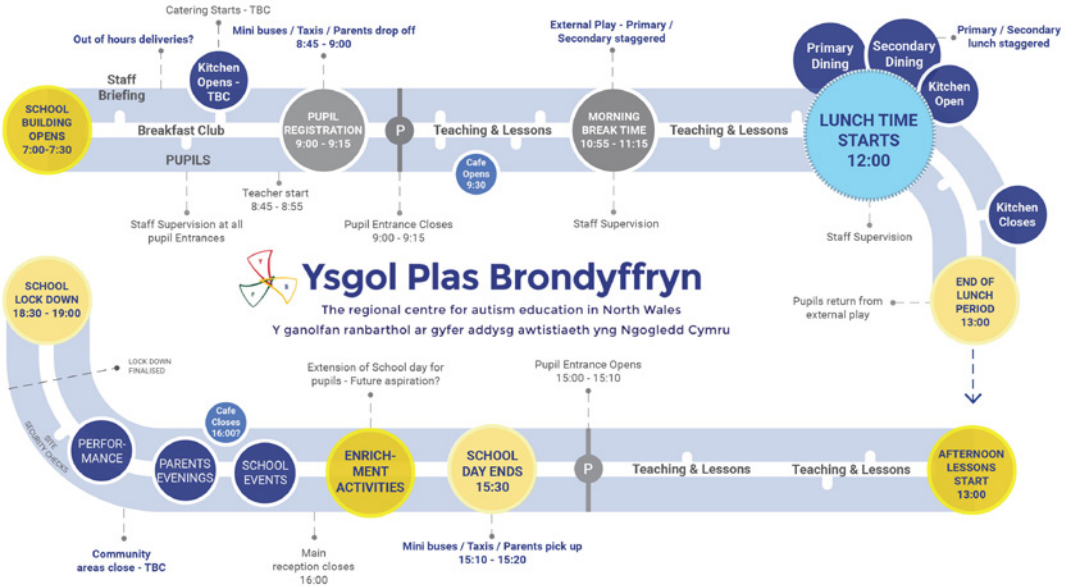
# 3.2 Design Development.

Wates and their design team engaged with the school and Denbighshire County Council over a 3 month period to develop the detailed design over a series of Client Engagement Meetings (CEMs). They held 6 CEM'S initially and have since progressed to RIBA stage 3 CEM workshops to discuss the scheme in greater detail. During this process the team worked to ensure the project delivered on key Education Drivers and School Specific Design requirements.



Site Initial Adjacency Diagram



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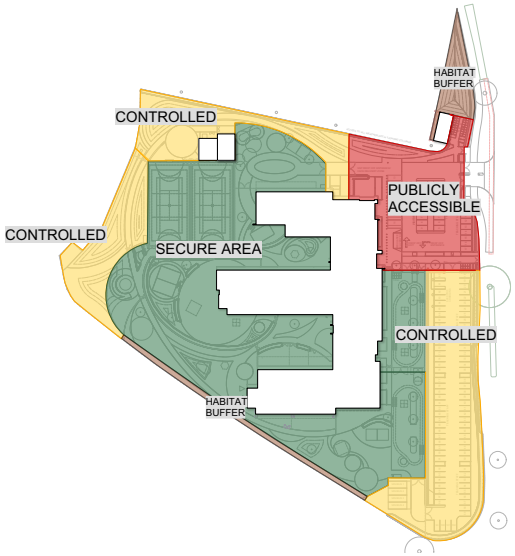
## 3.2 Design Development (Pre Application).

A formal planning statement has been submitted with this full planning application. Please refer to this document for engagement details with the local community and local authority.

# 4 Use.

# 4.1 Zoning.

Community / School Use zoning

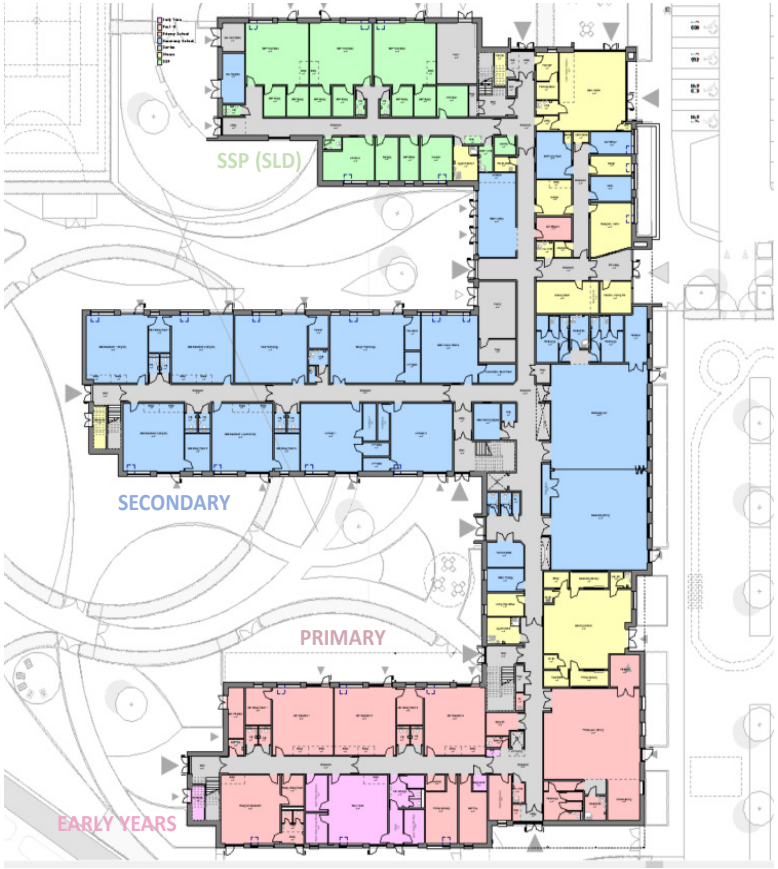



The community will have access to visit the school's community cafe. This cafe has been created to allow pupils real life skills within a controlled setting. Community will be able to access the sports facilities, community store and MUGA during out of hours.

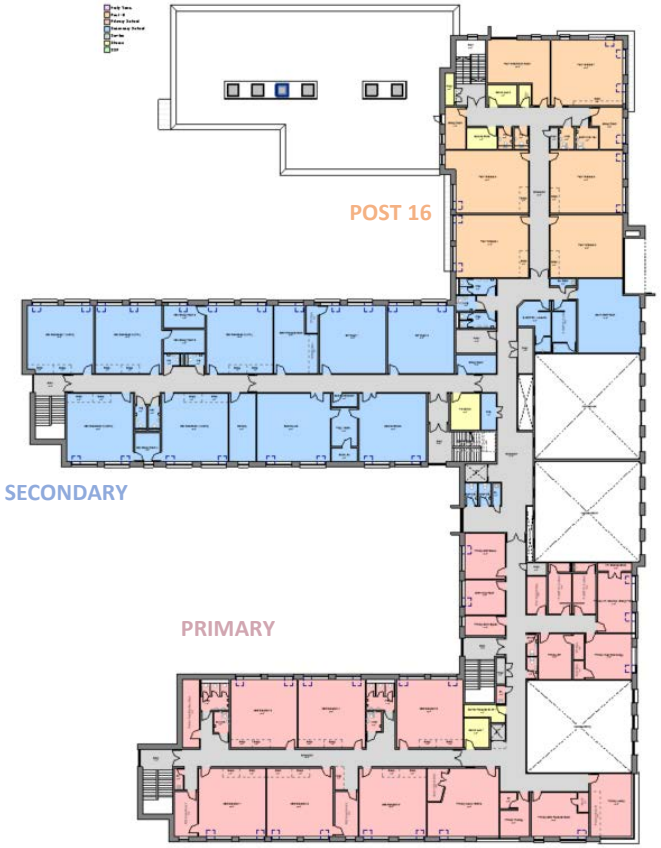
The E-shaped building has been designed to create clear secure zones for the Primary & Early Years, SSP, Secondary and Sixth Form teaching bases.

There are multiple accesses into the school for visitors and different age groups. The building is very permeable on the ground floor with many classrooms having direct access to outside.

Proposed Ground Floor SSP, Secondary & Primary Wing




Proposed Second Floor Post 16, Secondary & Primary Wing



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# 5 Amount.



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# 5.1 Amount.

**Building & Site**

Erection of a new Ysgol Plas Brondyffryn Special Educational Needs (SEN) School for ages 3-19, including formation of Multi Use Games Areas (2no.), external plant / services area, new 118 space car parking area (including 14 electric charging bays), minibus parking (4no.), cycle parking (60no.), designated drop off area, new vehicular access off Ystrad Road, extension / improvements to existing active travel route, community café, landscaping works and all other associated works.

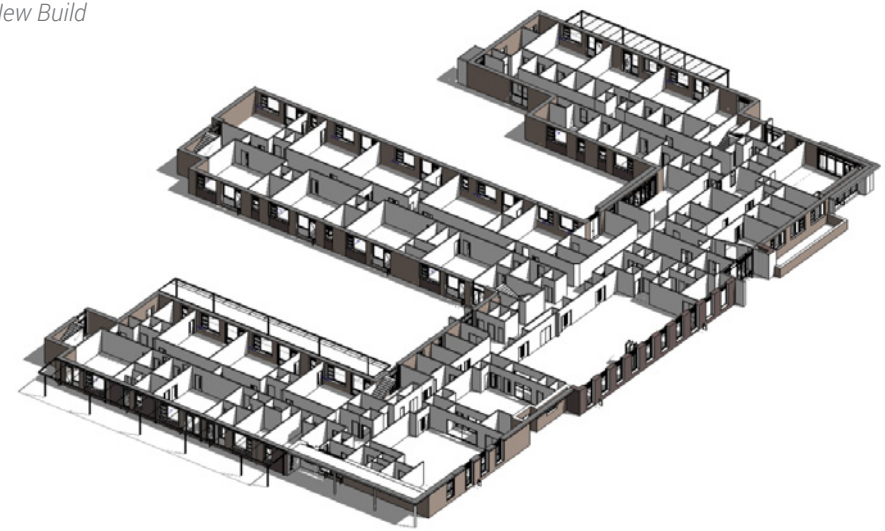
The proposal is for a new 2 storey school building. The overall school will provide space for a total capacity of 220 pupils with an estimated 32 teaching staff and 65 teaching assistants.

