

Design and Access Statement

New Woodley School and College

Prepared by Frank Shaw Associates for Kirklees Council.

FRANK SHAW ASSOCIATES LIMITED ARCHITECTS

Kirklees COUNCIL

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2315-FSA-XX-XX-RP-A-8700_P07



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Introduction.

01

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 Complex Autism 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.

Fernside Avenue, Almondbury, Huddersfield, HD5 8LQ

Project Background.

The proposal is for the construction of a new Complex Autism school on the footprint of the former Almondbury High School site in Huddersfield. The school is to serve the wider Kirklees borough and aims to provide exemplary facilities appropriate for children and young people with Complex Autism.

Site Area.

- The total area of the former Almondbury High School is 80,699m² (8.07 Hectares)
- The New Woodley School and College will occupy only part of the former school site
- The proposed site area is 28,408m² (2.84 Hectares)
- The remainder of the site is occupied by existing sports fields. These fields will be retained under Kirklees Council ownership outside of the new school's demise.

Options.

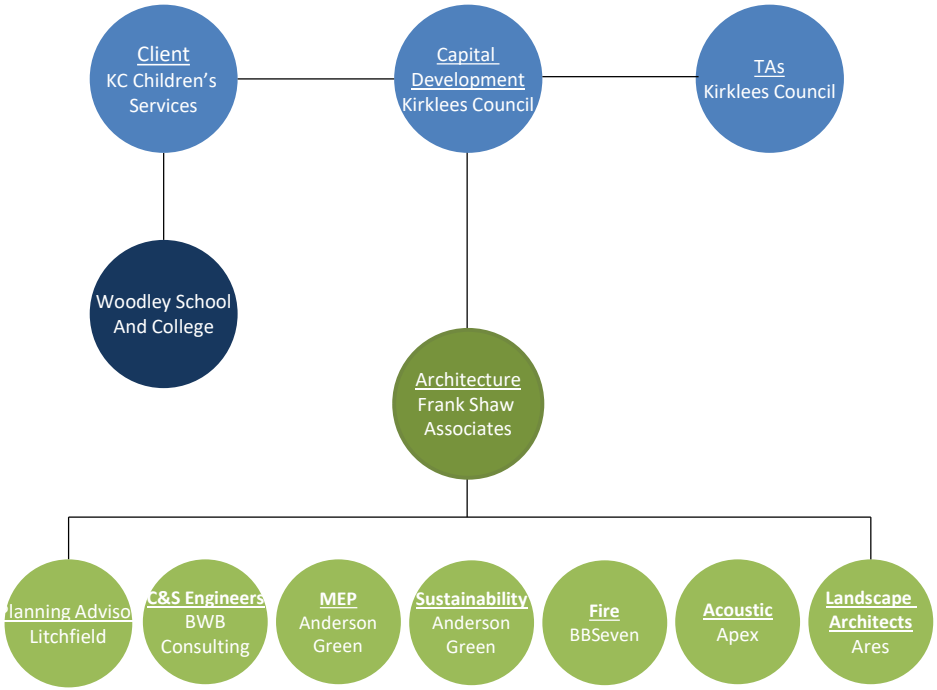
Multiple options have previously been considered and discounted during this process. The Client Engagement process revealed the optimal solution for Kirklees Council.

Summary.

The solution: A new build 180 place Complex Autism School, accommodating students 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 150 carparking spaces, with a large secure drop-off area to the east of the proposed building.

Team

Client – Kirklees Learning and Early Support
Client – Kirklees Council Technical Advisors, Landscape, Architectures, Structure and Civils, MEP.
Planning Consultant - Lichfields
Architect and Lead Designer – Frank Shaw Associates
Structural Engineer - BWB Consulting
Building Services Engineer – Anderson Green
Landscape Consultants - Ares





Brief.

02

Background.

Improving the outcomes for children with special educational and additional needs in Kirklees sits at the heart of the Council's Inclusive Ambitions which seek to address key inequality issues. Investing in and working with children and young people and their families at the earliest opportunity, will support the Council to help them in achieving their best possible life outcomes. Achieving these outcomes, will help all children and young people who live and are educated in Kirklees to have the best start in life; make good educational progress, have high aspirations and good life opportunities.

This supports the development and maintenance of relationships, reduces transportation time, costs, and supports an environmentally sustainable model of educational delivery. To achieve this 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 students with Autism and for students with Social Emotional Mental Health needs (SEMH), alongside the development of Additionally Resourced Provisions (ARPs) based in mainstream schools. It is predicted that a considerable 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 students, out of local authority (OLA) educational placements may be required for students needing very highly specialist provision which cannot be provided locally.

Nationally the percentage of students with an Education Health and Care Plan has risen for five consecutive years from 2.8% in 2017 to 4.0% in 2022. In Kirklees there has also been an increase from 2.6% in 2017 to 3.6% in 2022. Kirklees remains below the national percentage and has been so throughout the 5-year period of increases. students with SEN Support have increased in Kirklees from 9.7% in 2017 to 12% in 2022. Though the national SEN Support level in 2022 is 12.6%, nationally it has only risen from 11.5% in 2017 (an increase of 1 percentage point nationally compared to an increase of 2.3% in Kirklees. (Source: LAIT - using School Census data).

Kirklees Council Children's Services has identified increasing and unsustainable pressure on the existing special school places across the borough. Many of Kirklees existing special schools are at capacity – or indeed over capacity.

Additionally, some of the existing buildings and sites present challenges in terms of suitability.

Children and young people with complex autism may have difficulty with social interaction, language and communication: this can impact on how they relate to others. This may be because they have difficulty communicating what they want or need. They may not understand what is being communicated to them, or they do not understand or use social rules of communication.

Children may have additional associated needs including: epilepsy; mental health difficulties; ADHD (Attention Deficit Hyperactivity Disorders); motor coordination problems; language impairment and sensory processing disorders.

students may have challenges with self-management, self-regulation, sensory processing, social interactions and high levels of anxiety.
This is a wide spectrum and many students have interrelated needs.

There is increasing demand for school places supporting complex autism. Woodley School and College is full, and despite investment, there are challenges with the suitability of the available accommodation. Furthermore there is projected requirement for 180 places in the near future.

The Local Authority has a responsibility to provide sufficient school places for students who are cognitively able but require an environment with a low level of sensory stimulus to reduce anxiety and distress. The Local Authority must also provide sufficient places for students who have severe learning difficulties (SLD) and are likely to require support in all areas of the curriculum.

Additional places are needed to meet current and projected growth.



Overarching Brief.

New Autism School Building for Woodley School and College

Frank Shaw Associates and their appointed multi-disciplinary design team will be responsible for the successful execution of the project. The Team are working collaboratively with Council representatives and Woodley School and College.
The objective is to develop and refine requirements for the specialist facilities needed in the new Autism special school building. Throughout the engagement process, the team ensured that the design response met the ambitious client vision.

The new school building will accommodate 180 places for children and young people with Autism. It will be constructed on the site of the former Almondbury High School and will cater to children and young people aged 5 to 16, with a post-16 provision. Woodley School and College will relocate from its current site, resulting in an increase in the number of planned places. The school will be part of a continuum of provision for students with Complex Autism.

The current distribution of student numbers across the age groups is set out below. An important aspect of the design was to allow for future demographic flexibility: students numbers will fluctuate year on year.

- Key Stages 1-2: 45%
- Key Stages 3-4: 45%
- Key Stage 5: 10%

The curriculum at Woodley School and College will be designed to provide specific evidence-based, individualised learning opportunities for all students, aiming to improve their Quality of Life. The school offers four curriculum pathways: Exploration, Recognition, Discovery, and Investigation. The post-16 department at Woodley College has its own curriculum with pathways focused on independence and employability. The curriculum design takes into account each student's strengths, talents, and challenges, allowing for flexibility and adaptability.

The learning environment at Woodley is to be tailored to the needs of students with complex autism. The Woodley Curriculum is designed and implemented following the principles of Good Practice outlined by the Autism Education Trust (AET).

The curriculum at Woodley School and College provides:

- A High-quality complex autism approach
- Enrichment opportunities
- Life skills and experiences
- Nurture support
- Personal awareness development
- Academic attainment focus

Key Design Requirements:

- To provide 180 Autism special needs school places.
- Ensure an appropriate offer for students aged 5 to 18.
- Inclusion of post-16 provision, with a separate identity.
- Classrooms with sensory learning capabilities, including control of light and sound.
- Accommodation for both boys and girls.
- Design of an outstanding school building that significantly reduces the need for parents to send their children out of the area.
- Explicit consideration of the quality of design in relation to the specific needs of the children and young people.
- Use robust and high-quality building materials, especially in areas prone to potential damage by students (e.g., internal door sets, access controls, and partition walls).
- Mechanical and Electrical durability.
- Highly secure site with safe internal and external play areas, as well as a secure perimeter.
- Produce a building that is manageable for the staff.
- Flexibility of space.
- Provision of breakout spaces and smaller rooms for delivering therapeutic support.
- Adequate space for multi-agency meetings and staff well-being.
- Consideration of heating, lighting, sound, and smell to meet the sensory needs
- The new school environment should be low arousal.



Surveys.

In line with Stage 2 requirements, a number of detailed surveys have been commissioned and actioned. The received survey information has informed the subsequent design.

The surveys undertaken to date are listed below:

- Topographical
- Utilities / Full statutory capacity surveys
- Ground Investigation
- Drainage
- Arboricultural
- Ecology
- Acoustics
- Transport
- Building condition

The following is a synopsis of each survey:

Topographical survey.

Findings:
The school site has a substantial East / West fall. The existing building plateau is approximately 130-134.0m high and is consistent until it slopes heavily to the periphery of the site. The existing school buildings step with the slope.

It is fairly level across the centre of the site from the western to eastern boundary around 130.0m to 134.0m AOD.

Design Response:
We have located the proposed building in the optimal location in the centre of the site. The main car parking area is located towards the north of the site. The ambition was to optimise the ratio of cut to fill whilst minimising retaining walls where possible.

Utilities Surveys.

Findings:
Utilities serving the existing school are in evidence around the school and within the boundaries of the site. These include gas, electricity, telecoms and private drainage.

Ground Investigations.

Findings:

The ground investigation comprised twenty-seven windowless sample boreholes to a maximum depth of 1.5m and two machine excavated trial pits to a maximum depth of 3.00m below existing ground level (begl). Two of the trial pits were utilised for infiltration testing.

Ground Conditions

The geology of the site generally comprises Made Ground of variable depth (to 2m below ground) with weathered mudstone below. The depths of Made Ground across the former building footprint varied between to depths between 0.50m and 2.0m begl. In the majority of sampling locations, weathered mudstone bedrock interbedded with sandstone was encountered directly below the made ground, recovered as sandy/clayey gravel. The exception was sandstone bedrock encountered in WS106 from 0.60mbgl. A soft to firm clay (possible superficial deposits) was present in four locations (WS102, WS116, WS126 and WS127) from 0.50-2.0mbgl. It should be noted that WS116, WS126 and WS127 are close to the western site boundary and WS126 and WS126 are where the site levels rise up to meet the cricket field to the west. WS102 is to the north of the school building. It is possible that these areas of the site were not cleared or reduced in level when the anti-aircraft battery was created and subsequently cleared from site.

An organic odour was noted in WS127 from 1.30-1.50mbgl. Organic material was noted in the clay in WS126 from 1.30mbgl-2.00mbgl.

A clayey sandy gravel was noted in WS103 from 0.70-1.60m with a grey colour and an organic odour from 1.4-1.5mbgl. A layer of gravel (possibly reworked from the site clearance works was noted in WS121 from 0.30-0.50mbgl and WS125 from 0.30- 0.50mbgl.

Foundations

The ground conditions suggest relatively shallow bedrock. Based upon BS8004:1986 an allowable bearing capacity of 600kN/m2 may be assumed. It would be prudent at this stage to allow for pad foundations sat on bedrock.

The near surface soils and upper surface of the bedrock may potentially be disturbed by weathering and site traffic. Precautions should be taken to avoid this, as excessive disturbance may result in more onerous floor slab design, road cap thickness and increased amount of site disposal etc. Based on site observations the near surface soils may require at least some treatment or reinforcing to allow safe movement of construction plant and labour. A working platform will be required for piling plant.

Earthworks
Given the level changes across the site, it is considered that earthworks are likely to be required to create a level development platform. Natural near surface soil arisings generated on site may be suitable for use as engineered fill on site, subject to appropriate testing and assessment. Should materials prove to be suitable, placement and compaction would need to be strictly controlled and supervised.

Human Health Assessment
PAHs
Elevated PAHs (benzo(a)pyrene) have been identified; given this has been found in one sample out of twenty samples taken, the contamination is considered to be localised to an area of soft landscaping in the centre of site (WS108). The source of the contamination is expected to coal noted in the made ground. At the concentrations identified, the contaminants are considered to pose a potential risk to future site users (children) in soft landscaped areas, where made ground may be exposed / in contact with them. The principal pathways are the ingestion pathways (soil and dust) and dermal contact. The probability of PAH contamination affecting site users is likely. With a medium consequence, the risk is considered to be moderate and remediation is recommended.

Asbestos
Asbestos (chrysotile) was identified in WS113. The asbestos was identified as free fibres. The source of the asbestos is likely to be from reworked ground.
Asbestos may affect site users in shared soft landscaping areas in localised areas of the site, via the inhalation of fibres. The probability is considered to be likely given limited asbestos encountered at shallow depth. With a medium consequence the risk as assumed to be moderate remediation is recommended in shared soft landscaped areas.
A Remediation Strategy detailing the above and subsequent verification with sampling, analysis and reporting will be required.

Ground Gases
The PRA identified a low risk with respect to hazardous and ground gas given that no viable sources were identified within 250m of the site.
Made ground was encountered from 0.05mbgl to 2.0mbgl comprising mainly brick, ash and coal with some clinker. This is not considered to be a viable source of ground gas generation.

The Soil Organic Matter (SOM) varied across the made ground (Average 2.79%) which was an equivalent Total Organic Carbon (TOC) of 1.62%. Although it should be noted that that ash and clinker may skew the TOC results generating a false positive for degradable material and not necessarily generating gas. The TOC may be adjusted for non-degradability by approximately 60% for ash and 13% for soil36. By adjusting the average TOC by 63%, assuming 37% is non-degradable (for a mixed ash soil matrix) a revised average TOC of 1.02% (degradable fraction) can be derived and is assumed for this soil. Considering the difficulty in undertaking detailed forensic work on the sample (due to limited volume), this assumption is still considered reasonable. In WS105 where 2.00m of made ground was identified the borehole was carried out within a building where ground level was raised by 1.50mbgl. Therefore only 0.50m of this made ground is below the ground level of the site.
The site can be classified as Characteristic Situation 1 and no gas protection measures are required. The probability of hazardous gas affecting the building and future site users is considered unlikely. Given a severe consequence the risk is considered to be moderate/low. Based on the SOM/TOC results and the shallow depth and type of made ground a low risk is considered appropriate for pollutant linkage 3 and consequently no remediation is required.
The approval of the local Environmental Health Officer should be sought with respect to the contamination assessment and mitigation proposals.

Refer to associated report :
PHASE 2 GEO-ENVIRONMENTAL EXPLORATORY INVESTIGATION, RISK ASSESSMENT AND REMEDIATION STRATEGY
LKC 22 1679-B1R1-GI Almondbury SEND School

Unexploded Ordnance (UXO).

Findings:
No evidence of residues or explosive were identified in the detailed UXO report. Additionally this site investigation did not identify any remnants of the anti-aircraft battery area, no infilled

UXO risk assessment for the Site

Potential UXO Hazard	Anticipated Works	PE	PD	P = PE x PD	Likelihood	Severity	Risk Rating	UXO Risk
UXB	Shallow Excavations	1	1	1	1	5	5	Low
	Deep Excavations	1	1	1	1	5	5	Low
	Boreholes/Piling	1	1	1	1	4	4	Low
Other UXO	Shallow Excavations	1	1	1	1	4	4	Low
	Deep Excavations	1	1	1	1	4	4	Low
	Boreholes/Piling	1	1	1	1	3	3	Low
PE (Probability of Encounter), PD (Probability of Detonation), P (Overall Probability)								
Shallow Excavations defined as <1.0m bgl.								

CMRA.
Findings:
Consultants' report shows no past underground mining, no unrecorded shallow workings, no spine roadways at depth, no mine entries within 100m, no coal outcrops on site and no records of coal mining subsidence.

Drainage.

Findings:
The following outlines the key information associated with CCTV survey undertaken

Surface Water
From the survey undertaken, the surface water drainage system connects to a combined system within the site and then to the public sewers on the south boundary of the site. In the Phase 2 report (Ref: LKC 22 1679-B1R1-GI Almondbury SEND School), stating: 'Infiltration testing was undertaken as part of the ground investigation to assess the suitability of the soils for surface disposal by infiltration (soakaways). The testing was undertaken at the site on the 28th April 2023 at two locations. Machine excavated pits were advanced to depths of 1.70m bgl. The tests were conducted in accordance with BRE Digest 365 (2016 - Ref 20) The calculated infiltration rates from the testing range between 1.56 x 10-4 m/s and 8.71 x 10- 5m/s within SA102; SA101 was noted to comprise more clay content, with infiltration rates for the first test ranging between 3.43 x 10-6 m/s, further testing was not carried out on this due to the long time period taken for water levels to drop. The results of the preliminary soakaway testing suggest that the site will be suitable for SUDS drainage but not soakaways.

Foul Water
As noted above, the foul and surface water systems are combined on site. A CCTV survey was provided for the existing building drainage system on site. A number of defects were noted in the survey report. The Stage 2 design will consider this and outline the most appropriate strategy.

Transport and Highways.

Please refer to the separate Transport Assessment document which forms part of this application:

22315-BWB-GEN-XX-RP-TR-002_Transport Assessment

Arboricultural.

Findings:
A full Arboriculture Report has been concluded. Within the report, each individual tree has been assessed with regard to condition, health and structural suitability.

Alterations or removal of any trees of high quality will not be necessary.

The existing development site is surrounded by trees on 3 sides, the Northern, Southern and Western boundaries. Some trees are considered to be Class B of moderate quality. The majority of trees / groups / belts are class C (low quality). No trees in (or surrounding) the site have TPOs, nor are they located within a conservation area.

At the next stage, a tree impact assessment and method statement will be undertaken. This will set-out how to protect trees whilst construction works are undertaken.

Ecology.

Findings:
There has been a preliminary ecology survey undertaken with no major concerns highlighted. Some areas mentioned in the report include:

Foraging and commuting bats
It is anticipated that the proposed development will not result in the removal of any habitats which could be used by foraging or commuting bats.

The proposed development will include the use of lighting which could spill onto bat roosting, foraging or commuting habitats and deter bats from using these areas. Therefore, a low impact lighting strategy will be adopted for the site during and post-development.

A single bat was detected emerging from one of the buildings soffits, but the bat is considered to be of a low conservation status.

Birds
Areas of scrub will likely be removed during construction. The loss of such habitats are likely to be inconsequential to local bird populations owing to their low value and the presence of more extensive habitat locally.

However, the proposed development could result in the destruction or the disturbance and subsequent abandonment of active bird nests. Works should be undertaken outside the period.

1st March to 31st August. If this timeframe cannot be avoided, a close inspection of the tree/vegetation should be undertaken immediately, by qualified ecologist, prior to the commencement of work. All active nests will need to be retained until the young have fledged.

Investigations around the pond were undertaken: this confirmed no Great Crested Newts were present.

Habitats and Flora

The following habitats are present within or adjacent to the site:
- Other woodland; mixed; mainly broadleaved (w1g)
- Other hedgerows (h2b)
- Developed land; sealed surface (u1b)
- Developed land (buildings) (u1b5)
- urban, ornamental shrub (u)
- Modified grassland (g4)
- Standing open water (r1)

Building condition surveys
The existing buildings have had conditions surveys to establish if these are in a suitable for reuse and include the extent of structural or safety works required.



Site Constraints & Opportunities.

03

Location.

