Landscape Statement

New Woodley School and College

Prepared by Ares landscape Architects for Kirklees Council.

ares LANDSCAPE ARCHITECTS

Woodley School and College

Kirklees COUNCIL

February 2025

22315-ALA-ZZ-XX-RP-L-0004_P04

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2 Landscape Masterplan

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Design Response.

01

1.1 Site Masterplanning Considerations / Constraints

Site Masterplanning Considerations / Constraints.

The character of the building and landscape will reflect the relocation of the school and new opportunities that come hand in hand with a new build site.

Where possible the materials selected will be natural to reflect the surrounding context of the site. The landscape design development has followed extensive analysis of the site and surrounding area.

A number of constraints were identified on site. The area with the least constraints has formed the build zone.

Summary of the considerations:

- The externals area requirements as set out in BB104
- Existing trees and associated root protections zones [RPAs] especially the category B trees
- Level changes and access requirements
- Proximity of the site residential areas to the west
- Existing use of the site
- Noise levels and activity around the site
- Vehicle access

1.2 Landscape Design

Site Masterplanning Considerations

In developing the proposals for the site, the following masterplanning considerations were considered key drivers to the development of the plans.

Site and Immediate Surroundings

The site is made up of an existing school with 6no. existing MUGA courts to the south, that will be retained as part of the new scheme. North and west boundaries are fronted by residential properties, separated by roads. To the north-east of the site is a Pre-School which will be demolished and to the west are playing fields.

Ecology

The PEA technical note was issued in February 2023. The findings of this survey have been summarised below. The PEA report is included as part of the Planning Application.

The Site comprises an existing school complex with a mixture of developed land, including hard standing, buildings and sports pitches. The soft landscape comprises of grassland used for amenity purposes, with scattered broadleaved trees, and ornamental shrubs.

Surrounding the site are groupings of mature woodland tree planting, a pond, and hedgerows. There are grassland habitats immediately adjacent to the south-western site boundary.

The site was considered to offer low value habitat. The scattered trees and hedges provided nesting opportunities for birds however these are outside the school boundary.

Topography

The existing site consists of numerous buildings placed on staggered flat pads across the site, set into a landscape which slopes by up to 10m from east to west. A suitable solution to mitigate against excessive cut and fill as well as navigating against the requirement for retaining walls needed to be set early on.

Trees & Vegetation

A tree consultant surveyed the site in June 2023 and a BS5837 tree survey was carried out; all trees on site and around the application boundary were surveyed from ground level and plotted as either an individual or a tree group. A Tree Constraints Assessment and Arboricultural Impact Assessment has been carried out for all existing trees on site and has been included in this planning application. Works within the root protection areas are to be carried out in accordance with the method statement.

The most notable tree, based on individual prominence, lack of significant defects, current contribution and future potential, is categorised ‘B - moderate’. It is recommended that G2, G10, T12 and T15 be retained and protected where possible. Tree protection measure will be put in place and works within the root protection areas carried out in accordance with the method statement.

Site Opportunities

The open views to the east and surroundings are extensive, however considering the nature of the school and its pupils, overlooking concerns mean that the design looks to favour minimizing views into and out of the site.

The site has an open aspect and views to the open countryside. These should be maintained and further enforced within the proposals. The proposed building to the centre of the site allows for more landscape closer to the boundaries of the site where residential properties may overlook.

Using the distance from the road, the sense of arrival and approach to the school can also be enhanced, creating a clear visual relationship for pupils and visitors, with a defined secure line and arrival into a welcoming space at the school entrance.

Policy LP32

As noted the existing site is an educational establishment, set amongst the urban ward of Almondbury. The site itself is urban in character, defined by its multiple buildings and hard surfacing. There are few trees, and predominantly grass lawn where there is no hard standing. To the southern boundary however there is a small woodland and grassland habitat which the proposed development seeks to embody in character, whilst retaining its current primary function as an educational establishment. Considerable tree planting is proposed as well as grassland and other planting typologies in order to improve the character of the site and tie it in with the surrounding landscape.

Policy LP33

The current provision of trees on site is minimal and whilst the proposed development requires the removal of a small number, these are to be replaced by 167no. semi-mature specimen trees, amongst 642 sqm of native whip planting. This ensures a BNG net/gain of 22.56% is achieved, as well as creating a green, biophilic landscape, appropriate to the woodland and outdoors based teaching philosophy of Woodley School and College.

