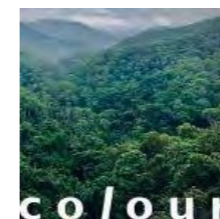


Design and Access Statement.

Proposed SEMH School at the site
of the Former Deighton Centre.

for Kirklees Council.



August 2023
22308-FSA-XX-XX-RP-A-8700

Rev: P04



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Project Introduction.

1

Project Summary.

1.0 Introduction.

The Design and Access Statement (DAS) has been prepared on behalf of Kirklees Council Children’s services and serves to support the planning application for the proposals for A new Social Emotional and Mental Health (SEMH) School. In conjunction with the full set of application drawings and other documents submitted with the application, this report sets out and explains the design rationale behind the proposals.

Site Address.

Deighton Road,
Huddersfield,
HD2 1JP

East: 415920 North: 419574

1.1 Project Background.

The proposal for the construction of a new social, emotional and mental health (SEMH) school provision on the former Deighton Centre site in Huddersfield to serve the wider Kirklees borough has the aim to provide exemplary facilities appropriate for children and young people with Special Educational Needs and Disabilities (SEND).

The site was Deighton High School before its final use as a training centre by Kirklees Council, known as the Deighton Centre. The new school can be summarised as a hybrid between a primary school in scale and a secondary school in terms of sports and vocational requirements.

Site Area.

The current facility lies on a site of approximately **2.2244 hectares** (to redline boundary), although the site boundaries have been adjusted to decrease this area significantly on the north.

The building has a Gross Internal Area of approximately **3,563m2**.

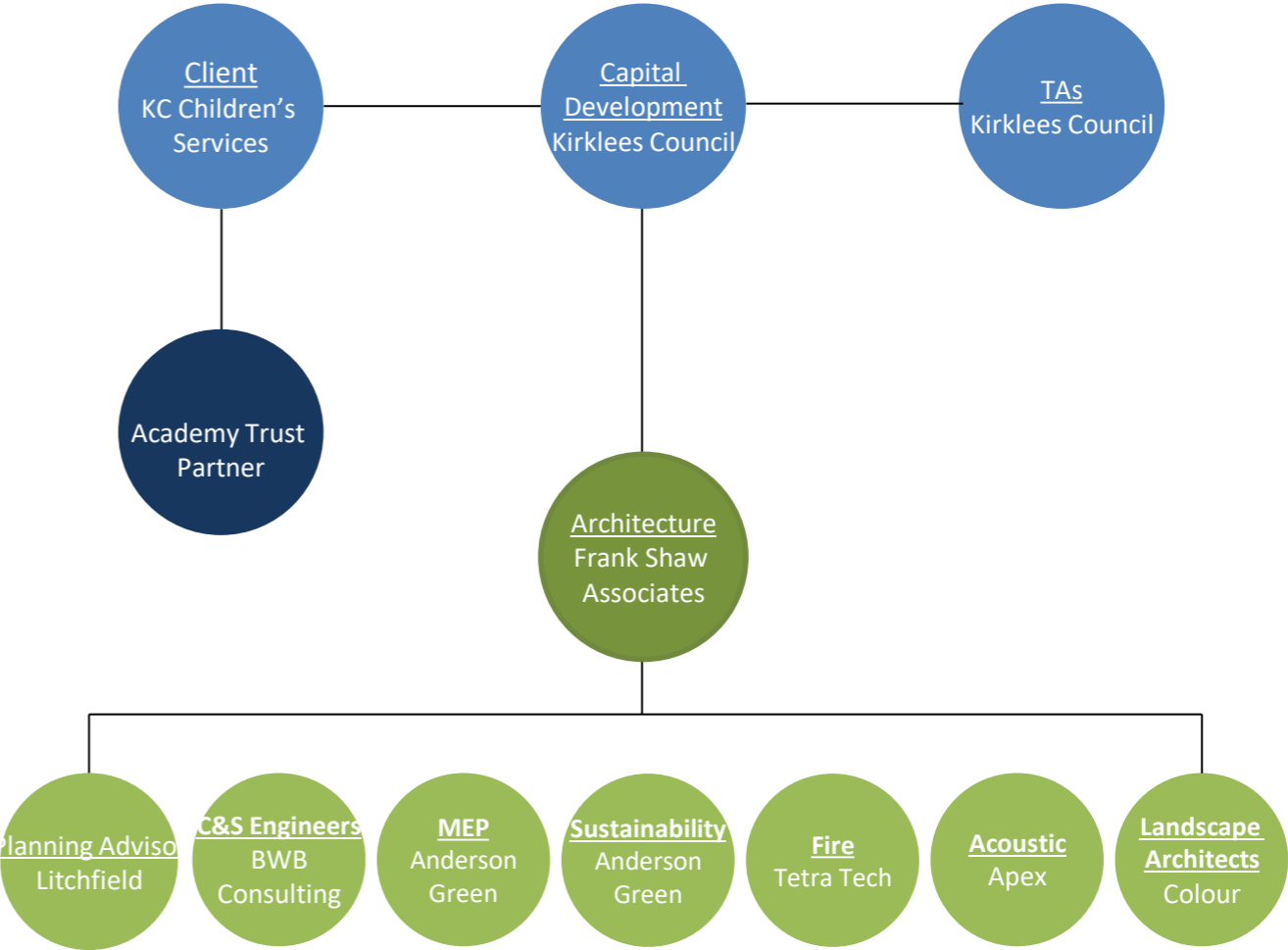
The site previously housed the Deighton Centre and is situated to the northeast of Huddersfield, strategically positioned within the borough. The site occupies an elevated plateau and encompasses the expansive grounds of a former high school, which underwent demolition in 2015. Surrounded by lush tree cover to the north, west, and south, the site offers a picturesque vista to the east overlooking the community sports fields.

