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1. PLANNING STATEMENT

Full planning permission is sought for an extension to Isebrook School, which is a Special Educational Needs School catering for around 100 pupils between the ages of 11 and 19 with significant to severe learning difficulties. The school is located to the south east of Kettering town centre, opposite Wicksteed Park and adjacent to St. Edward’s Catholic Primary School. Access is off Eastleigh Road, which is a quiet residential street; and the site backs onto the much busier A6003 (Barton Road) which links Kettering to the A14.

The school currently has four mobile classrooms on the site with a fifth mobile being added for the 2009/2010 academic year. The outline brief was to provide a new 14-19 centre on the existing school site, including a new post 16 facility, four additional 14-16 classbases and four vocational teaching spaces. The vocational facilities would be available for use by other schools. The initial brief also included a Visual Impairment Unit however this was subsequently omitted. It was agreed to split the project into two phases, with two of the 14-16 classbases and two vocational teaching spaces included in Phase 2, in order to work to budgetary constraints. The school hoped that Phase 1 could be completed in time for September 2010, with two mobile classrooms remaining on site until the completion of Phase 2 at some time in the future.

The area of the whole school site is 2.331 hectares, the application site are is 0.473 hectares. The proposals involve a separate single-storey new building within the existing school site, with a gross internal floor area of 779sqm for Phase 1, Phase 2, which is shown in outline on the submission drawings, would provide an additional 396sqm gross internal floor area. The brief required the post 16 facility to incorporate space for a future enterprise facility, such as a student-run café; and for the vocational facilities to be available to outside users from other schools and community groups.

Consultations with pupils, staff, parents and the public were carried out during June and July 2009. A public exhibition was held in the school hall on Monday 13th July 2009 which was attended by four individuals, including two local residents, one current and one former school governor. The overall response to the proposals appeared to be positive. Staff, pupils and those attending the exhibition were asked to complete a questionnaire and a summary of their responses in contained in Appendix A. These responses have been taken into account in the planning submission proposals.

National, regional and local planning policies relevant to the proposals include the following:

- National Planning Policies:
  1. Planning Policy Statement 1 - Delivering Sustainable Communities
- Regional Planning Policies:
  1. East Midlands Regional Plan (March 2009)
- Local Planning Policies:
  1. North Northamptonshire Core Spatial Strategy (June 2008)
  2. Local Plan for Kettering Borough, adopted 30th January 1995

The Local Plan for Kettering Borough defines the school site in its Proposals Map as an area protected and/or reserved as an outdoor sports facility. The development should therefore be judged against Policy 88, Leisure: Protection of Existing Outdoor Sports Facilities. Educational facilities are included within Infrastructure in the Local Plan and paragraph 10.17, states the following:

The reorganisation of secondary schooling in Kettering has led to the closure of Kettering Boys School. Any future proposals by Tresham College will be considered in relation to the Policy 88 in this Plan regarding the protection of existing outdoor sports facilities. Other policies will be relevant in relation to the impact on the road network (Policy 81) and on the amenity of nearby residents (Policy 47).

Although this paragraph refers specifically to Tresham College, the policies may also be applied to the Isebrook School site.

Policy 47 - Housing: Residential Amenity:

Planning permission will not be granted for proposals for development, including changes of use, where they would have a significant adverse impact on the amenities of adjacent existing or proposed residential properties, resulting in:

1) overlooking and so the demonstrable loss of privacy within a residential property itself and in previously private areas of a property’s garden;

2) overshadowing and so the demonstrable loss of sunlight and daylight to the principle rooms of a residential property;

3) an increase in noise and other disturbances including vibration experienced to above recommended limits within a residential property itself and in any garden area, especially during the evening periods of the day and at weekends;

4) an increase of dirt, dust, smoke, smell and other emissions into the atmosphere causing noxious and other fumes to be experienced within and around residential property;

5) the quality of the environment is reduced by the presence of some non-residential uses and the traffic they generate, by the general layout and by the saturation of these areas by parked cars and traffic generally; and

6) the potential adverse impact of new development and changes of use upon the amenities of individual residential units.