Sport England

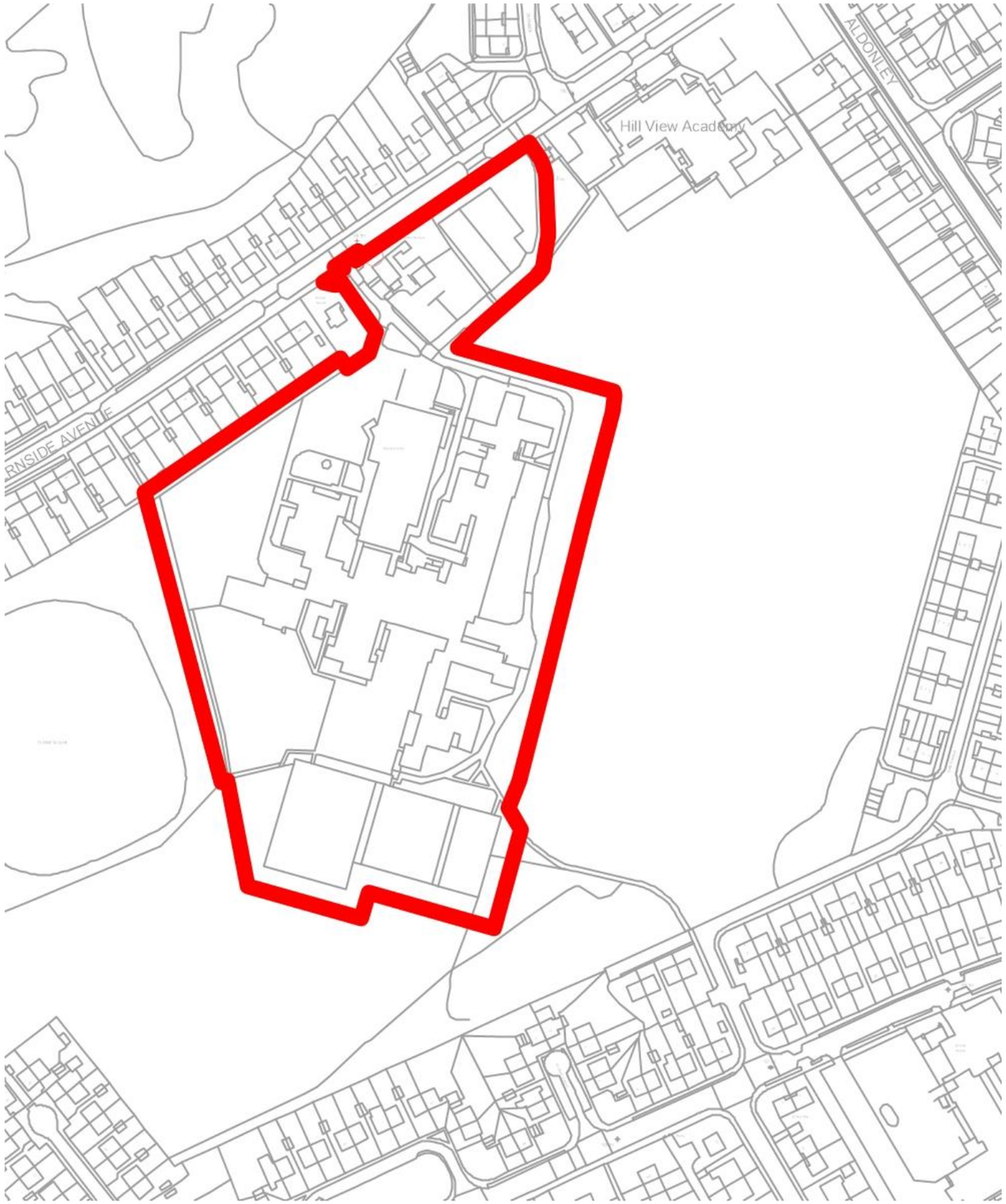
Sport England were consulted as a statutory consultee, with the planning application receiving an initial objections based on the following 4 points: *Point 1: The loss of playing field to the west of the existing buildings, point 2: The loss of the tennis court., point 3: The impact on the playing field to the east of the existing buildings, and point 4: Ball strike.* A response was issued to Sport England (22315-ALA-XX-XX-RP-L-0007-New Woodley School Playing Field Study. Ares Landscape Architects, 2024) outlining the project met Exceptions 3 and 5 in Sport England’s Guidance. A design proposal for ball stop netting to the west boundary with Almondbury Cricket Club was also developed (see Page 27) and was Sport England has since withdrawn its objection.

