

**PLANNING,
DESIGN AND ACCESS STATEMENT**

**Huddersfield Grammar School, Royds Mount, Luck Lane,
Huddersfield HD1 4QX**



Huddersfield Grammar School

The independent co-educational school for girls & boys aged 3 to 16

Prepared on behalf of Cognita Schools Ltd

July 2016

Planning, Design and Access Statement

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Section 1 INTRODUCTION

This Planning, Design and Access Statement justifies planning permission and Listed Building consent for:

- Reopening of existing pedestrian access to Luck Lane. The brick infill between the stone piers will be removed and a new wooden pedestrian access gate installed to be the same height as the existing wall/piers. This will allow a dedicated pedestrian access to Luck Lane, away from the vehicle entrance and in line with recommendations from Karen North Senior Traffic Investigation officer with the Council. This would allow the Council to delineate and mark the road outside the entrance.
- A second pedestrian access is proposed adjacent to the existing vehicle egress to Gorse Road. This would take the form of removal of a short section of the stone wall. The introduction of stone piers and a new wooden gate installed to almost the same height as the existing wall.

These measures will provide a safe and dedicated pedestrian access and egress from the school for pupils, teachers and parents. The gates would be locked from the inside and would only be open during morning school openings and at school close.

This Statement has been prepared to meet the guidance within Department for Communities and Local Government (DCLG) Circular 01/06, Guidance on Changes to the Development Control System as well as the Guidance contained within CABE's "Design and Access Statements, How to write, read and use them" (2006).



This statement provides the planning justification for the proposed development having regard to National Planning Policy, the Development Plan and other material considerations.

It also deals with the Design Statement as well as Inclusive Access and links together the supporting background documents, which accompany this application.

This Planning, Design and Access Statement demonstrates that the pedestrian access points will be a positive gain for Kirklees Council, its residents, the overall community and that it would not adversely impact on the surrounding area.

This Statement sets out the following:

- Section 2 describes the background context of Cognita Schools Ltd.
 - Section 3 describes the site and surrounding area.
 - Section 4 sets out the relevant planning policy framework.
 - Section 5 provides the justification for planning permission.
 - Section 6 discusses access arrangements.
 - Section 7 provides the conclusions.
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Section 2 **BACKGROUND CONTEXT**

Huddersfield Grammar School was founded in 1995, though based on the traditions of two former independent schools.

The school believes that education should not be regarded simply as a series of hurdles, but as a whole life experience. Ultimately, through academic results are important, a well balanced, confident individual who has been educated in the truest sense will be a happy and productive member of society.

Teaching at all levels is always in small classes with up to 20 pupils per class. Many classes are often smaller, especially at GCSE level. Consequently the happy, disciplined atmosphere of the School and individual attention means that all pupils reach excellent academic standards. Huddersfield Grammar School has an enviable reputation for academic success.

Class sizes are limited in number so that each child is known as an individual with unique needs and talents. The aim is to develop those talents and to meet the needs of the children.

Cognita, owner of Huddersfield Grammar School, was formed in 2004. The company employs over 2,900 teachers and support staff in 56 schools across the UK and international schools in Brazil, Spain, Singapore, Vietnam and Thailand. There are over 15,200 pupils on the roll of these schools. The schools fit a broad profile, including Pre-Prep, Prep and Senior Schools.

Cognita's vision is to own and manage a family of independent schools, each of which enjoys an excellent reputation within its community. Each school's reputation will grow as a result of consistently meeting the aspirations that parents have for their child's education. Their child will be happy and enthusiastic about the school. The school will be seen to invest in its relationship with individual parents and it will be recognised as keen to nurture a culture that treats parents as customers.

The Group will implement three key strategies in all its schools, in order to deliver this vision. It will:

- Protect, preserve and develop the atmosphere, ethos and culture of each school so that it promotes its own identity
- Recruit, retain and develop very good teachers in order to provide the very best education. It will therefore recruit and retain the best head teachers, invest in regular and appropriate staff development programmes, develop programs to support, measure, review and reward excellent

performance, foster best practice initiatives between schools and departments, implement regular internal quality control reviews that audit education delivery and performance, and invest in the development and maintenance of a broad and balanced curriculum.