The proposals will have no adverse impact on the residential amenity of neighbouring properties. The new building is set back from the existing school building, so it is further from neighbouring properties than the existing school; and it is single storey. Noise generated by the school is not expected to be any greater than that of the existing school, given that it is replacing existing temporary accommodation. Residents were invited to voice any concerns about the proposals at the consultation process and, as can be seen from the responses in Appendix A, only one resident expressed concern which was about additional traffic generation. This issue will be covered in the discussion of Policy 81.

Policy 81 - Transportation: Traffic Management – New Developments:

Planning permission for new development, especially if it is residential in character, will be granted where adequate provision is made for the incorporation of traffic management or traffic "calming" measures. Such measures should:

1) minimise the potential for excessive traffic speeds;

2) provide an enhanced environment;

3) ensure the safety of pedestrians and cyclists;

4) prevent extraneous traffic from entering the area concerned; and

5) ensure the otherwise safe flow of traffic related to the proposal.
The Local Planning Authority will impose conditions and seek appropriate planning obligations where necessary to ensure the provision of such measures.

As the new building effectively replaces existing temporary classrooms, no change to the volume of existing traffic is anticipated. In addition, the existing vehicular access into the site is to be retained. The additional parking proposed is required to alleviate a current shortfall, which results in parking outside of designated spaces on site and in the surrounding residential streets. No new traffic management or traffic calming measures are therefore deemed necessary.

Policy 88 - Leisure: Protection of Existing Outdoor Sports Facilities:

Planning permission will not normally be granted for the development of existing outdoor sports facilities, as shown on the Proposals Maps, for other purposes, except where either:

i) suitable replacement facilities are provided and are appropriate in terms of site, location, size, form, layout, design, usage and accessibility;

ii) it can be demonstrated, in the case of facilities forming part of educational establishments, that there is clear evidence of a reduced long term educational need for such facilities and that there is similarly a reduced long term community need in the Plan area for such facilities; or

iii) it can be demonstrated, in the case of facilities not forming part of educational establishments, that there is clear evidence of a reduced long term community need in the Plan area for such facilities.

The Local Planning Authority, in co-operation with the Community Services Directorate, shall seek to undertake measures to achieve greater public use of existing outdoor sports facilities not within the ownership or control of the Borough Council.

The proposals effectively replace the existing temporary classrooms and therefore there will be no loss of outdoor space beyond the current provision. The proposals do not, therefore, contravene Policy 88.

The need for the extension to Isebrook School is clearly demonstrated by the provision of temporary classrooms on the site. Replacing the existing temporary classrooms with a permanent extension will provide a greatly improved, purpose designed, integrated learning environment. This in turn will encourage a greater sense of pride for staff and pupils in their school bringing benefits to the whole community. In addition, the provision of an autonomous facility for older pupils and outside users will give them a greater sense of their senior status and help to prepare them for life outside of the school environment.

In terms of National Planning Policy, Paragraph 27(v) of PPS 1 states that planning authorities should seek to ‘provide improved access for all to jobs, health, education, shops, leisure and community facilities, open space, sport and recreation, by ensuring that new development is located where everyone can access services or facilities on foot, bicycle or public transport rather than having to rely on access by car, while recognising that this may be more difficult in rural areas’. By providing this much needed additional, permanent accommodation on the existing school site, the aims of PPS 1 are clearly being met.

Three copies of the following drawings and supporting information are submitted with this application:

- **Drawings:**
  1. RW 2678 / L00 – 010 rev - Proposed Elevations, 1:100
  2. RW 2678 / L00 – 014 rev - Proposed Elevation, 1:100
  3. RW 2678 / L00 – 016 rev - Proposed Sections, 1:100

- **Supporting Information:**
  1. Planning Statement
  2. Air Quality Assessment
  3. Archaeology
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  6. Dust, Mud and debris on the Highway and Litter
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  9. Flood Risk Assessment
  10. Foul Sewerage Assessment
  11. Geotechnical Appraisal
  12. Health Impacts
  13. Heritage Assessment (including Historical Features and Scheduled Ancient Monuments) / Conservation Area Appraisal
  14. Hydrological and Hydrogeological Assessment
  15. Land Contamination Assessment / Contamination Risk Assessment
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  33. Waste Audit and Waste Management Facilities Strategy

- **Additional Documents**
  1. Completed Application Form
  2. Completed Ownership Certificate A
  3. Completed Agricultural Holdings Certificate
2. AIR QUALITY ASSESSMENT

The likely impacts of the development as a whole are dust nuisance during construction and deterioration in air quality as result of construction traffic. With adequate management of construction activities, dust nuisance caused during construction should not be significant and should not exceed air quality standards. It is anticipated that construction traffic emissions will be quickly dispersed without any significant adverse impact on air quality.

