

**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

November 2020

**Planning, Design and Access Statement
Contents**

Page Number

Section 1 INTRODUCTION	2
Section 2 BACKGROUND CONTEXT	3
Section 3 THE SITE AND SURROUNDING AREA	5
Section 4 PLANNING POLICY FRAMEWORK	6
Section 5 JUSTIFICATION FOR PLANNING	9
Section 6 INCLUSIVE ACCESS	12
Section 7 CONCLUSIONS	13

Section 1 INTRODUCTION

The school has always worked to its Travel Plan and sought to manage sustainable travel to and from the school, through walking/cycling/scooters, mini bus travel as well as limiting cars for both staff and pupils. This has worked, but the school is in an unprecedented year with less use of mini buses due to COVID and increased vehicle flows from both staff and pupils. This has led to complaints from residents in surrounding streets.

The school wants to ensure there is no adverse impact on residents and does not want this situation to continue.

The best way to alleviate this is to create a temporary staff car park on the edge of the lower sports pitch area for up to 20 cars, along with a footpath link within the site to the school. The temporary car park would be surfaced with grasscrete to ensure no adverse damage to either the grass or neighbouring tree root systems. This car park is temporary through to the end of summer terms on the 9th July 2021, to allow transport to be managed during the likely COVID period. This would not reduce or impact on the provision of sports on the grassed area.

By introducing the new temporary staff car park, this allows the current main car park to be utilised for pupil drop off and pick up, thereby alleviating this occurring on Luck Lane or surrounding streets.

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.

This Planning, Design and Access Statement demonstrates that the provision of the temporary car park will alleviate an existing unprecedented situation and would mitigate the 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.
-

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 to deliver the school curriculum
- 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
-

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 woolen 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.

The site of the current application is set at a lower level to the school and is separated from the school by the all weather playground/pitch area. Adjacent to this playground area lies the leased grassed area where the temporary grasscrete would be sited. This would not reduce or impact on the provision of sports on the grassed area.

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 Ministerial Statements and National Policy Guidance should be taken into account in reaching decisions.

National Policy Framework

National Planning Policy Framework (July 2018) and Updated (February 2019)

The NPPF sets out clearly the rational and aim of sustainable development in paragraph 7 and 8, namely:

- an economic role – to help build 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, innovation and improved productivity; and by identifying and coordinating the provision of infrastructure;
- a social objective – to support strong, vibrant and healthy communities, by ensuring that a sufficient number and range of homes can be provided to meet the needs of present and future generations; and by fostering a well-designed and safe built

environment, with accessible services and open spaces that reflect current and future needs and support communities' health, social and cultural well-being; and

- an environmental role – to contribute to protecting and enhancing our natural, built and historic environment; including making the effective use of land, helping to improve biodiversity, using natural resources prudently, minimising waste and pollution, and mitigating and adapting to climate change including moving to a low carbon economy.

And in paragraphs 10 and 11 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.

Paragraph 38 advises Councils should work proactively with applicants to secure developments that will improve the economic, social and environmental conditions of the area. Decision-makers at every level should seek to approve applications for sustainable development where possible.

Through section 8 it promotes healthy communities in paragraphs 92 to 95.

Paragraph 94 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, delivery partners and statutory bodies to identify and resolve key planning issues before applications are submitted’.

Paragraph 95 recognises potential malicious threats and the need to take appropriate and proportional steps to reduce vulnerability, increase resilience and ensure public safety and security.

Section 12 through paragraphs 124 to 132 sets out the importance of understanding site context and good design. In paragraph 127 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’.

Section 15 of the NPPF sets out the guidance on conserving and enhancing the natural environment. Through paragraphs 170 to 177 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 16 sets out the position in relation to conserving and enhancing the historic environment through paragraphs 184 to 202.

Through paragraph 192 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 Local Plan

The Kirklees Local Plan was adopted on 27th February 2019. The Local Plan is now the statutory development plan for Kirklees and supersedes the Kirklees Unitary Development Plan (adopted March 1999). Planning

applications must be determined in accordance with the development plan unless material considerations indicate otherwise.

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.