Address:
Fernside Avenue, Almondbury, Huddersfield, HD5 8LQ

East: 416950 North: 415850

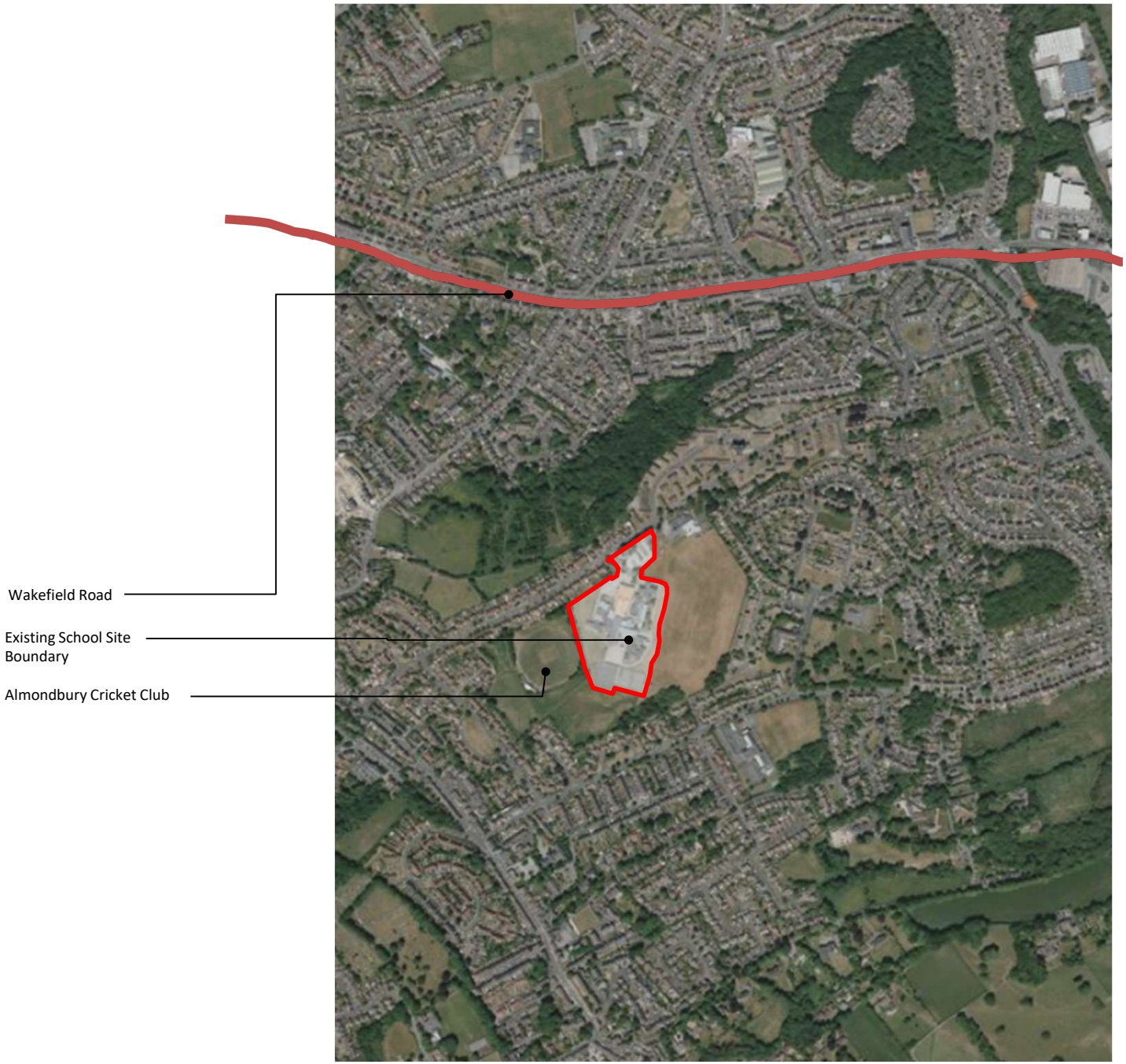
Site Area:

The proposed development sits within a wider site which is approximately 8.07 hectares in extent. Although the wider site includes sports pitches, these do not form part of the New Woodley proposal. Almondbury Cricket Club is located to the west

Site Description

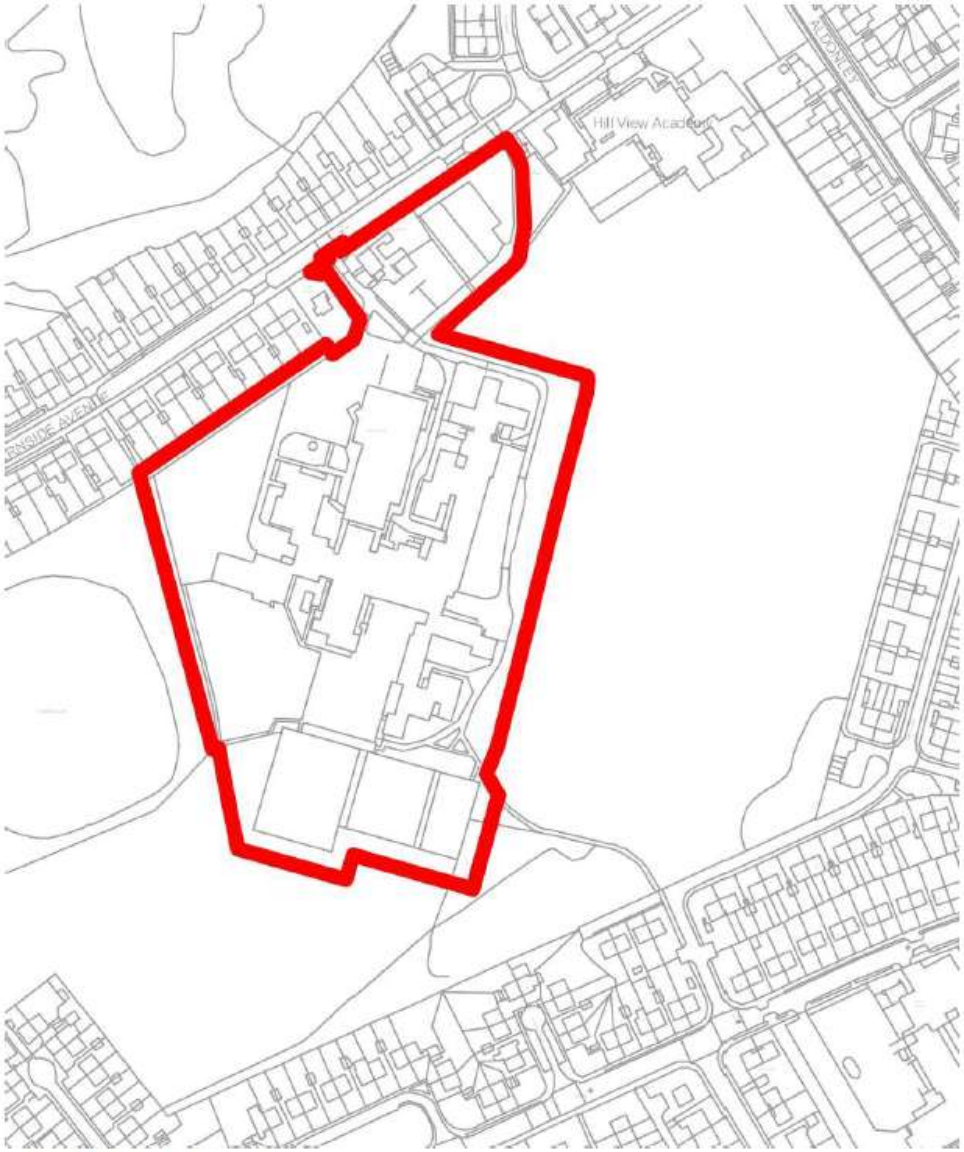
The proposal site extends to some 2.84ha and is located on the footprint of the former Almondbury High School, part of the wider site.

Located 2.5km to the south east of Huddersfield town centre, the proposed development is relatively central within the borough and close to Wakefield Road. it is therefore accessible to students from across Kirklees.



03 Redline Boundary – Planning Redline and Future School Legal Boundary: Differences

Construction Red-Line Boundary
The construction phase red-line boundary encapsulates the existing pre-school site to the north where some minor softworks will take place where buildings have been demolished.



Construction Red-Line Boundary

Post Handover Red-Line Boundary
Once the build is complete and the school is handed over, the red line boundary to the school itself is reduced further and does not include the access road into the site off Fernside Avenue as well as the buffer planting areas outside of the secure line.



Post Handover Red-Line Boundary

Understanding the Site.

Site Boundary
Boundary within Applicant ownership

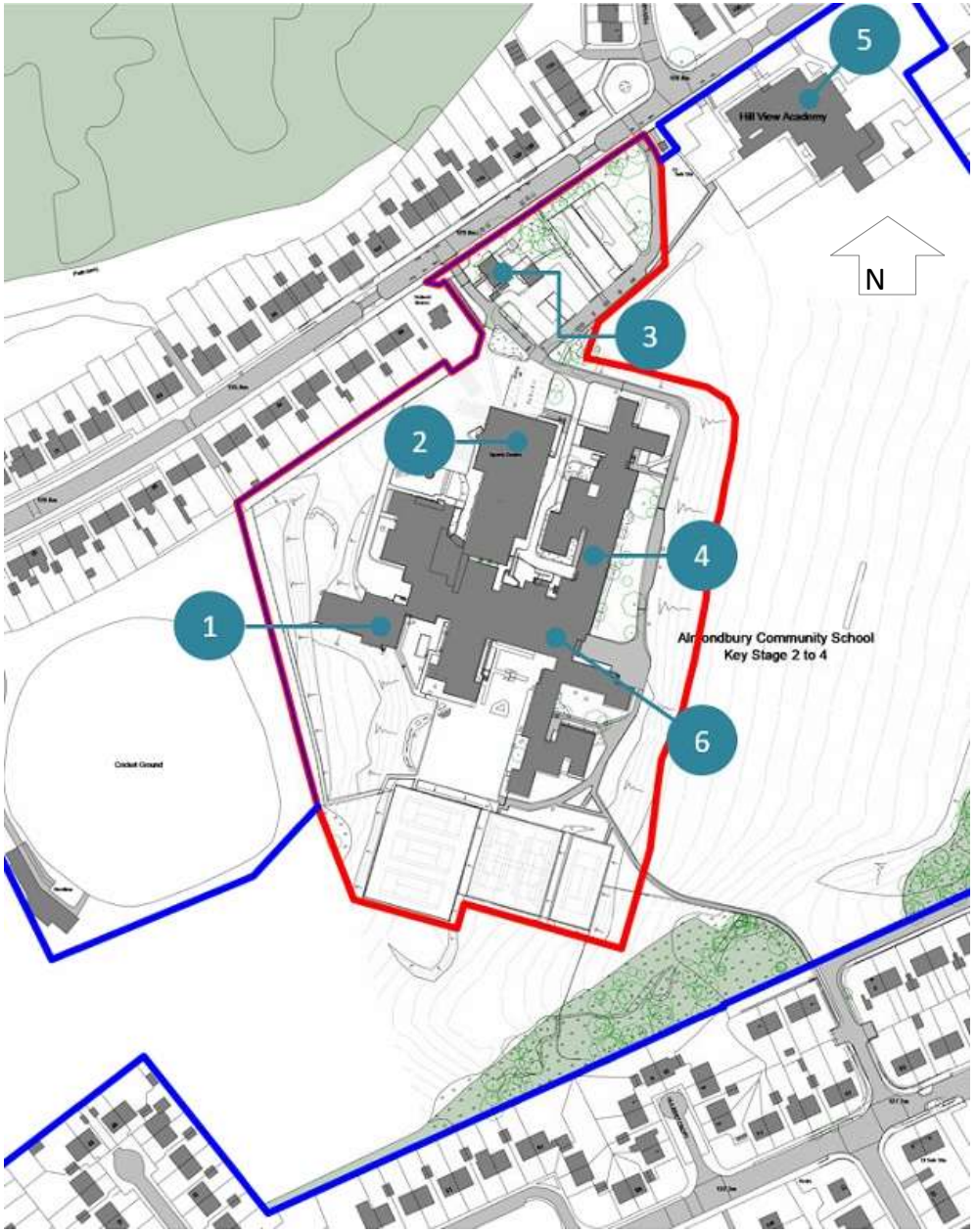
Existing Facility Buildings:
1. Former Swimming Pool Building (vacant)
2. Former Almondbury Sports Centre Building (vacant)
3. Former The Mulberry Bush (nursery) building (vacant)
4. Former Almondbury community School (vacant)
5. Hill View Academy Primary School
6. Telecommunications mast fixed to school building

Vehicle and pedestrian access is from Fernside Avenue with further pedestrian access from Eastlands.

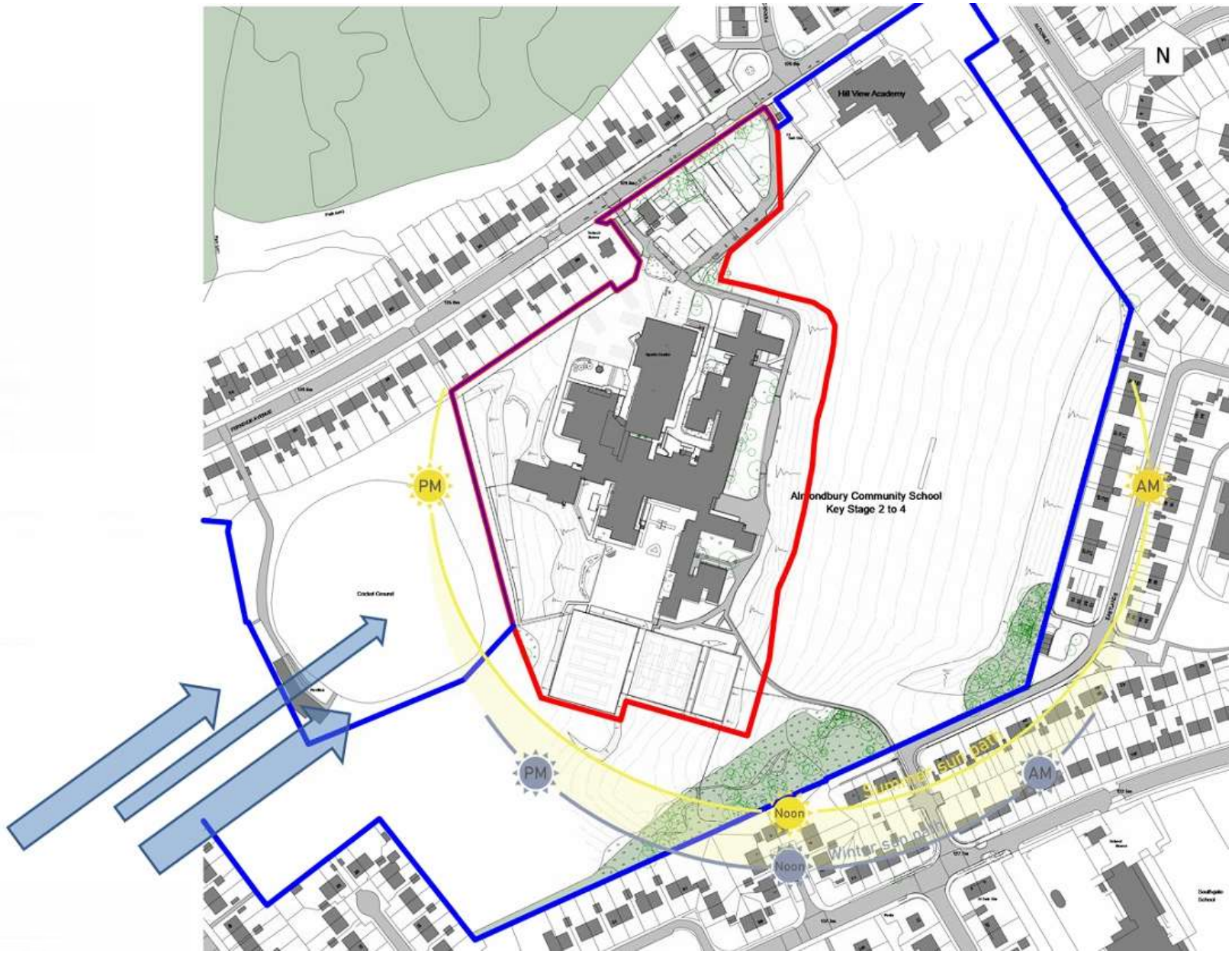
The site is situated in the residential area of Almondbury, Huddersfield. A number of open spaces are located in close proximity to the site. These include the Almondbury Cricket Club to the west and Fernside Park to the east.

Residential areas are situated to the north, east, south and west of the site. These consist of largely semi-detached houses and bungalows constructed from a range of materials including brick, render and stone. Roofs are generally slate or tile.

There are a number of mature trees abutting the site boundaries:
- Fernside Avenue
- Almondbury Cricket Club.



Prevailing Wind and Sun Path



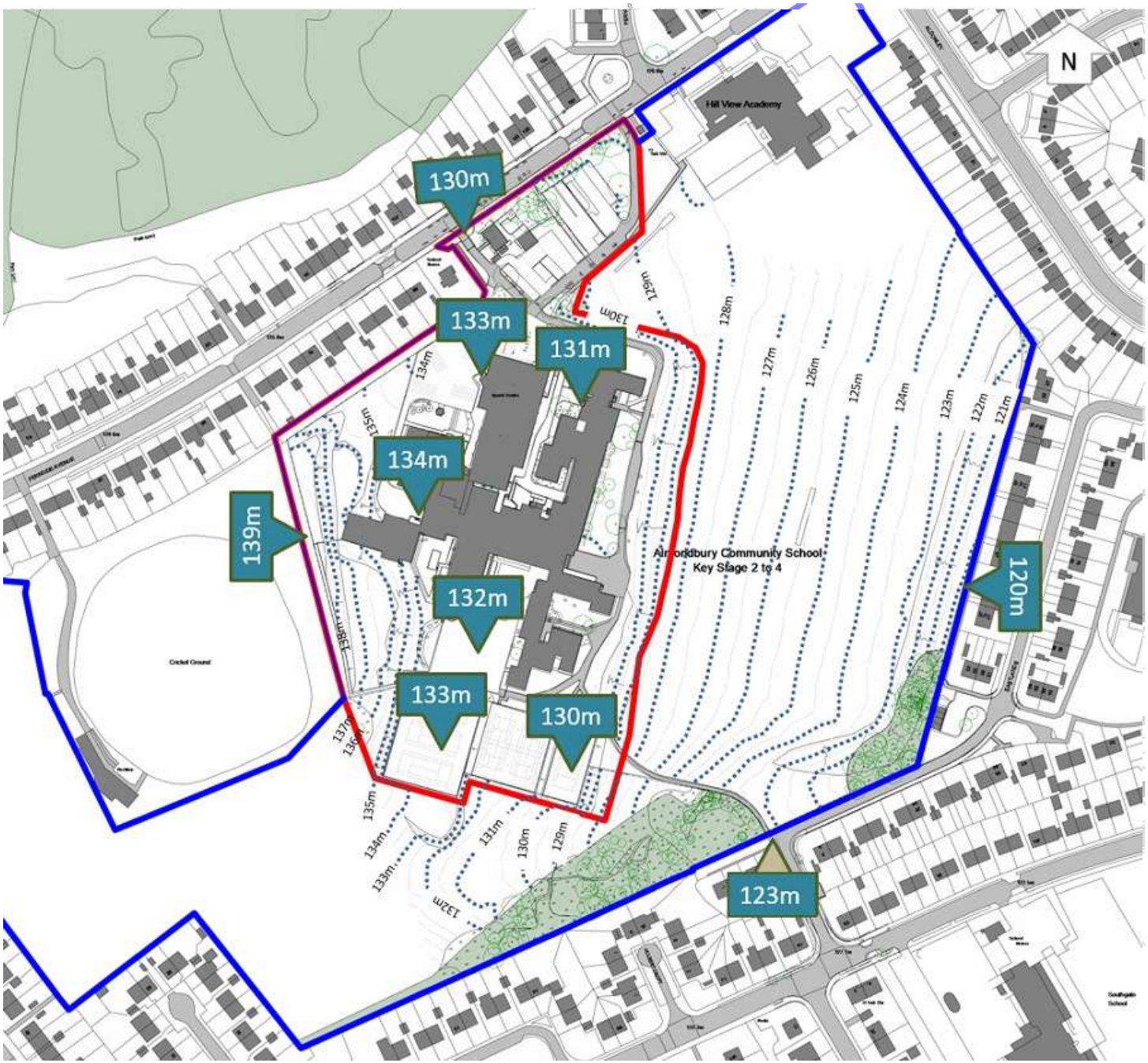
Informed by the conclusions of the survey information the following constraints and opportunities have emerged:

Constraints.

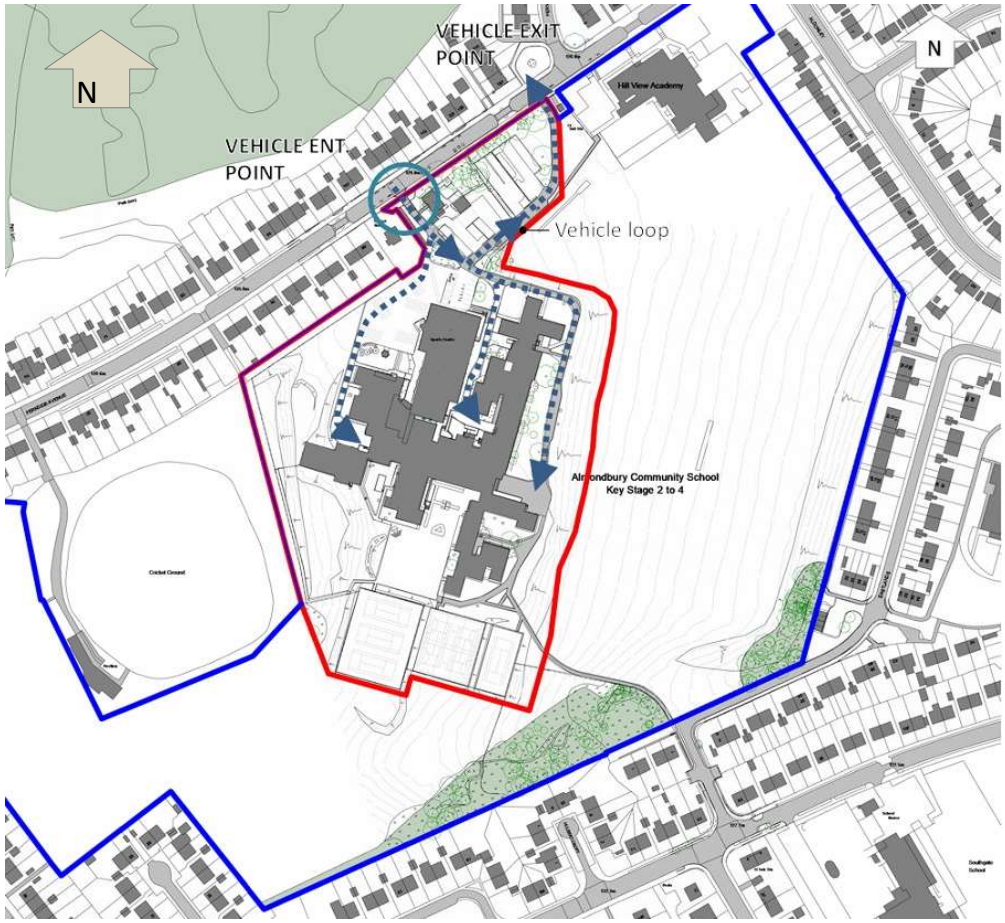
- 19m level change from the high point in the west falling to the low point in the east.
- Narrow existing vehicular access drive from Fernside Avenue
- Residual basement structures require infill as part of the demolition works.
- Underground Culvert.

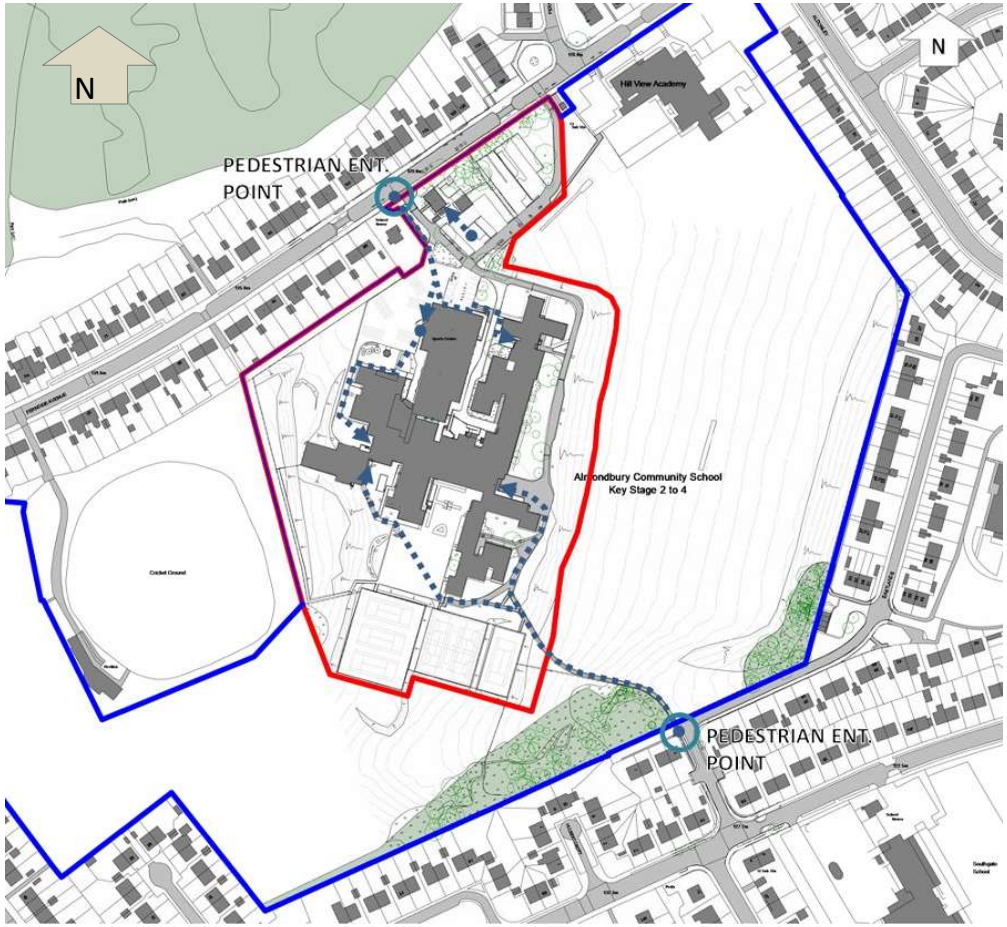
Opportunities.