- Develop excellent communications between the school and its parents through frequent and routine communications, easy access to information, the provision of easy access of staff at all levels, regular forums including staff and parents, the promotion of schemes to encourage parental involvement, programs that adopt appropriate technologies.

The group will exercise four unique sources of competitive advantage in developing these strategies. The Group:

- Maintains a staff of leading educationalists, who are very successful and experienced in education, in teaching and in the development of schools
- Is run by professional management, who have broader business skills than are to be found in most schools
- Has access to funds for the development of people, organisation, facilities and systems infrastructure
- Enjoys the benefits of scale of being a large group. It employs a large cadre of excellent teachers, able to exchange best practice experiences, it is financially robust

and it can deliver savings and efficiencies through its support services

School objectives

Set against this background, the school's objectives are:

EDUCATIONAL

- To maintain the School's excellent standing and remain competitive
- To improve the standard of education and educational facilities provided by the School
- To provide the facilities required following stemming the fall in pupil numbers and bringing the school back to a full roll
- To reinvest income to ensure the future viability of the School

FUNCTIONAL AND ENVIRONMENTAL

- To improve the operational efficiency of the school by rationalising functional arrangements
 - To respect the setting of the Listed Building
 - To respect the important landscape setting of the school
 - To create a facility that harmonises with the existing building fabric
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Section 3 THE SITE AND SURROUNDING AREA

Huddersfield Grammar School is located within a secluded location at Royds Mount in Luck Lane in Lindley, a township of Huddersfield and approximately 1.5 miles west of the centre of Huddersfield. The house is sited within its own grounds to the east of Luck Lane. The National Grid Reference for the house is: SE 12413 16807.

Huddersfield Grammar School was until c.1940 a private Victorian house (Royds Mount) set in its own grounds. The house, with its stable and coachhouse block were built around 1867 for James Crosland, a local woollen mill owner.

Around c.1940 the house and grounds became a private school, St. David's Preparatory School under the ownership of Mrs Wilson. In 1995 the school amalgamated with Central (Kayes) College to form Huddersfield Grammar School.

The house was listed at Grade II in 1978, the buildings significance is reflected in its listing. Listed Buildings are considered to be local and historic interest and account for approximately 373,000 buildings or structures in England. Listed buildings are listed by English Heritage on behalf of the Secretary of State, and protected by legislation under the Planning (Listed Buildings and Conservation Areas) Act 1990.

Luck Lane comprises a mix of different types of residential properties and forms a radial route between Jim Lane and Fir Road and the school entrance is opposite Link Road.

To the north of the site on Gorse Road and Rose Avenue there are mainly semi-detached residential properties.

To the rear (east) of the site are detached houses in Wellfield Road and Wyvern Avenue, while to the south is open playing field land.

The site contains a range of buildings including the main listed school building, the former stables, the senior block and the hall as well as a range of newly constructed replacement school buildings.

Section 4 PLANNING POLICY FRAMEWORK

The Development Plan provides the statutory policy framework against which planning applications should be made. Decisions should normally be made in accordance with the development plan unless material considerations indicate otherwise. Other material considerations such as National Policy Guidance may be taken into account in reaching decisions.

The Development Plan for the Borough presently comprises the Kirklees Council adopted UDP Saved Policies and the emerging Local Plan set out through the Local Development Framework.

National Policy Framework

National Planning Policy Framework (March 2012)

The NPPF sets out clearly the rational and aim of sustainable development in paragraph 7, namely:

- an economic role – contributing to building a strong, responsive and competitive economy, by ensuring that sufficient land of the right type is available in the right places and at the right time to support growth and innovation; and by identifying and coordinating development requirements, including the provision of infrastructure;

- a social role – supporting strong, vibrant and healthy communities, by providing the supply of housing required to meet the needs of present and future generations; and by creating a high quality built environment, with accessible local services that reflect the community's needs and support its health, social and cultural well-being; and
- an environmental role – contributing to protecting and enhancing our natural, built and historic environment; and, as part of this, helping to improve biodiversity, use natural resources prudently, minimise waste and pollution, and mitigate and adapt to climate change including moving to a low carbon economy.

And in paragraph 14 it emphasises that at the heart of the NPPF is a **presumption in favour of sustainable development**, which should be seen as a golden thread running through both plan making and decision taking. This means approving development proposals that accord with the development plan without delay.