The main mass of the new school and teaching wings are two storey apart from the SSP special unit to the northern end that is single storey.

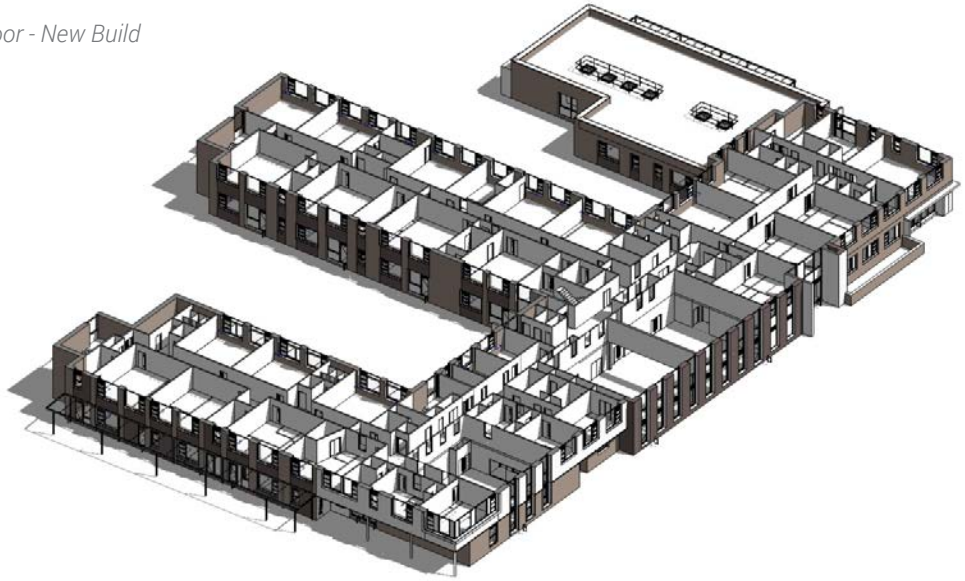
The new building will provide an approximate GIA of 6564m² over two floors.

The total site area extends to 2.48ha. This includes a strip extending north for a drainage connection. The total developable site area is 2.42ha.

*Ground Floor - New Build*



*First Floor - New Build*





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# 6 Layout.



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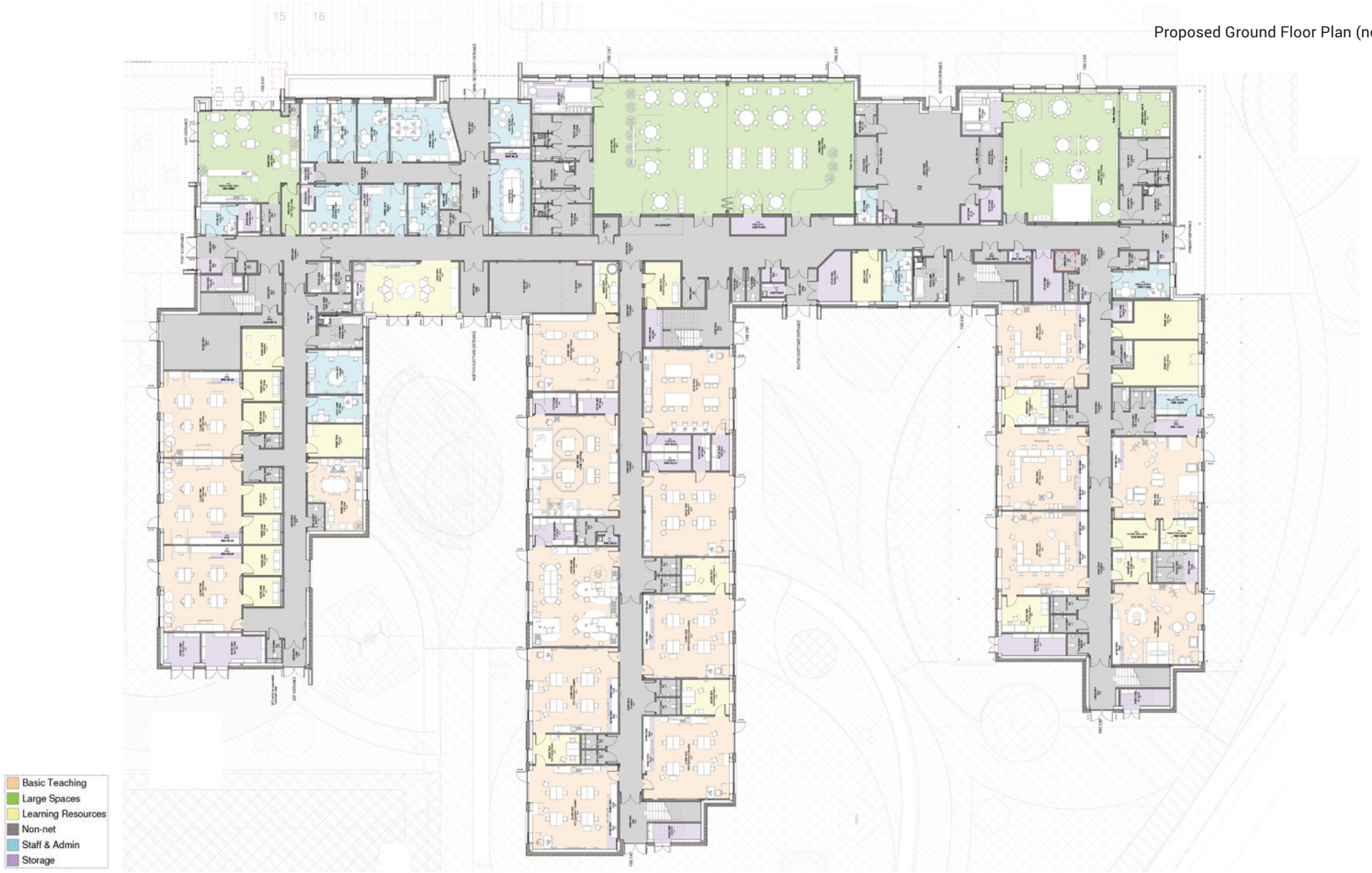
# 6.1 Ground Floor Plan.

Proposed Ground Floor Plan (not to scale)

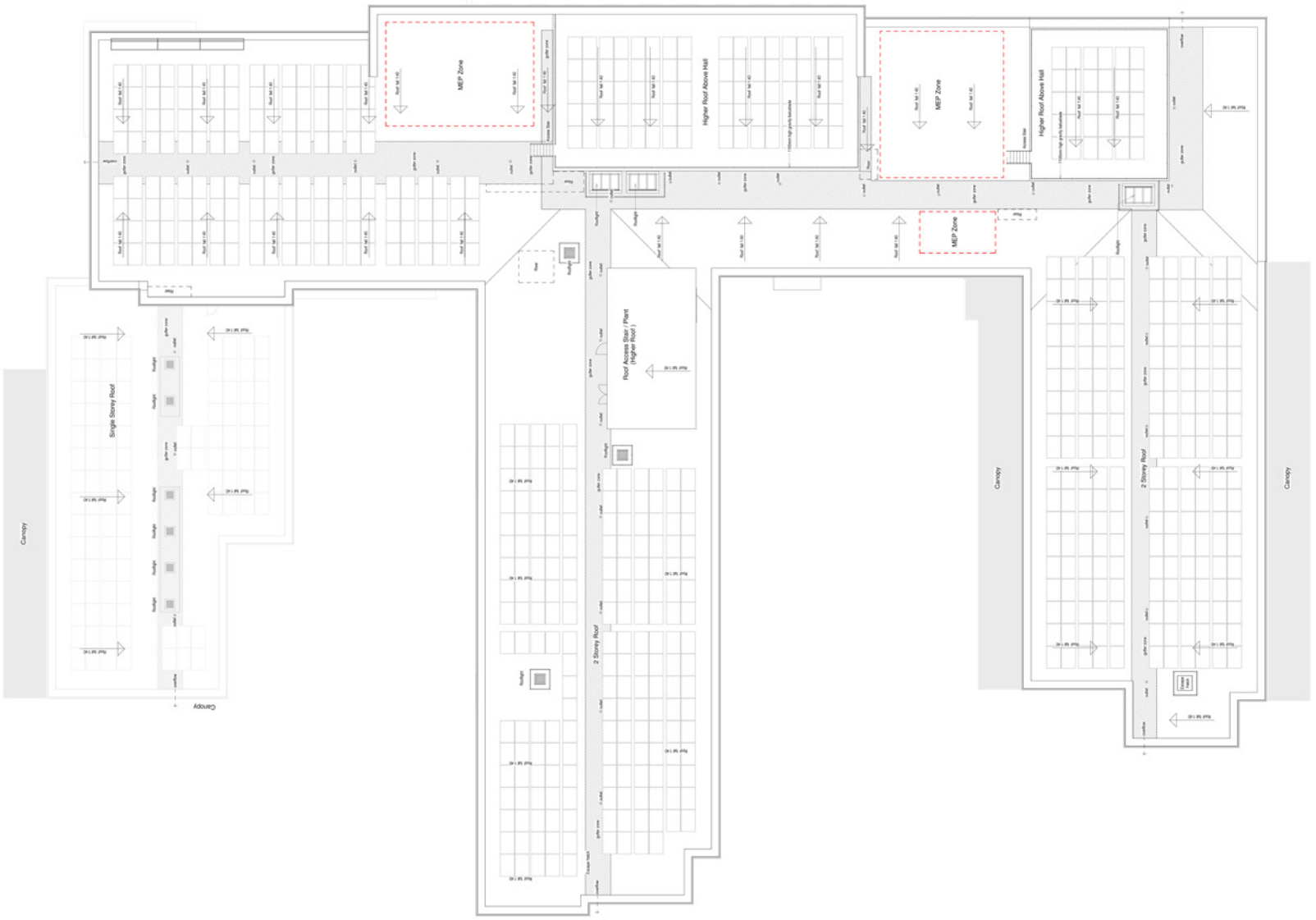


# 6.2 First Floor Plan.

Proposed First Floor Plan (not to scale)

# 6.4 Roof Plan.

Proposed Roof Plan (not to scale)



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# 7 Scale.