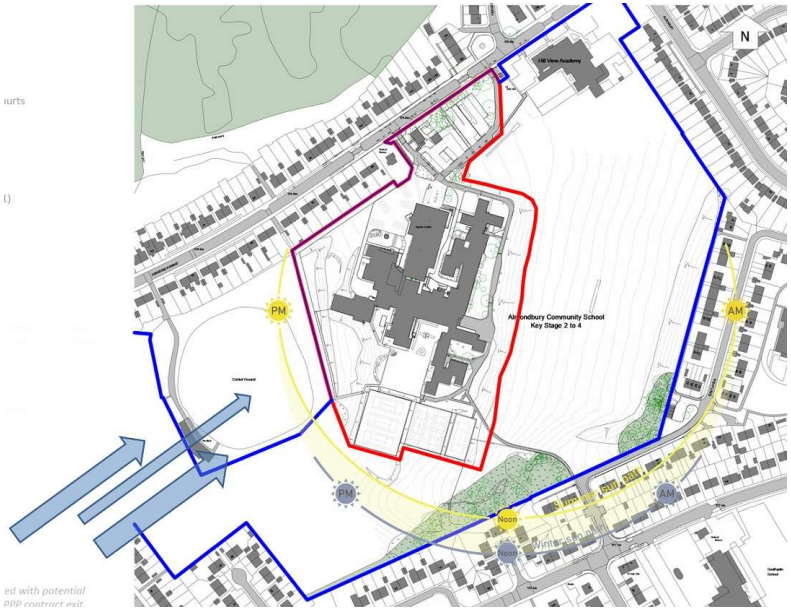
- Providing a cohesive school arrangement.
- Creating a generous pickup and drop off loop to relieve congestion
- Potential for providing an acoustic buffer between the site and neighbouring dwellings.
- Achieve Net Zero Carbon in Operation (NZCiO)
- Improved security and safeguarding.
- Valley views
- Grass playing fields retained for use by other users



Access Points and Existing Roads and Paths

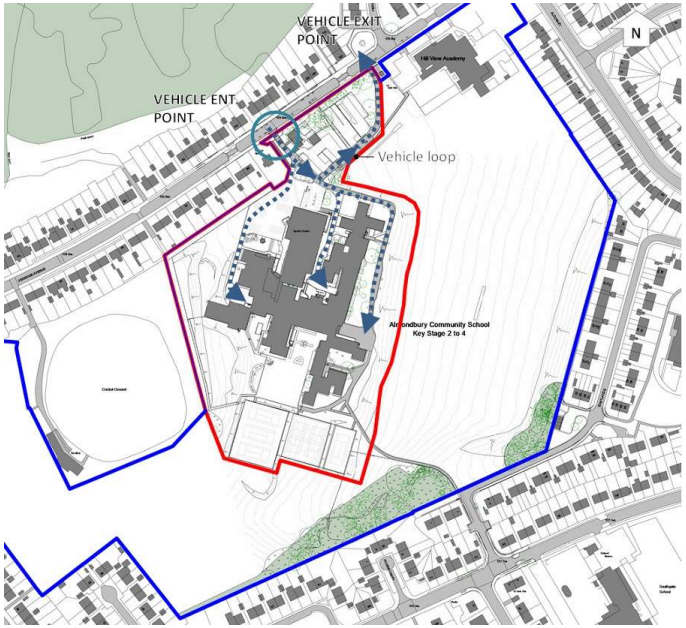


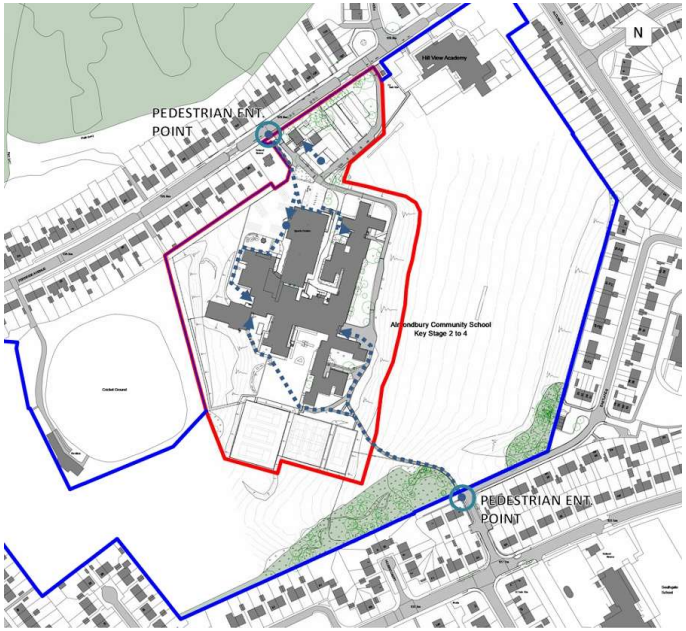






Prevailing Wind and Sun Path





Access Points and Existing Roads and Paths



01 – View looking east at the existing drive entrance junction with Fernside Avenue



02 – View looking east at the existing exit junction with Fernside Avenue



03 – Swimming pool building



04 – Sports Centre & swimming pool buildings.



05 – View within site looking North towards Fernside Avenue/ North and West Boundary.



06 – View looking East across to swimming pool building



07 – Existing school playground



08 – Existing tennis courts



09 – Existing Almondbury High school buildings



Design Process

04

Overarching Design Requirements.

1. 180 Complex Autism special needs school places
2. students aged 5 to 18.
3. Inclusion of post-16 provision.

4. Classrooms with the ability to facilitate sensory learning including control of light (colour and blackout to dimmable) and immersive sound.
5. The need to accommodate both boys, girls – and non-binary.

6. Design of an outstanding school for children and young people with Complex Autism with excellent facilities that significantly reduces the need for parents to send their children out of area.

7. Consideration of design quality in relation to child need

8. Robustness building materials required - especially in areas that have the potential to be damaged by students

9. Robust Mechanical and Electrical items

10. Provide a highly secure site with a perimeter that prevents students from absconding but enables safe access to the outdoors.

11. All classrooms to be adapted and enhanced to support and stimulate student interest in learning.

12. Flexibility of space.

13. Provide breakout spaces and a range of smaller rooms which can be used for delivering therapeutic support
14. Provide space for multi-agency meetings.

15. Provide space for staff well-being.

16. Consideration of heating, lighting, sound and smell and how these can impact upon students' sensory needs.

17. Provide convenient access to the external areas, specifically designed for each stage of learning.

19. Achieve Net Zero Carbon

20. Provide Specialist Facilities

21. Potential desirable facilities – inclusion to be explored
    - Sensory rooms / Immersive rooms
    - Forest School
    - Food technology room
    - Design technology room
    - ICT rooms
    - Science room
    - Art / Pottery room
    - Music room
    - Petting and horticulture
    - Green gym and sensory play
    - Cycle and scooter track
    - Post-16 Café

22. Post-16 Provision
    - Separate from the main school, but still remain an integral
    - The provision offers the following pathways:
        - Achieving Independence
        - Towards Employability

Client Engagement Meeting Process: further emerging requirements:

Flexibility:
Requirement for flexibility of class designation to suit fluctuating demographics and child need.
The school promoted a continuous ribbon of classrooms that could be allocated to different year groups.
Physical definition of year groups within different parts of the school dismissed

Toilets:
Non-gender specific 'open plan' toilets with central washbasins preferred.

Nooks:
Provide a variety of spaces including small alcoves/sensory nooks.

Cloaks:
Cloaks not to be within classrooms.
KS1/2 could be a separate space to enter/exit the classroom. KS 3/4/5 can be discrete bays off circulation.

Toilets and Hygiene Rooms:
The school have a hygiene suite which includes a hygiene room, a shower and a toilet all within a single space – although sub-divided to preserve dignity. Similar suite required.
Toilets to be gender neutral

Therapy Rooms:
Dedicated therapy rooms to be in a location accessible to all key stages.
Music and Art therapy are carried out 1 to 1 in dedicated rooms. Other therapies undertaken in the classrooms.

Arrival sequence
Drop off : Parking for 25 -30,. Vehicles to have allocated bays so staff know where to find their students.
Distance from building entrances not a particular concern – up to 50m is acceptable.
KS1/2 students will enter through their classrooms. KS 3/4/5 will use a dedicated student entrance separate from the visitor's entrance.

Classrooms
To be oversized to suit the cohort
One classroom large and one small

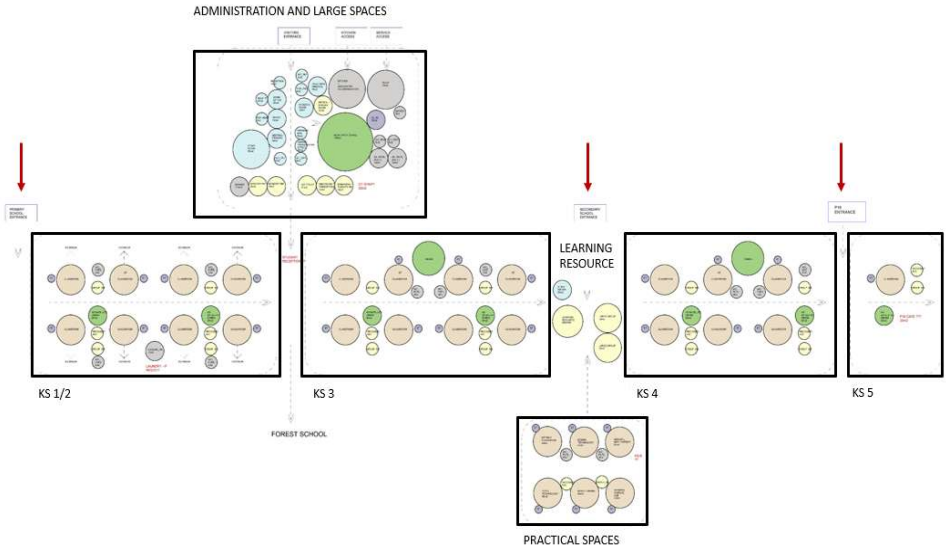
Group Rooms
To be twinned with classrooms as breakout and removal space

Further:
Storage wall to classrooms requested
Corridor length to be mitigated

Client Engagement Meeting Schedule and Brief Development

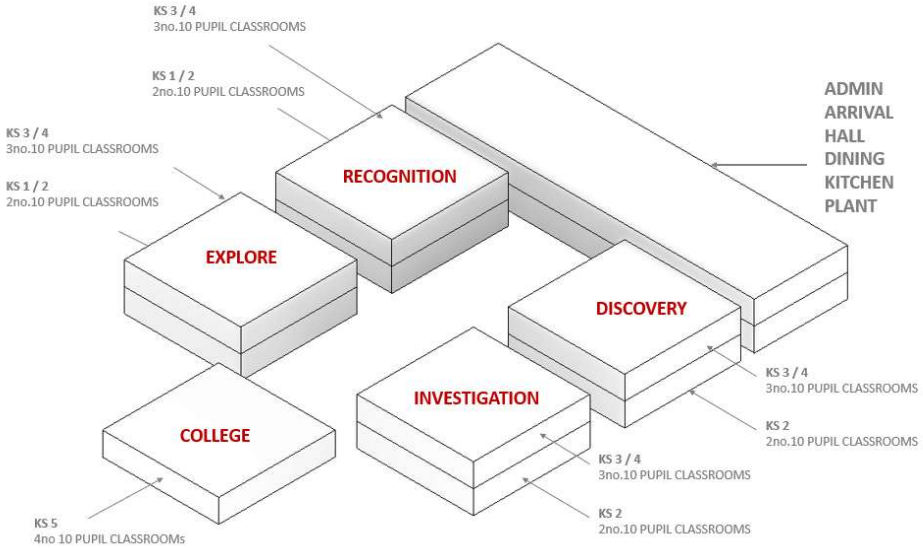
CEM 01
Client Vision
(05.10.2023)

- Education vision
- Brief review
- Developments since ITT
- Define key school drivers
- Draft Schedule of Accommodation Review
- Site constraints and context
- Building organisation and relationships



CEM 02
Adjacencies and Organisation
(20.10.2023)

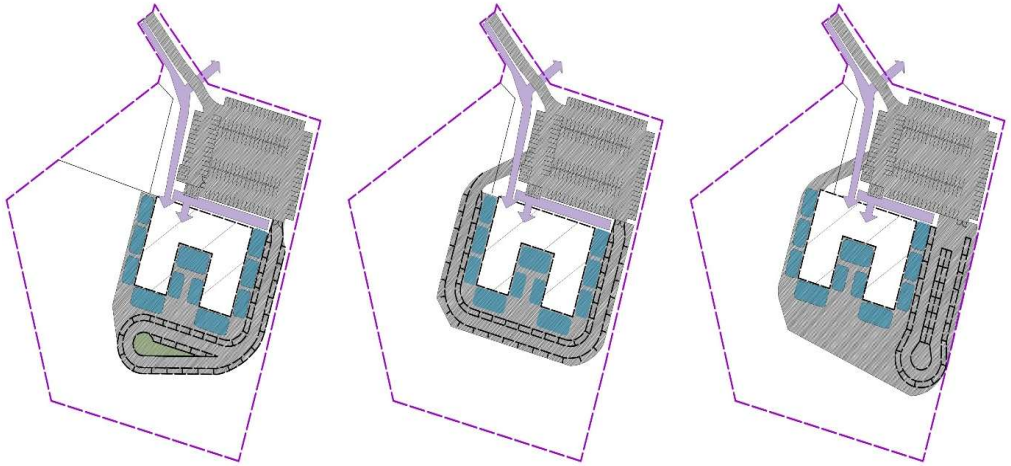
- Classrooms sizes
- Year Group sizes
- Key stage sizes
- Academic Phasing
- Relationship of Phases to Key Stage or Classroom numbers
- Area schedule and brief refinement



Client Engagement Meeting Schedule and Brief Development

CEM 03
Develop Designs and Site Strategy
(06.11.2023)

- Area schedule and brief refinement
- Drop off location and configuration options – including continuous perimeter drop off
- Drop off space – size and scale
- BB104 areas

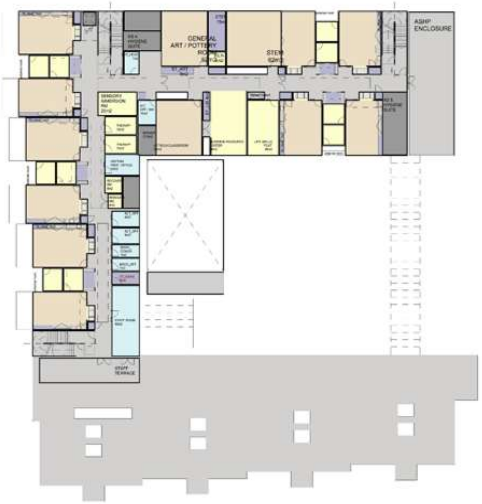


CEM 04
Refine Designs
(30.11.2023)

- Area schedule and brief refinement
- Classroom cluster refinement in detail
- Building diagram options explored
- GIA review and over area options



OPTION A - GROUND FLOOR



OPTION A - FIRST FLOOR

Client Engagement Meeting Schedule and Brief Development

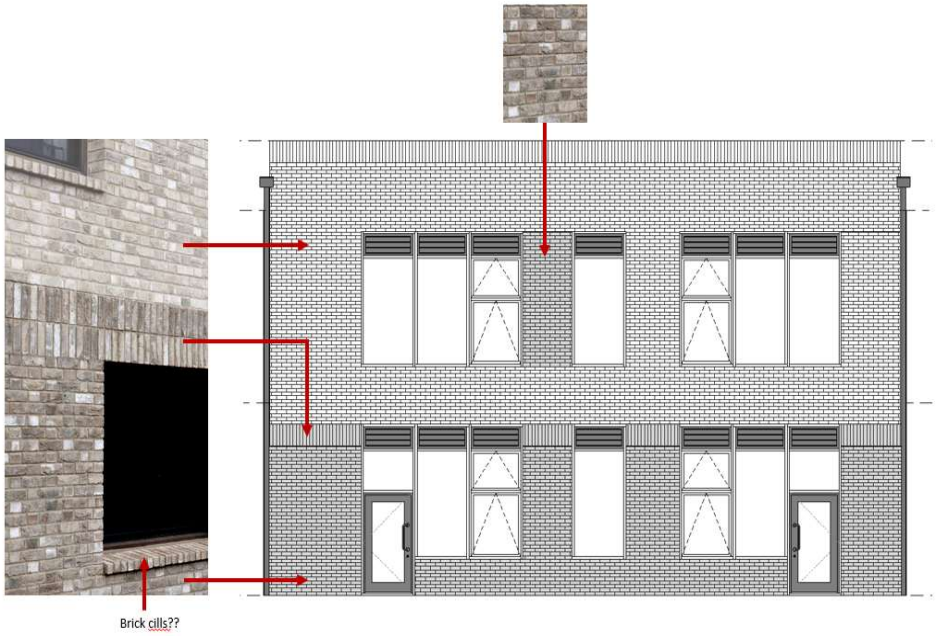
CEM 05
Detail
(15.12.2023)

- GIA review and over area options
- Refinement of internal adjacencies
- Client request for relocation of dining space
- Conclusion on external strategy and drop off



CEM 06
(14.01.2024)

- Relocated dining space
- Work on GIA
- Initial look at external materials





Client Engagement Meeting Schedule and Brief Development

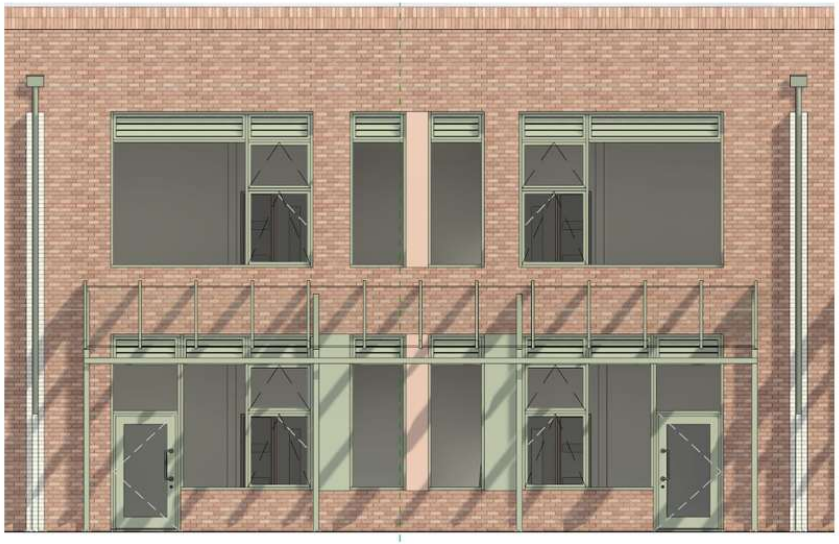
CEM07
(31.01.2024)

- Relocated lift
- Detailed review of internal spaces
- Initial proposals for external materials required further review

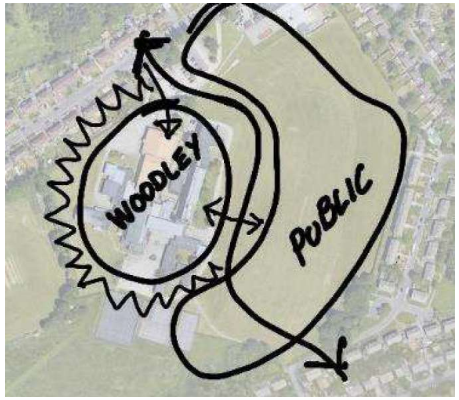


CEM 08
(26.02.2024)

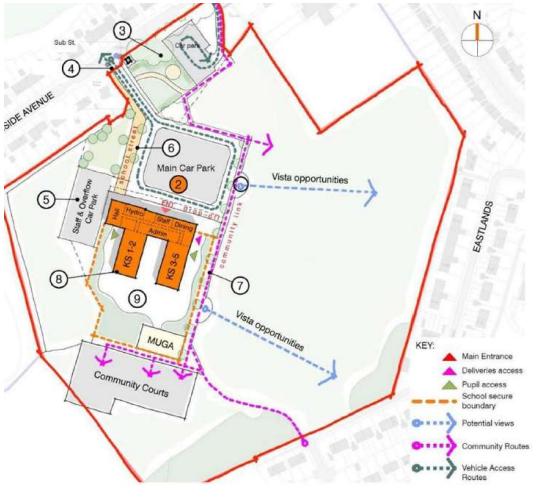
- Entire scheme review
- Update on SoA and GIA within acceptable parameters
- Enhanced elevational proposals tabled along with material alternatives



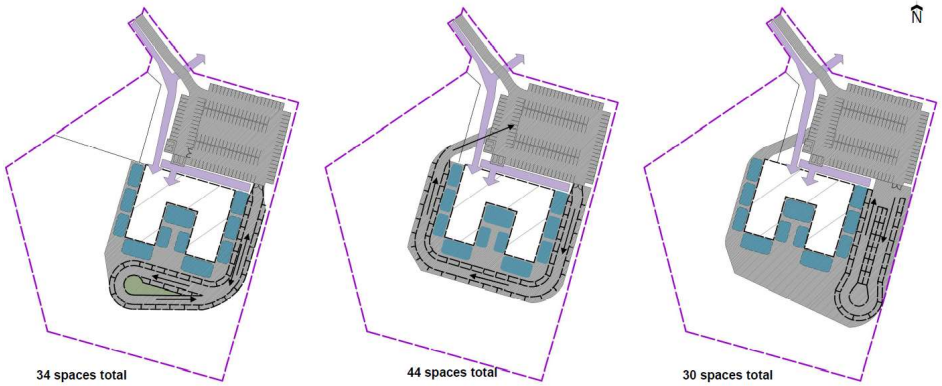
Site Strategy Testing and Masterplan development.