Summary.

The solution: A new build 132 place Social Emotional and Mental Health School, accommodating pupils aged 5-18 from KS1 to KS5 with access to several vocational and specialist spaces. The design includes external areas distributed around the site for easy access to a variety of soft and hard play spaces. There are 117 Car parking spaces, with a large drop-off area close to the pupil entrance for easy access.

Team.

Lead Consultant: Frank Shaw Associates
Architecture and Interior Design: Frank Shaw Associates
Landscape Architect : Colour
Mechanical & Electrical Engineer: Anderson Green
Structural and Civils Engineer: BWB Consulting
Planning Consultant: Lichfields
Transport Engineer: BWB Consulting
Acoustic Engineer: Apex Acoustics
Principal Designer: MDA Consulting
Fire Engineer: Tetra Tech
Project Management: Kirklees Council
Cost Management: Kirklees Council





Brief.

2

2.0 Demand – Capacity / SEND Statistics background.

Kirklees Council's ambition is for all children and young people in Kirklees to achieve well by receiving a good education and to go to school as close to where they live as possible. This supports the development and maintenance of friendships and relationships, reduces transportation time and costs and supports an environmentally sustainable model of educational delivery. The Council has identified that to achieve this ambition for children and young people with Special Educational Needs and Disabilities (SEND) further investment needs to be made in educational provision in Kirklees. This includes the development of additional special school places particularly for pupils with Complex Communication and Interaction (CCI) needs and Autism and for pupils experiencing severe Social Emotional Mental Health needs (SEMH), alongside the development of Additionally Resourced Provisions (ARPs) based in mainstream schools. It is predicted that a significant number of new places will be required to meet increasing demand over the next 5-10 years. There is an acknowledgement that for a small number of pupils, out of local authority (OLA) educational placements may be required for pupils needing highly specialist provision which cannot be provided locally.

Nationally the percentage of pupils with SEND has risen for a third consecutive year to 1,318,300 (January 2019 Census - Department for Education (DfE)) with the percentage of pupils with an Education Health and Care Plan (EHCP) remaining relatively stable at 2.8% of the population. In Kirklees we are slightly above of the national trend at 2.9%.