# 7.1 Scale.

The proposal is a new reversed E-shaped 2 storey teaching building, with one wing to the northern end being single storey. The scale of the proposal complies with local planning policy and great consideration has been given to the surrounding context in relation to massing, materials and location.

The central block is slightly higher visually to the wings on either side, both to achieve the increased ceiling heights to the hall spaces, and also to help define the main entrance to the building.

Section 1 (North - South)
1 : 100

Section 2 (SSP Wing)
1 : 100

Section 3 (Typical Classroom Layout)
1 : 100

Section 4 (Secondary Wing)
1 : 100



Section Key Plan

Proposed New Build Sections - (not to scale)



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# 8 Landscape.



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# 8.1 Landscape Design.

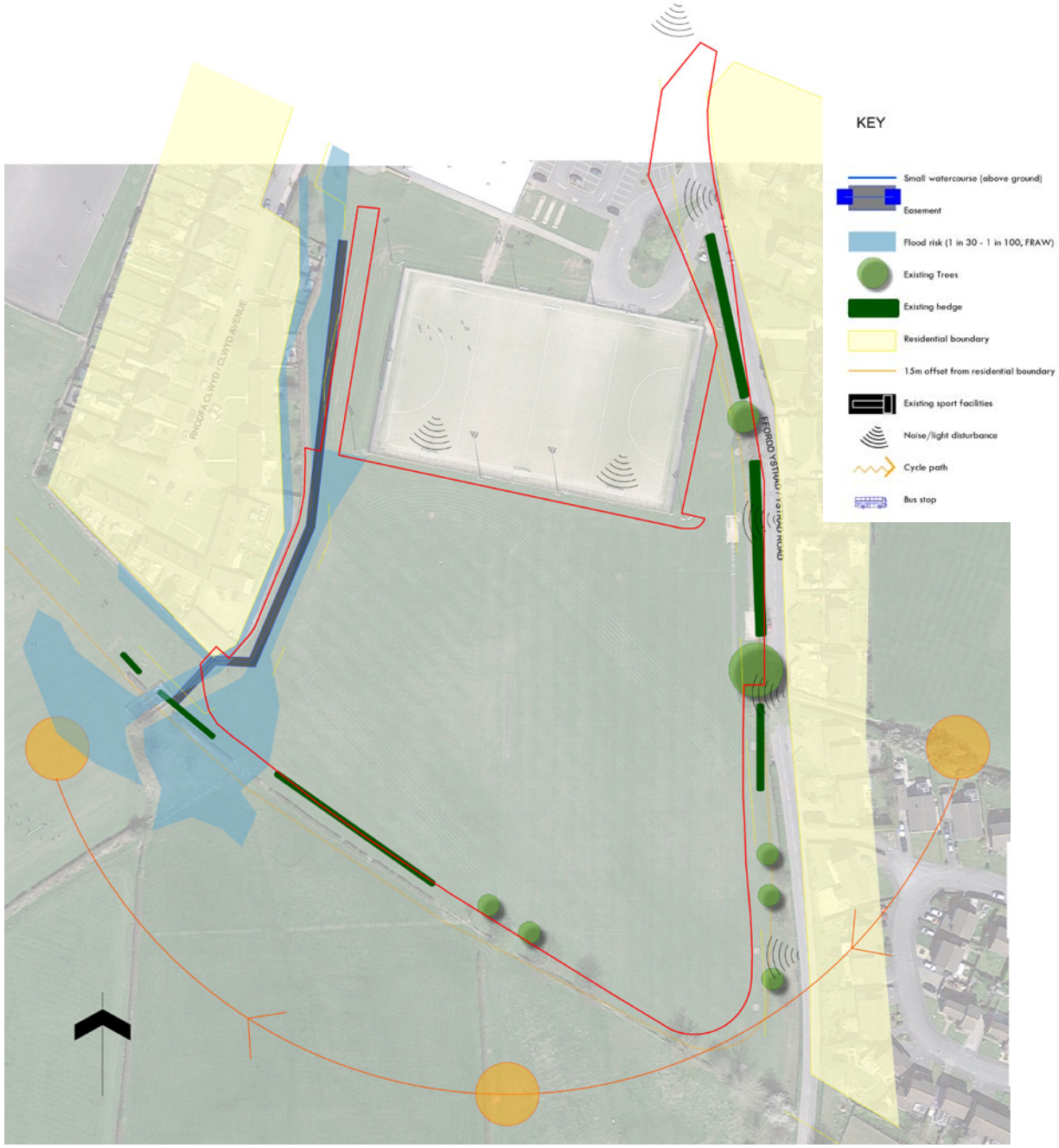
## Site Masterplanning Considerations / Constraints

The character of the building and landscape will reflect the convergence of the three different schools under one shared identity as well as celebrating the SEND nature of the school.

Where possible the materials selected will be natural to reflect the surrounding context of the site. The landscape design development has followed extensive analysis of the site and surrounding area. The following are constraints on the overall masterplan that need to be considered; these have been overlaid and the area with the least constraints has formed the 'build zone'.

Summary of the considerations:

- The externals area requirements as set out on BB104
- Existing trees and associated root protections zones [RPAs] especially the category A & B trees
- Level changes and access requirements
- Proximity of the site residential areas to the east and west.
- Existing use of the site
- Noise levels and activity around the site
- Vehicle access
- Nearby culvert and surface water flooding risk



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# 8.1 Landscape Design.

## Site Masterplanning Considerations

In developing the proposals for the site, the following masterplanning considerations were considered key drivers to the development of the plans.

## Site and Immediate Surroundings

The site is made up of an existing school playing field with an all-weather pitch with floodlights to the north, that forms part of the Denbigh Leisure Centre and Facilities. East and west boundaries are fronted by residential properties, separated by roads. To the south-west of the site is Denbigh High School and to the south are open fields. A new active travel route forms the boundary to the south and east. This is a well used route, providing safe access locally.

## Ecology

The Phase 1 visit took place on 28th March 2022, in bright, mild conditions. The findings of this survey have been summarised below. The PEA report is included as part of the Planning Application.

The site encompassed a large amenity grassland playing field, the secondary habitats included a small number of scattered trees, intact hedges, access track (hard standing) and a narrow, culverted stream which was located just outside of the site curtilage to the southwest. The site was considered to offer very low value habitat. The scattered trees and hedges provided nesting opportunities for birds however these are outside the school boundary.

## Topography

The site is relatively flat with a drop of 4 metres from South to North across the whole area. In contrast Ystrad road has much steeper topography, rising 5 metres along the south-east of the site over what was the old railway line. This influences potential locations for entrances to the site.

## Trees and Vegetation

A tree consultant surveyed the site on the 1st March 2022 and a BS5837 tree survey was carried out; all trees on site and around the application boundary were surveyed from ground level and plotted as either an individual or a tree group. A Tree Constraints Assessment and Arboricultural Impact Assessment has been carried out for all existing trees on site and has been included in this Planning Application.

The most notable tree, based on individual prominence, lack of significant defects, current contribution and future potential, is categorised 'A - high'. It is recommended that T3 be retained and protected, a mature Oak tree to the school entrance and a number of other category B trees to the boundaries. Tree protection measure will be put in place and works within the root protection areas carried out in accordance with the method statement.

## Site Opportunities

The site setting and location provides opportunity to provide a school development which is mindful of it's surroundings and cognisant of the local community within which it is set.

The open views to Denbigh castle and surroundings are to be made the most of in the positioning of the building and external spaces.

The site has an open aspect and views to the open countryside. These should be maintained and further enforced within the proposals.

The proposed building to the centre of the site allows for more landscape closer to the boundaries of the site where residential properties may overlook.

Using the distance from the road, the sense of arrival and approach to the school can also be enhanced, creating a clear visual relationship for pupils and visitors, with a defined secure line and arrival into a civic space at the school entrance.