The longer term impact of the primary school will be negligible, with any increase in traffic flows unlikely given that the extension effectively replaces the existing temporary classrooms.

Given that it is therefore not anticipated that the proposals will have any significant or long-term adverse impact on air quality and no existing facilities which could impact on the proposed development have been identified within the vicinity of the site, a formal Air Quality Assessment is not being submitted with this application.

3. ARCHAEOLOGY

The proposed development is immediately adjacent to the existing school building, within the existing school boundary, on the site of the existing hard play area and temporary classrooms.

An initial assessment using Northamptonshire County Council’s interactive mapping has not shown that there are known or suspected archaeological remains on the site. A more detailed archaeological assessment is therefore not considered necessary.
4. DAYLIGHT / SUNLIGHT ASSESSMENT

The proposed development is located to the east of the existing school building, close to the eastern boundary of the school site. The new building is bounded by school grounds to the north and south, the existing school building to the west and open land to the east. Except for the residential properties on Eastleigh Road which border the northern boundary of the school site, there are no residential properties or other buildings in close proximity to the site. Both the existing and proposed school buildings are set well back from the Eastleigh Road frontage. The new building is single storey and is sited so that it does not have a negative impact on the daylight enjoyed by the existing school, being separated from it and at a lower level; with the finished floor level nearly 1.8 metres lower than that of the existing school. A more detailed daylight / sunlight assessment is therefore not considered necessary.

5. DESIGN STATEMENT

BRIEF:

In order to reduce the temporary classroom provision to two mobile classrooms, the school required the following accommodation in Phase 1 as a minimum:

- A foyer and reception area;
- Two Post 16 classbases of 56sqm each with two ancillary teaching rooms of 16sqm each including storage;
- A Post 16 common room of 65sqm;
- Two 14-16 classbases of 56sqm each with two small workrooms of 12sqm each including storage;
- Two vocational teaching spaces, including a hair and beauty room of 56sqm and a drama studio of 75sqm including storage;
- A staffroom of 20sqm;
- A Post 16 and 14-16 offices of 12sqm each,
- Ancillary accommodation, including WCs, hygiene room, cleaner’s store, archive store, interview room, server room, plantroom and circulation.

An additional two 14-16 classbases with two small workrooms, two vocational teaching spaces including media and art and a CDT workshop, ICT room and offices would be required in Phase 2 at some time in the future.

The areas proposed for the additional accommodation are generally in line with Building Bulletin 102: Designing for Disabled Children and Children with Special Educational Needs, except for the vocational teaching spaces which are each approximately 10sqm less than BB102 recommendations; however they meet the specific requirements of the school.

DESIGN DEVELOPMENT:

The site analysis highlighted the constraints posed by the existing sloping topography and a new separate building sited as far as possible on the level area to the east of the existing school was identified as the most appropriate solution. A ramp would be required to link the two buildings and a central access route between the new and existing buildings for maintenance and emergency vehicles would need to be retained. The school advised that single storey accommodation was necessary for the pupils.

It was decided to set the new building back from the existing building frontage, creating space in front for outdoor learning and/or socialising and additional parking. This relationship also created a less rigid private/public boundary and allowed the existing school entrance to retain its importance as the main entrance. The post 16 accommodation was located on the public frontage of the new building, together with the public entrance foyer, in order to reflect the pupils’ preparation for life outside of the school environment and to encourage links with the wider community. Although physically linked to the rest of the accommodation, the post 16 facility was designed to feel discrete, with its own entrance and social spaces. The 14-16 classbases and vocational teaching spaces were positioned in two further wings, forming a u-shaped building and creating a central square social space with the existing school on the fourth side. These classbases and teaching spaces were positioned to take advantage of the attractive views over countryside to the east and the playing fields to the south of the site. The simple circulation route around the new building was intended to link with the existing school exit on the east elevation.

The initial proposals showed some of the classbases staggered in order to take maximum advantage of the views to the east and to create larger social and display spaces along the circulation route.
However, budget constraints necessitated a reduction in the area given to circulation and therefore the plan was
simplified to an orthogonal layout.
A site analysis drawing is contained in Appendix B.