Having run through in detail the national and local 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

The school has always worked to its Travel Plan and sought to manage sustainable travel to and from the school, through walking/cycling/scooters, mini bus travel as well as limiting cars for both staff and pupils. This has worked, but the school is in an unprecedented year with less use of mini buses due to COVID and increased vehicle flows from both staff and pupils. This has led to complaints from residents in surrounding streets.

The school wants to ensure there is no adverse impact on residents and does not want this situation to continue.

The best way to alleviate this is to create a temporary staff car park on the edge of the lower sports pitch area for up to 20 cars, along with a footpath link within the site to the school. The temporary car park would be surfaced with grasscrete to ensure no adverse damage to either the grass or neighbouring tree root systems. This car park is temporary through to the end of summer terms on the 9th July 2021, to allow transport to be managed during the likely COVID period. This would not reduce or impact on the provision of sports on the grassed area.

By introducing the new temporary staff car park, this allows the current main car park to be utilised for pupil drop off and pick up, thereby alleviating this occurring on Luck Lane or surrounding streets.

A footpath will link the temporary car parking area directly into the school to ensure teachers can access the school, all within the school grounds.

The NPPF July 2018 (updated February 2019) sets out clearly the rational and aim of sustainable development in paragraph 7 and 8, namely:

- an economic role – to help build 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, innovation and improved productivity; and by identifying and coordinating the provision of infrastructure;
 - a social objective – to support strong, vibrant and healthy communities, by ensuring that a sufficient number and range of homes can be provided to meet the needs of present and future generations; and by fostering a well-designed and safe built environment, with accessible services and open spaces that reflect current and future needs and support communities' health, social and cultural well-being; and
-

- an environmental role – to contribute to protecting and enhancing our natural, built and historic environment; including making the effective use of land, helping to improve biodiversity, using natural resources prudently, minimising waste and pollution, and mitigating and adapting to climate change including moving to a low carbon economy.

And in paragraphs 10 and 11 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.

Paragraph 38 advises Councils should work proactively with applicants to secure developments that will improve the economic, social and environmental conditions of the area. Decision-makers at every level should seek to approve applications for sustainable development where possible.

Principle Of Development

The application site is on open space located within one of the playing field areas to the existing school and the proposal seeks to provide temporary staff parking during the COVID period. This is to ensure the

current issues residents are now experiencing are addressed and resolved.

The proposals have been designed to be appropriate and sympathetic and of a temporary nature with grasscrete on the element of the site which is outside the sports area. The proposal would not adversely impact on the sites setting, or the school and the Listing.

Design and Setting

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, while Section 11 of the NPPF sets out the guidance on conserving and enhancing the natural environment. The materials and proposals are considered to respect this.

Trees

The existing access is retained and there is no requirement for widening or any other works. The proposals are of a temporary nature and are grasscrete which is laid onto the grass with no excavation required.

The grasscrete will be lifted on the 9th July 2021 when the 2020/2021 academic year closes at the school. The proposals would not adversely impact on the existing trees within the site.

Transport and Parking

The proposals utilise the existing field access, which is 3.5 metres wide. The existing gate would be retained and would be opened by caretaking staff 10 minutes before staff arrive and closed after for the school day. It will then be reopened for staff leaving and closed thereafter. There would be no other use apart from if staff had to leave during the school day due to sickness.

The 20 staff cars parking spaces are not new vehicle trips, just redistributed spaces away from the main school site to alleviate pressure on that and to allow for more drop off and pick up spaces during the COVID period, where mini bus take up has reduced and more car vehicle trips are occurring. There will be therefore be no increased impact on either traffic or car parking.

A footpath will link the temporary car parking area directly into the school to ensure teachers can access the school, all within the school grounds.

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).

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.

Access to the proposed temporary grasscrete car park will utilise existing routes within the site and only a short new link route is intended to tie into the existing path network.

Section 7 CONCLUSIONS

As set out in the section above, the proposal has been considered in line with national and local policy, and it is considered that the proposed development would accord with the relevant policies.

In particular, whilst the temporary grasscrete staff car park would free up pick up and drop off space in the existing main car park to assist in alleviating issues residents are currently experiencing.

As such, the proposal would accord with the strategic aims of local and national policy.