# 8.1 Landscape Design.

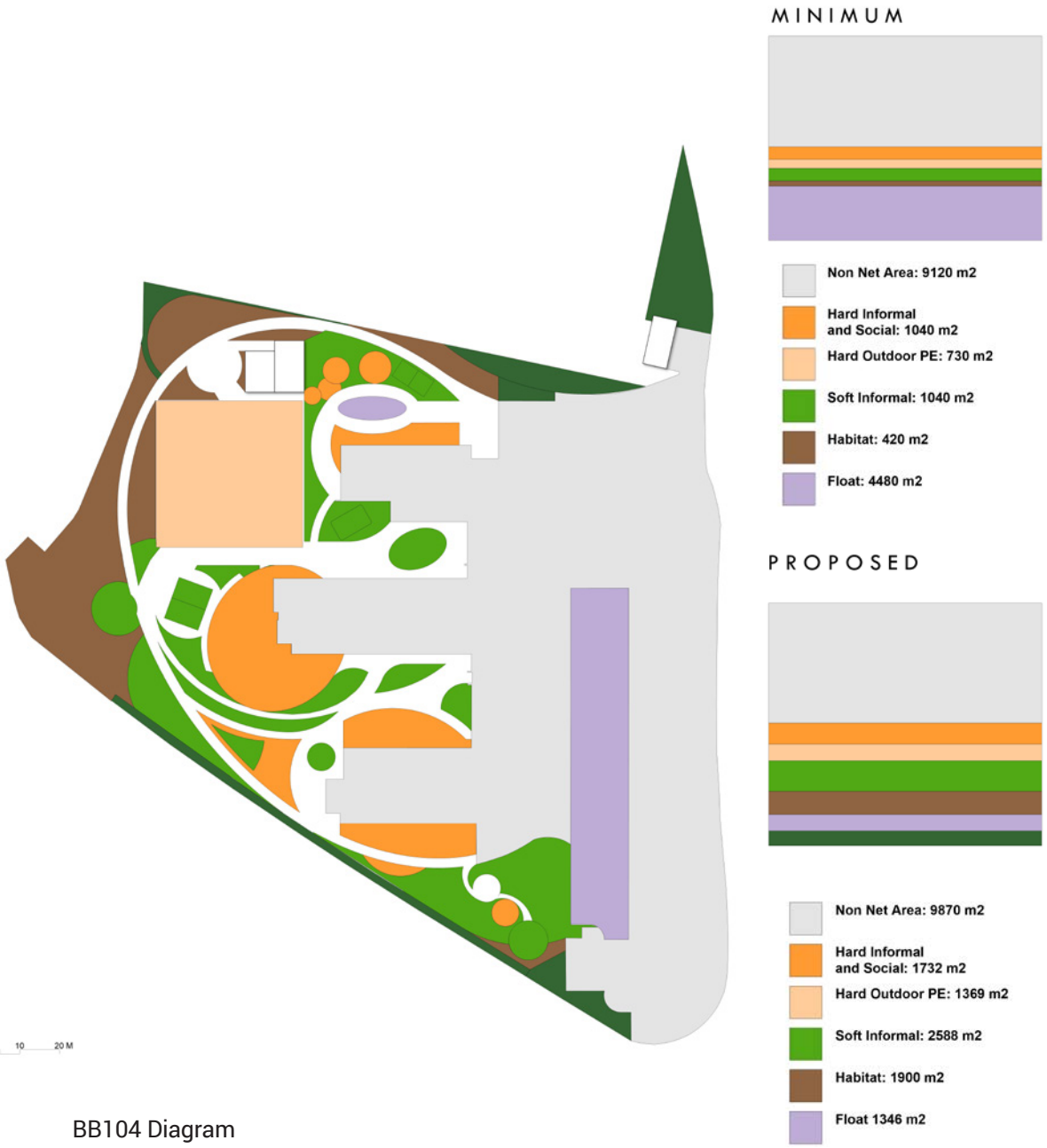
## Site Masterplanning Considerations

The design and specifications will meet British Standards wherever applicable, and fully comply with the building regulations. The design will incorporate the standards and principles set out in Building Bulletins. The design of new school grounds is informed by building bulletin guidance [BB] in relation to SEND that is BB104 and BB103 for mainstream provision. This guides the type of spaces needed and areas required to support the functioning of the school.

These areas can be broken down into net and non-net area [areas to support the school such as access and carparking] the area within the secure line is divided into 5 key types: soft outdoor PE, hard court, hard social, soft social and habitat. As the site is a good size it can accommodate the requirements of the Building Bulletin guidance for the number of proposed pupils. The total site area is calculated based on 220 students, without team game facilities, as these are to be provided off site if necessary. BB104 guidance suggested the minimum site area for a school this size is 20,740m2. The total developable site area is 24,249m2 giving plenty of space that could be maintained as a physical separation to the boundaries, to provide screening from day one but also space for habitat.

As with all SEND Schools, the overall site areas for non-net access and float is higher than that of a mainstream school. These account for access areas, car parking / drop off etc. because most pupils arrive onto the site by vehicle and staffing provision is greater. Where possible, external play spaces double up as areas of drop off / pick up to maximise their usage. This ensures the site secure school area readily accessible to the students is maximised.

This page illustrates how the site area should be divided into different category areas based on the BB104 guidance.




BB104 Diagram



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# 8.2 Masterplan

## Quality of External Spaces

The external environment of a SEND school site is invaluable and can have a significant effect on the life and work of the school. The external spaces can enhance the learning experience as well as having social and health benefits. Outdoor spaces in SEND schools are far more varied than in mainstream schools, reflecting the broad range of pupils' needs.

External spaces are critical to delivering the school's curriculum and enrichment activities. The school reinforced this vision at several meetings, to create a place that operates efficiently, safely, and securely for pupils arriving or leaving site with safe and welcoming areas for all.

Security and safety is particularly important. Pupils may be less aware of dangers or more vulnerable to their environment, therefore due consideration needs to be made to lines of security, ease of supervision of the external spaces and safe and accessible routes around the site.

## Place-making

The position of the building and community aspects of the School, such as the cafe and sport facilities, at the 'Public front' creates a sense of place. This will contribute to putting the school at the heart of the local community.

Site Masterplan

# 8.3 Access Strategy.

## Vehicular access

All vehicles enter and exit the school at the North East corner of the site. There is a distinct separation between two zones:

1. North zone visitor car park

2. South zone teaching staff car park and drop off

Access to the North zone is available throughout the day whereas the South zone is access controlled. This design facilitates a clear flow of vehicles into and out of the site, appropriate to the differing requirements throughout the school day.

## Pedestrian access

Pedestrian access to the school is at two points:

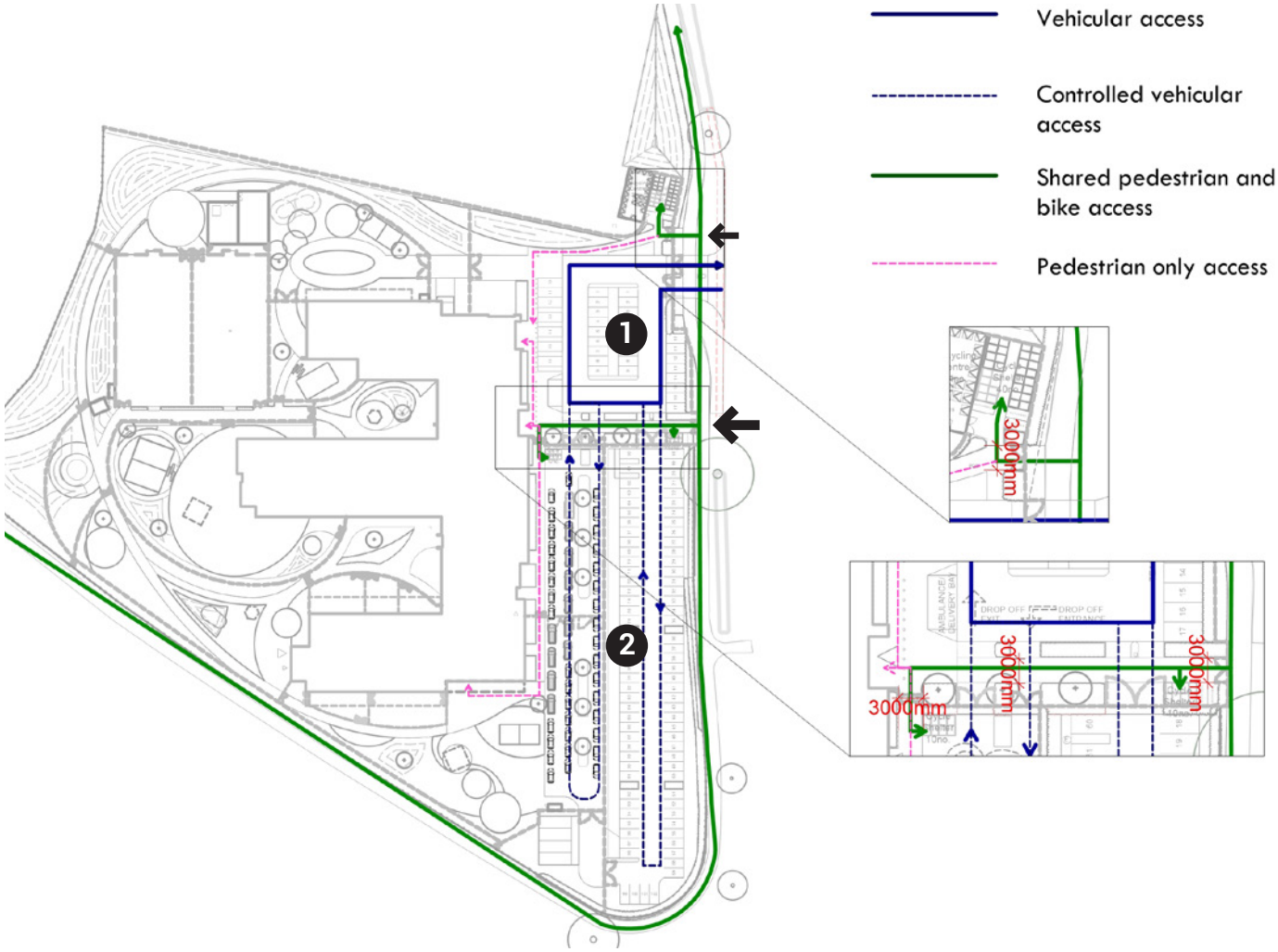
- Main pedestrian access: East of the main school entrance. This wide pathway creates an inviting and safe entry into the school along a tree lined avenue leading to clear wayfinding.

- Additional pedestrian entrance: North East corner.

There is a distinct separation between vehicles and pedestrians with a raised pavement and differing surface materials.

## Cycle access

Access for cyclists is connected to the existing active travel route that runs along the school boundary creating an easy and safe green travel option. Cyclists share access into the site with pedestrians. These routes are 3m wide to facilitate this shared use. Cycle shelters are located at the key entry points, with one additional shelter provided within the secure line should a student wish to travel to school by bike.




Vehicle, pedestrian and cycle access diagram



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# 8.3 Access Strategy.