DETAILED PROPOSALS:

1. Communal Areas and Ancillary Accommodation

The front entrance foyer is intended to provide a light, airy and welcoming entrance to the new building; its
orientation reflecting the school’s relationship to the street. The existing building entrance is, however, to remain
as the main public entrance to the school. The circulation routes are simply and logically laid out making them
easily understood and monitored by staff. They are well lit by a combination of roof lights and by being open-plan
to the post 16 common room and 14-16 work rooms, thus allowing views through glazed facades to the courtyard.
WCs and the hygiene room are grouped together, with separate provisions for post 16 pupils. Offices all have
windows onto the courtyard and are positioned to enable easy monitoring of all new entrances, circulation routes
and social spaces.

2. Post 16 Accommodation

The post 16 accommodation, located in the northern wing, is arranged around a central common room which is
open-plan to the circulation route. The classbases and small teaching rooms all front onto the public façade, with
doors opening onto patio areas which may be used for outdoor learning or socialising discrete from the rest of the
school. Classbases have full-height glazing on the public façade and high level glazing at the back, in order to
provide good natural light and aid natural ventilation. The common room is bounded by a large area of glazing on
one side and opens onto the central courtyard, thus providing a connection with the rest of the school. The
common room is to be used for informal learning and socialisation, with part of it furnished as a café-type facility.
A small kitchenette is provided to enable pupils to prepare drinks and light snacks.

3. Vocational Teaching Spaces and 14-16 Accommodation

Although originally separated into two separate wings on the east and south of the courtyard respectively, the
vocational teaching spaces and 14-16 accommodation were re-configured at the school’s request. This was to
reduce potential congestion within the 14-16 accommodation circulation routes, as the school anticipated that
these classbases were likely to be used by the greatest number of pupils at any one time. It was therefore decided
to pair two 14-16 classbases with two vocational teaching spaces in each wing. This also aided the phasing of the
scheme, providing the required phase 1 accommodation within the northern and eastern wings. Again, vocational
teaching spaces and 14-16 classbases have high level glazing at the back, which combined with larger areas of
glazing on the opposite facades, provides good natural light and aids natural ventilation.

Two workrooms were required for each pair of 14-16 classbases. It was decided to sandwich one workroom
between two class bases, accessible by both; and to provide the second as an open-plan learning area,
overlapping the circulation route. This enabled greater flexibility in its potential use by all parts of the school.

4. External Spaces

The school currently has insufficient on-site parking provision and the overflow of cars into the neighbouring
streets has contributed to the recent introduction of a controlled parking zone. The existing parking areas to the
front of the school are therefore to be extended. A hard and soft landscaped zone is to be maintained between the
new building and the extended parking area, which will act as a buffer between the school and the vehicular
access into the site and will soften the visual impact of the new building.

The central courtyard effectively replaces the existing hard play area located between the main school building
and the mobile classrooms. It is however more protected by the form of the new building. It is central to the
school, acting as a common social space and housing circulation routes which connect the school buildings.

5. Materials

The external walls are to be a mixture of brick on the north and east elevations, to tone in with the buff coloured
brickwork of the existing school; light coloured render to the south and west courtyard elevations; and glazing.
Small areas of contrasting non-dull coloured render will be used to punctuate the facades. Windows will be Velvac
type aluminium with a polyester- powder coated finish in a mid grey colour externally. Flat roofs will be finished
with a single-ply membrane such as Sarnafil; classroom roofs will be aluminium standing seam or standing seam
profile single-ply membrane mono-pitched roofs.

6. Link To Existing School Building

A temporary ramp serving the temporary classroom has been provided for the 2009/2010 academic year. A future
section of walkway, which may be ramped, is required to connect the temporary classrooms to the central hard
play area. A permanent ramp will be provided as part of the proposed Phase 2 works, which will be constructed
around the proposed new steps in the grass bank to the east of the existing school building. A proprietary covered
walkway is to be provided to create a sheltered link between the school buildings until phase 2 is carried out in the
future. Details of the proposed walkway are contained in Appendix H. The galvanised steel walkway frame is to be
polyester powder coated to match the windows and the roof is to be curved transparent polycarbonate or acrylic
sheet.