Children's Services within Kirklees Council has identified that there is a need to review the current ordinarily available provision and Graduated Approach offer for children and young people with SEND in Kirklees - across mainstream schools, Additionally Resourced Provision in mainstream (known locally currently as Specialist SEND Schools Capital Build Programme – New Build SEMH School in Deighton, Huddersfield Provision), in Special Schools and the current cohort who are accessing their educational offer in a range of independent provision both within Kirklees and OLA to develop sufficient specialist places locally to meet a range of needs. Children's Services has identified increasing and unsustainable pressure on the existing special school places across the borough and across all types of SEND. In addition, some of our existing special schools in the borough are generally at or over capacity and some of our existing buildings and sites present challenges in terms of suitability.



2.1 Social Emotional and Mental Health school places

A High Needs Strategic Review was undertaken by Children's Services at Kirklees Council which demonstrated clear evidence that there is increased demand for SEND schools that specialise in Social Emotional and Mental Health (SEMH).

Children and young people with SEMH needs may experience a wide range of difficulties which present in different ways, including internalising behaviours, presenting as being withdrawn, isolated or depressed or externalising behaviours which can be challenging, disruptive and, at times, violent.

SEMH needs are a type of special educational need where a child communicates through behaviour in response to unmet social, emotional and or mental health needs. Children with SEMH needs often have difficulties in managing their emotions and their behaviour. They can show non- problem solving responses to their emotions.

Reasons why a child may have SEMH needs can include:

- Attachment difficulties
- Experience of trauma
- Mental illness
- A lack of opportunity to develop certain skills at different ages and stages
- A neurodevelopment condition that may lead to difficulties communicating, understanding, regulating emotions, tolerating environments, concentrating or forming and maintaining relationships.
- A Sustained lack of appropriate provision, support and intervention throughout their social and educational developmental journey which manifest in negative experiences that exasperate and compound the precursor primary impairments and disadvantages.
- And many more reasons.

SEMH needs may present very differently in different children and young people. Those with a historical experience of trauma may show particular sensory sensitivities that can lead to them to avoid certain environments and social situations, creating a situation where they may become isolated from others and avoid school or be unable to focus on learning. Autistic children may experience difficulties in communication that may lead to support needing to be put into place to enable them to have their voice heard and needs met. Children with a diagnosis of ADHD may find it difficult to maintain concentration for longer periods of time and may become agitated and overwhelmed when required to do so.

Brief.

Our aim in Kirklees is to provide an Education for future success, by valuing and respecting them as individuals, developing their self-esteem and encouraging their individual abilities to their full potential in a caring, orderly environment.

The environment within the new school will promote a positive sense of self, high aspirations and opportunities to achieve excellent outcomes. This will plant the foundations for health, happiness and growth by building strength, confidence and resilience, a like for learning and a tool box to help manage life's challenges. We aim for our children to become respectful citizens who have the ability to form healthy relationships and contribute to society, through social and moral purpose and economic responsibility. If we can teach our children a more effective, and more sociably acceptable response to their overwhelming thoughts and feelings than the concerning one, the likelihood and frequency of the behaviour of concern will reduce.

The environment within the new school needs to provide opportunities for pupils to regulate their behaviours by having space to move around, for quiet reflection, to remove themselves to another room or outdoors. At times, pupils may require a safe space to regulate and calm.

We will ensure that we have sufficient places for children with a broad spectrum of social, emotional and mental health challenges and use our knowledge, experience and expertise to help them 'become the best they can be'. Common diagnoses and learner profiles amongst our children are likely to include ADHD, PDA, FASD, Autism and Attachment Disorder.

The existing SEMH provision at Joseph Norton Academy in Scissett on the outskirts of Huddersfield provides 63 places for children with SEMH needs. The facility is currently full and the accommodation creates challenges in delivering an effective offer for children and young people with SEMH needs; it is not fit for purpose and additional places are needed to meet the current and projected growth of children with an Education Health and Care Plan for very complex SEMH needs.