Through paragraphs 29 to 41 it sets out the promotion of sustainable transport, and advises on the need for Travel Plans for significant generators while in paragraph 32 it advises that 'development should only be refused on transport grounds where the residual cumulative impacts of development are severe'.

Section 7 through paragraphs 56 to 68 sets out the importance of understanding site context and good design. In paragraph 61 it emphasises the need of planning policies and decisions to ‘address the connections between people and places and the integration of new development into the natural, built and historic environment’.

Through section 8 it promotes healthy communities in paragraphs 69 to 78. Paragraph 72 advises that ‘the Government attaches great importance to ensuring that a sufficient choice of school places is available to meet the needs of existing and new communities. Local planning authorities should take a proactive, positive and collaborative approach to meeting this requirement, and to development that will widen choice in education. They should:

- give great weight to the need to create, expand or alter schools; and
- work with schools promoters to identify and resolve key planning issues before applications are submitted’.

While paragraph 73 advises ‘Access to high quality open spaces and opportunities for sport and recreation can make an important contribution to the health and well-being of communities. Planning policies should be based on robust and up-to-date assessments of the needs for open space, sports and recreation facilities and opportunities for new provision. The assessments should identify specific needs and

quantitative or qualitative deficits or surpluses of open space, sports and recreational facilities in the local area. Information gained from the assessments should be used to determine what open space, sports and recreational provision is required’.

Paragraph 74 explains ‘existing open space, sports and recreational buildings and land, including playing fields, should not be built on unless:

- an assessment has been undertaken which has clearly shown the open space, buildings or land to be surplus to requirements; or
- the loss resulting from the proposed development would be replaced by equivalent or better provision in terms of quantity and quality in a suitable location; or
- the development is for alternative sports and recreational provision, the needs for which clearly outweigh the loss’.

Section 11 of the NPPF sets out the guidance on conserving and enhancing the natural environment. Through paragraphs 109 to 125 it seeks to protect flora and fauna with ‘opportunities to incorporate biodiversity in and around developments should be encouraged’, while ensuring no adverse air quality or noise issues arise.

Lastly, section 12 sets out the position in relation to conserving and enhancing the historic environment through paragraphs 126 to 141.

Through paragraph 131 it advises that in determining planning applications, local planning authorities should take account of:

- the desirability of sustaining and enhancing the significance of heritage assets and putting them to viable uses consistent with their conservation;
- the positive contribution that conservation of heritage assets can make to sustainable communities including their economic vitality; and
- the desirability of new development making a positive contribution to local character and distinctiveness.

Kirklees Council Unitary Development Plan and Local Development Framework

The emerging Local Plan is not at an advanced enough state to merit weight in the determination process, while it is also recognised that the Kirklees UDP is significantly out of date in terms of age, and therefore at variance with the advice in paragraph 12 of the NPPF. However, since it is broadly in accordance with the NPPF in relation to the actual development proposals contained within the application it is still a material determining factor.



UDP

Greenspace

Policy D3 advises on sites designated as urban greenspace planning permission will not be granted unless the development proposed:

- I is necessary for the continuation or enhancement of established uses or involves change of use to alternative open land uses, or would result in a specific community benefit, and, in all cases, will protect visual amenity, wildlife value and opportunities for sport and recreation; Or
- II includes alternative provision of urban greenspace equivalent in both quantitative and qualitative terms to that which would be developed and reasonably accessible to existing users.

Through paragraph 2.13 it advises:

Some areas of urban greenspace contain buildings, usually school premises set within playing fields. Factors such as school reorganisation may render these buildings partly or wholly redundant. In these circumstances a change of use or redevelopment to accommodate purposes not associated with open land uses will be appropriate,

provided that the use and quality of the associated open land could be safeguarded or enhanced. It would not, therefore, normally be appropriate to increase significantly the area covered by buildings or car parking’.

Policy D4 advises that the change of use or redevelopment of redundant buildings located within designated urban greenspace for purposes not associated with open land uses will normally be permitted provided that the use and quality of the associated open land will be safeguarded.

Natural Environment

The UDP advises that Development proposals provide many opportunities for building-in beneficial biodiversity or geological features as part of good design. When considering proposals, local planning authorities should maximise such opportunities in and around developments, using planning obligations where appropriate.