Refer to Appendix C for the site strategy plan, building strategy and initial design proposals.
6. DUST, MUD AND DEBRIS ON THE HIGHWAY AND LITTER

As discussed under Section 2, Air Quality Assessment, dust generation caused by the works is likely to be easily managed. Furthermore, the works do not involve any demolition. The Main Contractor will produce a Site Waste Management Plan which will include the methods that will be used to prevent and remedy the tracking or deposit of mud and debris on the highway.

7. ENVIRONMENTAL IMPACT STATEMENT

The type of development is a Secondary Special Educational Needs School and as such is not listed within the types of development that require or may require an Environmental Impact Assessment. Furthermore, we do not consider the development to have a substantial environmental impact, given that it is on the site of the hard play area and temporary classrooms within the existing school site.
8. ECOLOGY / PROTECTED SPECIES / BIODIVERSITY SURVEY AND REPORT

The new building is sited on an existing area of hard play and on the site of temporary classrooms. It is considered that the proposed development is unlikely to impact on wildlife and biodiversity and therefore a detailed survey and report are not proposed.

9. FLOOD RISK ASSESSMENT

The majority of the site is not shown as being at risk of fluvial (river) or tidal flooding on the Environment Agency’s Floor Zone Maps. The likelihood of fluvial or tidal flooding each year is 0.1% (1 in 1000) or less. There are no formal flood protection measures serving the site. In addition, we are not aware of any indications or history of the site being at risk of groundwater flooding.

The River Ise bisects the open area to the east of the site. The lowest eastern corner of the site is shown as being at low risk of fluvial or tidal flooding on the Environment Agency’s Floor Zone Maps, which means that it is unlikely to flood except in extreme conditions. The likelihood of fluvial or tidal flooding each year is 0.5% (1 in 200) or less for this part of the site. A copy of a map showing the extent of the extreme flood zone in relation to the site is contained in Appendix D. It can be seen that the area in question is close to but does not appear to overlap the northeast corner of the proposed building.

Given that the application site area is less than 1 hectare and the proposals are sited outside of the flood risk zone, a Flood Risk Assessment is not being submitted with this application.
10. FOUL SEWERAGE ASSESSMENT

The new building will have separate connections to the existing foul and storm water sewers. Details of the foul and surface water drainage strategies are contained in Appendix G.

Anglian Water Sewer records have been obtained by Elliott Wood Partnership (refer Appendices G, Anglian Water Location Map).

A below ground drainage strategy (209458/D100) has been prepared and shows indicatively where the proposed drainage runs are to be located. The general philosophy is to drain both the foul and surface water drains to the lower side of the site (eastern), where two separate packaged pump stations are proposed. The foul and surface water will then be pumped via rising mains back into the existing gravity sewer adjacent to the existing school.

It is likely that attenuation of the surface water will be required for some of the new building run off and the new car park area, as the majority of the existing area is currently grassed. The permitted discharge of the surface water is therefore likely to be restricted to the greenfield runoff rate, which will be subject to agreement with the Environment Agency and the Water Authority. Provision should also be made for a petrol interceptor for the new car park area before the surface water enters the sewer.

The strategy currently shows indicative drop points for the soil vent pipes, stub stacks and rainwater pipes. Exact locations of these services and internal gully’s are to be confirmed by the Architect and M&E Engineer. Information on external channel drains, gulley’s and threshold drains are to be confirmed by the Architect and Landscape Architect. It has been confirmed by the Architect that rain water harvesting is not to be utilised on site.

The site contains numerous existing trees along the eastern boundary which may be affected by the proposed drainage and the new car park. It is therefore recommended that a tree specialist is consulted to discuss these issues and potential protection measures which may need to be incorporated in the design.

11. GEOTECHNICAL APPRAISAL

A copy of the preliminary site investigation received from Elliott Wood and carried out by Geodyne is contained in Appendix I. A full site investigation will be carried out in due course and will be provided upon request.
12. HEALTH IMPACTS

It is not considered that the proposed development will impact on health and therefore a health impact assessment is not being submitted with this application.