2.2 Overarching Design Requirements.

The design considers specific requirements from Academy Trust partner, including the philosophy of nurture and attachment theory. Utilises social pedagogy to ensure a focus on the overall development of every child and that every member of the school community should have the equal opportunity to fulfil their potential in a safe and positive environment

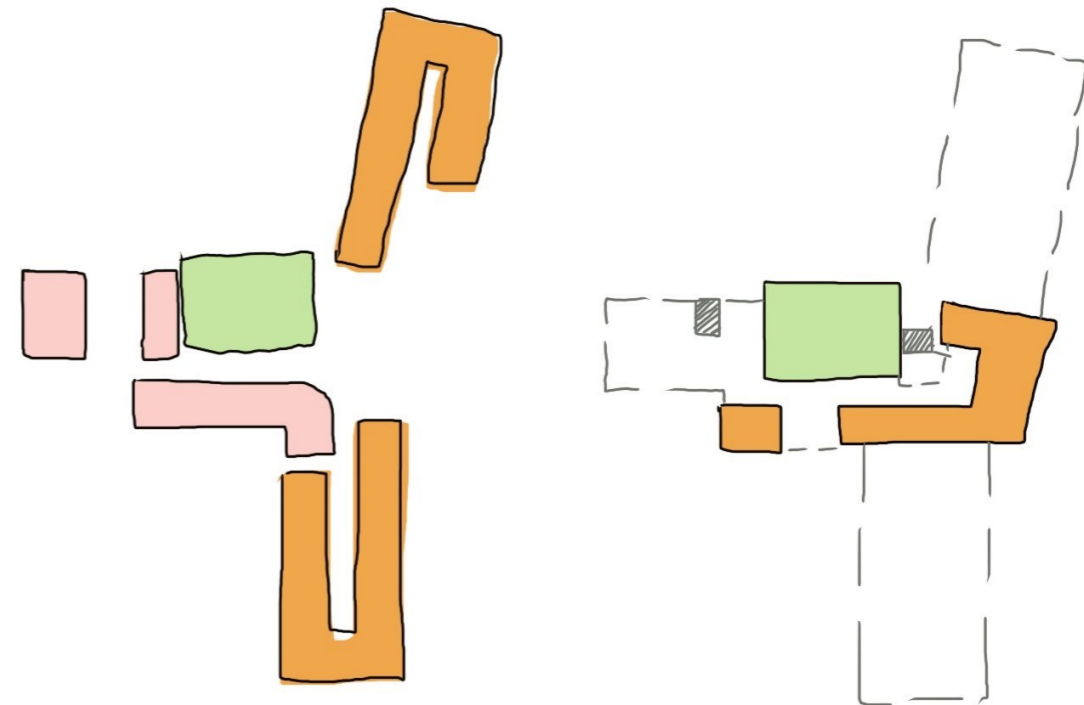
The design includes the following, which are important to Kirklees and the Academy.

- Ensuring an appropriate offer for pupils aged 5 to 16
- Include post-16 provision
- Design an outstanding school for children and young people with SEMH needs with excellent facilities that significantly reduce the need for parents to send their children out of the area
- Secure drop-off and pick-up areas with suitable spaces for minibuses, taxis and parents
- Explicit consideration around the quality of design linked to the specific needs of the children and young people
- Highly secure site which considers play areas both internal and external to the building and the wider perimeter of the site, prevent pupils from absconding the site
- An understanding of problems associated with the management of pupils in this environment
- Flexibility of space
- Breakout spaces and a range of smaller rooms which can be used for delivering therapeutic support
- Green space externally and a working Outdoor Learning Area
- Convenient access to the external areas
- Stage, not age (or nurture groups)
- Achieving Net Zero Carbon.

At ITT stage, several building typologies pertaining to the delivery of special needs education were discussed with the end-users and the project team in general, to disseminate the ideal model that best suited SEMH provision. In addition, the schools' experience of other Special Schools in other Local Authorities were critically appraised. Salient points that have emerged from these discussions have informed the proposed options are noted as follows: .

- It is critical to divide the cohorts into smaller group sizes; each nurture group could comprise a cluster of class bases with relevant resources and shared spaces
- It would be preferable to decentralise dining; large groups can be a potential source of trigger, therefore dining split amongst the nurture groups could be an option to explore

- A quiet outdoor space directly associated with each nurture group would be an invaluable resource
- Forest School and Outdoor Learning Area provision (in the case of Joseph Norton Academy) is an important resource that forms part of the curriculum offer and needs to be retained at the New SEMH School.
- Specialist rooms for Construction, D&T food technology and Music designed with SEMH children in mind



2.3 Key drivers were identified and inform the design.

Kirklees SEMH design drivers / influences



Clustered Year Groups split into key stages allows smaller manageable blocks



Direct access to outside is key in an SEMH school



Accommodation over two floors with older pupils on first floor



Secure student drop off and pick up to allow for quick access into the school.