Landscape Masterplan.

02

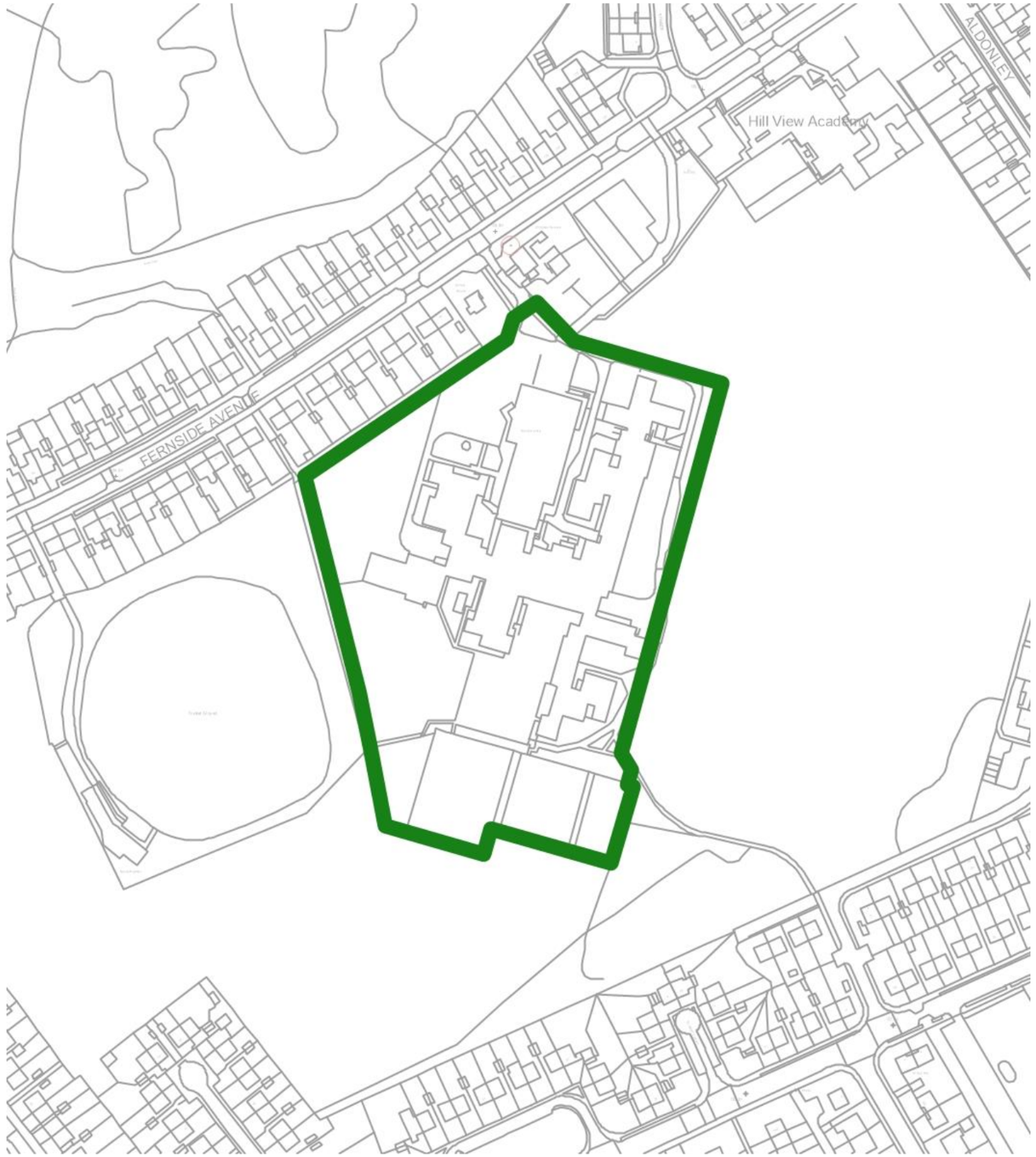
2.1 Site Boundary

Construction Site Boundary
The construction phase site boundary encapsulates the existing pre-school site to the north. Works will include entrance widening, creation of a substation, installation fence and some minor softworks, where buildings have been demolished.