## Parking

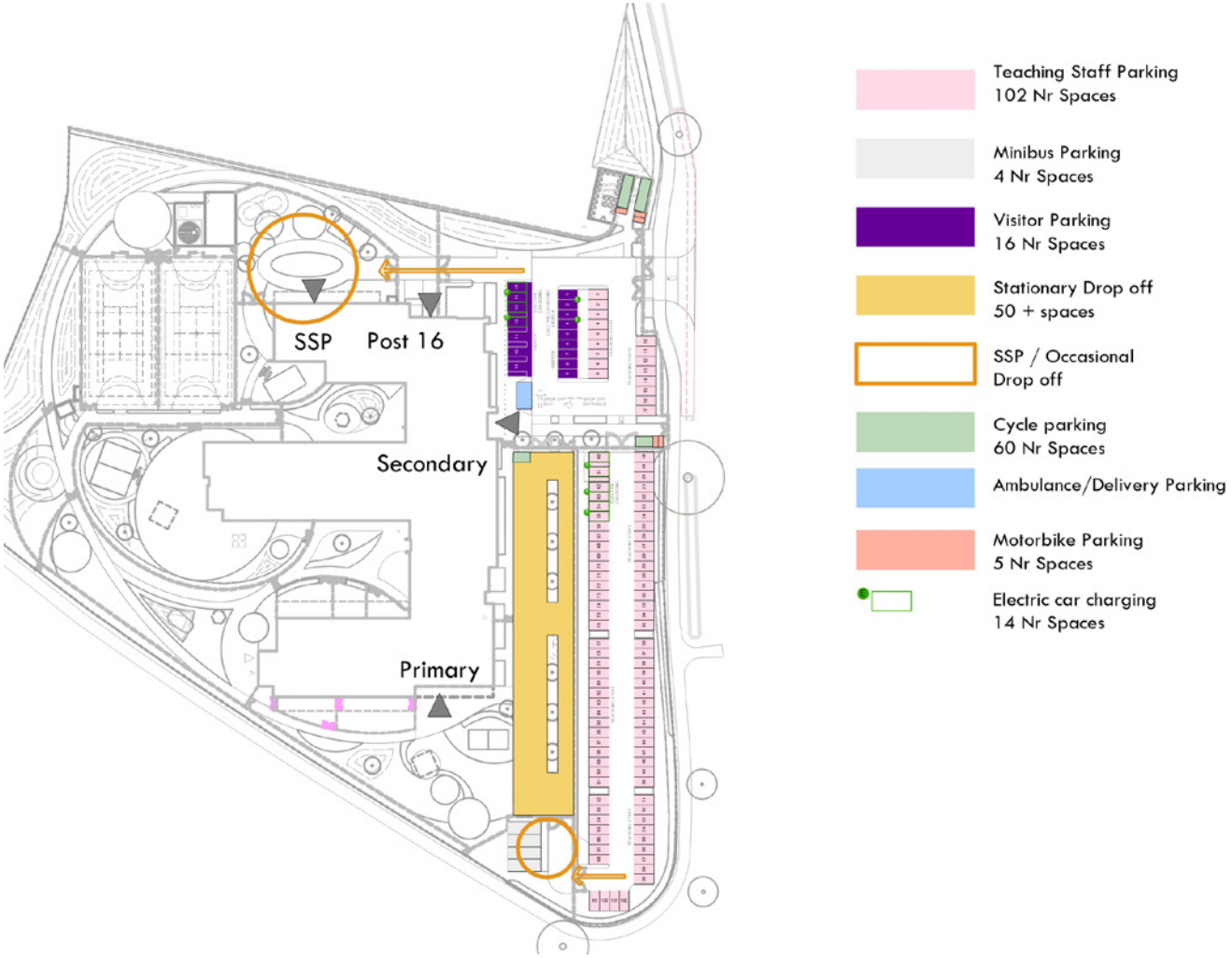
There is a generous provision of car parking that befits the needs of the school. There are 102 teaching staff spaces; 85 located in the South zone and 17 in the North zone. There are also 16 visitor parking spaces in the North zone.
Of the total 118 spaces there are 7 accessible bays, and 14 spaces with provision for electric car charging. There is also passive provision that could be converted in the future.
There is space for 60 bicycles, 50 for staff and visitors and 10 for students. 5 spaces are given for motorbikes and 4 minibus parking spaces.

## Drop Off

The drop off space (in yellow) has been carefully considered to manage the arrival of a large number of taxis and minibuses with space for 50+ vehicles. Vehicles will enter into this zone via a dedicated entry within the North Zone, turn and then stack up beside the school building. This space can be secured once all vehicles are stationary so that pupils exit them and enter school safely.

This design ensures a calm start to the day for pupils whilst also leaving other spaces clear for vehicle, pedestrian and cycle access.

A separate drop off for SSP is located to the north allowing these pupils to be taken directly into their dedicated courtyard. Another separate drop off space for occasional use, for example if a pupil is struggling to exit the vehicle, is available at the south of the site.




Car parking and drop off diagram

# 8.3 Access Strategy.

## Emergency access.

An ambulance can turn and park in the North zone with a pull-in bay located adjacent to the main entrance. Access is also available via the northern path directly into the MUGA.

Fire tender access is through the South Zone and along the Eastern facade of the school building.

## Maintenance and servicing access.

There is a maintenance strip for the lighting columns of the Denbigh Leisure centre all weather pitch running the length of the Northern boundary of the site.

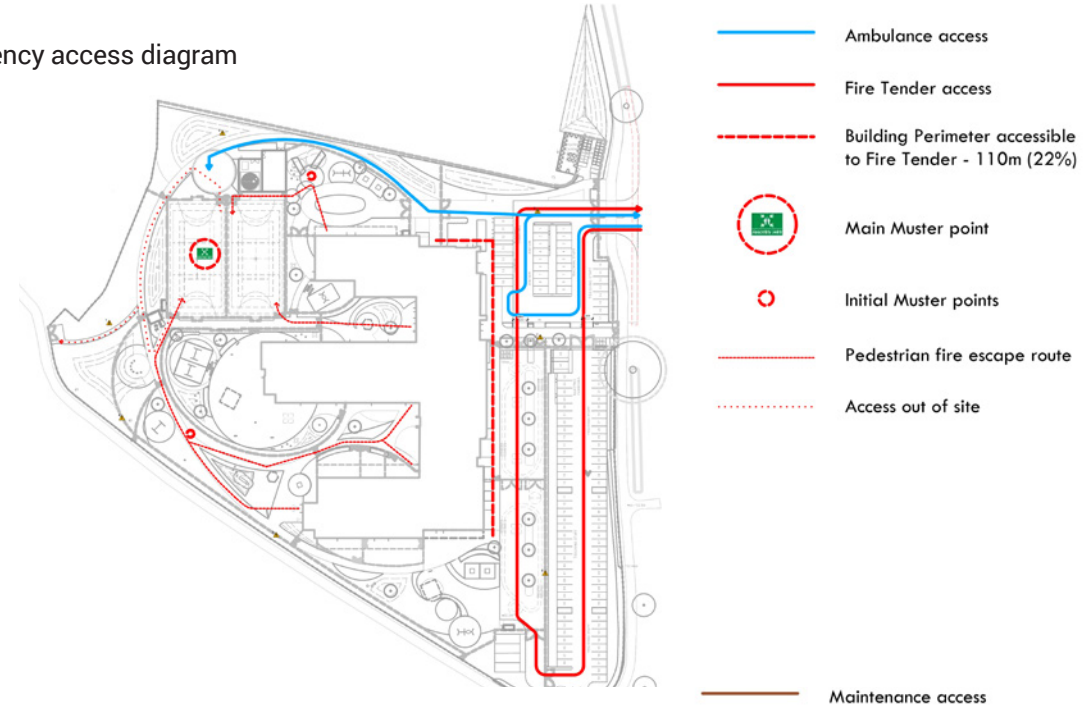
Within the boundary there is access across the site for maintenance to the school grounds and building, including the external plant room, sprinkler tank, internal plant rooms and southern buffer strip.

A refuse truck can enter and turn in the North zone giving easy access to the recycling centre at the very north of the site.

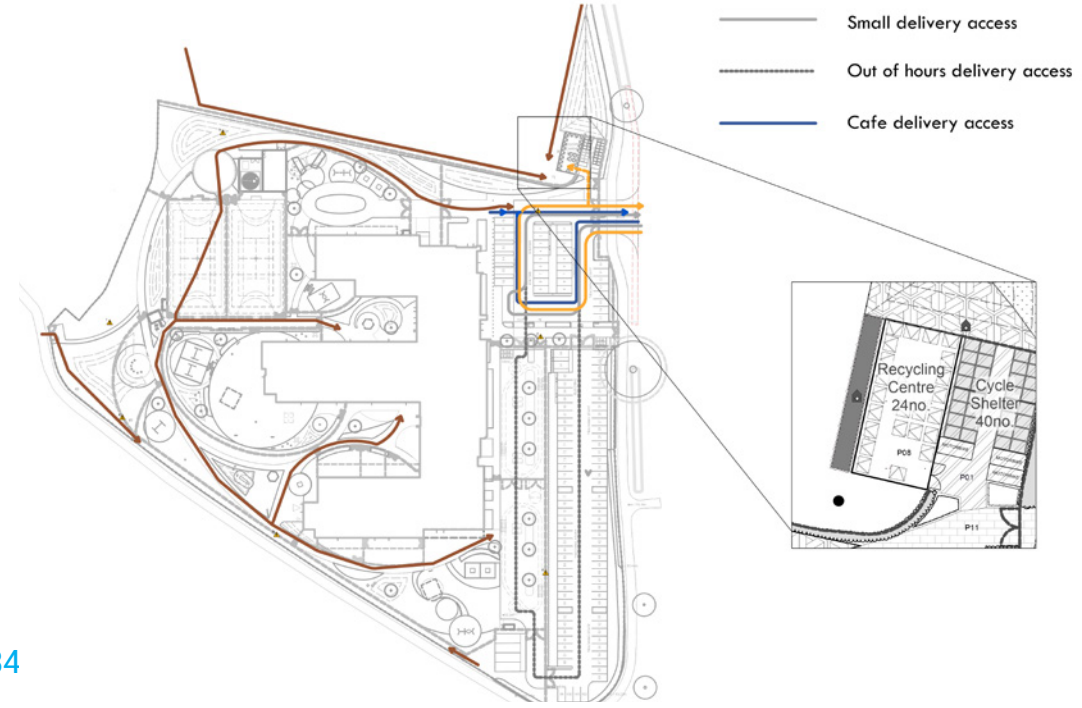
Small deliveries follow the same route with a pull-in bay in front of the main entrance.

Larger deliveries are able to take place out of hours making use of the South zone.