13. HERITAGE ASSESSMENT

An initial assessment of the site has shown that there are no Scheduled Ancient Monuments, Listed Buildings, Conservation Areas, Registered Parks or Gardens, Registered Historic Battlefields, Sites of Specific Scientific Interest or Historic Environment Asset mapped areas within the vicinity of the school site. It is therefore deduced that the proposed development will have no impact on these natural and cultural assets.
14. HYDROLOGICAL AND HYDROGEOLOGICAL ASSESSMENT

A copy of the preliminary site investigation received from Elliot Wood and carried out by Geodyne is contained in Appendix I. A full site investigation will be carried out in due course and will be provided upon request.

15. LAND CONTAMINATION ASSESSMENT / CONTAMINATION RISK ASSESSMENT

A copy of the preliminary site investigation received from Elliot Wood and carried out by Geodyne is contained in Appendix I. A full site investigation will be carried out in due course and will be provided upon request.
16. LANDSCAPE ASSESSMENT

The proposals are not considered to have an impact on the wider landscape and therefore a strategic landscape assessment is not being submitted with this application. Within the site itself, the topography, the location of the existing school building and the best views being to the east and south of the site have all informed the position and orientation of the new building. Refer to Section 5, Design Statement, for details on how the site for the new building was chosen and how the design developed.

17. LANDSCAPE DETAILS

Drawing P-101, Site Plan, shows the strategic site layout. Proposed surfacing materials are a combination of tarmac, block paving and grass. Small areas of planting are indicated around the building perimeter on the courtyard side to soften the building and to protect pedestrians from opening casements. Retaining walls to the front of the post 16 staggered terraces will be brick to match the building. The existing iron railing security fencing and gates will be reused.

A Sprinkler tank and pump housing are to be located adjacent to the new plant room at the end of the extended parking area. The tank will be enclosed by 2.4m high wooden palisade fencing to screen it from view. The pump housing will be a brick enclosure with a single ply membrane roof built alongside the tank enclosure.
18. LIGHTING ASSESSMENT

External lighting provision will consist of low energy compact source HF Gear, wall mounted bulkheads with time switch and PIR movement detector control to limit night time operation. Upward Light output will be limited by utilizing eyelid type shrouds, as product example shown below. External lighting design will be to dark skies compliance and CIE E3 Urban zone. The car park area is to have HID HQi white light luminaries on 5m columns. Lights are to be time switched and photocell controlled. Refer to appendix L for Holophane lux plot showing luminaire positions and Gateway and Denver Pole luminaires brochures.

19. MINERALS SAFEGUARDING

There are no known mineral resources of economic importance in the vicinity of the site.
20. NOISE IMPACT ASSESSMENT

There will be no noise impact of the proposals on the surrounding area beyond that of the existing school, given that the extension effectively replaces existing mobiles and therefore no additional pupil numbers above the existing are proposed.

In terms of noise within the building itself, an Acoustic Consultant will be appointed to provide an acoustic strategy. A copy of this report will be made available on request.

21. PARKING AND ACCESS ARRANGEMENTS

The school is designed to provide an inclusive environment, in accordance with current legislation, which provides for the needs of all users. The design accommodates the differences in the way that people use the school environment and enables participation in activities equally and safely and in a way that maximises individual abilities. Guiding principles include:

- There will be equitable access;
- Appropriate space will be allocated;
- Ease of use, comprehension and understanding will be ensured;
- Using the building will require minimum stress, physical strength and effort;
- The building will provide safe, comfortable and healthy environments;
- Use of the school outside normal hours will be adequately managed by the building managers.

In designing an inclusive environment, reference has been made to the following statutory guidance:

- Approved Document M of the Building Regulations of England and Wales;
- Building Bulletin 102: Designing for Disabled Children and Children with Special Educational Needs;

The building is designed to be fully accessible to all members of society. The design is inclusive of children who may be dependent on wheelchairs or have varying degrees of visual or hearing impairment. The site is made as accessible as possible and the car parking areas are located and designed to allow ease of access to the building. All play areas are easily accessible for wheelchair users.

SITE ACCESS AND PARKING:

The main pedestrian and vehicular routes into the site remain unchanged. A vehicular access route to the rear of the site will also be maintained between the existing and new buildings. It is proposed to add a ramp and steps within the bank to provide pedestrian and wheelchair access between the two buildings. A temporary ramp has already been provided to access the relocated temporary classrooms. The route aligns with the existing school exit on the east elevation to provide a direct link with the new school circulation.