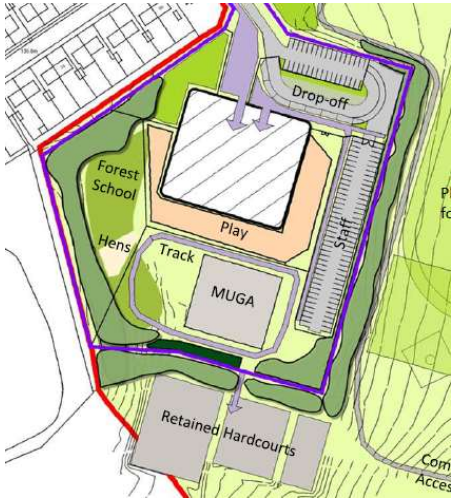
1: Feasibility Stage Diagram
Thumbnail sketch



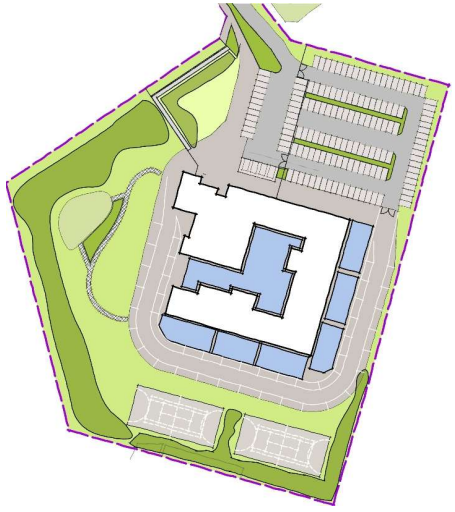
2: Feasibility Stage Diagram
Masterplan to prove site viability for an Autism School. Simple separation of semi public parking to the north from the student zone to the south : the building itself forming most of the safeguarding secure line division.



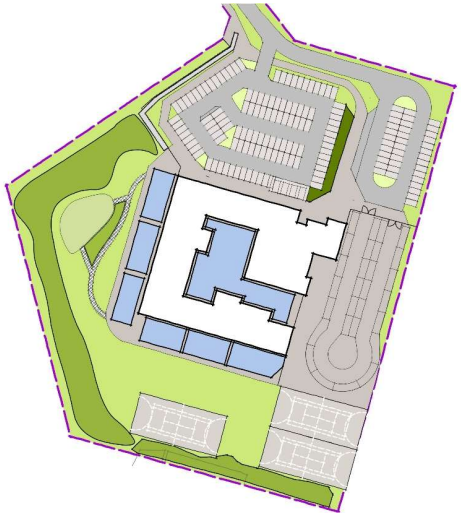
3: Client Engagement Meeting 2: Drop off Options explored
Autistic children are triggered negatively by wait times. Drop off has to be highly efficient with designated bays for mini-buses.



4: Client Engagement Meeting 2 Zoning Diagram
Autistic children are triggered negatively by wait times. Drop off has to be highly efficient with designated bays for mini-buses.



5: Client Engagement Meeting 3
Courtyard solution developing to suit internal flexibility and provide quiet 'external room'. Wrap around drop off explored.

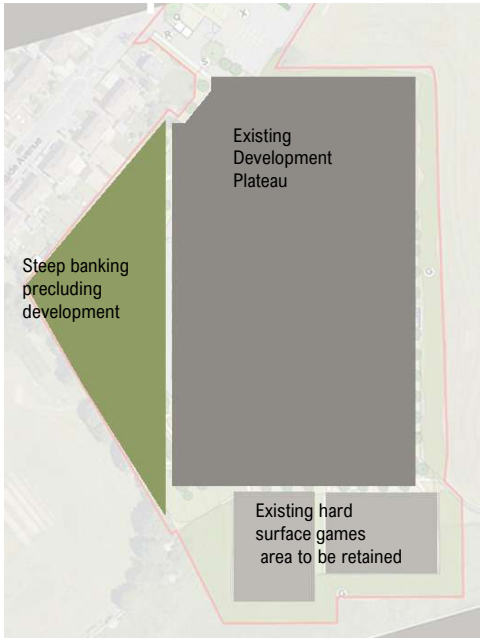


5: Client Engagement Meeting 3
Footprint flipped to improve student access routes from drop off into the school via the courtyard.

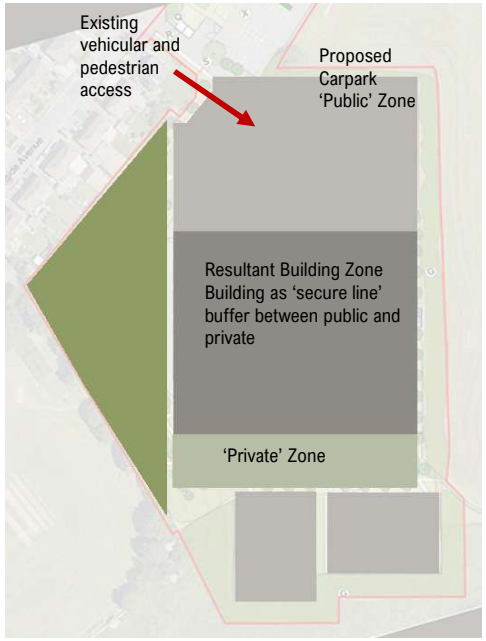


6: Client Engagement Meeting 3
Emerging zoning plan

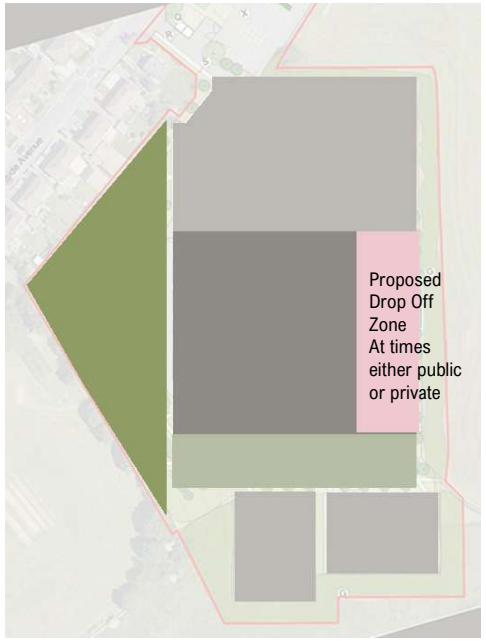
04 Design Process: Site Concept



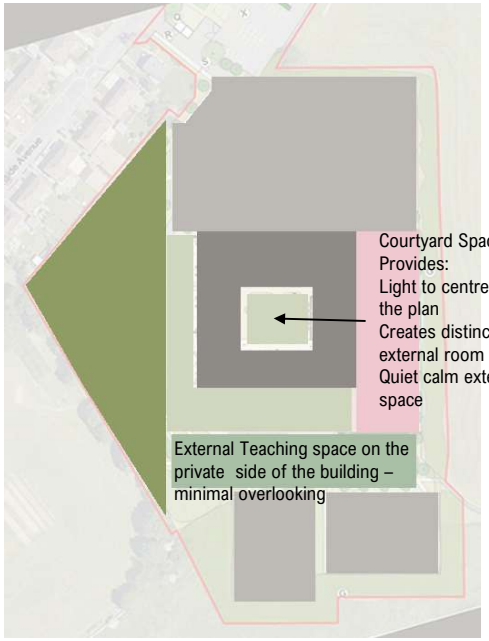
1 EXISTING DEVELOPMENT PLATFORM



2 PUBLIC PRIVATE ZONE



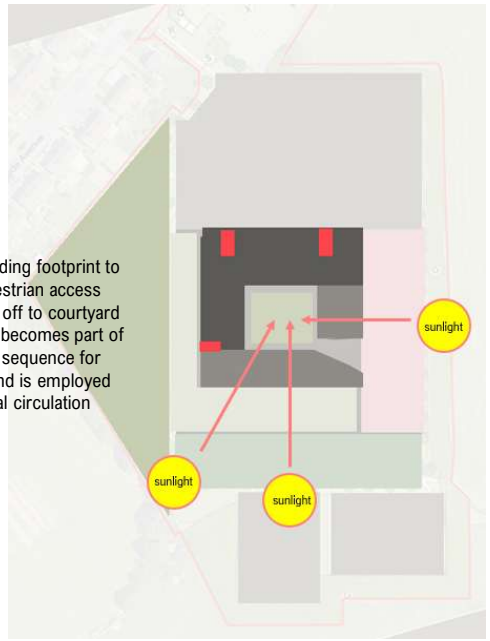
3 DROP OFF ZONE



4 DOUGHNUT

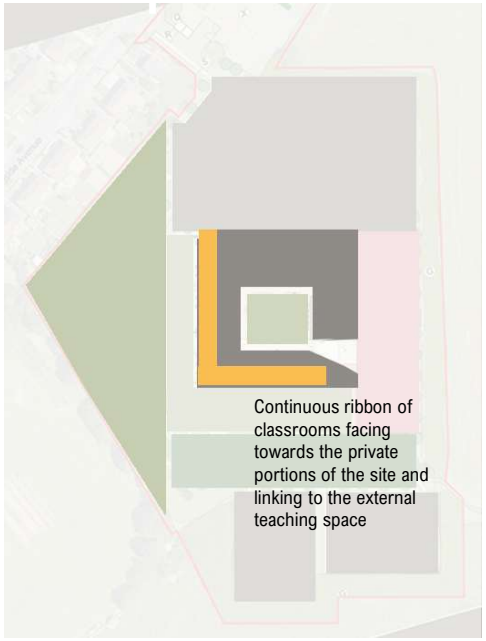


5 CUT TO DOUGHNUT

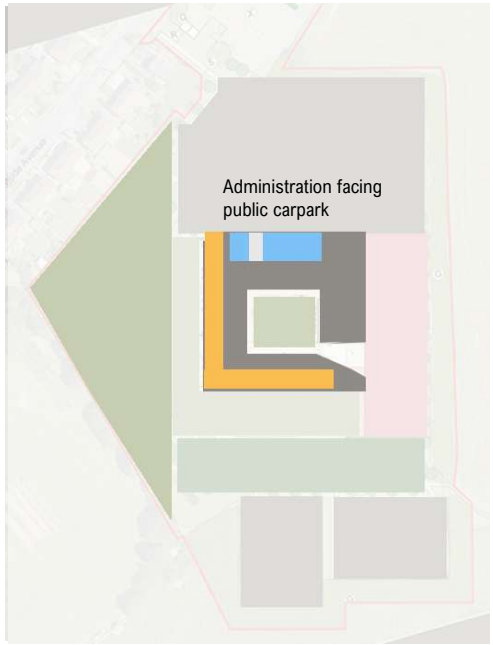


6 L-PLAN TWO STOREY ELEMENT AND SUN PENETRATION

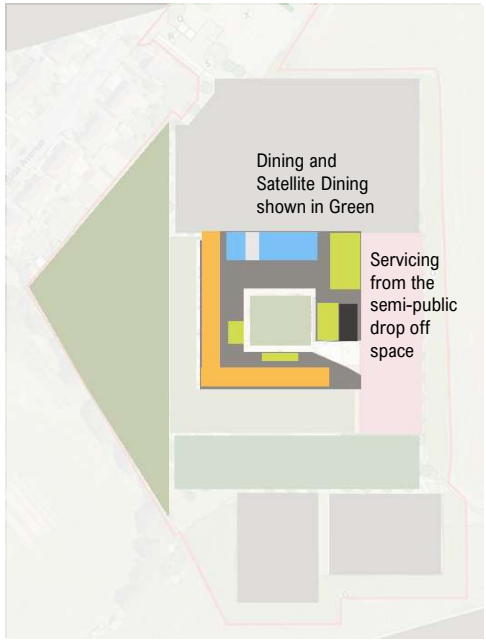
04 Design Process: Site Concept



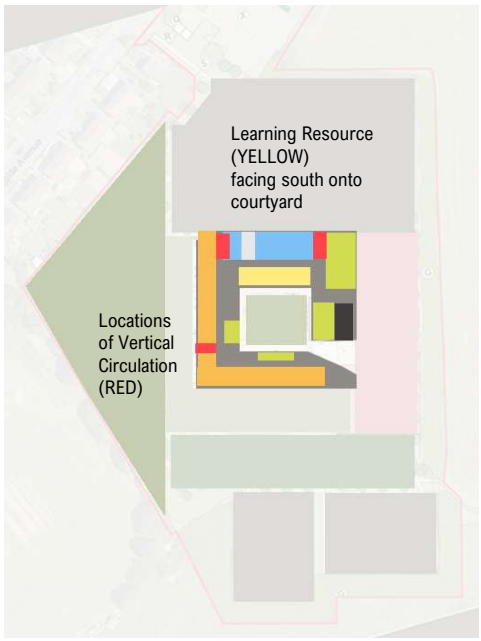
1 CLASSROOM KEY STAGE ALLOCATION AND FLEXIBILITY



2 ADMINISTRATION



3 DINING AND SATELLITE DINING LOCATION



4 VERICAL CIRCULATION AND LEARNING RESOURCE

Student safe-guarding is a key design element of the design. Accordingly there is a clear public / private division of the site. There is a highly efficient and managed student drop off zone to the east of the proposed building.

A doughnut plan form encloses an 'external room' or central courtyard space.
The courtyard is envisioned as a tranquil space, distinct from other external areas and provides a private internal sanctuary detached from external distractions and noisy play spaces.

The building footprint is partially open to the west-facing drop-off area. student access to the interior is through this gap in the plan and through the courtyard. In reality this is the 'front entrance' for the majority of the students and is appropriately architecturally signalled.

Teaching wings are positioned to the south and west to avoid exposure to the overlooked eastern portion of the site.

Key Stages 1-3 are located on ground floor with Key Stage 4 and 5 on the upper level emphasising progression.
Key Stage 1 and 2 facilities are closest to the drop-off area.
The first floor will house shared specialist teaching rooms accessible from both KS4 and KS5 separately.

The Post 16 College is intended to have its own identity yet remain part of the wider school community. For this reason it is separate yet connected. The P16 college features its own autonomous 'public' entrance and dedicated internal stair.
The Main Hall and Post 16 café provide opportunities to engage with the community and parents.

The courtyard elevations are enlivened by the library, dance studio, food technology, dining and satellite dining spaces. The dining spaces spill onto the courtyard with opportunities for external dining.

Public Consultation:

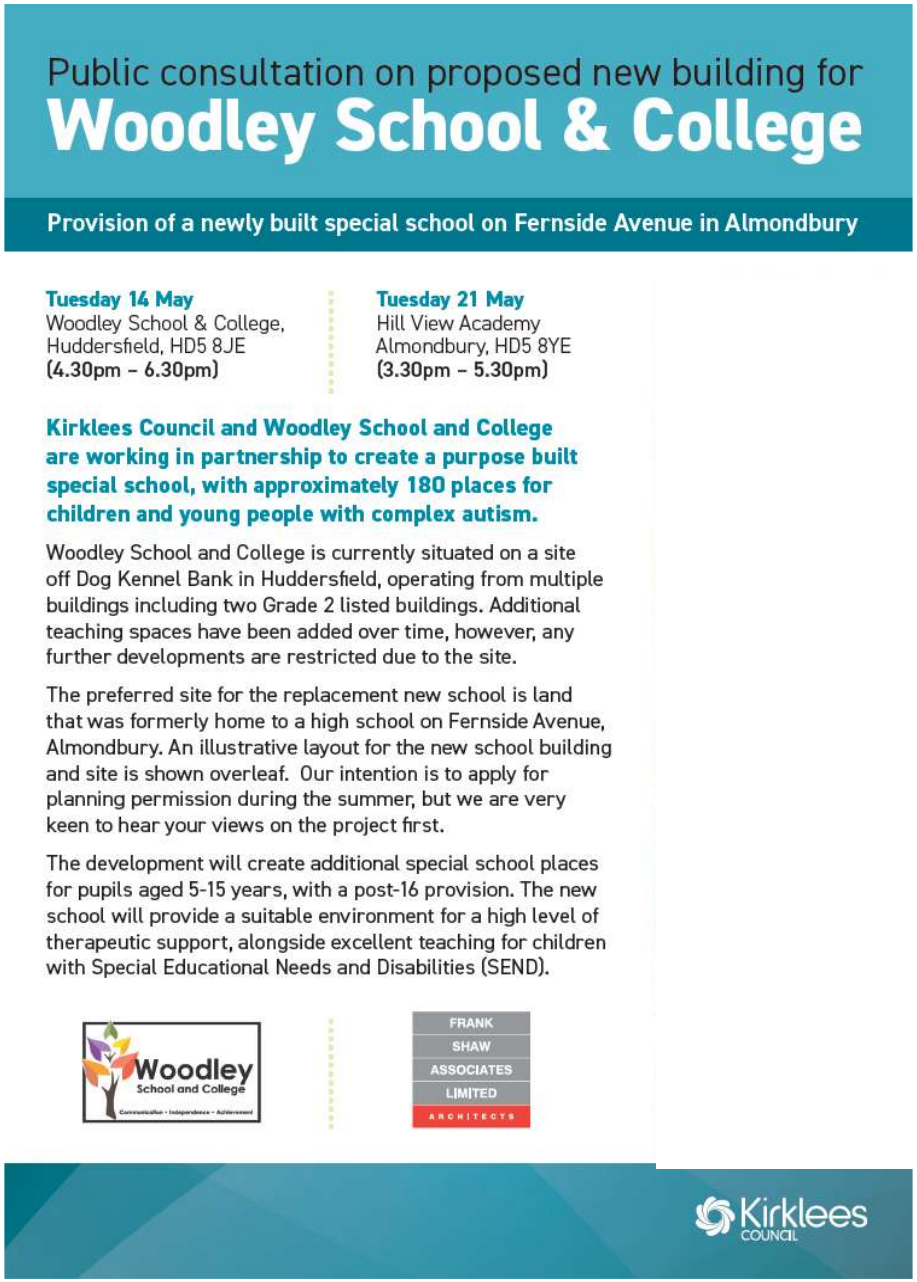
Public Consultation took place between the 7th May 2024 and 17th June 2024. This included hosting two drop-in sessions and a survey allowing members of the public and key stakeholders to comment on the scheme.

Comments were generally supportive and have been taken into account in preparing this planning application.

Full details of the Public Consultation activities and responses can be viewed within the 'Statement of Community Consultation' submitted with this application (Reference Document 3).

The Main Comments and Themes included:

- A strong endorsement of the suitability of the proposed Complex Autism cohort.
- Support for neuro-diverse student opportunities and access to education.
- There was support for Kirklees Council establishing the facility and avoiding unnecessary costs by sending complex autistic children out of the county to receive their education.
- Positive support for the school's appearance and landscaping.
- Positive response to the building's carbon-neutral aspirations, PV panels, and heat pumps.
- Concerns about the level of parking provision within the site.
- Concerns about the current on-street parking situation: the development was seen as an opportunity to improve it.
- Concerns were raised about traffic flow with an emphasis on preventing backup onto local roads, especially Fernside Avenue.
- Approval of the well-thought-out bus drop-off system.
- Some respondents expressed concern about allocating a significant amount of money to one school while other schools in the local area remain in disrepair.
- Concern was raised about demolishing the current school simply to build a new one.
- People were worried that existing community use facilities on the site are to be lost.
- The lack of caretakers/security at night was noted, especially given previous break-in history.
- Concerns were raised about the unclear intent for the existing playing fields, as the development only occupies a portion of the previous school site.
- Some respondents suggested reinstating the past 'open' school playing fields to provide additional green space for community use.
- Suggested adding speed cameras to Fernside Avenue.
- Concerns about potential future parking restrictions on Fernside Avenue and its environ.
- Praise for the expertise and compassion of the Woodley staff.





Design Proposal

05



Ground Floor Plan



First Floor Plan

External Circulation and Access.

The secure drop off zone is to the east of the building.

KS1 + 2 access their classrooms directly through their own external teaching space to the south of the building.

KS 3 travel under cover of canopy along the south of the courtyard then along the spine corridor on the ground floor.

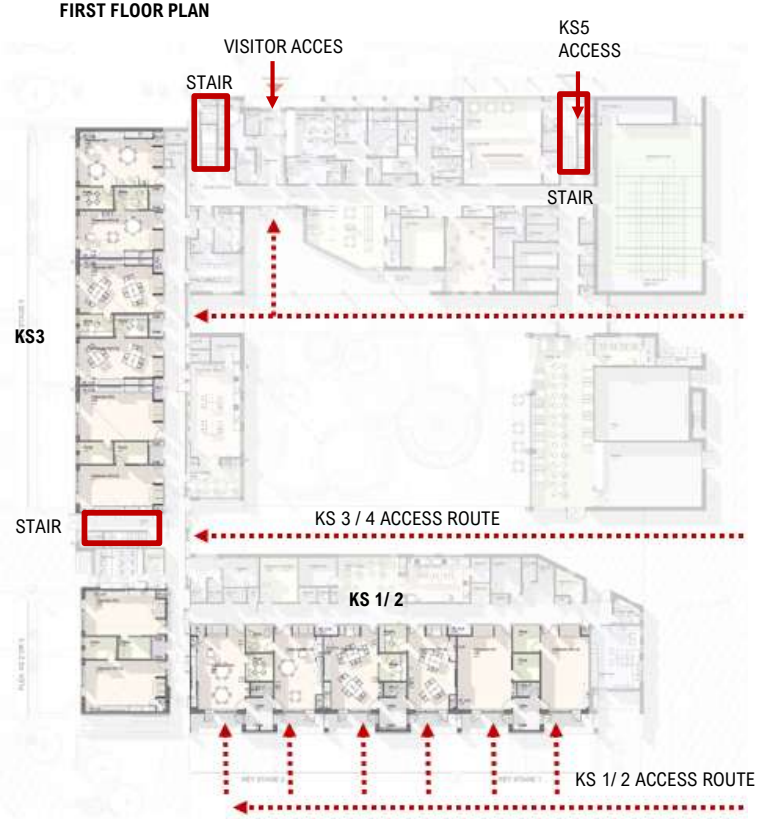
KS4 employ the same route but utilize the stairs at either end of the associated wing.

KS5 are taken from the drop off zone into the Post 16 garden north of the building. From there they access the building through the Post 16 independent entrance. There is a dedicated Post 16 stair which allows immediate access to classrooms on the upper level.

Visitor Access is located on the building's north façade and on axis with the pedestrian route through the carpark. The visitor's entrance is controlled via the general office immediately adjacent.