Policy NE9 advises development proposals should normally retain any mature trees within the application site. Where development is approved on sites containing mature trees no construction, including changes in levels, drainage works and the formation of access roads will be permitted within the crown spread of trees unless it can be demonstrated that satisfactory precautions will be taken to ensure their continued viability

Built Environment

The key built environment policies are identified below:

Policy BE1 advises ‘all development should be of good quality design such that it contributes to a built environment which:

- i Creates or retains a sense of local identity;
- ii Is visually attractive;
- iii Promotes safety, including crime prevention and reduction of hazards to highway users;
- iv Promotes a healthy environment, including space and landscaping about buildings and avoidance of exposure to excessive noise or pollution;
- v Is energy efficient in terms of building design and orientation and conducive to energy efficient modes of travel, in particular walking, cycling and use of public transport’.

While Policy BE2 advises ‘new development should be designed so that:

- i It is in keeping with surrounding development in respect of design, materials, scale, density, layout, building height or mass;
- ii The topography of the site (particularly changes in level) is taken into account;
- iii Satisfactory access to existing highways can be achieved; and

- iv Existing and proposed landscape features (including trees) are incorporated as integral part of the proposal.

Conservation

These policies were not saved due to repetition of guidance with the former PPG15, now replaced with the NPPF. Paragraph 3.8 of the UDP advises that 'generally the best way of securing the upkeep of historic buildings and areas is to keep them in active use. For the great majority this must mean economically viable uses if they are to survive, and new, and even continuing, uses will often necessitate some degree of adaptation. The range and acceptability of possible uses must therefore usually be a major consideration when the future of listed buildings or buildings in conservation areas'.

Noise

Policy EP4 advises 'proposals for noise sensitive development in proximity to existing sources of noise, or for noise generating uses of land close to existing noise sensitive development, will be considered taking into account the effects or projected noise levels on the occupiers of the existing or proposed noise sensitive development'.

Transport

With regard to transport Policy T1 advises 'priority will be given to:

- i Satisfying the needs of all sections of the community through an effectively integrated transport system with emphasis on improving public transport and encouraging a modal shift away from travel by private car;
- ii Promoting a transport network on which it is safe to travel and which causes minimal disturbance through danger, noise and air pollution; and
- iii Co-ordinating land use changes with transport provision so as to minimize the need to travel and locating new development where it can be best served by public transport and where it minimises the need for expanding of the highway network'.

Education

The UDP is silent in relation to the benefits that school providers can bring in terms of school roles, employment provision both existing and future and also the role future pupils will play in society.

Having run through in detail the emerging and evolving planning policy position to understand the material considerations, it is now considered appropriate to focus in on each of the issues, and how these policies would relate to the proposals before the Local Planning Authority.

Section 5 JUSTIFICATION FOR PLANNING

This Planning, Design and Access Statement justifies planning permission and Listed Building consent for:

- Reopening of existing pedestrian access to Luck Lane. The brick infill between the stone piers will be removed and a new wooden pedestrian access gate installed to be the same height as the existing wall/piers. This will allow a dedicated pedestrian access to Luck Lane, away from the vehicle entrance and in line with recommendations from Karen North Senior Traffic Investigation officer with the Council. This would allow the Council to delineate and mark the road outside the entrance.
- A second pedestrian access is proposed adjacent to the existing vehicle egress to Gorse Road. This would take the form of removal of a short section of the stone wall. The introduction of stone piers and a new wooden gate installed to almost the same height as the existing wall.

These measures will provide a safe and dedicated pedestrian access and egress from the school for pupils, teachers and parents. The gates would be lock from the inside and would only be open during morning school openings and at school close.

Education, Employment and Opportunity

The NPPF sets out clearly the rational and aim of sustainable development in paragraph 7, namely:

- an economic role – contributing to building a strong, responsive and competitive economy, by ensuring that sufficient land of the right type is available in the right places and at the right time to support growth and innovation; and by identifying and coordinating development requirements, including the provision of infrastructure;
 - a social role – supporting strong, vibrant and healthy communities, by providing the supply of housing required to meet the needs of present and future generations; and by creating a high quality built environment, with accessible local services that reflect the community's needs and support its health, social and cultural well-being; and
 - an environmental role – contributing to protecting and enhancing our natural, built and historic environment; and, as part of this, helping to improve biodiversity, use natural resources prudently,
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minimise waste and pollution, and mitigate and adapt to climate change including moving to a low carbon economy. This proposal meets all three key determining criteria to be supported.