Construction Site Boundary

Post Handover Site Boundary
Once the build is complete and the school is handed over, the site 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 Site Boundary

2.2 Wider Site Masterplan.

Quality of External Spaces.

The site masterplan has been developed in close unison with both Kirklees and the School staff. The external environment of the school site is invaluable and can have a significant effect on the life and work of the school. The external spaces can enhance the learning experience as well as having social and health benefits. Outdoor spaces in SEND schools are far more varied than in mainstream schools, reflecting the broad range of pupils' needs.

External spaces are critical to delivering the school's curriculum and enrichment activities. The school reinforced this vision at several meetings, to create a place that operates efficiently, safely, and securely for pupils arriving or leaving site with safe and welcoming areas for all.

Security and safety is particularly important. Students may be less aware of dangers or more vulnerable to their environment, therefore due consideration needs to be made to lines of security, ease of supervision of the external spaces and safe and accessible routes around the site.

Place-making

The position of the building and arrangement of external spaces creates a safe and private school environment whilst also making a welcoming public front that is visible to the wider community.

The key design drivers involved taking account of the existing topography to minimise cut and fill, avoiding works to the adjacent pitches and ensuring a fluid efficient site for the complex needs of the school.
Key elements of the site include:

- All vehicle parking to the front of the school with a clear secure line utilising the building elevation and secure boundaries either side.
- 150 overall parking spaces as well as 32no. Student drop-off spaces to the east of the building. The visitor car park allows for 4no. Additional Drop off spaces in the lay-by.
- Secure drop-off and pick-up to the eastern side of the school for easy access into the school building.
- Existing MUGA courts retained within red-line for sports and play use.
- Fire access around the full building extent.
- External play concentrated on south and west of building including fenced classroom breakout space for each classroom.
- Fenced and managed forest school area along western boundary including new tree planting, footpath routes and activity spaces.
- Courtyard in centre of school to be used as a sensory garden as well as dining breakout and LRC breakout.

2.3 Zonal Plan

A major aspiration for the school was for every square meter of the site to be usable for student development whether that be as a play space, a learning space or a space where they could undertake practical day to day tasks such as looking after animals or learning road safety. The site was planned to either immediately or in the future allow for a wide variety of activities:

Main Car Park

- Visitor car park to the left and secured staff car park to the right

Forest School ~4300m2

-Canopy area, for students who expressed a desire to enjoy the leaves and mud but want to avoid wet weather.
-Area for Hide and seek amongst the trees.

Horticulture Area ~330m2

-Canopy over the mud kitchen, which students like at their current school.
-Potting shed for shelter and a educational space.

Ampitheatre ~740m2

-Seating cut into the banking (hard surfaced area for accesibility)
-Due to the level change this area is ideal for slopes and a slide.

Rainy Classroom ~200m2

-Seating cut into the slope, hard surfaced area for accesibility
-A canopy to shelter the area during rainy weather for outdoor learning and/or a quiet break out space

Sensory Garden ~1300m2

-Planting with interesting textures and herbs for scent
-A variety of different sized spaces interlinked by a refelxology trail
-Outdoor dining to the perimeter

Active Play Equipment ~250m2

-Sunken trampoline
-Swings

MUGA's ~3200m2

-Ball/Beach Ball games area
-Space for Parachute

Bike track ~2000m2

-Drop-off at the start and end of the day, but can be used for scooters and bikes during school hours

Sound Garden ~300m2

-Windchimes and outdoor instruments
-'Natural sound' from planting that moves with the wind (e.g., grasses)

Post 16 Garden ~1200m2

-Hard and Soft landscaping with canopies in a space separated from the younger years

Hen House ~50m2

-Hard and Soft landscaping with canopies in a space separated from the younger years