FIRST FLOOR PLAN



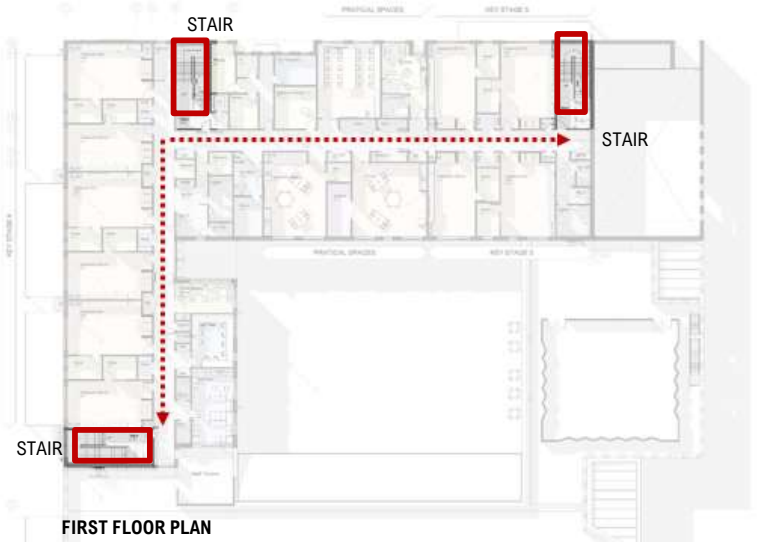
GROUND FLOOR PLAN

Internal Circulation

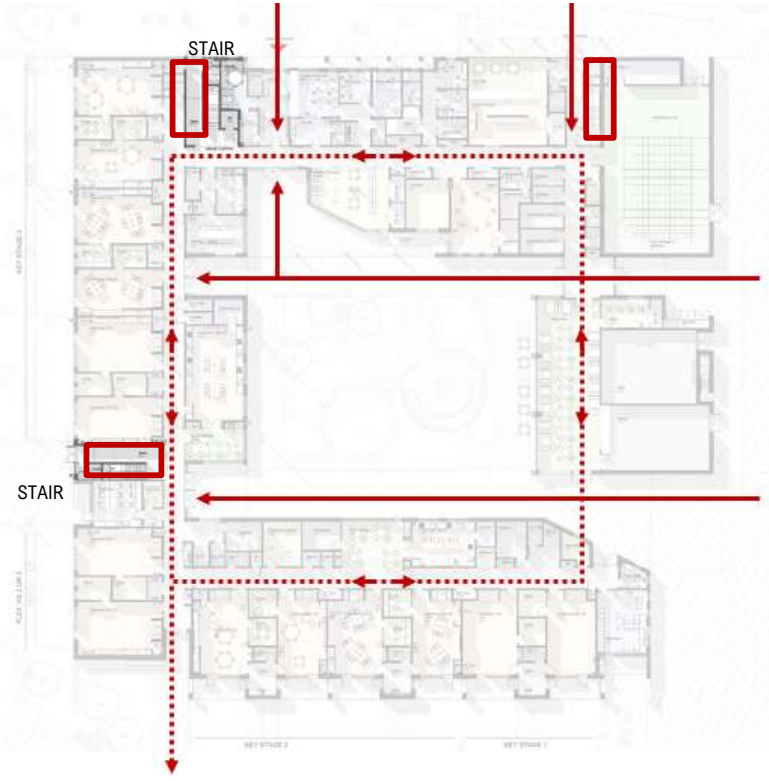
A simple internal circulation strategy is proposed.

On the ground floor, it is possible to move in one direction through the building and return to the same spot without doubling back. This was an emerging requirement from the client engagement meetings.
The majority of the circulation is internal. There is a small portion of external circulation between KS1/2 and the main dining space.

Vertical circulation is located logically at the end of each upper level wing and in the corner between the two.



FIRST FLOOR PLAN



GROUND FLOOR PLAN





Teaching wings are positioned to the south and west to avoid exposure to the overlooked eastern portion of the site.

The building plan form seeks to provide a continuous ribbon of classrooms to the east and south wings. The intention is to allow flexibility of designation. Key Stages will depend heavily on ability and not necessarily match conventional student age. The Key Stages will expand and contract to suit future need. A 'loose fit' is required.

Key Stage 1 and 2 are located within a single storey on the ground floor facing south. Ground floor teaching spaces have adjacent covered outside space dedicated to each classroom for external teaching.

Key stage 1 and 2 classrooms are accessed by students through the cloak space located on the south façade. students are able to directly access classrooms at the beginning of the day. The lobby in this location allows easy access to a toilet during break times and is a typical primary school configuration.

Classroom clusters for all key stages are deliberately similar to allow easy re-allocation to different year groups depending on need.

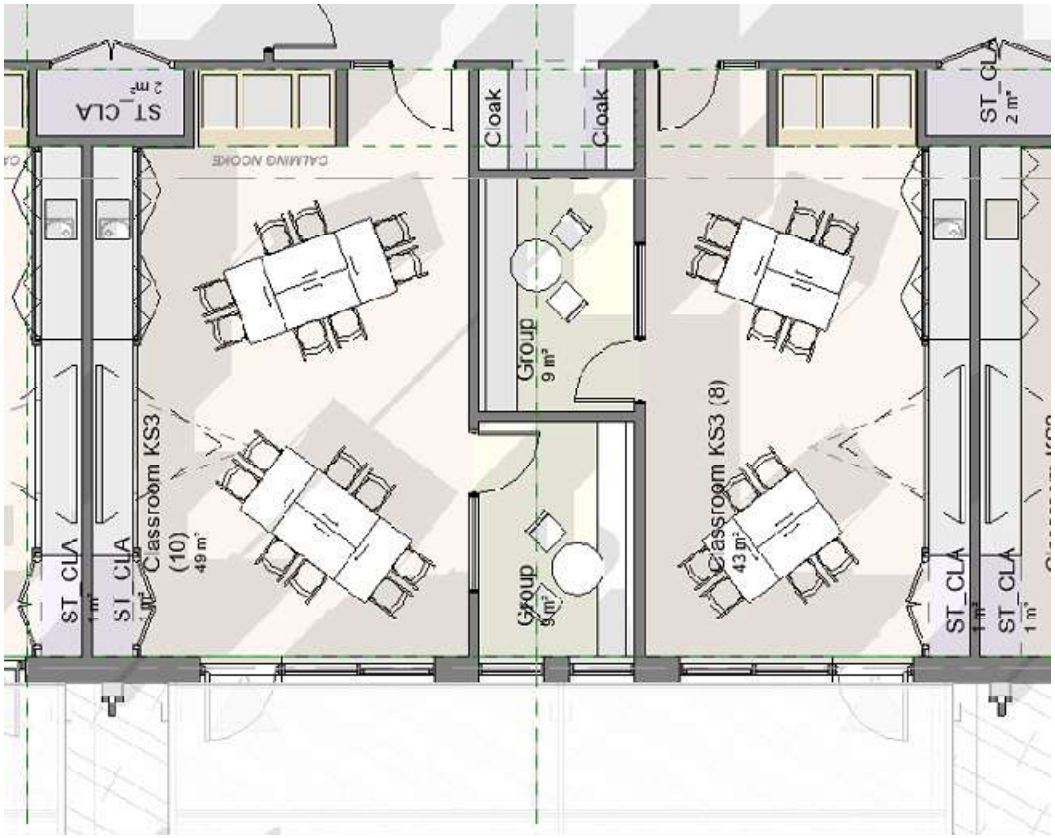
Typical configuration includes two group spaces between two differently sized classrooms. The larger classroom has capacity for ten students plus support teaching staff whilst the smaller can support eight.

There is one group space dedicated to each classroom. This allows flexibility and opportunity for teaching whilst also providing an option for removal of a child in crisis.

Calming nooks to the rear of classrooms are provided as an option for children who prefer a more contained space to inhabit.

A Teaching Wall includes the interactive whiteboard and integrated storage. This arrangement is preferred to limit visual clutter which can be distracting for children with Complex Autism.





KS3 and 4 are located on the west wing of the building. KS3 occupy the ground floor whilst Key stage 4 is positioned on the upper level.

KS3 can expand to occupy classrooms currently under KS2 designation should future need require it.

KS3 and 4 classroom clusters are very similar to KS 1 and 2 to allow flexibility of designation.

The notable difference is that the cloak space sits open to the corridor. This reflects the direction of access.

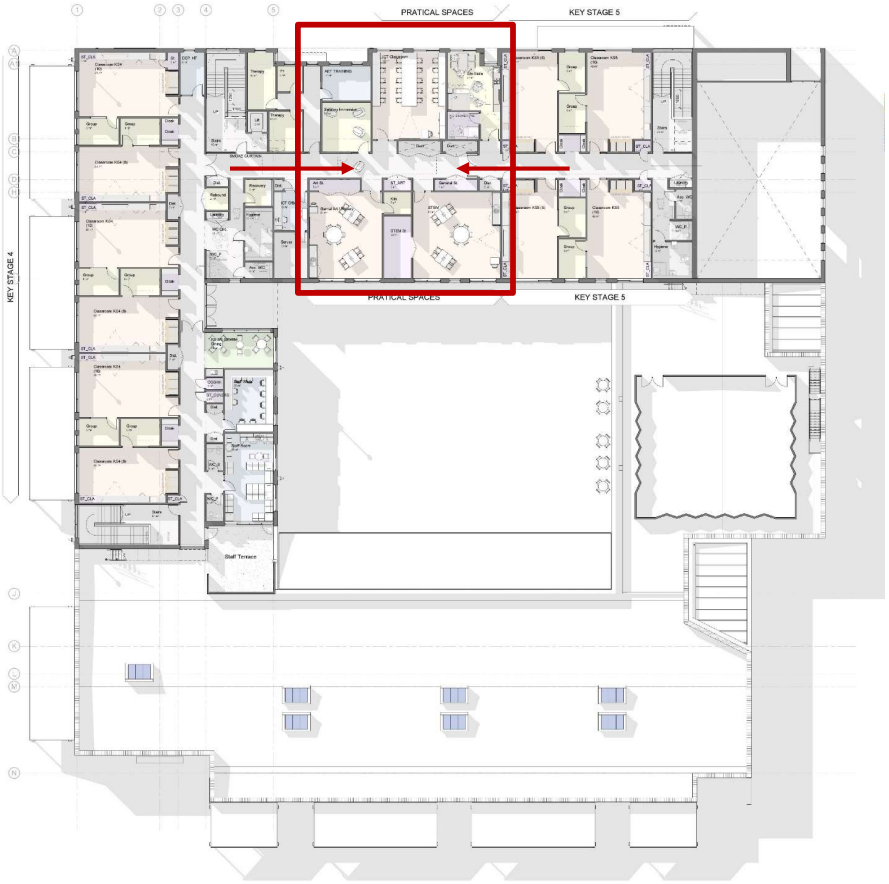


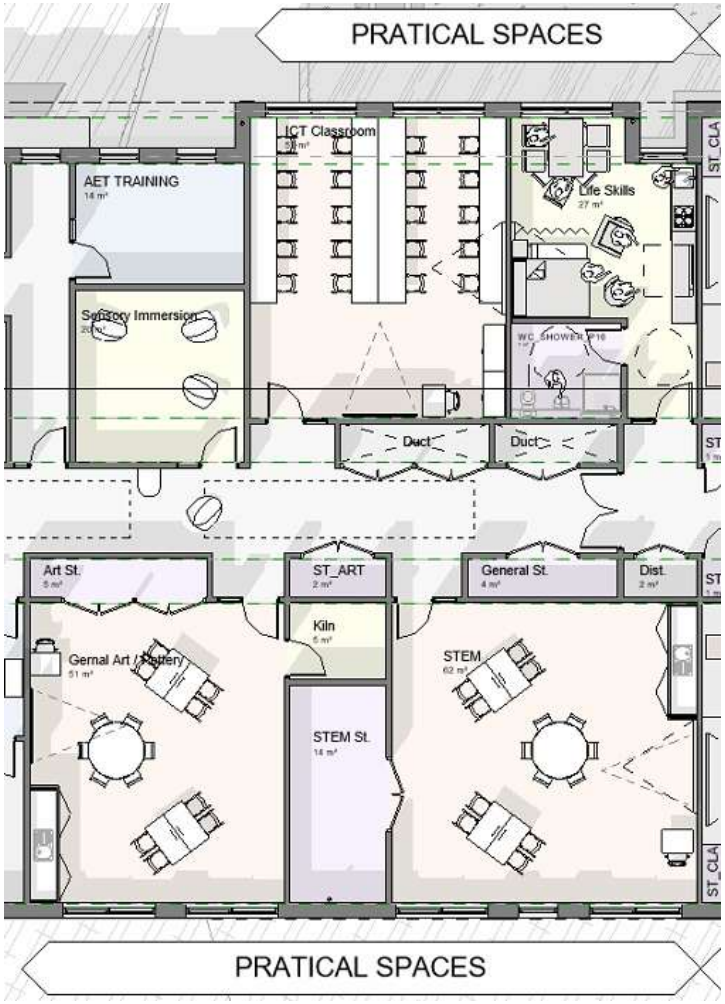


KS5 is located on north wing of the building and are positioned on the upper level with a designated stair immediately adjacent. The KS5 area includes toilets exclusively for KS5 use.

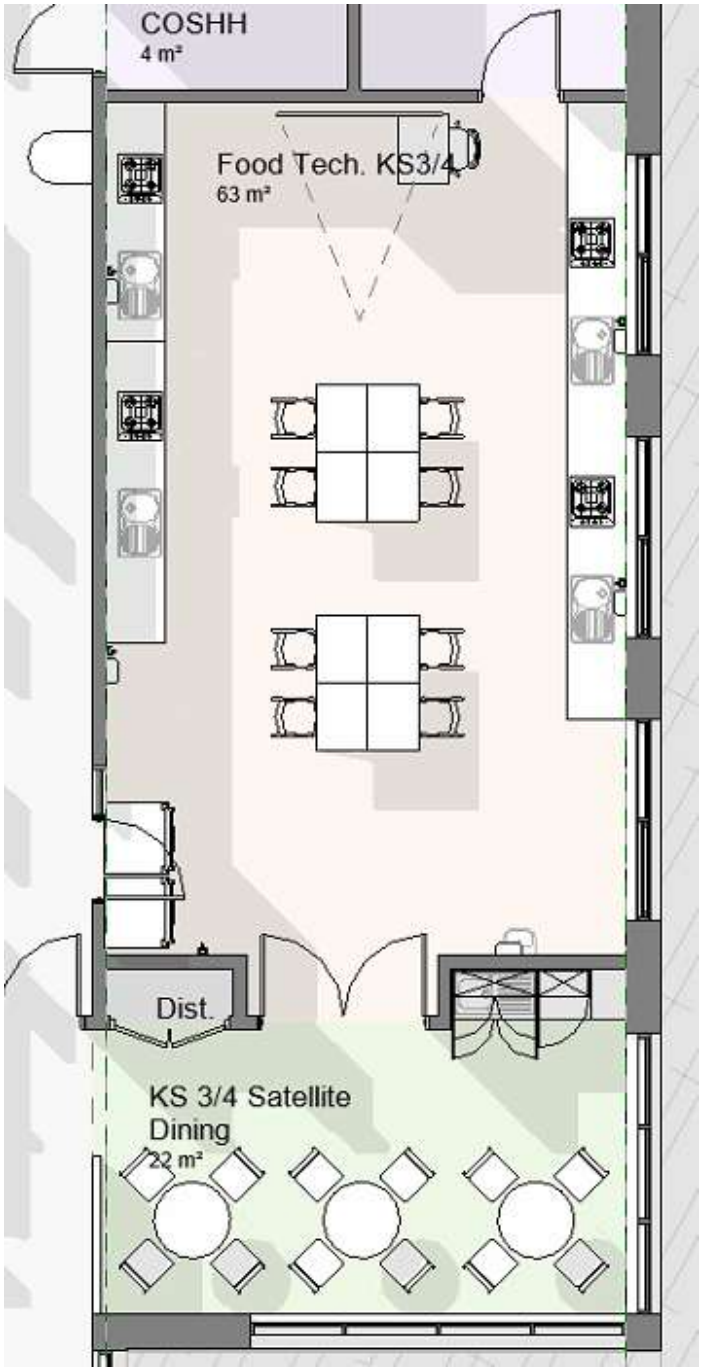
Classroom clusters are otherwise identical to the arrangements described under KS 1,2,3,and 4. This allows students to easily acclimatise to the new college environment through familiarity with the arrangement of their surroundings.

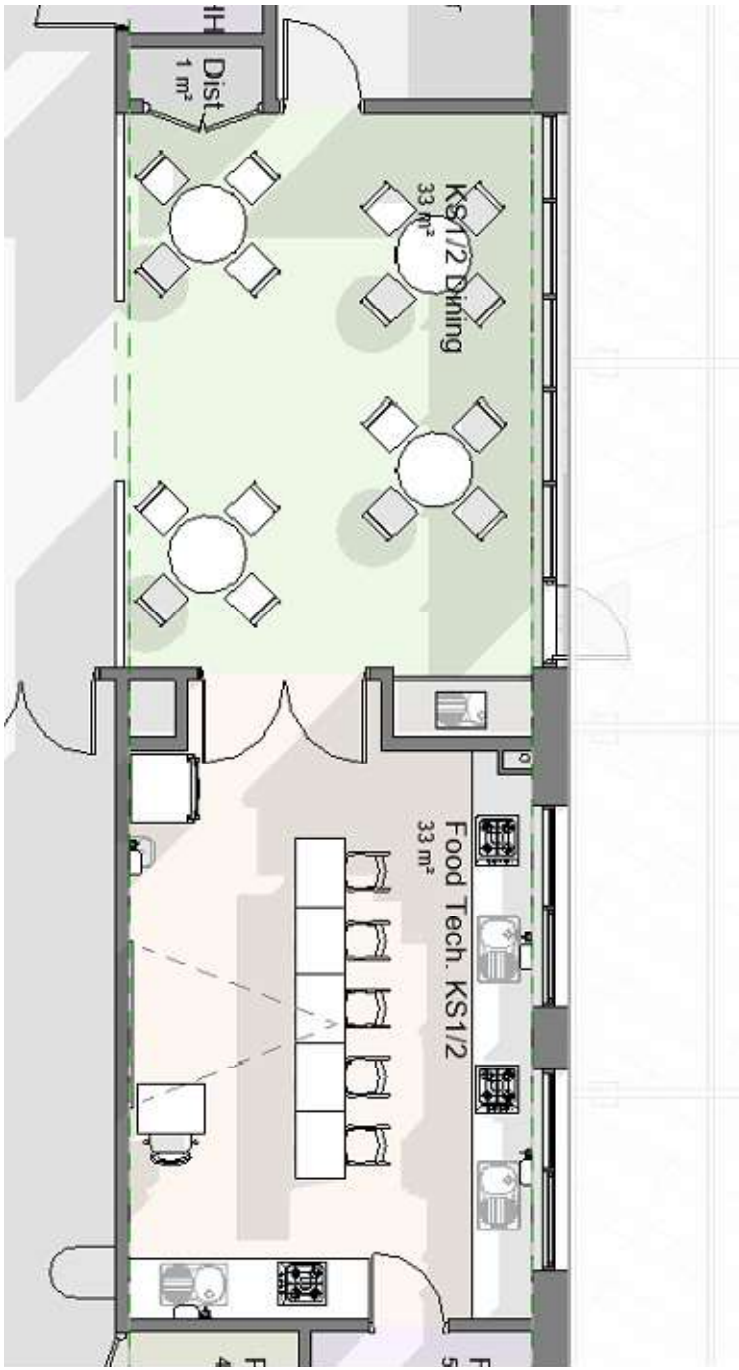
KS5 classrooms are deliberately separate to the rest of the school yet functionally connected. The independent identity of the college was a key driver but it was recognised that the college shares technical teaching spaces with the main school





Practical Teaching Spaces including ICT, Art and Design as well as STEM are located on the upper level between KS4 and KS5. In this way the spaces can be independently accessed. These spaces will, at times, be part of the P16 college and at other times used by the main school. This maintains the perceived independence of the Post 16 college.



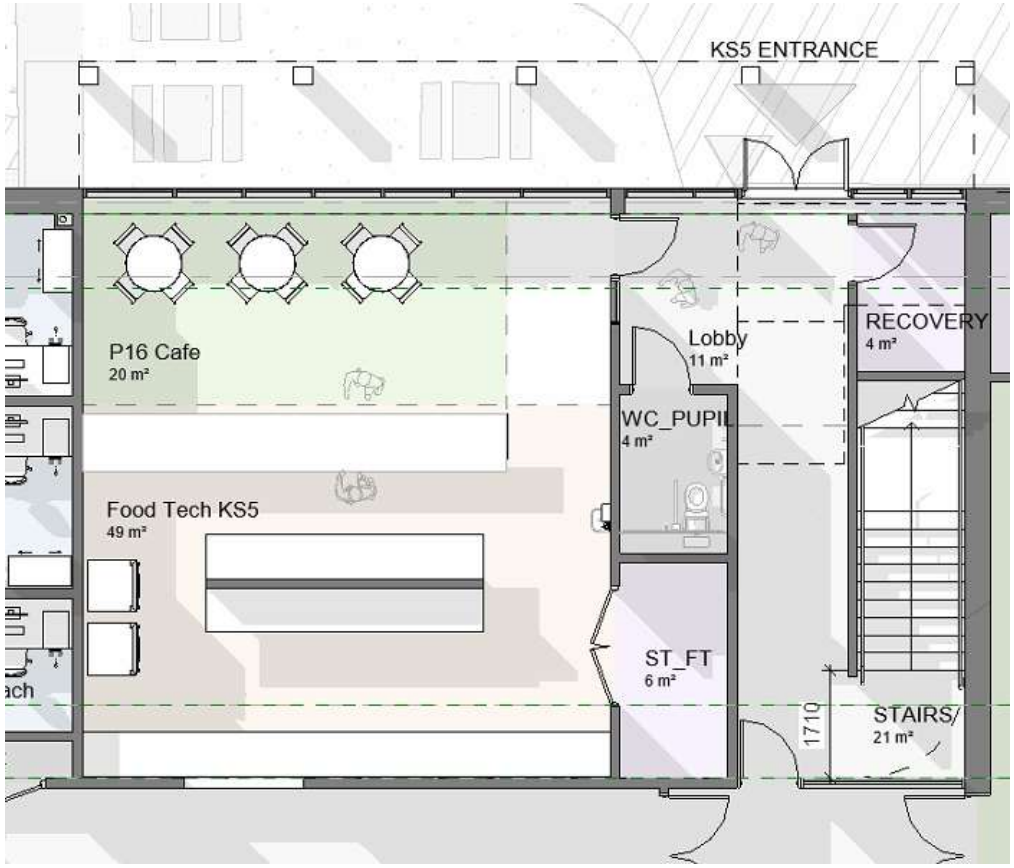


Small open plan satellite dining spaces were requested by the school. These create opportunities for students who may prefer to eat in a quieter spaces separate to the main dining hall.

A dining and food technology suite was developed to allow flexibility of use and enhanced teaching and life skills opportunities.