No additional vehicle movements are proposed however additional parking spaces are proposed to the north of the new building to alleviate a current parking provision shortfall. The existing parking area along the eastern site boundary is extended to provide the additional parking as well as vehicular access to the plant room. Further spaces are provided in front of the post 16 accommodation, being in close proximity to and giving easy access to the new entrance foyer. The current number of full time staff is 59, part time staff is 10 and specialist visiting staff is 25 approx. The existing parking is 50 including 2 disabled spaces and 6 drop off spaces, with an additional 3 mini bus spaces. The proposed parking is for the addition of 18 spaces including 2 disabled spaces. The total number of spaces allowed is 77 spaces, based on 1 space per full time member of staff and 1 space per two part time members of staff. The total number of proposed spaces is 68, with 3 mini bus spaces.

BUILDING ACCESS:

The existing main entrance to the school will remain as the principal entrance. Access routes to the new building entrances will be kept to a maximum gradient of 1:20. The new entrances will have glazed doors with manifestation, a level area of 1500 x 1500mm outside, flush thresholds (with an
upstand of 15mm maximum) and meet Approved Document M for clear widths, with a minimum clear opening of 1000mm. The colour of the door frame will contrast with its surroundings.

The Post 16 classrooms allow for pupils to access and egress the classrooms from both external patio areas and the internal circulation route. Routes directly into the classrooms from the patios also allow for level access.

Refer to Appendix C for details of the proposed vehicular and pedestrian site and building circulation strategies. Refer also to the Site Plan, drawing P 101, for the proposed parking layout.

CIRCULATION:

The proposed building is single storey with a level floor. The floor finish inside entrances will be slip-resistant matting that will not impede the movement of wheelchairs. The colour of doors will give a high contrast to the frames and the leading edge will be similarly distinguishable from the door leaf. Doors will have a 300mm minimum unobstructed access before any return wall to the pull side. Vision panels will meet the requirements of Approved Document M paragraph 3.10. All opening furniture will contrast with the door leaf and will be suitable for operation with a closed fist. Circulation routes will be 2m minimum at the narrowest points.

FACILITIES:

A hearing induction loop will be provided in the drama studio. Internal signage, including directional signage and room names, will have upper and lower case lettering on a contrasting background as a minimum. Switches, socket outlets and controls will be mounted at appropriate heights in accordance with Approved Document M paragraph 4.30; and will be located in dado trunking which projects from the wall surface. Sockets outlets will indicate whether they are on or off.

An adult disabled WC cubicle and assisted pupil WC are provided. A further pupil assisted WC is located in the hygiene room, which also includes a disabled shower and shower bed facility.

Refreshment making facilities in the new staff room will be in accordance with Approved Document M paragraph 4.16. The pupil kitchenette in the post 16 common room will also be fully accessible.

22. PHOTOGRAPHS / PHOTOMONTAGES

Refer to Appendix E for site photographs.
23. PLANNING OBLIGATIONS – DRAFT HEAD(S) OF TERMS (S.106 TOWN AND COUNTRY PLANNING ACT 1990)

There are no planning obligations relating to this planning submission.

24. PLAYING FIELDS AND RECREATIONAL FACILITIES

The new building effectively replaces the existing temporary classrooms and therefore no additional loss of external area beyond the existing provision is proposed.
25. PUBLIC RIGHTS OF WAY

Northamptonshire County Council’s interactive mapping service has shown that there are no public rights of way in close proximity to the site.

26. RENEWABLE ENERGY AND CLIMATE CHANGE

The design team has strived to integrate sustainable issues into the design vision from the outset. The team believes that low energy, sustainable measures should be addressed at concept stage so that they become embedded in the principles of the building rather than simply being ‘bolted on’ later in the project. This has helped to develop a new building which minimises energy in use and embodied energy within the constraints of the available budget. The requirements of Approved Document L2A of the Building Regulations, which is concerned with energy use, will be met.

The orientation of the building and the provision of solar control glazing or external shading will minimise energy loads by passive solar design. Natural lighting and passive natural ventilation are also maximised, with the classrooms having glazing on opposite facades and at high and low level. Where energy use is unavoidable, levels will be kept to a minimum. This will be achieved through the use of energy efficient lighting, equipment with a good environmental performance, the correct sizing of plant to prevent unnecessary energy consumption, ‘A’ rated white goods and heat recovery. Rooms will have individual temperature control for the underfloor heating system. During construction the amount of energy used will be kept to a minimum through the use of well maintained and energy efficient equipment; and by turning off equipment when not in use.