Emergency access diagram




Maintenance and servicing access diagram



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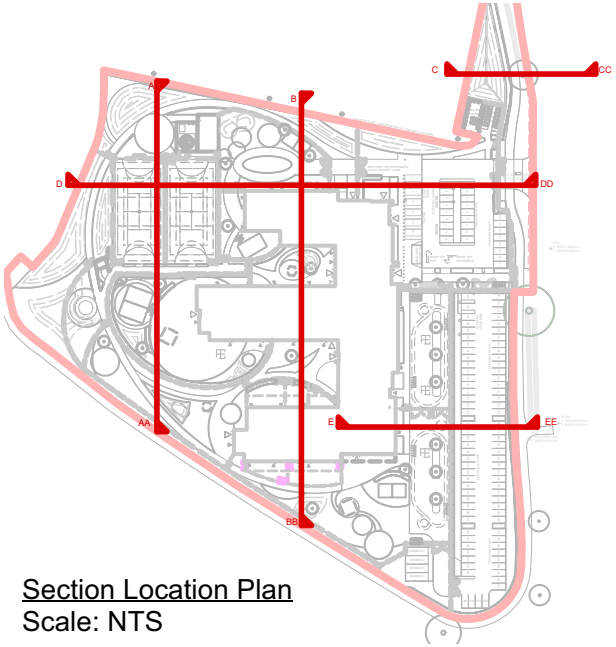
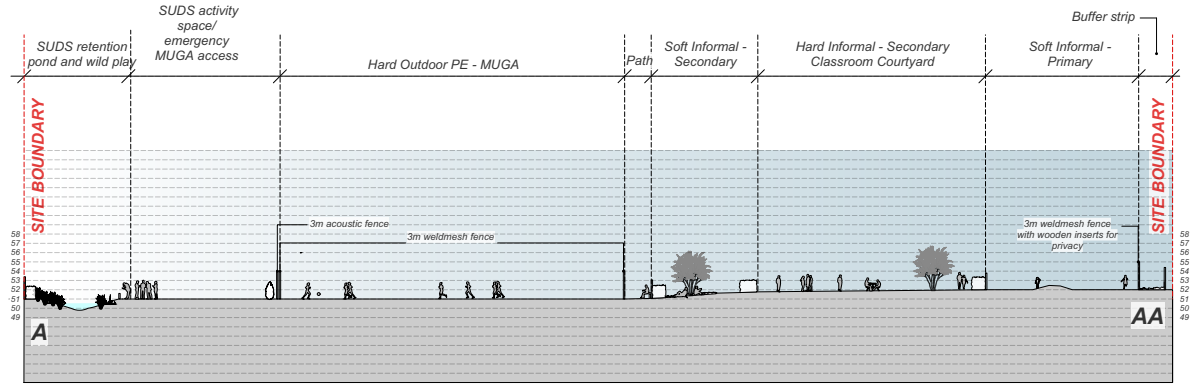
# 8.4 Levels Strategy.

The site is relatively flat with a drop of 4 metres from South to North across the whole area. In contrast Ystrad road has much steeper topography, rising 5 metres along the South East of the site over what was the old railway line. This has influenced the location of the site entry in the north east corner of the site.

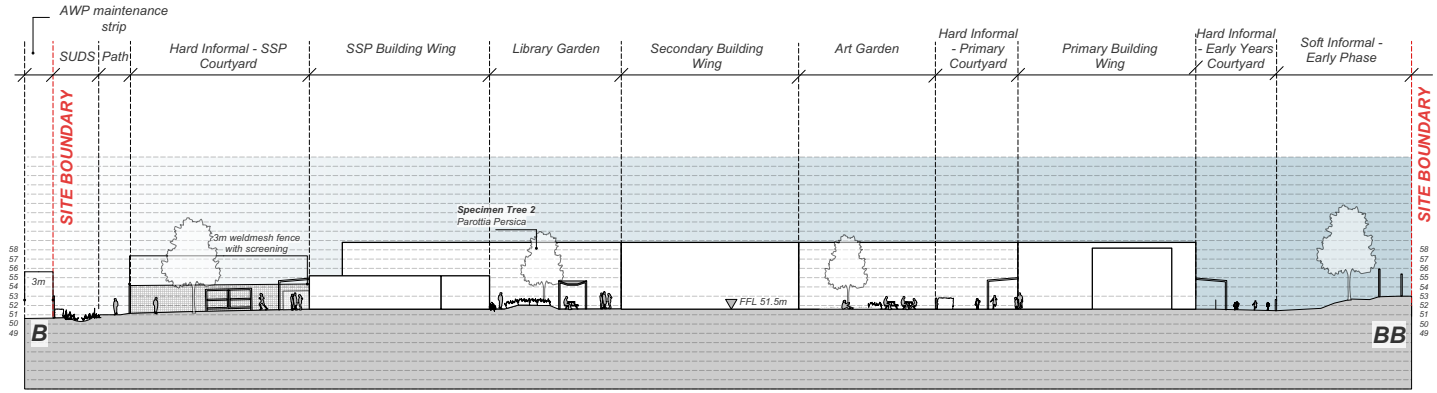
## Site sections key:




Section Location Plan
Scale: NTS




Section A

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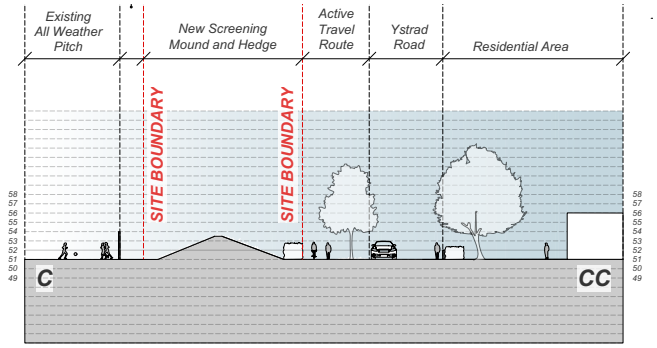
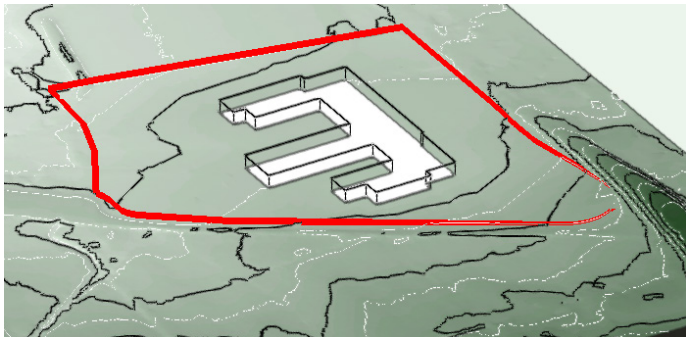



Section C





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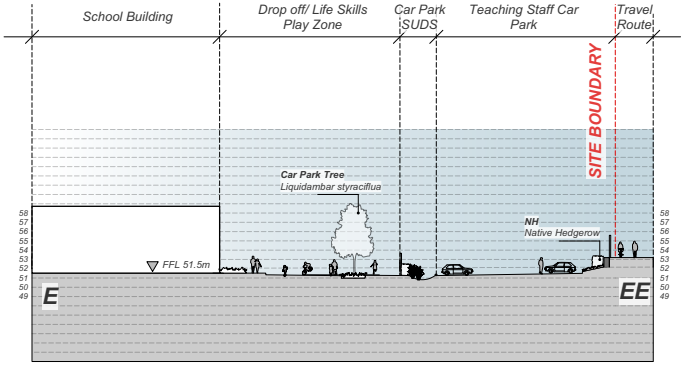
# 8.4 Levels Strategy.

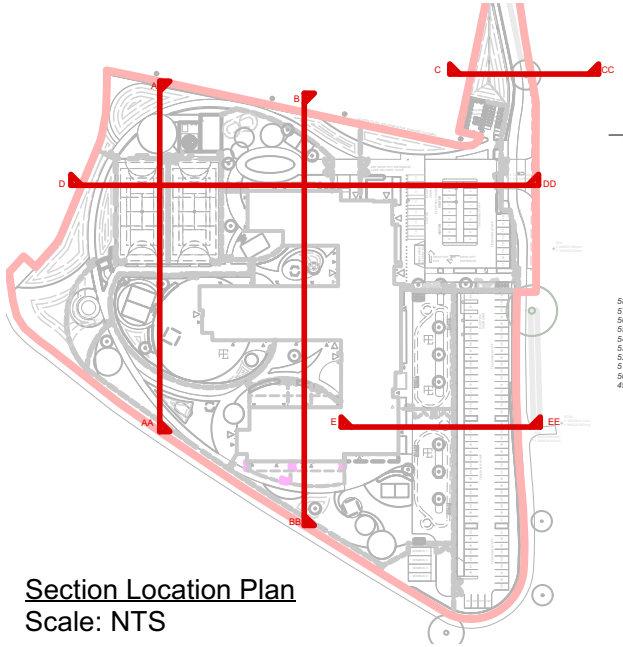
The overall site strategy for levels is to make use of the existing gradient so that water drains to the west and north side of the site into swales (sustainable urban drainage).

Where appropriate mounds have been used to create a buffer to the site, which offers both visual privacy and some wind mitigation. These mounds also offer play opportunities for the pupils.

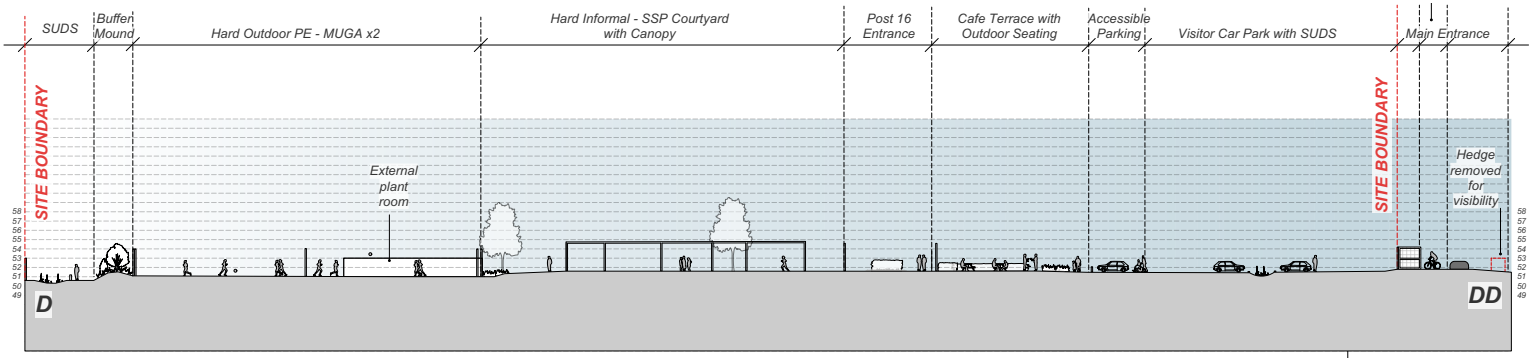



Section E

## Site sections key:




Section Location Plan
Scale: NTS




Section D



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# 8.5 Secure Line.