The food tech rooms are functional teaching spaces capable of opening up to the adjacent dining space. Food can be prepared and eaten in close proximity.





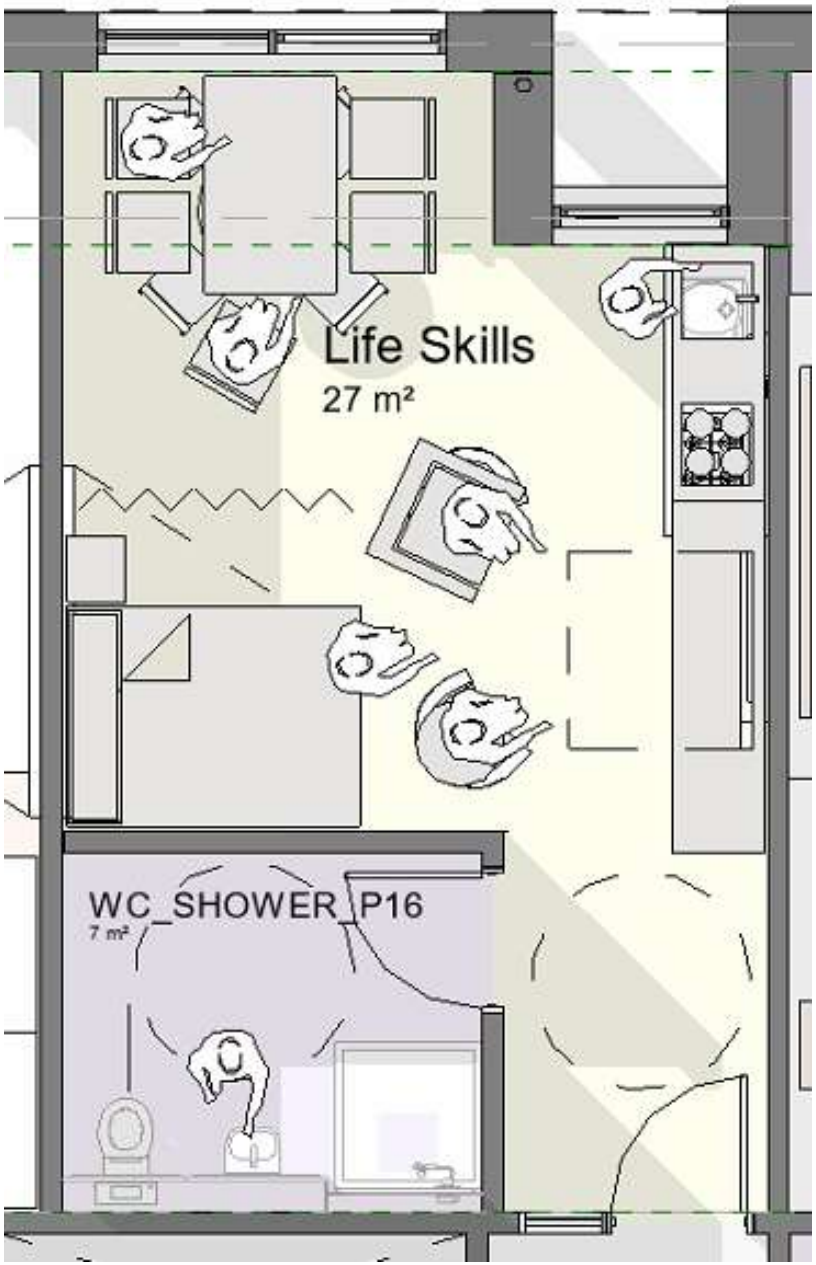
The Post 16 entrance is located on the north façade and accessed through the Post 16 garden. The entrance to the College is appropriately architecturally signalled by a covered canopy.

Adjacent to the entrance is a dedicated Post 16 stair which allows students immediate access to the upper level and their classrooms. The entrance comes complete with toilet and Recovery room.

The Post 16 Café is accessed directly from the entrance. The café includes an open plan kitchen / Food Technology Room. The Café will be used to practice life skills and café operation in preparation for real world experience.

The Post 16 Café also forms the P16 satellite dining / social space. It is intended that chairs and tables would spill onto the Post 16 garden and extend the café experience outside.





The Post 16 Life Skills Flat is located on the upper level next to the P16 / KS5 classrooms.

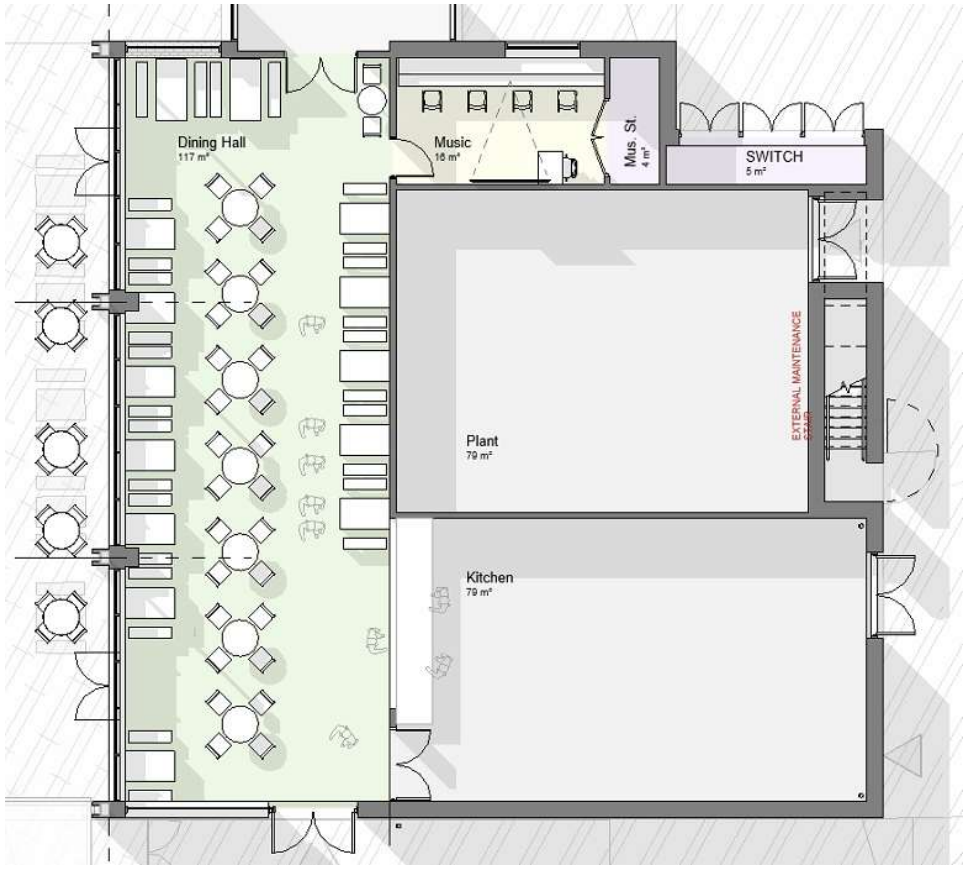
The flat is designed similarly to developer built micro-apartments. The layout is increasingly common in high density residential urban areas.

The accommodation includes a shower room with disabled access. The shower room can include a wet shower area with level access or a conventional shower tray as preferred.

There is room for a double bed against the wall or a peninsular single bed with access to three sides. A small space for a TV is allocated for realism.

There is a small kitchenette complete with hob and sink. There is also an attractive table space with views north over the Post 16 garden.





The Main Dining Hall is open plan and extends the full length of the eastern courtyard elevation. It contains space for 90 covers which allows full school dining in two sittings.

The dining experience extends to the courtyard with external tables accessed from the main space.

The dining hall is serviced via a servery area and kitchen. The plant room is twinned with the kitchen to allow technical efficiency and economy.

Both the kitchen and plant are serviced via the northern portion of the student drop off space. Refer to the landscape architects section for details on the operation of this key space.







Staff and Staff Work Rooms are distributed round the building to ensure easy access by associated staff. Their location minimises travel time and assists with passive surveillance.

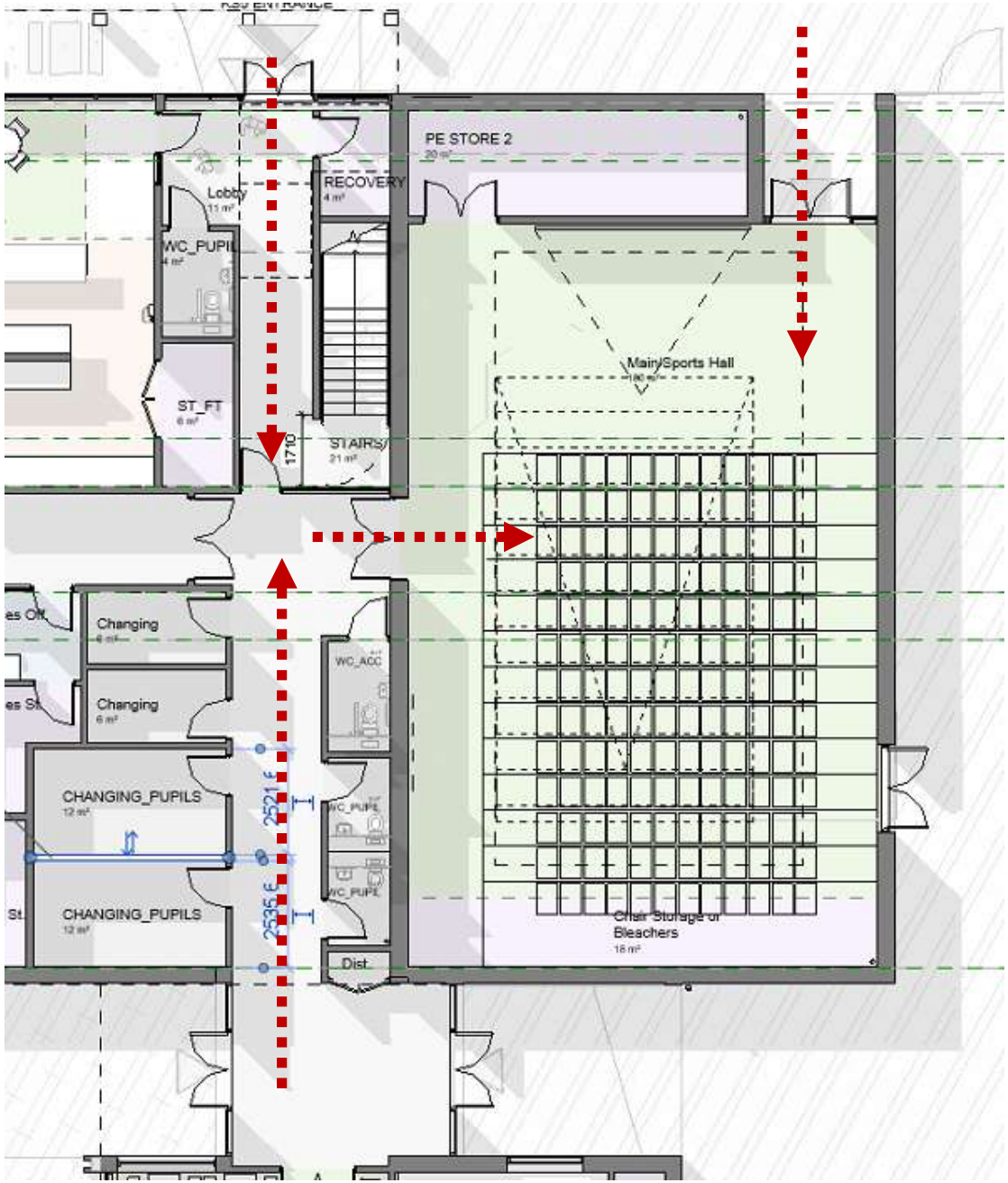
Administration is clustered on the northern wing. Notably there is a suite which includes the head teachers office, the bursar and the general office. The suite comes complete with kitchenette and toilet at the request of the school.

A visiting professional office and meeting / training room are located in proximity to the entrance.

The visitors entrance is accessed via the car park and is flanked on one side by the general office which acts as reception during the school day. On the other side a Parents Room and an Interview Room provide spaces for parent teacher consultations.

The Library space is envisioned as open plan and located close to the entrance. This adjacency promotes book use whilst conveying academic focus to visitors.





The Hall Space is located adjacent to the eastern drop off and on the end of the northern wing of the building.
It is accessible from the entrance but capable of independent access from a number of directions. The hall can hence be let as an independent space without compromising the security of the majority of the school.

Storage for PE and chairs has been indicated, although bleacher seating is preferred by the school. The choice will emerge as the cost plan evolves.

The dining space is located south of the main hall and it is envisaged this could be used as a foyer space for events.

Schedule of Accommodation.

REF:	NO.:	TYPE	NON BB104	AREA	NUMBER	TOTAL	CURRENT PLAN	
		GENERAL TEACHING						
		KS1 CLASSROOM - 10 PUPIL		49	1	49	49	includes recess calming niche
		KS1 CLASSROOM - 8 PUPIL		43	1	43	43	includes recess calming niche
		KS2 CLASSROOM - 10 PUPIL		49	3	147	147	includes recess calming niche
		KS2 CLASSROOM - 8 PUPIL		43	3	129	129	includes recess calming niche
		KS3 CLASSROOM - 10 PUPIL		49	3	147	147	includes recess calming niche
		KS3 CLASSROOM - 8 PUPIL		43	3	129	129	includes recess calming niche
		KS4 CLASSROOM - 10 PUPIL		49	3	147	147	includes recess calming niche
		KS4 CLASSROOM - 8 PUPIL		43	3	129	129	includes recess calming niche
		KS5 CLASSROOM - 10 PUPIL		49	2	98	98	includes recess calming niche
		KS5 CLASSROOM - 8 PUPIL		43	2	86	86	includes recess calming niche
		TOTAL CLASSROOMS			24	1104	1104	
		PRACTICAL SPACES						
		SCIENCE / SPACE LAB		52	0	0		
		GENERAL ART AND POTTERY ROOM		52	1	52	52	
		STEM CLASSROOM		62	1	62	62	
		FOOD TECHNOLOGY (KS1/2)		34	1	34	34	
		FOOD TECHNOLOGY (KS3/4)		62	1	62	62	
		FOOD TECHNOLOGY (KS5)		48	1	48	48	
		MOVEMENT/ DRAMA		40	1	40	40	
		MUSIC THERAPY		16	1	16	16	
		ICT RICH CLASSROOM		52	1	52	52	
		FOREST SCHOOL CLASSROOM		0	0	0		
		TOTAL PRACTICAL			8	366	366	
		TOTAL				1470	1470	

		LARGE SPACES						
		MAIN HALL / SPORTS HALL		180	1	180	180	
		DINING AND SOCIAL AREAS						
		DINING		117	1	117	117	
		P16 CAFÉ / SATELLITE DINING		20	1	20	20	
		KS SATELLITE DINING (KS 3/4)		20	1	20	20	
		KS SATELLITE DINING (KS 3/4)		20	1	20	20	
		KS SATELLITE DINING (KS 1/2)		32	1	32	32	Reduced as pupils smaller and physical ratio previously disadvantaged older pupils
		TOTAL				389	389	

		LEARNING RESOURCE AREAS						
		LEARNING RESOURCE						
		LEARNING RESOURCE CENTRE		46	1	46	46	
		SMALL GROUP ROOM		9	1	9	9	
		SMALL GROUP ROOM		9	1	9	9	
		SMALL GROUP ROOM		9	1	9	9	
		SMALL GROUP ROOM		9	1	9	8	KS1 / 2 area to fit
		SMALL GROUP ROOM		9	1	9	8	KS1 / 2 area to fit
		SMALL GROUP ROOM		9	1	9	8	KS1 / 2 area to fit
		SMALL GROUP ROOM		9	1	9	9	
		SMALL GROUP ROOM		9	1	9	9	
		SMALL GROUP ROOM		9	1	9	9	
		SMALL GROUP ROOM		9	1	9	9	
		SMALL GROUP ROOM		9	1	9	9	
		SMALL GROUP ROOM		9	1	9	9	
		SMALL GROUP ROOM		9	1	9	9	
		SMALL GROUP ROOM		9	1	9	9	
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		SMALL GROUP ROOM		9	1	9	9	
		SMALL GROUP ROOM		9	1	9	9	
		SMALL GROUP ROOM		9	1	9	9	
		SMALL GROUP ROOM		9	1	9	9	
		SMALL GROUP ROOM		9	1	9	9	
		SMALL GROUP ROOM		9	1	9	9	
		SMALL GROUP ROOM		9	1	9	9	
		LARGE GROUP ROOMS (GROUPS UP TO 6)		34	0	0		
		LIFE SKILLS ROOM (for 6 students)		36	1	36	34	
		CREATIVE ART						
		KILN ROOM		4	1	4	5	
		RECORDING ROOM		0	0	0		

		THERAPY SPACES						
		SOFT PLAY including BALL POOL		24	1	24	24	
		RECOVERY ROOM (KS1/2/3/4)		6	1	6	6	
		RECOVERY ROOM (KS1/2/3/4)		6	1	6	6	
		RECOVERY ROOM (KS1/2/3/4)		6	1	6	6	
		RECOVERY ROOM (KS1/2/3/4)		6	1	6	0	One no. recovery room missing from plan
		MEDICAL/ NURSE'S ROOM		15	0	0		
		THERAPY ROOM		13	1	13	12	
		THERAPY ROOM		11	1	11	12	
		SENSORY / IMMERSION ROOM		20	1	20	20	
		SENSORY / IMMERSION ROOM		20	1	20	19	
		REBOUND ROOM		4	1	4	4	
		REBOUND ROOM		4	1	4	4	
		OCCUPATIONAL THERAPY GYM		8	0	0		
		TOTAL				422	411	Missing accom to be added
		BB104			MAX	132	132	
					MAX	336	336	

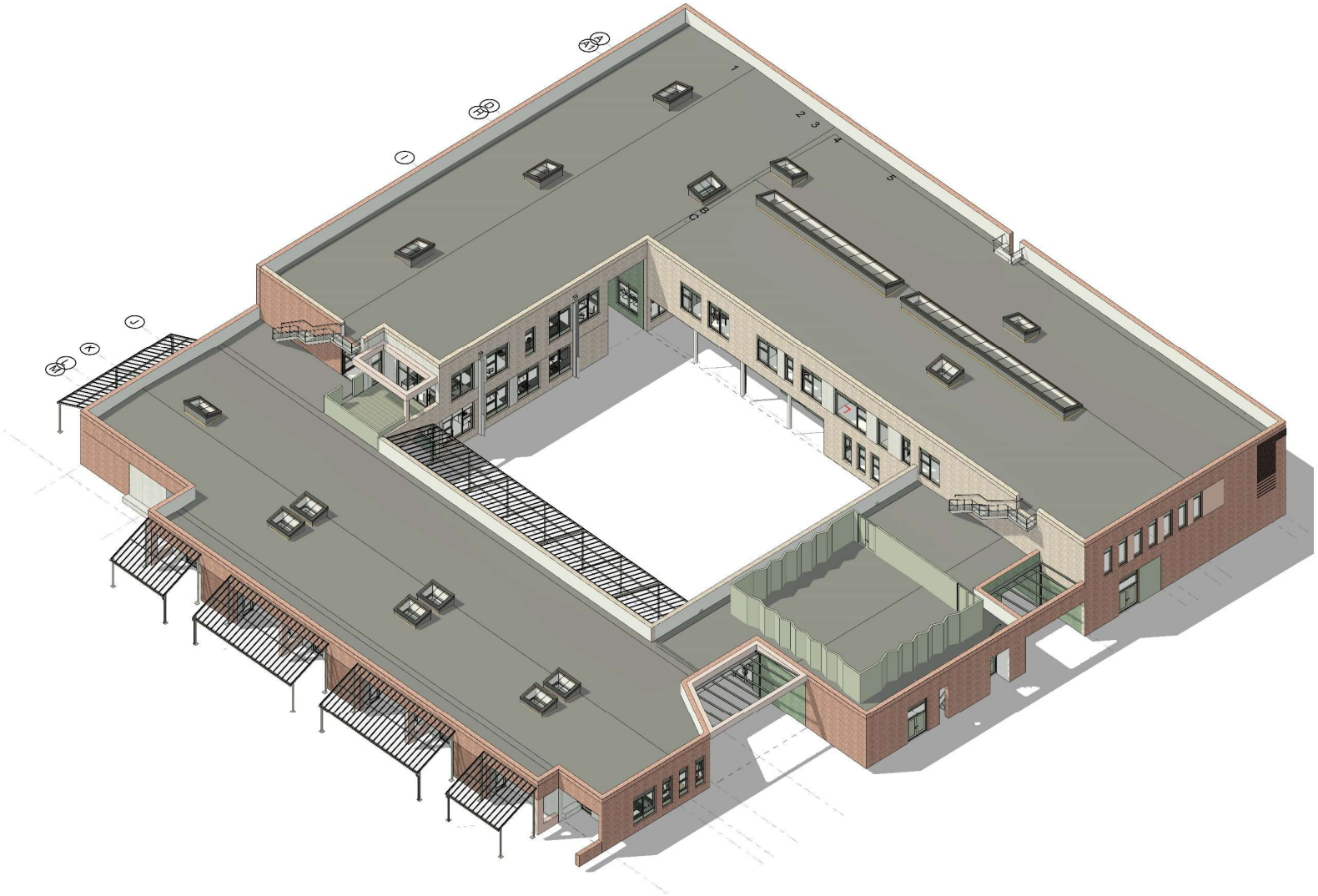
		STAFF AND ADMIN AREAS						
		ADMIN SUITE						
		STUDENT RECEPTION		4	1	4	0	No current separate proposals. Satellite dining space adjacent to KS 3 / 3 entry could be used for this resting purpose, as could the main dining hall close to drop off.
		RECEPTION		15	1	15	20	over area to suit space
		ADMIN OFFICE		25	1	25	25	
		PA BURSAR		12	1	12	11	
		HEADS OFFICE		15	1	15	16	
		DEPUTY HEAD OFFICE		7	1	7	6	
		DEPUTY HEAD OFFICE		7	1	7	8	
		SLT OFFICES (FOR 2)		9	1	9	9	
		SLT OFFICES (FOR 2)		9	1	9	9	
		BUSINESS MANAGER		7	1	7	7	
		PREMISES MANAGER		8	1	8	7	
		ICT MANAGERS OFFICE / WORK ROOM		10	1	10	10	
		MEETING/ TRAINING ROOM		24	1	24	24	
		VISITING PROFESSIONALS OFFICE/ ASSESSMENT		15	1	15	13	
		BOOKABLE OFFICE / INTERVIEW ROOM		7	1	7	7	
		BOOKABLE COACHING ROOM		7	1	7	7	
		TREATMENT/MEDICAL		15	0	0		
		STAFF ROOM		35	1	35	35	Reduced from 40m2 by space plan
		STAFF ROOM		35	1	35	35	Reduced from 40m2 by space plan
		STAFF WELFARE SPACE		0	0	0		
		STAFF WORK ROOM		25	1	25	25	Reduced from 30m2 by space plan
		STAFF WORK ROOM		25	1	25	25	Reduced from 30m2 by space plan
		INTERVIEW ROOM		7	0	0		
		SICK		15	1	15	12	
		PARENTS ROOM		15	1	15	12	
		REPROGRAPHICS		9	1	9	9	1m2 under area