Water use will be kept to a minimum through the use of low water content flushing cisterns, time operated taps, flow restrictors and ‘A’ rated appliances. During construction water use and leakage will be minimised as well as the amount of wet trades.

Materials with a low environmental impact will be selected for use wherever practical. Structural and non-structural elements will be responsibly sourced and renewable, recycled and locally sourced materials will be used where appropriate. The use of materials has been chosen to fit in with the environment and surroundings, as well as being appropriate to their use, for example being suitably durable. During construction waste management and recycling systems will be in place to facilitate a reduction in the amount of waste generated.

These measures will ensure that carbon emissions are considerably reduced, that the building will be comfortable in all weathers, will have lower running costs, will use valuable resources responsibly and sustainably, and will contribute to the fight against climate change.
27. STATEMENT OF COMMUNITY INVOLVEMENT

As previously discussed, consultations with pupils, staff, parents and the public were carried out during June and July 2009. A public exhibition was held in the school hall on Monday 13th July 2009 which was attended by four individuals, including two local residents, one current and one former school governor. The overall response to the proposals appeared to be positive. Staff, pupils and those attending the exhibition were asked to complete a questionnaire and a summary of their responses is contained in Appendix A. These responses have been taken into account in the planning submission proposals.

28. STRUCTURAL SURVEY

The proposals do not involve substantial demolition and therefore a structural survey is not being submitted with this application.
29. TRANSPORT ASSESSMENT

An increase in existing pupil numbers is not proposed as the development effectively replaces existing temporary classrooms. In terms of staff, no new appointments beyond that of a specialist hair and beauty teacher are proposed. The existing transport arrangements will therefore be unaffected by the proposals.

During the construction period, there is likely to be a relatively small volume of site traffic given the size and nature of the development. Lorry movements are therefore not expected to have any significant impact on existing transport arrangements. Furthermore, deliveries to the site will be restricted to outside the hours when children are arriving at or leaving the school; these being the busiest periods for all methods of transport in the vicinity of the site.

30. TRAVEL PLAN

An increase in existing pupil or staff numbers is not proposed as the development effectively replaces existing temporary classrooms and therefore the existing school Travel Plan will be unaffected by the proposals. The additional parking spaces are located adjacent to the existing parking areas and do not affect existing access and drop-off arrangements within the site.

A copy of the school’s Travel Plan is contained in Appendix F.
31. TREE AND HEDGEROW SURVEY / ARBORICULTURAL REPORT

There are no hedgerows within the application site or adjacent to it that influence or are affected by the development. A row of existing mature trees runs along the eastern boundary of the site, close to the northeast corner of the new building, and these trees will be retained. An arboriculturalist will be asked to survey and to provide a method statement for the protection of these trees during construction works. A copy of their report will be forwarded in due course and we would request that this item be conditioned. A copy of a letter from Spendlove Contracting outlining the anticipated impact of the proposals on the adjacent trees is contained in Appendix K.

32. UTILITIES STATEMENT

No new external stats connections required for telecoms. The existing electricity supply will require confirmation on spare capacity as e-mail from E Byrne NCC/Carillion 24.08.09.

The existing water supply to the school is connected from local infrastructure. The existing water supply shall be extended to serve the new extension.

The existing gas supply to the school is connected from local infrastructure in Eastleigh Road. It is proposed to extend the existing gas supply to serve the new extension, subject to confirmation from the gas shipper that spare capacity exists.

The new extension is to be provided with automatic sprinkler protection from a stored water source. Make up water to the sprinkler water tank to be from a new fire main connection made to the local water infrastructure in Eastleigh Road.
33. WASTE AUDIT AND WASTE MANAGEMENT FACILITIES STRATEGY

The Main Contractor will produce a Site Waste Management Plan which will outline the methods of managing waste and the approaches that will be adopted in order to reduce the amount of waste generated during the construction phase. The details of this will be completed as the scheme is developed and progressed through working drawings and specification to the construction phase.

In terms of the building in use, the existing waste and recycling facilities will serve the new building and access to them is unaffected. Given that the development effectively replaces the existing temporary classrooms, the existing storage capacity will be adequate.