It provides a present and future economic role not just for teachers at the school but future employment for pupils when they leave school. By investing in a larger and improved sports pavilion for pupils we lay the foundations for a fully educated and fully active workforce in the future, thereby driving the economic success of the economy. By providing the right facilities for pupils it allows them to develop and to reach their full potential.

The school provides a crucial role in educating pupils on their roles and responsibilities and guides them on the path to adulthood and society. The school supports strong, vibrant and healthy communities and by providing the right buildings and accommodation through a high quality built environment it meets the community's needs.

It also meets the key requirement of paragraph 72 on which the **'Government attaches great importance to ensuring that a sufficient choice of school places is available to meet the needs of existing and new communities. Local planning authorities should take a proactive, positive and collaborative approach to meeting this requirement, and to development that would widen choice in**

education. They should:

'give great weight to the need to create, expand or alter schools'.

Crucially, it also meets the emphasises at the heart of the NPPF that there is a **'presumption in favour of sustainable development**, which should be seen as a golden thread running through both plan making and decision taking. **This means approving development proposals that accord with the development plan without delay'.**

Development/Design and Conservation

Huddersfield Grammar School is well established with a school being on the site since 1940. The school has been a good guardian of the site in maintaining and enhancing its sylvan landscape character and this overall landscape is an important attribute to the school, and one, which the school wishes to protect and enhance. The recent building works have been undertaken at a significant investment cost but they have stemmed the pupil decline and have brought the pupil roll back up to its historic levels, which the school has been delighted with. As part of the school review with officers from the transport section of Kirklees Council there were suggestions to try and create dedicated pedestrian accesses for pupil, parents and teachers safety and the school are happy to undertake this as part of this ongoing investment process.

It is considered that the pedestrian entrances will not adversely impact on the curtilage of the Listed Building and would not impact on the street scene.

Good design is central to all objectives of the NPPF and is specifically promoted by the policies contained within Chapter 7, which address both general design principles and specific design issues. The UDP sets out the key built environmental policies through Policy BE1 and BE2 which seek to retain local identity, provide attractive buildings and ensure it is within the materials, scale, density and character of the area.

The building reflects the surroundings and the use of wood reflects the values and materials of the site. Likewise the height, scale massing and how the buildings sit within the topography of the site is appropriate.

They are not considered to adversely impact on residential amenity and would only be used during school opening and closing and seek to remove pupils, parents and teachers sharing the same accesses/egresses as cars.

Secured By Design

The proposal is considered to provide a safe and secure environment and to meet the key proposals in Secured by Design.

Section 6 INCLUSIVE ACCESS

Policy on inclusive access is set out through the NPPF, Planning and Access for Disabled People: a good practice guide (ODPM) as well as UDP Policy G5 which requires 'development proposals should have regard to equality of opportunity in terms of access to buildings and open space facilities and other relevant aspects of design, including the provision of ancillary facilities'.

These policies supplement building regulations and require all future development to meet the highest standards of accessibility and inclusion.

This Planning, Design and Access Statement explains how the principles of inclusive design have been incorporated into the scheme, as are the accesses and egress points and the paths to and from the building and open space.

The proposals will comply with Part M of the Building Regulations and also with BS 8300:2001 'Design of buildings and their approaches to meet the needs of disabled people – Code of Practice'.

Section 7 **CONCLUSIONS**

This Planning, Design and Access Statement justifies planning permission and Listed Building consent for:

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It provides a present and future economic role not just for teachers at the school but future employment for pupils when they leave school. By investing in a larger and improved sports pavilion for pupils we lay the foundations for a fully educated and fully active workforce in the future, thereby driving the economic success of the economy. By providing the right facilities for pupils it allows them to develop and to reach their full potential.

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It also meets the key requirement of paragraph 72 on which the **'Government attaches great importance to ensuring that a sufficient**

choice of school places is available to meet the needs of existing and new communities. Local planning authorities should take a proactive, positive and collaborative approach to meeting this requirement, and to development that would widen choice in education. They should:

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