		STORAGE AREAS						
		TEACHING STORAGE						
		STORE_CLASSROOM		3	1	3	3	Split with 1m2 accessed from classeroom and 2m2 accessed from corridor
		STORE_CLASSROOM		3	1	3	3	
		STORE_CLASSROOM		3	1	3	3	
		STORE_CLASSROOM		3	1	3	3	
		STORE_CLASSROOM		3	1	3	3	
		STORE_CLASSROOM		3	1	3	3	
		STORE_CLASSROOM		3	1	3	3	
		STORE_CLASSROOM		3	1	3	3	
		STORE_CLASSROOM		3	1	3	3	
		STORE_CLASSROOM		3	1	3	3	
		STORE_CLASSROOM		3	1	3	3	
		STORE_CLASSROOM		3	1	3	3	
		STORE_CLASSROOM		3	1	3	3	
		STORE_CLASSROOM		3	1	3	3	
		STORE_CLASSROOM		3	1	3	3	
		STORE_CLASSROOM		3	1	3	3	
		STORE_CLASSROOM		3	1	3	3	
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		STORE_CLASSROOM		3	1	3	3	
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		STORE_CLASSROOM		3	1	3	3	
		STORE_CLASSROOM		3	1	3	3	
		STORE_CLASSROOM		3	1	3	3	
		STORE_CLASSROOM		3	1	3	3	
		SCIENCE PREPARATION/ STORE		12	0	0		
		MUSIC STORE		4	1	4	4	
		DRAMA STORE		6	1	6	7	
		FOOD TECH STORE		8	1	8	8	
		FOOD TECH STORE		6	1	6	5	
		FOOD TECH STORE		6	1	6	6	
		ART STORE		6	1	6	5	1m2 under
		ART STORE		2	1	2	2	art storage split across two stores

		STEM STORE		15	1	15	14	
		HAIR AND BEAUTY		0	0	0		
		CONSTRUCTION		0	0	0		
		LIBRARY STORE		4	1	4	4	
		PE STORE		20	1	20	20	
		EXAM STORE		5	1	5	5	
		NON-TEACHING STORAGE						
		COATS & BAGS		2.5	12	30	30	
		FURNITURE STORE		12	0	0		
		EXTENDED/ COMMUNITY USE		0	0	0		
		VISITING PROFESSIONALS STORE		0	0	0		
		MEETING TRAINING ROOM STORE		0	0	0		
		CENTRAL RESOURCE		6	1	6	6	required allocation split across two stores
		CENTRAL RESOURCE		4	1	4	4	required allocation split across two stores
		PREMISES STORE		8	1	8	8	Reduced by 1m2
		CLEANERS STORE(S)		2	1	2	2	
		CLEANERS STORE(S)		2	1	2	2	
		CLEANERS STORE (LARGE)		4	1	4	4	
		COSHH STORE		2	1	2	2	
		COSHH STORE		2	1	2	2	4no. Stores consolidated to three and enlarged store provided
		COSHH STORE (LARGE)		4	1	4	4	
		GENERAL STORE		4	1	4	3	Split across two stores - 1m2 under area
		GENERAL STORE		4	1	4	4	
		HALL CHAIR STORE / BLEACHER ZONE		18	1	18	18	Added
		PE STORE EXTERNAL		8	0	0		Deleted from GIA but modular external store to be added to cost plan for external works.
		TOTAL				244	241	Reduced due to ext provision via modular
		BB104			MIN.	183	183	
					MAX	285	285	

		NON-NET AREA						
		KITCHEN						
		KITCHEN PREP		55	1	55	55	
		KITCHEN OFFICE / ADMIN		6	1	6	6	
		KITCHEN CHANGING / WC AREA		4	1	4	4	Not yet planned. Consildated area applied
		KITCHEN FOOD STORE		6	1	6	6	
		REFUSE STORE		6	1	6	6	
		KITCHEN COSHH		2	1	2	2	
		SANITARY AREAS						
		PUPIL_TOILETS (per ks)		12	5	60	60	
		STAFF_TOILETS		3	8	24	24	
		ACCESSIBLE_TOILETS		3.5	1	3.5	3.5	
		ACCESSIBLE_TOILETS		3.5	1	3.5	3.5	
		ACCESSIBLE_TOILETS		3.5	1	3.5	3.5	
		ACCESSIBLE_TOILETS		3.5	1	3.5	3.5	
		PUPIL_HYGIENE ROOM (KS1&2/K3&4/KS5)		12	1	12	12	
		PUPIL_HYGIENE ROOM (KS1&2/K3&4/KS5)		12	1	12	12	
		PUPIL_HYGIENE ROOM (KS1&2/K3&4/KS5)		12	1	12	12	
		LAUNDRY		4	1	4	2	Laundry cupboard has no internal circulation space and opens up fill width
		LAUNDRY		4	1	4	2	
		LAUNDRY		4	1	4	2	
		Kitchenette + WC - between PA and Headteacher		8	1	8	8	
		PUPIL CHANGING (HALL)		12	1	12	12	
		PUPIL CHANGING (HALL)		12	1	12	12	
		STAFF CHANGE		6	1	6	6	
		STAFF CHANGE		6	1	6	6	
		DRAFT LOBBY		10	1	10	8	2m2 under

		DRAFT LOBBY		10	1	10	8	2m2 under
		PLANT (distributed over both floors)		3.0%		80	79	
		SERVER ROOM		12.5	1	12.5	12	
		SERVER ROOM		12.5	1	12.5	12	
		SWITCH ROOM		5	1	5	5	
		DB BOARDS		1.5	15	22.5	23	Increase
		MANIFOLD CUPBOARDS		1	10	10	0	Requirement not yet identified
		CIRCULATION		31.0%		892	1037	
		PARTITIONS	%	3.0%		86	86	
		TOTAL				1,400	1,525	
		TOTAL GROSS INTERNAL FLOOR AREA				4,279	4,382	722
				-	MIN.	3,660	3,660	Plan Area over
					MAX	4,220	4,220	



Massing

The Gross Internal Area is **4382m2**

The building is 4m floor to floor.

Top of parapet from ground floor finished floor level would measure:
- 9.3m for 2 storey
- 5.1m for 1 storey.

The plan form is wrapped around an internal courtyard forming an external room.

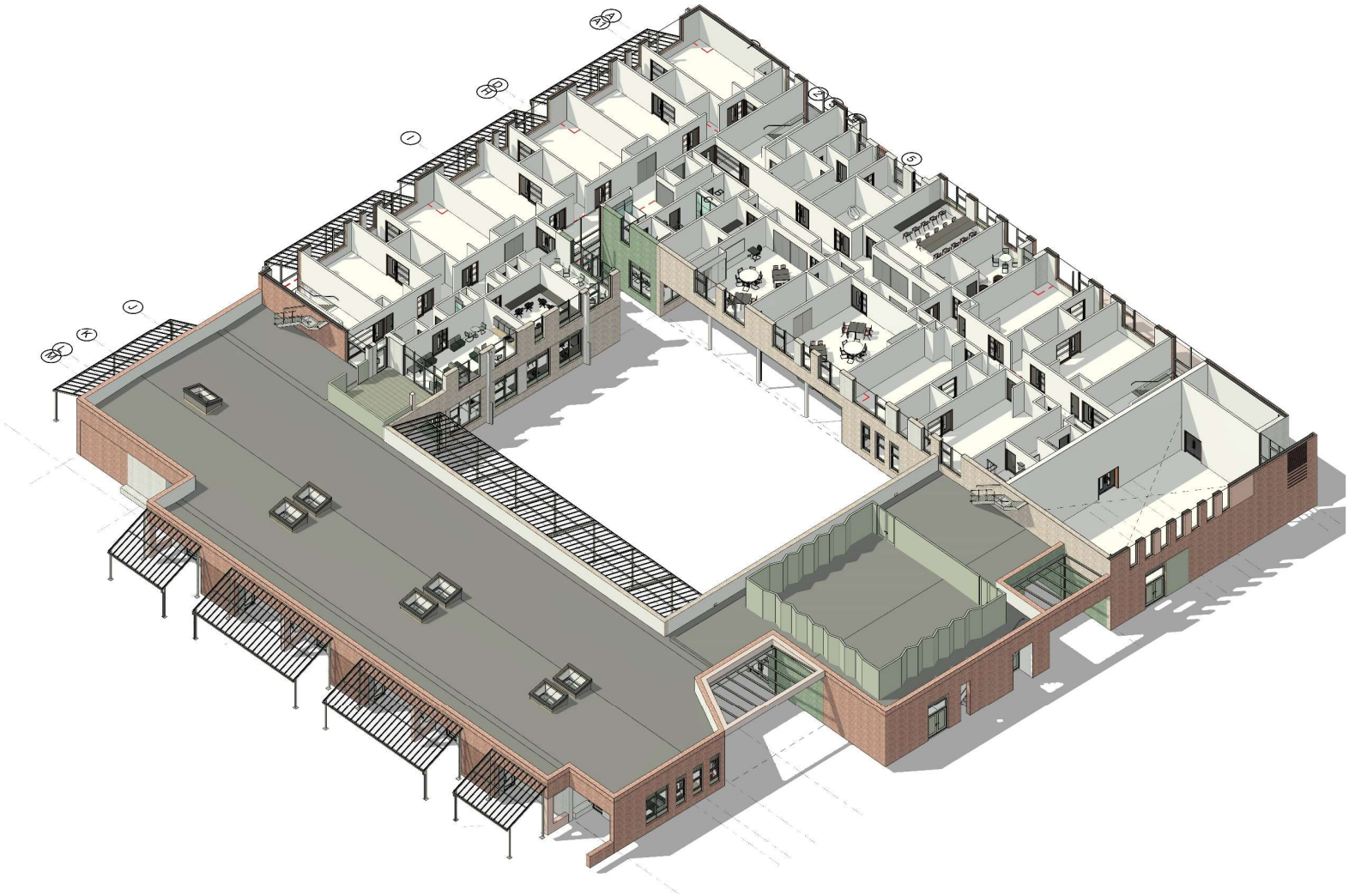
The courtyard is surrounded on two sides by two storey accommodation and single storey for the remaining two.

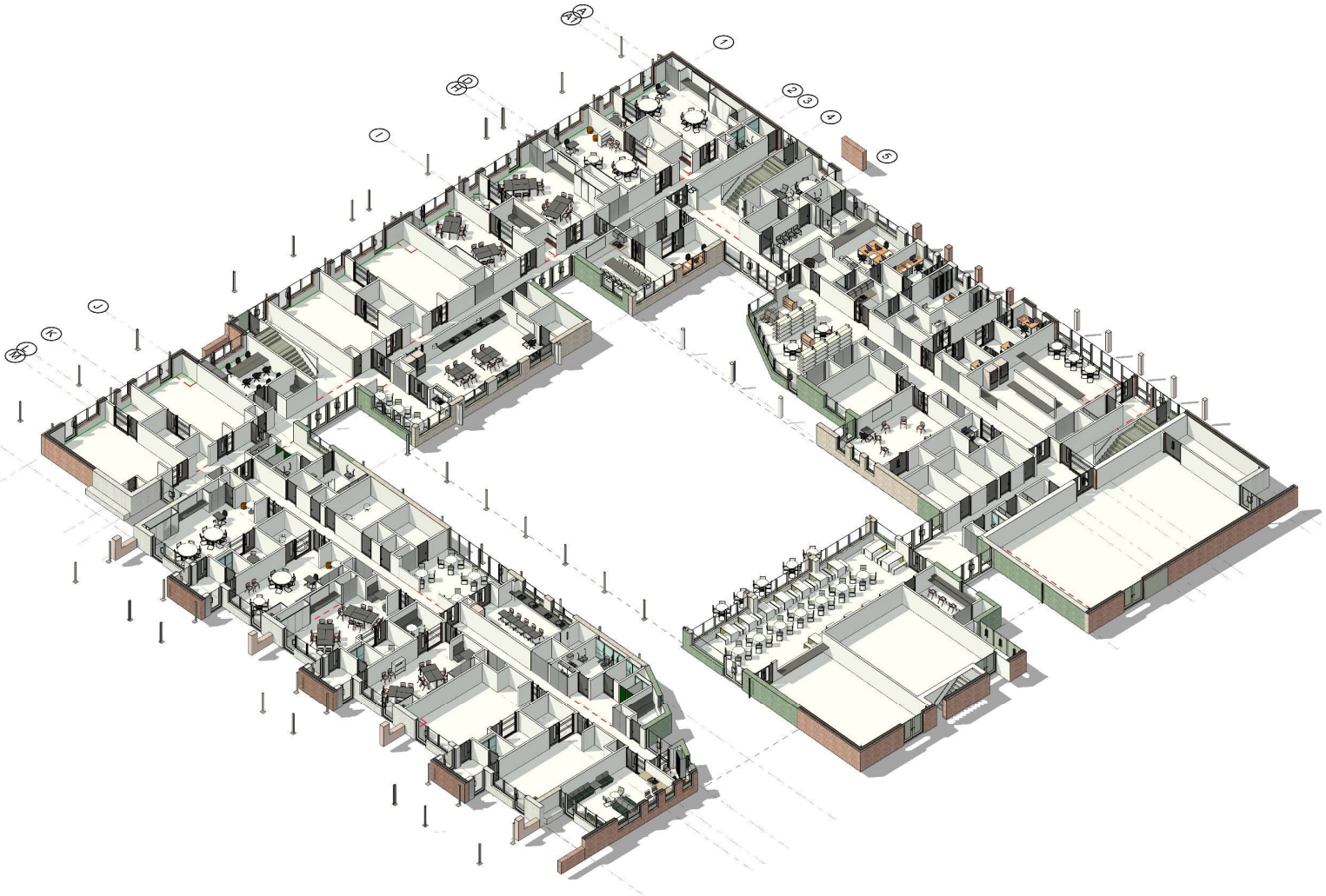
The courtyard is partially open to the western drop off

The building form is single storey to the south ensuring light penetration to the courtyard and avoid excessive over shadowing. This is intended to ensure the quality of the courtyard space.

The two storey building mass is located to the north and west. This allows the bulk of students to be located within the more private portions of the site.

The building has a flat roof to carry PVs to meet the on-site energy generation requirements of the brief. A continuous parapet ensures the PV array is hidden and at the same time ensures a safe working zone for operatives





A simple pallet minimising material types has been employed.

Children with complex autism can have an unpredictable emotional responses to colour and visual clutter.
Accordingly, facades are simple and homogenous.

External Walls (General) : Brick
student behaviour requires robust finishes and requires a secure building that reduces the opportunity for anti social behaviour.

In response to these challenges, brick has been selected.

Beyond durability, brick had further advantages:
- Brick is ubiquitously evident on site so the brick choice would allow material continuity.
- The material ages well over time.
- Requires little maintenance
- Retains connotations of quality.

External Walls (Courtyard): Light Brick
A light brick is proposed to maximise the reflectance of light within the courtyard space. The courtyard sanctuary space would have a material feel deliberately different from the main elevations.

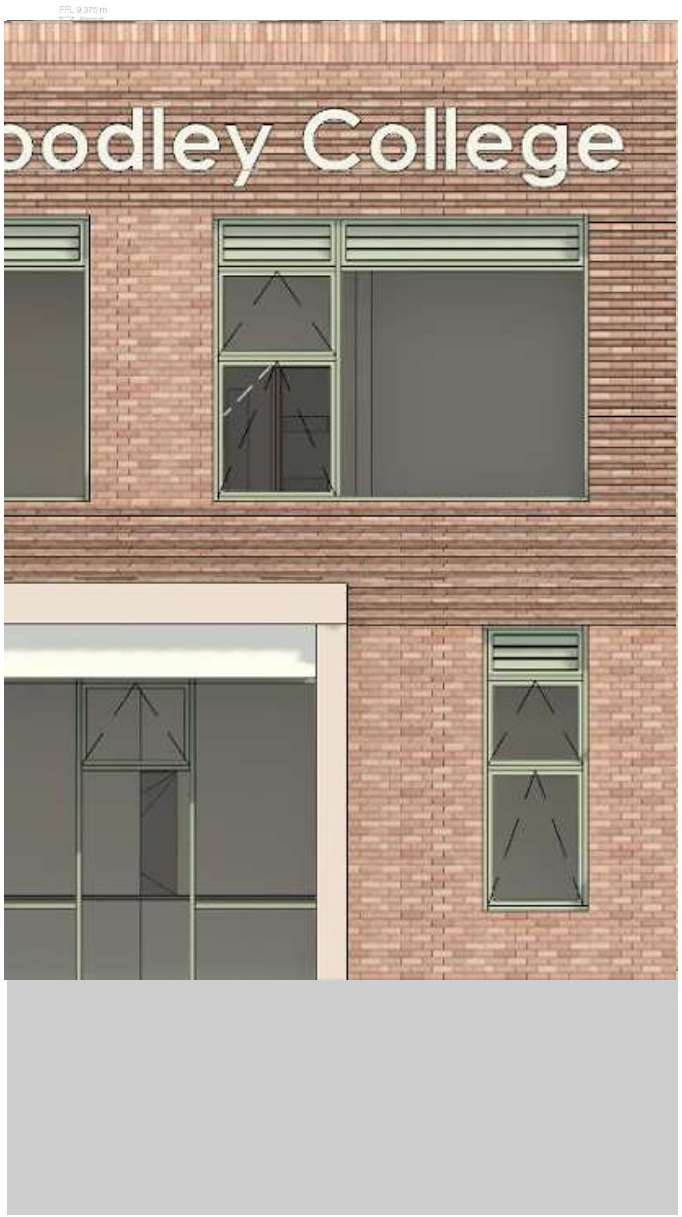
External Walls (Entrances): Light Brick
A light brick is proposed to highlight entrances and assist wayfinding.

External Walls (Features): Brick feature texture or Pattern Brick
Work is ongoing but it is recognised that key elements of the façade would benefit from playful highlight features.

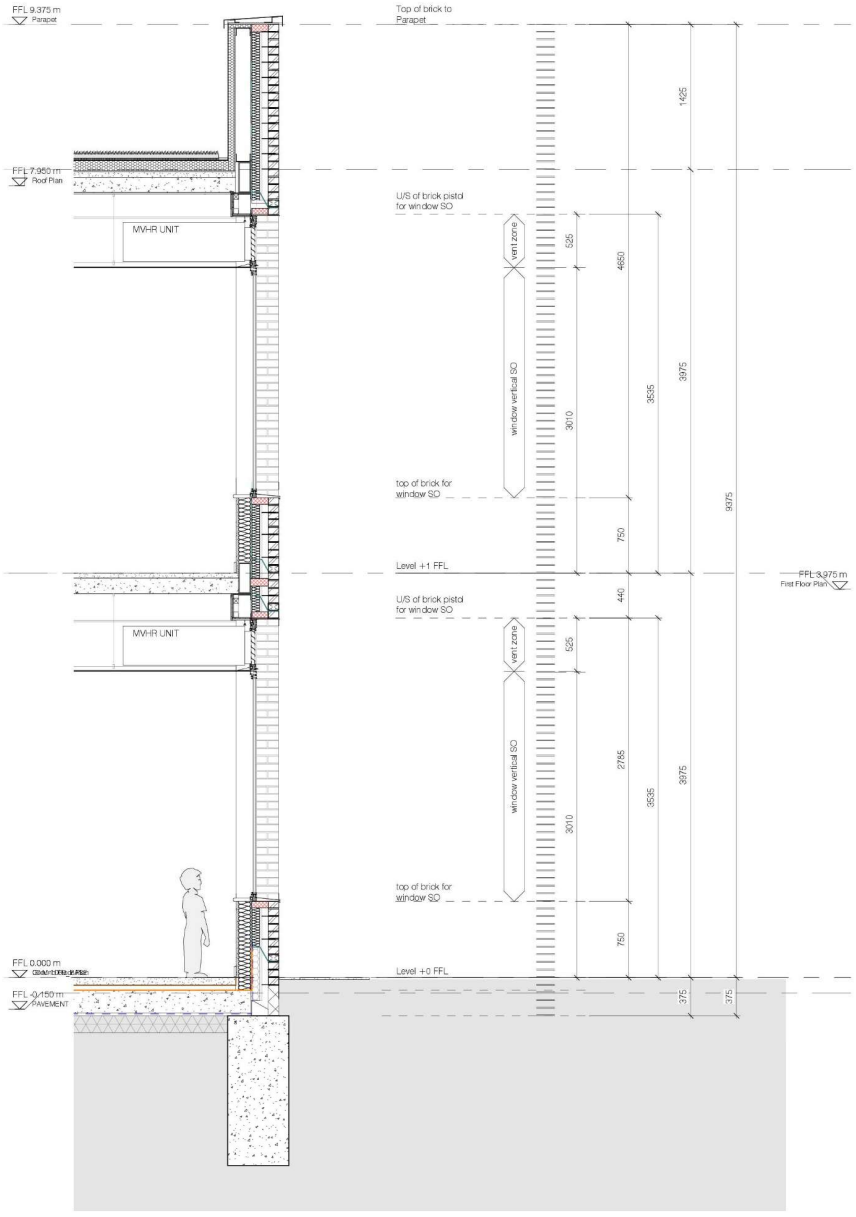
Windows: PPC Aluminium Framed
PPC Aluminium framed double or triple glazed.
Window design optimised to suit ventilation and daylighting technical standards.
Aluminium louvres to the upper portion of the windows accommodate MVHR units behind.

Roof:
Built-up reinforced bitumen membrane warm deck roof covering , concealed behind continuous 1100mm high parapet.