The site design will provide maximum security for its pupils, with a clear secure area that can be locked during school hours and opened at the beginning and end of the day (in green).

In addition to this secure area there are several controlled zones (in yellow):

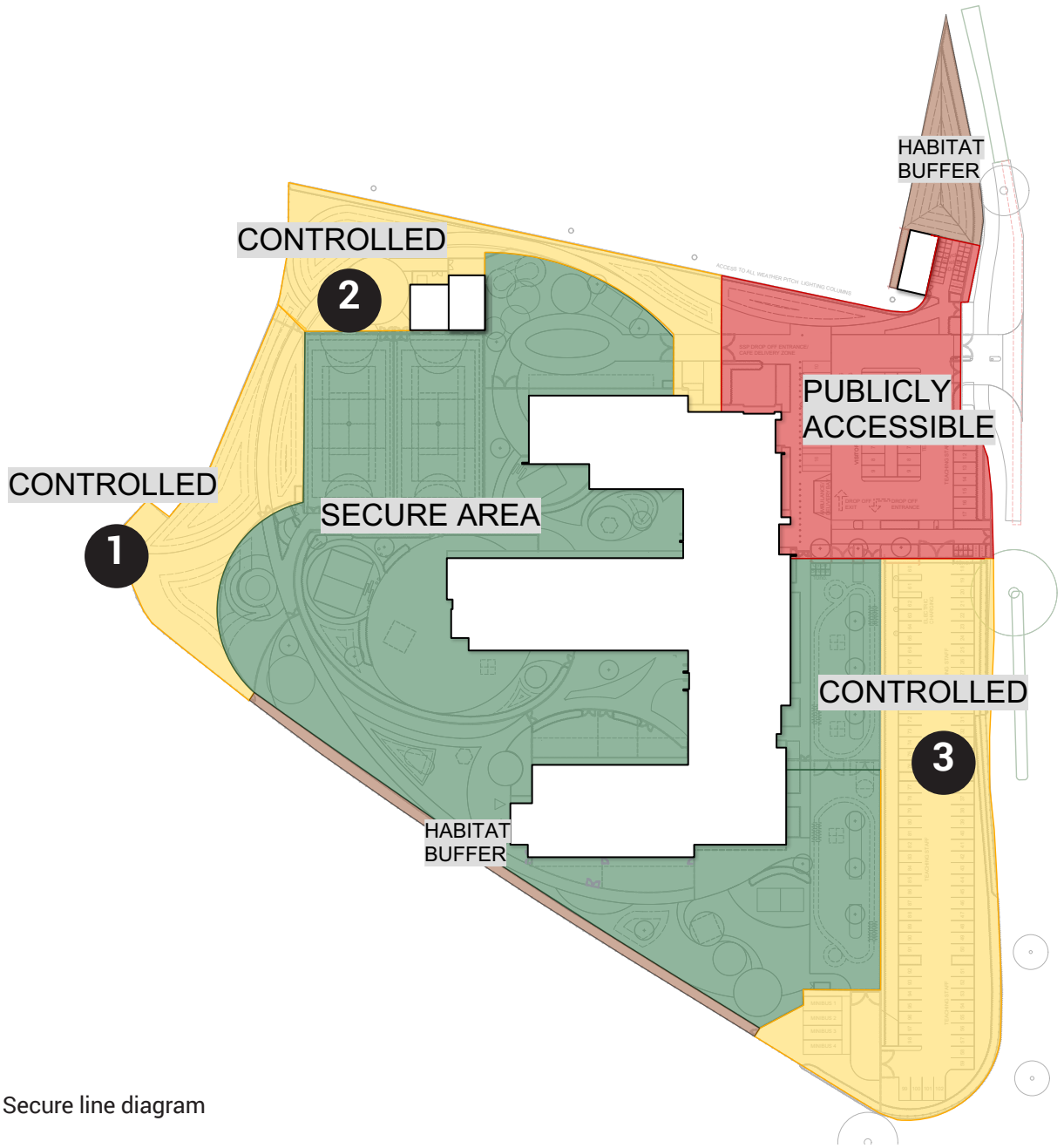
1. Forest school and habitat buffer (additional learning area)

2. Nature walk and sustainable urban drainage (additional learning area)

3. Teaching staff car park (access control for staff only)

A publicly accessible area (in red) provides a welcoming entrance to the school with easy wayfinding to the main school entrance and school cafe. This area can also be opened for out of hours use in conjunction with other community resources that are part of the external and internal areas.

Habitat buffers help with visual privacy for the pupils but also contribute to the biodiversity of the site with wild flower meadows and native woodland species.




Secure line diagram

# 8.5 Secure Line.

## Boundary Security

The south and west external site boundary will make use of the existing fencing which is in good condition. New 2.4m high weldmesh fencing will accompany this on the east and north where existing fencing does not exist or will be subject to change. This approach creates a smart and uniform boundary to the school site.

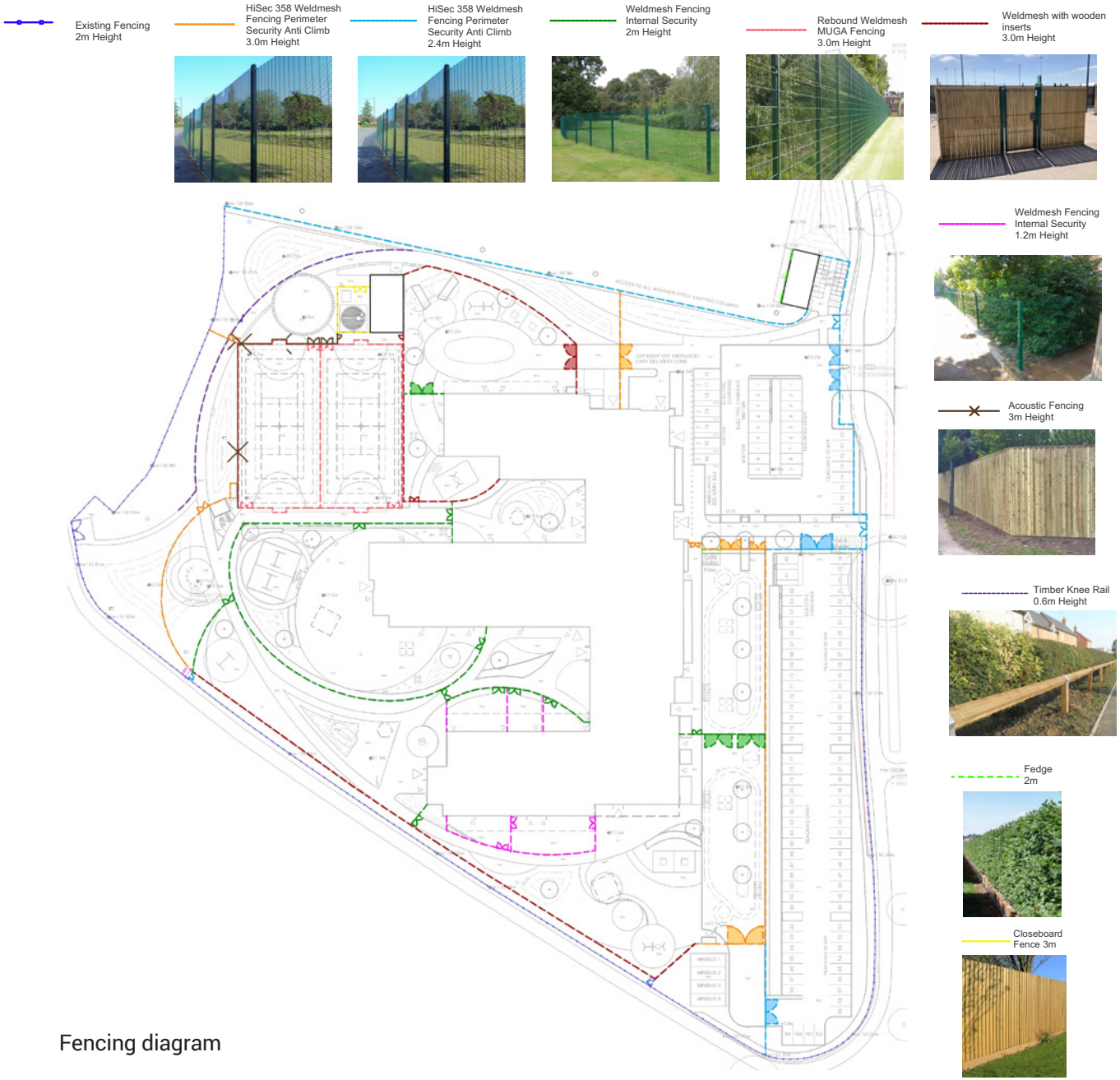
## Secure Line

Within this boundary the secure area is bounded by a 3m high anti-climb weldmesh fence. This will ensure the safety and security of the pupils on site during the school day. In areas where visual privacy is of particular priority the fencing will have timber inserts.

## Other fencing elements

Inside the secure line, additional fencing creates different external areas for SSP, Secondary and Primary. The early phase classrooms have their own separate courtyards.

An acoustic fence to the north and west of the MUGA will help to reduce any noise disturbance to residents that live near the school.