Sense of progression through the school.



Accessible location for all students of practical/ vocational facilities.



Passive supervision important across the school



Secure external space can be key to managing the emotional behaviour of the students.



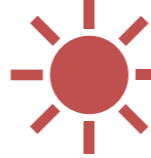
Roofs to reduce climbing appeal. Overhangs, higher parapets.

Avoid Institutional appearance

Specific Requirements to Academy Partner



Essential School requirement is the Outdoor Learning Area



The Outdoor Learning Area offers all the Year groups direct connection and access to outside.



Individual clustered Key stages connected to central pupil hub.

Lots of practical and vocational spaces to create more job specific skills

- Café in Reception
- Kitchen for pupil training
- Multi skills workshop



Specific approach to Dining based on individual key stages



Large drop off to facilitate direct access to all classrooms.
Needs to accommodate 50 taxis at peak times of the day



Separate external play and garden areas for each Key stage



Site Analysis.

3

Site Analysis.

3.0 Site Description.

This site was formerly home to a Council training centre (known as the Deighton Centre) located northeast of Huddersfield. Before the Deighton Centre, it was a former high school site, and the School buildings then became the Deighton Centre. The Total Development Site Area is **21,679m²** (2.1679 Hectares) The site is off Deighton Road and adjacent open playing fields to the east and bounded by mature trees around the northern and western perimeter.

Near Leeds Road in Huddersfield, the site is relatively central to the borough and accessible to pupils from across Kirklees. All existing buildings were demolished and cleared from the site in 2013, and the site is ready for development without any significant impediments. There are pockets of surface car parking which remain from its previous use.

The red line boundary of the site comprises the area where the former buildings were situated. It should be noted that the site is designated as housing allocation land within the recently adopted Local Plan.

3.1 Site Context.

The West - Existing Christ Church C of E Primary School

The North - An extensive woodland and established residential zone.

The East - Playing Fields under ownership and established residential zone

The South - Sports centre and an established residential zone



Site Analysis.

Existing Site.

The site on the former site of Deighton center, has undergone numerous land uses and buildings since the very first OS Maps were created. The latest building occupied a similar position and orientation prior to its recent demolition.

Routes and Gateways.

There are 3 Public Rights of Way (PROW) shown overleaf, amongst the more informal routes across the development site and towards the adjacent residential zones.

Site Access.

There is a defined vehicle access and pedestrian route off Deighton Road. This access road is shared with the Deighton Sports Arena directly off Deighton Road to the south. The existing access drive features recessed street parking along the route leading to the former school's parking site, placed centrally within the development site.

We have undertaken a detailed site analysis, including reviewing the constraints and opportunities of the site. These are detailed below, some of which are indicated on the proceeding pages

1. **Public rights of way (PROW) surround the site**

2. Existing Link to Primary School

3. Desire lines / Paths

4. Bus routes

5. **Boundary**

6. Building heights

7. **Changes in level**

8. Conservation areas

9. Cycle routes

10. Ecology

11. Existing buildings

12. Existing roads and paths

13. Existing parking areas

14. Flood map

15. Heritage area

16. Internal fence lines

17. Mine/ coal workings

18. Micro-climate data

19. Noise source
20. Overhead services

21. Pedestrian routes

22. Planning status

23. **Prevailing wind**

24. Site boundary treatment

25. Specific site features

26. **Sun Path**

27. Tree Protection Orders (TPO)

28. Underground services

29. Unexploded Ordinance (UXO)

30. Views into the site

31. Views from the site

32. Wayleafs

33. Urban green space



- Site Boundary

— Boundary within client ownership
1. Former Deighton Centre

2. Christ Church C of E Primary

3. Deighton Sports Arena

4. Upper Playing Field

5. Lower Playing Field

6. Residential area

7. Bradley Gate Woods

8. Vehicular access point

Site Analysis.

Sun Path.

The site itself is surrounded by dense treeline creating numerous shaded spots throughout the day, with most of the sun exposed within the centre of the site..