Canopies: PPC Aluminium
Glass or polycarbonate
PPC aluminium frame
Colour TBC



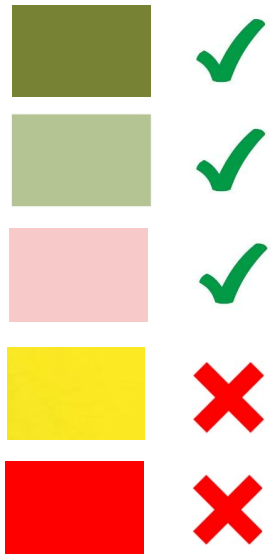
2 **ELEVATION - WEST - DETAIL**
1 : 25

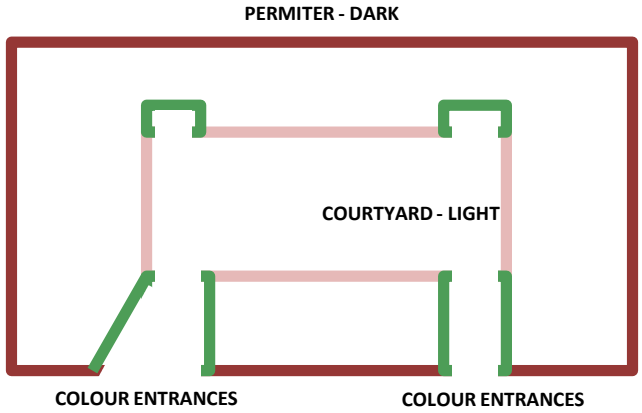


1 **SECTION EE_DETAIL**
1 : 25

Autism – Colour Response Research

Positive and Negative Colour Associations in Children





MATERIALS LOCATION – COLOUR CONCEPT





Coloured Render Accent



Glazed Coloured Brick

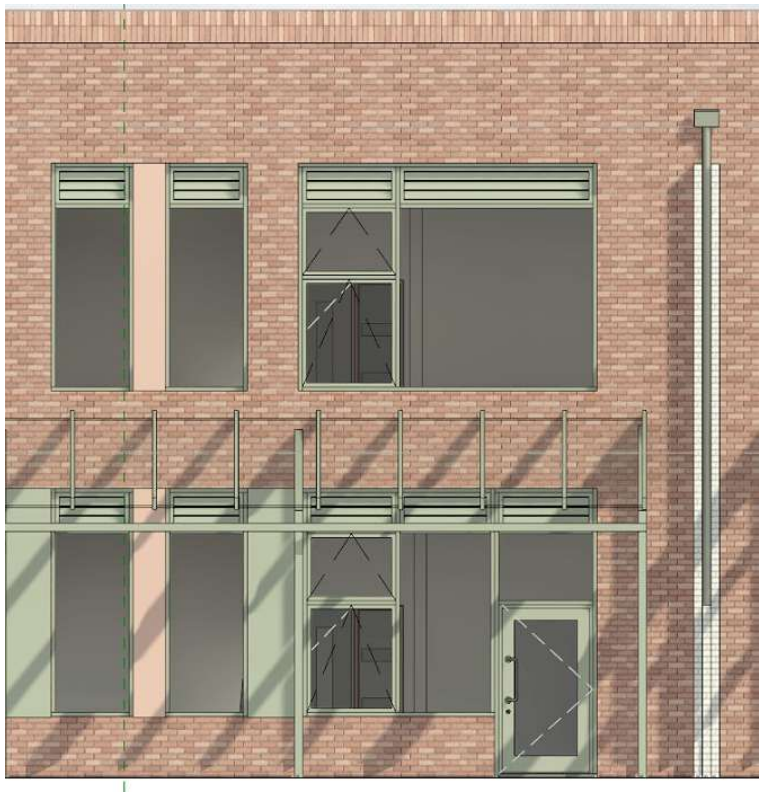


Buff Brick / Green PPC Windows

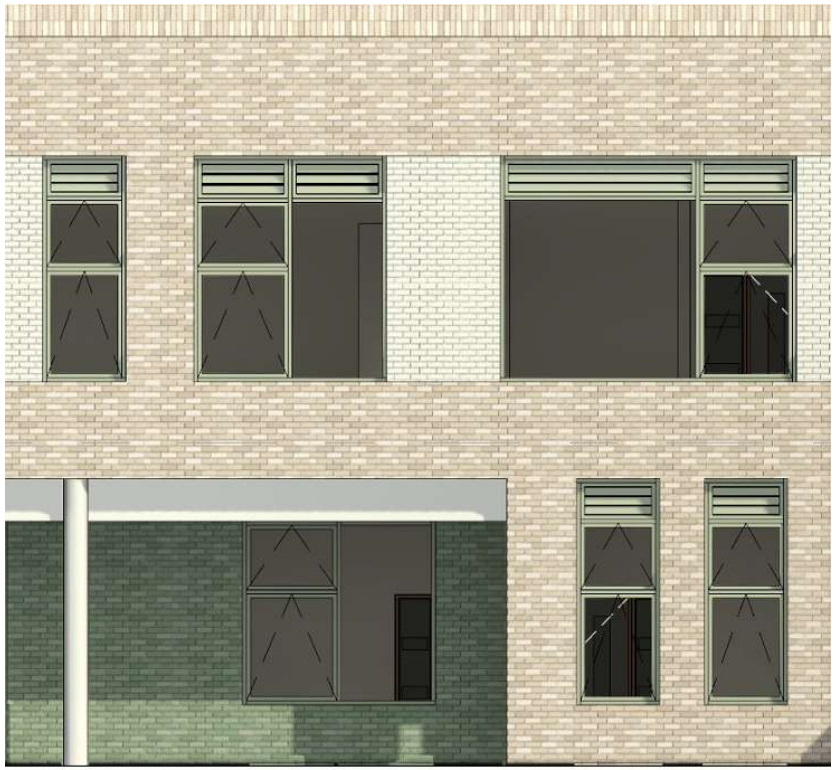


Red / Brown or 'Dark' Brick

MATERIALS : EXTERNAL ELEVATIONS AND COURTYARD: SIDE BY SIDE COMPARISON



WEST ELEVATION EXTRACT:
TYPICAL 'PERIMETER' ELEVATION



COURTYARD SOUTH ELEVATION EXTRACT:
TYPICAL COURTYARD ELEVATION

MATERIALS



Coloured Render Accent



Glazed Coloured Brick



Buff Brick / Green PPC Windows



Red / Brown or 'Dark' Brick



1 **East Elevation**
1 : 100



2 **South Elevation**



3 **West Elevation**
1 : 100



4 **North Elevation**
1 : 100



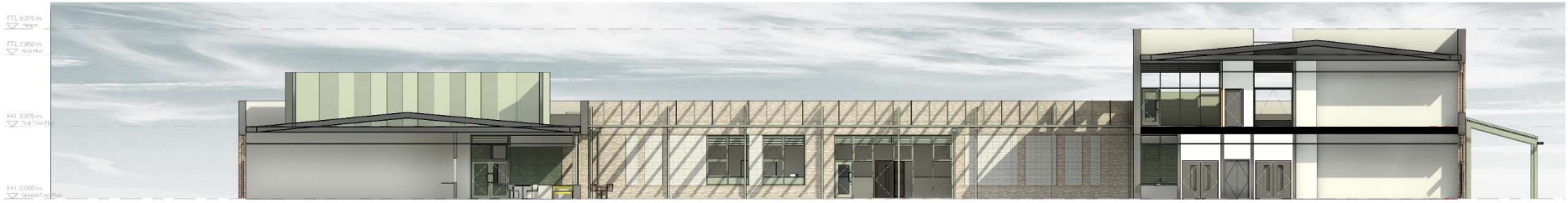
1 East Courtyard Elevation
1 : 100



2 South Courtyard Elevation
1 : 100



3 West Courtyard Elevation
1 : 100



4 North Courtyard Elevation
1 : 100


Woodley School and College



















Landscape

The landscape concept for new school has been developed in close liaison with Kirklees Council, the school, together with arboricultural and engineering advice.

For full details refer to Landscape Statement
2315-ALA-ZZ-XX-RP-L-0004



Access Strategy

06

Inclusive Design Principles

The school desires the provision to be as inclusive as possible, allowing students, staff and visitors to access and enjoy all the facilities. As such, inclusive design principles have been embedded into the brief and the design focuses on access being independent, safe and fully integrated.
However, no development can be fully accessible to everyone as each person's needs are different and many needs conflict. The resultant design reflects the student's specific Complex Autism needs and was agreed during the client engagement consultation process. Furthermore, it follows good practice guidance documents such as AD.M, BS 8300 and Building Bulletin 102.

The facility is designed to satisfy the Building Regulations AD. Part M, to provide an accessible environment for all users. Specific measures include:

- **Level Access to Main Entrance**: The main entrance of the school at ground level, providing easy access from the site boundary.
- **Disabled Parking Spaces:** There are 8 designated disabled parking spaces near the main entrance to facilitate convenient access to the building.
- **Single-Level Ground Floor:** All ground floor accommodations are situated on a single level, eliminating the need for ramps and ensuring ease of movement.
- **Lift Access:** A lift is available for access to the first floor, ensuring inclusivity for everyone.
- **Accessible WC's and Hygiene Suites:** Accessible washroom facilities are provided across both the ground and first floors to accommodate varying needs.
- **Outdoor Area Access:** All classrooms and circulation spaces will provide level access to outdoor areas, enhancing inclusivity.

Our design philosophy has centred around creating an environment that is inclusive, safe, and flexible, ensuring that individuals with diverse needs can navigate and utilise the facilities effectively and comfortably. The layout and design have been meticulously developed in collaboration with various stakeholders, including the school itself, further discussions will take place at the next stage to address the following specific considerations.

- Access control and operation
- Finishes and decoration and the Use of colour and contrast
- Acoustics and induction loops
- Way-finding and signage

Access and Circulation

Main entrances:
The majority of students will be transported to and from site by vehicle, in a controlled managed arrangement through the dedicated external drop off space. Dedicated drop of space for each minibus allows the safe and simultaneous egress of students after all engines have been switched off. Once students are safely behind secure gates min buses will start engines and vacate the drop of space. The main student entrance is from drop off through to the courtyard.

A visitor's entrance is located on the prominent north façade adjacent to the visitor's car park.

External Access:
The existing site contours and levels have been manipulated to provide a predominantly even topography, devoid of any surfaces designated as inclined planes or ramps for the majority of the site. Level access to all points of internal entry has been achieved.
Gradual external level change provides the approach to the Forest School area and ensures access for all users.

Internal Access
Special attention to the internal access strategy is required for all SEND schools. Level access is a pre-requisite whilst selected internal doors will be access controlled to control the movement of students. The circulation has been designed to be simple and legible. In line with the preferences of Complex Autism students, the doughnut plan form allows continuous travel in one direction without students returning back down the same length of corridor.

Internal Facilities:
The school will be attended by predominantly able-bodied Complex Autism students: nevertheless, every Key Stage has access to a disabled toilet within a short distance.
These form part of a Hygiene Suite which includes a Hygiene Room with shower and associated laundry facilities.

The design of the building strictly adheres to the guidelines set out in Approved Document Part B, specifically in compliance with the 2019 edition of AD B (fire safety) volume 2, encompassing the amendments introduced in 2020 and 2022. Furthermore, the design also aligns with the stipulations outlined in Building Bulletin 100, addressing fire safety considerations within educational institutions.

The GA plans and layouts contained in the supporting documents illustrate the proposed locations of disabled refuges within protected enclosures. In accordance with the standards prescribed by the Department for Education (DfE), each of these refuge areas will be equipped with a designated call point, interfacing with the disabled refuge call panel situated in the main entrance lobby.

The building's various emergency exit points have been positioned to discharge onto paved areas. These paved pathways guide individuals through safe evacuation routes to fire muster points.

A continuous one way fire fighting route facilitates fire-fighting appliance access to 100% of the building perimeter.



Planning Policy Overview

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National Planning Policy Framework (NPPF) (December 2023)
Chapter 12 of the NPPF seeks to achieve well-designed and beautiful places.
Kirklees Local Plan Policies LP1, LP2 and significantly **LP24** all also seek to achieve good quality.

Kirklees Council's procurement process seeks to embed quality from the outset with the appointment of an architect led project team. Similarly Kirklees Council has required detail design / construction information at pre-planning stage to ensure the planning proposals are achievable and buildable within the cost plan. At the next stage the form of construction contract will ring fence the quality expected.

The design has developed through extensive and rigorous engagement with the New Woodley staff. Based on their considerable experience with Complex Autism, the building and landscape design concretises their preferences and ambitions. During this process the design team's role could be seen as 'enabler'.

Massing and Context:
The new school block is proposed within the centre of the site, with car parking to the north, outdoor learning areas to the east and west and MUGAs to the south. The proposed building footprint is similarly located but smaller than previous with the distance to neighbouring properties increased. The height is smaller than previously evidenced with two storeys proposed. The school will have a flat roof to carry a photovoltaic array. This strategy is common for school design and assists in meeting Kirklees Council's environmental aspirations.

The centre piece of the design is a tranquil planted courtyard. It provides an external room of distinct quality and functionally allows daylight deep into the building plan.
Internal and external spaces comply with the standards of the Building Bulletins ensuring high quality successful teaching spaces are achieved. Daylighting, lighting, heating and cooling have been optimised through coordinated design to ensure compliance and optimal results for students with Complex Autism.

Canopies and recesses providing shade and shelter. They provide an extension of teaching opportunities beyond the building and into the landscape whilst simultaneously ensuring all-year use of immediate external space.

Materials:
Brick is predominantly proposed which is both appropriate for context: it matches the previous building and provides a quality finish for the new school. Additionally brick is robust and proven to weather well over time. Quality of appearance is thus ensured in the long term.
Material choice and colour palette are aligned with research into the Complex Autism colour response.

NPPF continued -
Safety:
Safety of staff and students has been a key consideration.
- Safe and separate vehicular and pedestrian movement was adopted.
- Internal and external passive supervision
- Risk spaces provided with two options for escape should a student be in crisis and acting violently.

Policy LP21 (Highways and Access)

Sustainable:
student journeys would be predominantly by minibus where a number of students would share a single vehicle.

Traffic Flow: External to the site:
Although Almondbury High School has been vacant for a number of years the proposals at New Woodley seek to re-instate site use for school purposes. Given the school's SEN function and low student numbers journey generation is anticipated to be considerably lower than for previous high school use. Vehicles would enter the site via the single existing entrance at the beginning and end of the school day. 100% drop off provision for all student mini-buses ensures that no vehicles will be required to queue. 'Backing' up would hence be eliminated.

Traffic Flow Internal to the site
A dedicated student drop off space within a secure area of the site ensures the efficient and rapid deployment of students. Vehicles would not be permitted to move during student egress and is in line with emerging best practice.

Policy LP22 (Parking)
The unique nature of the school requires considerable provision of parking for car and min-bus drop off.
The specialist SEND school supports a wide catchment area and staff are similarly specialist: the latter requires travel from a considerable distance. As such existing public transport provision will not be sufficient. In response, a carefully crafted drop off area for students has been created and has already been described above. Staff parking provision has been calculated to match the New Woodley staff requirement predictions and anticipated staff catchment range. Refer also to the Transport Statement accompanying this application.

Policy LP32 (Landscape)
Refer to Landscape Architects separate Design and Access Statement

Policy LP33 (Trees)
Refer to Landscape Architects separate Design and Access Statement



Crime Prevention Statement

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Crime Prevention Statement.

As part of the design development, the following secure by design principles have been incorporated into the design:

- 2.4m high boundary fences to create a secure external playing area and second line of defence to the school building.
- Open views from staff areas looking over the approach to the building, including pedestrian entrances, parking and cycle storage
- Access controlled pedestrian entrances into the site

CCTV

Strategically Placed CCTV for Deterrence, Detection, and Building Premises Management

Perimeter Surveillance:
To enhance security and deter potential offenders, it is recommended to establish a comprehensive CCTV system covering critical areas such as the main entrance, car park, cycle shelters, and fire escape doors. The system should enable remote monitoring from the school office/reception. This strategic deployment of CCTV internally will not only serve as a crime deterrent but also provide the capability for the school to detect and manage incidents effectively.

Key Specifications:
Any CCTV system implemented must adhere to the following specifications:

- Deliver digital quality colour 4K images capable with audio.
- Maintain continuous operation, recording, and monitoring.
- Ensure that recorded footage meets the quality standards required for admissibility in court.
- Retain copies of recordings for a minimum of 30 days, with timely accessibility to any responsible authority within a 48-hour request.
- Accurately display the time and date of the recording.
- Comply with the CCTV Code of Practice as outlined by the Information Commissioner's Office (ICO). Detailed guidelines can be found at https://ico.org.uk/.
- Installation by an appointed NSI certified specialist contractor
- Supplied & Installed in accordance with NACOSS Codes of practice, BS 4737 Intruder Alarm systems, BS EN 50 131 Alarm Systems Intrusion Systems, BS EN 50133 and DD243 & NSI NACP Codes of Practice

The strategic deployment of CCTV, aligned with the specified criteria, will substantially contribute to the safety and security of the premises

Access Control

- The site perimeter is bounded by fencing with a gated pedestrian entrance and a gated vehicular entrance. This first gate would remain open during school hours but affords access to the carpark areas only.
- A second secure line is defined by additional fencing and the building itself.
- Every classroom will come equipped with access control complete with electronic card reader to secure the classroom. Entrances to staff areas (not each individual office) will also come equipped with access control complete to secure access into the staff areas. All access control will be de-energised on activation of the Fire Alarm system.

Intruder Alarm

- An intruder alarm system will be utilised throughout the academy, implementing a combination of PIR (passive infrared) sensors and door contacts which will trigger an alarm if either are activated, which will be linked back to the main panel located within the electrical switch room. A remote keypad will be located within the main entrance and/or reception area. The intruder alarm will also be linked to remote monitoring and the police.

Lighting

- Car parks, access roads and pedestrian routes through the site will be illuminated by column mounted luminaires typically, 4m in height, due to light spill impact on wildlife. The building perimeter will be illuminated via building mounted luminaires, usually fitted with shrouds to prevent upwards light spillage. Vehicle paths throughout the site will typically be illuminated by the use of columns and bollards, depending on the route, strategically positioned to achieve required British standards. The external lighting will be controlled via a timeclock and photocell arrangement, with an override switch, which will allow for precise control and time of illumination of the site.

Vehicles

- Mainstream parking is to be located within the site with Accessible parking bays located adjacent to the main entrance and have good natural surveillance.
- A large drop off area and turning head is provided for goods and refuse vehicles close to the kitchen and plant. This area is secure and gated and separate from the main operation of the school.

External

- The external refuse store is to be securable and within the access controlled secure line fencing. The security of waste storage is an important consideration given containers, particularly those with wheels, can be used for climbing and the contents used to start fires. The bin store is hence not located close the building facade.
- The bicycle storage facility is situated in an area that benefits from effective passive surveillance.
- External furniture such as benches and planters, together with sports and play equipment structures, will be of robust vandal and graffiti resistant design. Furniture should be fixed into the ground in order to prevent its theft and reduce the possibility of it being used for climbing or as a tool to break through the shell of the building. External furniture will be positioned at a distance from the building and the boundary fence line, ensuring that it cannot serve as a means to facilitate climbing onto roofs or over the fence line.

The building

- The building is to be externally constructed with facing brick walls throughout.
- Brick details are simplified to prevent the creation of horizontal ledges which can be used for climbing.

Roofs

- Roofs are designed to be hard to access, with maintenance access and escape methods located behind secure gates within the external wall. These gates provide no gaps at the head which would allow determined access by climbing.
- Roofs are constructed of strong composite concrete deck or metal deck with layers of insulation.
- Roof lights and mechanical pop-ups are to be protected
- Rainwater pipe drops are internal where possible to deter unauthorised climbing External pipes finish at least 1m below the top of the parapet to prevent use for climbing onto the roof.
- Theft resistant fastenings should be used to secure the PV panels that are to be fitted on the school roof.

Roof lights

- Roof lights are to be constructed of robust laminated glass.

External Doors

- Single leaf doors are used where applicable. Double leaf doors are to overlap and open outwards.
- Frames are to be fixed securely and any glazed panels are to be laminated.
- The locking system of external doors will be equal to or exceed the strength requirement of BS 3621/98.
- Exit doors are not to have external door furniture.
- Door leafs will have three hinges or a continuous hinge - supplemented by hinge bolts on outward opening doors.
- The building will be secured with lockable doors which shall adhere to the principles of PAS24 - Product Assessment Specification produced by BSI for enhanced security performance of doors or will be independently certified to the recognised security standard 'Loss Prevention Standard LPS1175 Security rating 2'.
- The principal entrance will be provided with two sets of doors to prevent tailgating. The doors will be on an electronic access control system, which are only openable by authorised staff, or remotely by staff within the reception office. Suitable locking mechanisms will be provided for escape doors to prevent unauthorised egress/entrance..
- All other doors into the main building are situated within the area of site which is separated from public access by secure line fencing with access-controlled gates.
- Louvred plant room doors are to be protected internally by weld mesh.

Doors to conform to one of the following standards and include 3rd party certification held in the fabricators name to ensures that the doors or windows with all the components, hardware, materials are fully tested and certified as a product which provides more reassurance in terms of security, performance, and longevity of the product.

- LPS 2081 Issue1:1:2016 Security Rating B.
- LPS 1175 Issue 8.2:2019 Security Rating A2+
- LPS 1175 Issue 8:2018 security rating A3+
- PAS 24:2022
- PAS 24:2016 valid until September 2024
- STS 201 Issue 14:2021
- STS 222 issue 1:2021
- STS 202 Issue 10:2021 Burglary Rating 2.

Any panels within the door set should be at least 15mm thickness and securely held in place. Beading should be mechanically fixed and glued in place. The door should include a 5-lever mortice lock to standards BS 3621 /8621 with a night latch or rim lock which are tested to the same standard.
Doors which include a euro cylinder lock should include 3-star rated locks to standards; TS007, STS 217 or Sold Secure Diamond Standards which provide better resistance against lock snap attacks. This can be achieved by either installing a 3-star rated lock to TS007, STS 217, Sold Secured Diamond Standard (this would be the preferred option), alternatively a TS007 1-star rated euro cylinder lock accompanied by TS007 2-star rated security door handle or security escutcheon hardware.

Windows

- Laminated glazing to be installed within ground floor or accessible levels, certificated to BS EN 356 P1A which reduces the risk of injury should there be any criminal damage or attempt of entry.
- All windows will be provided with locking handles and opening restrictors. Window security is to conform to the relevant performance standard BS 4873 for aluminium windows.
- All ground floor and easily accessible glazing will incorporate glass successfully tested to BS EN 356:2000. Intruder alarms
- A suitably designed, fit for purpose, monitored intruder alarm system is to be installed. For police response, the system will comply with the requirements of the ACPO Security Systems Policy.
- CCTV and intruder alarm coverage of the building is intended to deter criminal activity and reduce the likelihood of break-ins to the school.
- A panic alarm is to be provided for the main reception area. The system will provide alarm indication in the general office.

Windows to conform to one of the following standards and include 3rd party certification held in the fabricators name to ensures that the doors or windows with all the components, hardware, materials are fully tested and certified as a product which provides more reassurance in terms of security, performance, and longevity of the product.

- BS PAS 24-2022
- PAS 24:2016 valid until September 2024.
- STS 202 Issue 10:2021 BR1
- STS 204 Issue 6:2016
- STS 222 issue
- 1:2016
- LPS 1175 Issue 7:2:2014 Security Rating 1
- LPS 1175 issue 8:2019 A2+
- LPS 2081 Issue 1:1:2016 Security Rating A