Fencing diagram



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# 8.5 Community Safety & Crime prevention

Crime prevention has been considered throughout the design process, ensuring that the layout of the development does not create an environment conducive to crime. Consideration has been given to the layout of the development to ensure personal safety, ensuring that occupiers and visitors to the site can move freely without risk of injury. The building and the site has been designed in accordance to recommendations set out by Secure by Design – Schools 2014, How to combat Arson in Schools by the Arson Prevention Bureau and Safer Places - Planning System and Crime Prevention.

## Access & Movement

There is a single principle entrance to the site which is in front of the building and is well monitored. This access point acts as a single access to the site for vehicles, pedestrians and cyclists, thus improving monitoring capability and decreasing options for an 'escape route'. Vehicular traffic is restricted to the car park area. Any maintenance equipment will only be able to access the playground areas under control of the site manager, under normal times these routes will be locked. The site is designed to operate a one way in-out system for vehicular traffic, to help maintain an orderly operation during busy periods and create a safer environment.

Pedestrian routes are direct, obvious and clear of obstruction. The external ground finish materials will define the boundaries of pathways and road surfaces, along with high kerb lines to prevent vehicular intrusion.

• Planting areas will be carefully utilised in order to define areas in which movement is permitted and deter access to areas which are prohibited.

• Cycling shelters will be provided at the front of the building, in which surveillance is high. The shelter will offer robust 'Sheffield Hoop' style fixtures secured into concrete to allow a secure facility for cyclists to park their bicycles.

## Surveillance

The proposal has been designed to maximise natural surveillance as far as possible.

To promote natural surveillance the site layout has been designed to force traffic to pass monitored control points on the site, such as the principal plot entrance and the building entrance. Any unnecessary site furniture which may hinder natural surveillance will be avoided and the sites will be on a level plane avoiding any blind spots above or below the natural field of view.

The design will principally focus on enhancing natural surveillance, however a CCTV system will also be installed by the end user. This could be employed to enhance security and aid the identification of individuals following any criminal activity.
The lighting system will be designed by an appropriate electrical engineer and will be in accordance with BS 5489. The position of lighting will be carefully considered, with areas of natural surveillance lit evenly creating a uniform light with minimal shadows. The principal entrance of the site and the building will be illuminated well to aid in way-finding.

All planting on site will not inhibit natural surveillance by providing a clear unobstructed view range between 1m and 2m. Planting will be developed alongside the CCTV system in order not to hinder visibility from cameras or provide shadowing.

## Physical Protection

The perimeter of the entire site will be enclosed by a weld mesh steel mesh security fence at 2.4m high from ground level. This will ensure the safety and security of the pupils on site and the building during out of hours. Gates within the security fence will be locked during school hours and when the school closed, however will be opened up during pick up and drop off times. The pupil areas of the site will be contained from the public access area of the site by further weld mesh steel mesh fencing. No structures or planting will reside in proximity to the security fencing in order to avoid potential climbing.

Outdoor waste stores will be secured within a brick compound to resist impact. The gates into the store will open outwards, with a robust locking facility and drop bolts to both leaves. Hinges will be robust and constructed from galvanised steel.

# 8.6 Materials Strategy.

## Key Materials

Materials will be specified, to work with the local landscape setting and the needs to the learners within the school environment. A natural palette of materials that works with and enhances the building, including tones inspired by nature with grey / buff paving, autumnal shades of wood in the furniture and watery calming blues and greens for surfacing.

Playful external spaces, with a mix of natural and fixed play opportunities will be provided. These have been developed hand in hand with the teaching staff.

Supporting the enrichment activities, robust play surfaces have been selected for active areas and also materials that can be calming and provide opportunity for sensory experiences.

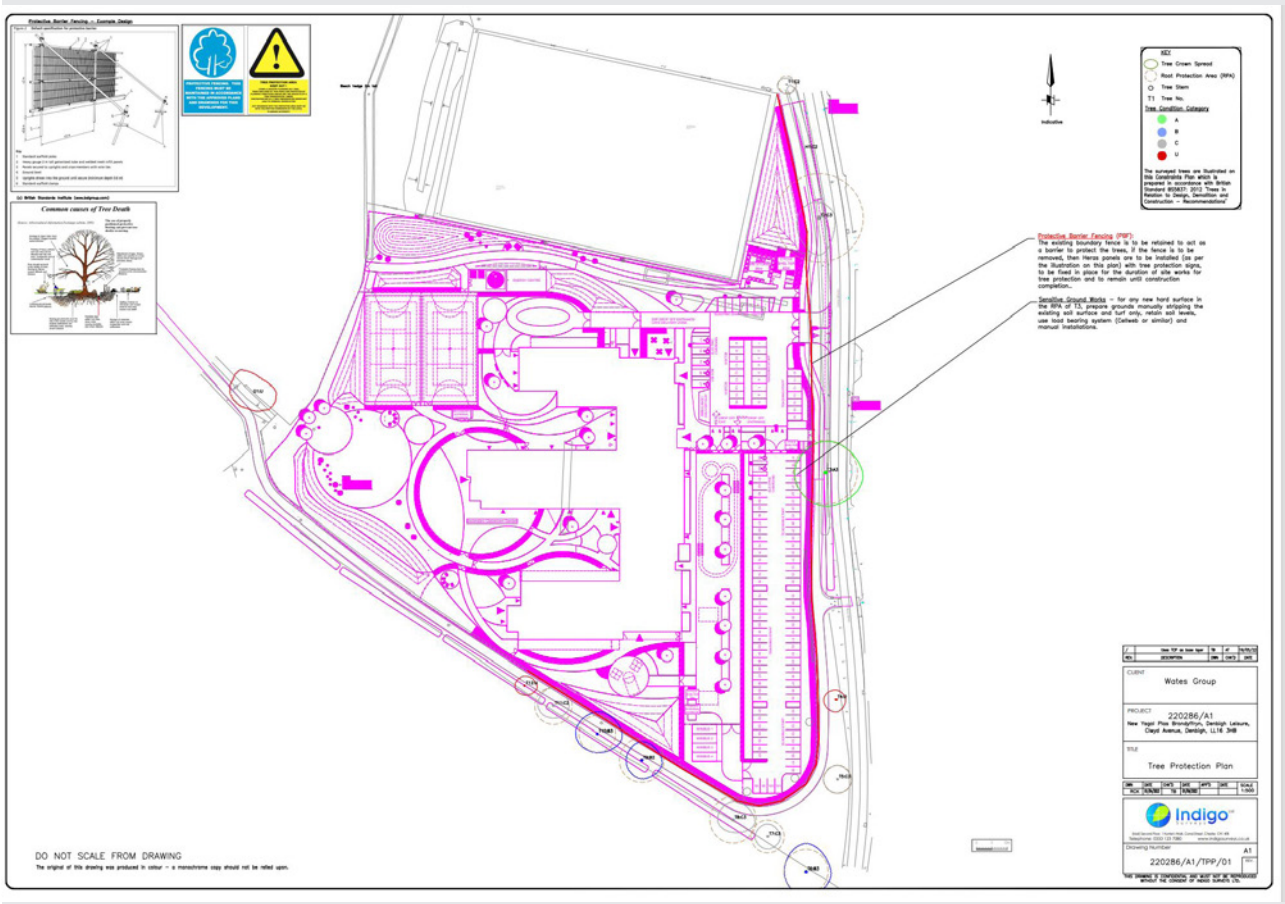
# 8.7 Tree Removal and Mitigation.

The scheme does not require the removal of any trees that do not present a H7S risk. Therefore all category A & B trees are retained. The scheme has been developed to work with this strategy.

The proposed new parking encroaches the RPA of the 'A' category tree T3. Whilst this incursion is minor and at the outer extents of the RPA, it is recommended to use a tree root sensitive, no-dig design to minimise the impact on the RPAs and ground i.e., retain the existing soil level, use a load bearing cellular confinement system (e.g. Cellweb or similar) and preferably a permeable surface treatment.

Based on the Tree Survey, and the poor condition and limited future potential of the 'U' category trees T4, T12 and G1, it is recommended these trees be removed as part of health and safety tree risk management.

It is advised that advice is sort from a Tree Consultant to carry out a Arboricultural Impact Assessment [AIA] and subsequently a Method Statement [AMS] of the development proposals on the trees and to assist in the detailing of any retaining or features that maybe required within their root protection area. Currently no dig construction is noted on the drawings and within the specification•



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# 8.8 Planting Strategy.

The site design will incorporate sustainability into the heart of its design. Existing trees are retained wherever possible to maximise the existing benefit of mature tree planting.

Proposed trees will be placed in key locations to help enclose external spaces around the school and limit views into the site as well as providing the multiple cooling, wildlife and mental health benefits that trees are known for.

Habitat zone as per the BB104 guidance will be included into the site to encourage and harness wildlife growth. These will be designed to provide seasonal interest and support biodiversity objectives.

Plants will be carefully selected to be safe within school grounds and low maintenance especially given the SEND nature of the school. Species that support biodiversity objectives that may be considered to have berries and thorns have been placed in areas outside the secure school line, such as a native hedgerow to the school frontage that is within the staff car parking areas.




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# 8.8 Planting Strategy.

A planting strategy has been developed with the school to support the learning opportunities:

- Specimen trees and hedgerows
- Robust amenity and sensory planting
- Raingardens and swale planting
- Meadow and lawn planting
- Woodland planting



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# 8.9 Ecology.

The site design has been carefully considered to have biodiversity and sustainability at its heart:

1. Wetland habitat creation with planting that aids water management.

2. Integrated bird boxes located on the energy centre and bin store to encourage local wildlife.

3. Sustainable urban drainage providing amenity for the school and wider community.

4. Mixed native hedge to be planted in compensation for the hedgerow removed to allow site access.

5. Retaining boundary vegetation wherever possible, including the mature oak that lies at the planned main pedestrian entrance to the school.

6. Species of trees and planting selected to cope with future climate change.

7. Compost heaps for bug habitat.

8. Mixed broadleaf woodland with tree species selected to create a sheltered learning environment.

9. Varied habitat mosaic of woodland, meadows, native hedges and species rich lawn create habitat corridors.

10. Hedgehog gaps provided in fencing.




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# 8.10 Visualisations

Concept Visual




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