Wind Direction.

Prevailing wind is maintained from the south-west with the trees depicted by the orange zig-zags diffusing the vast majority of stronger winds before reaching the centre of the site.

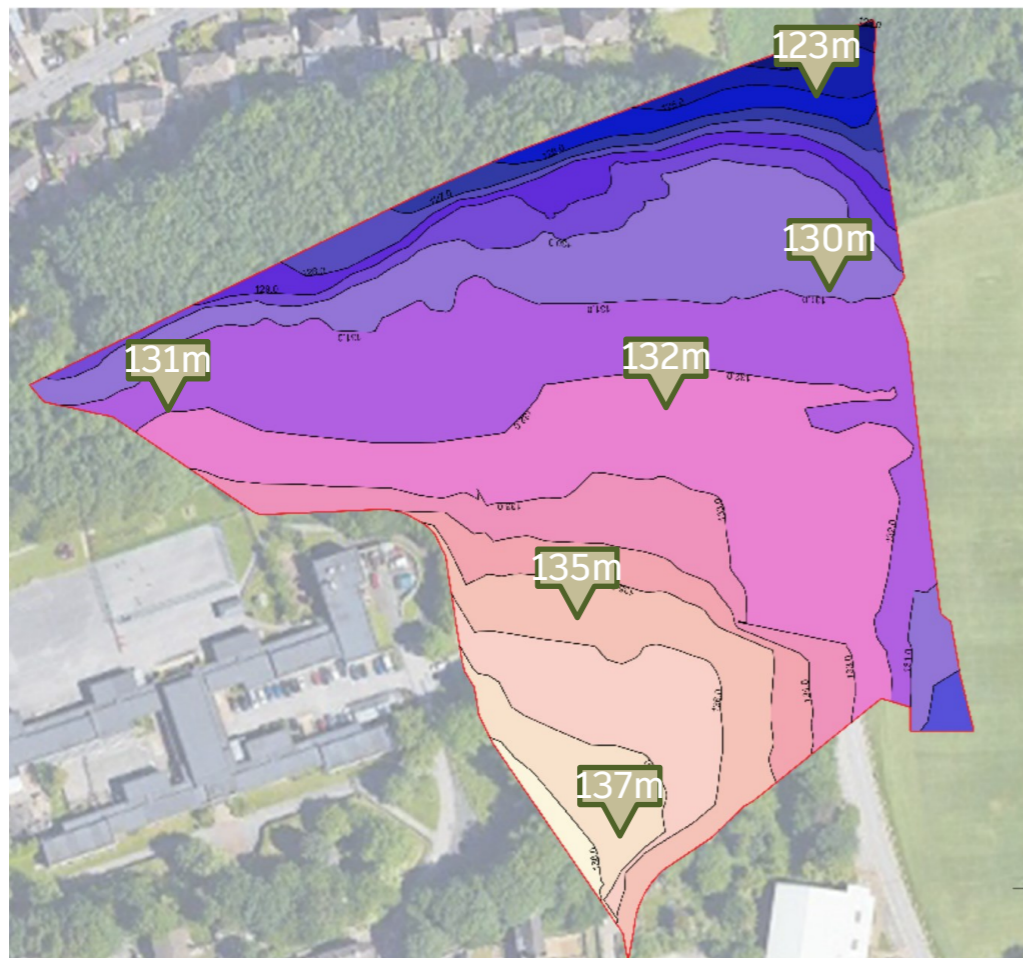
Access.

Public footpaths form the western and northern boundary separating the site with a fence.

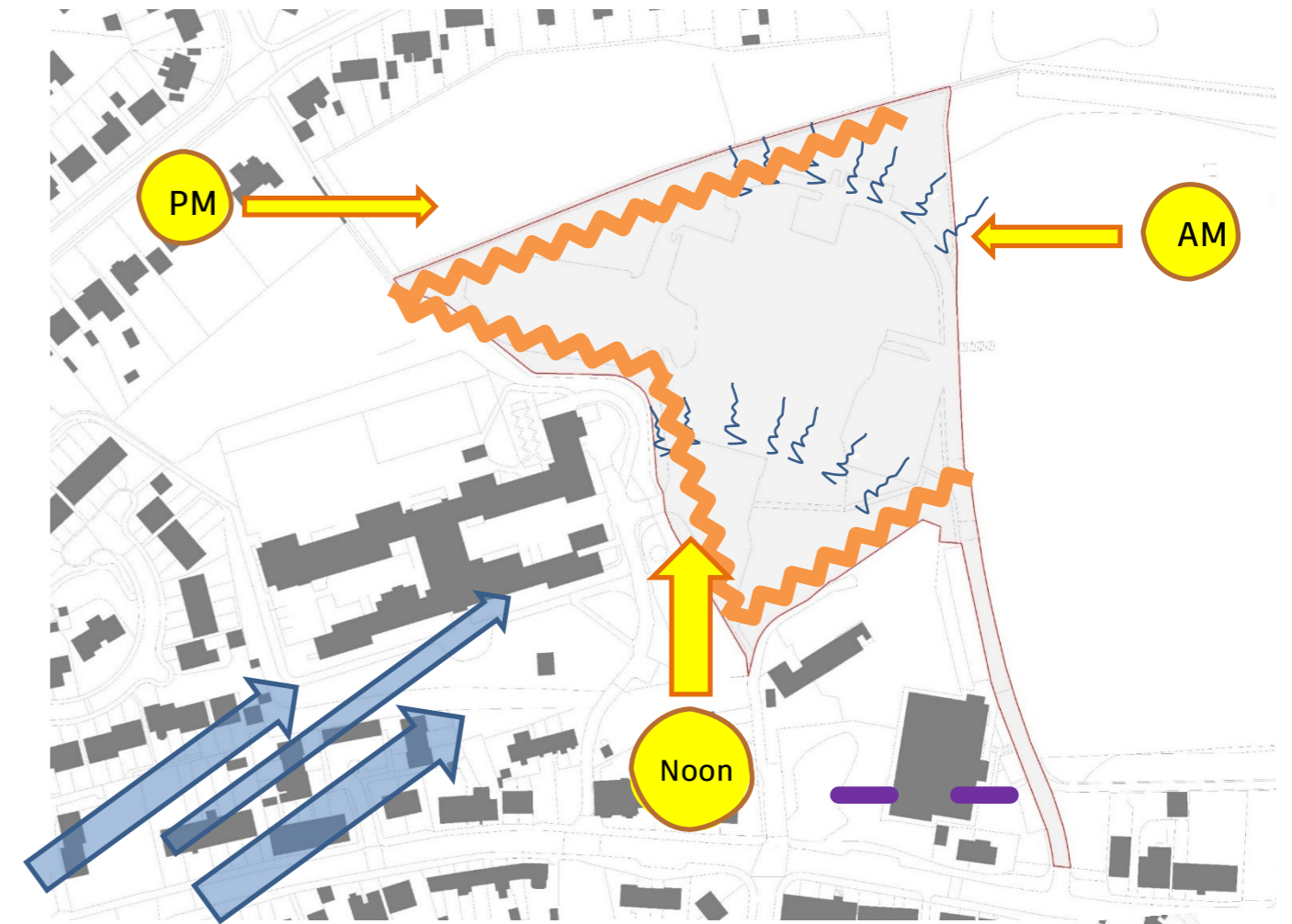
There is one vehicle access road entering the development site from the south..

Topography.

The school site has quite a slope from the South to the Northern boundary. The south plateau is approximately 137.5m high. It is consistent until it slopes heavily to the centre of the site where the existing school building was located at 132.5m, therefore a 5m change in level. Then it's relatively flat in the centre of the site until it drops off dramatically on the Northern boundary, the other side of an existing incoming road from 130.5m to 123.0m. It's reasonably flat across the centre of the site from the western to eastern boundary, around 130.5m to 131.0m.



Topography diagram..



Elements, sun and wind.



Three public rights of way (PROW) Bordering the site to the North and West

Site Analysis.

Site Photographs



01 - View looking east at the existing drive entrance junction with Deighton Road.



02 - View of the existing dwellings entrance junction.



03 - View within site looking east across the existing upper car park.



04 - View within site looking east across the existing lower car park.



05 - View within site looking South from existing access road.