Outdoor Classrooms ~1130m2

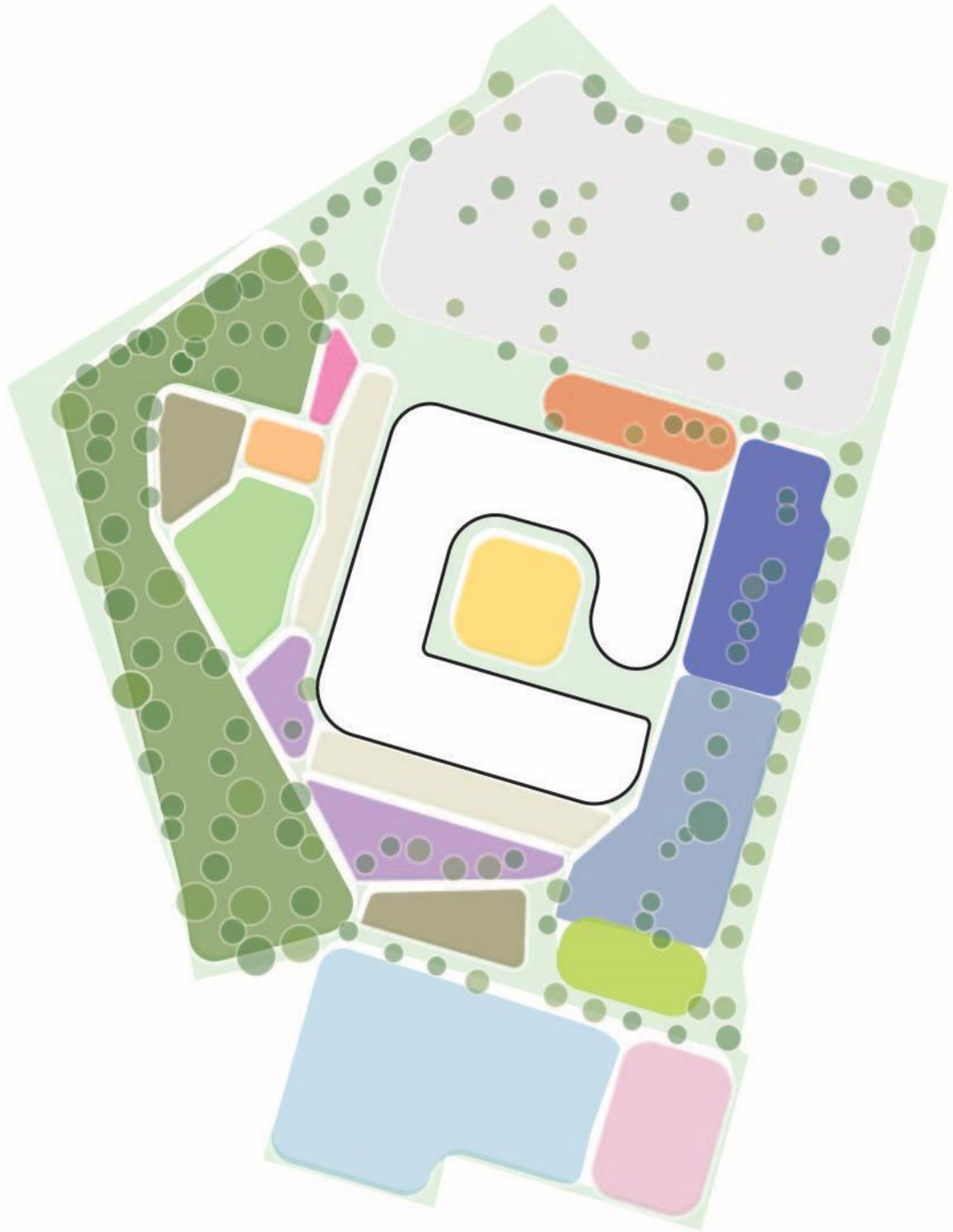
-Hard and Soft landscaping with canopies for learning in all weather

Nature Gym ~330m2

-Potential mounds for running up and down

Service Yard / Drop-Off

-Drop Off during morning and evening, as well as delivery access to the kitchen and bin store as the area can be secured.



2.4 Site Masterplan.

Design Drivers.

The key design drivers involved taking account of the existing topography to minimise cut and fill, avoiding works to the adjacent pitches and ensuring a fluid efficient site for the complex needs of the school.

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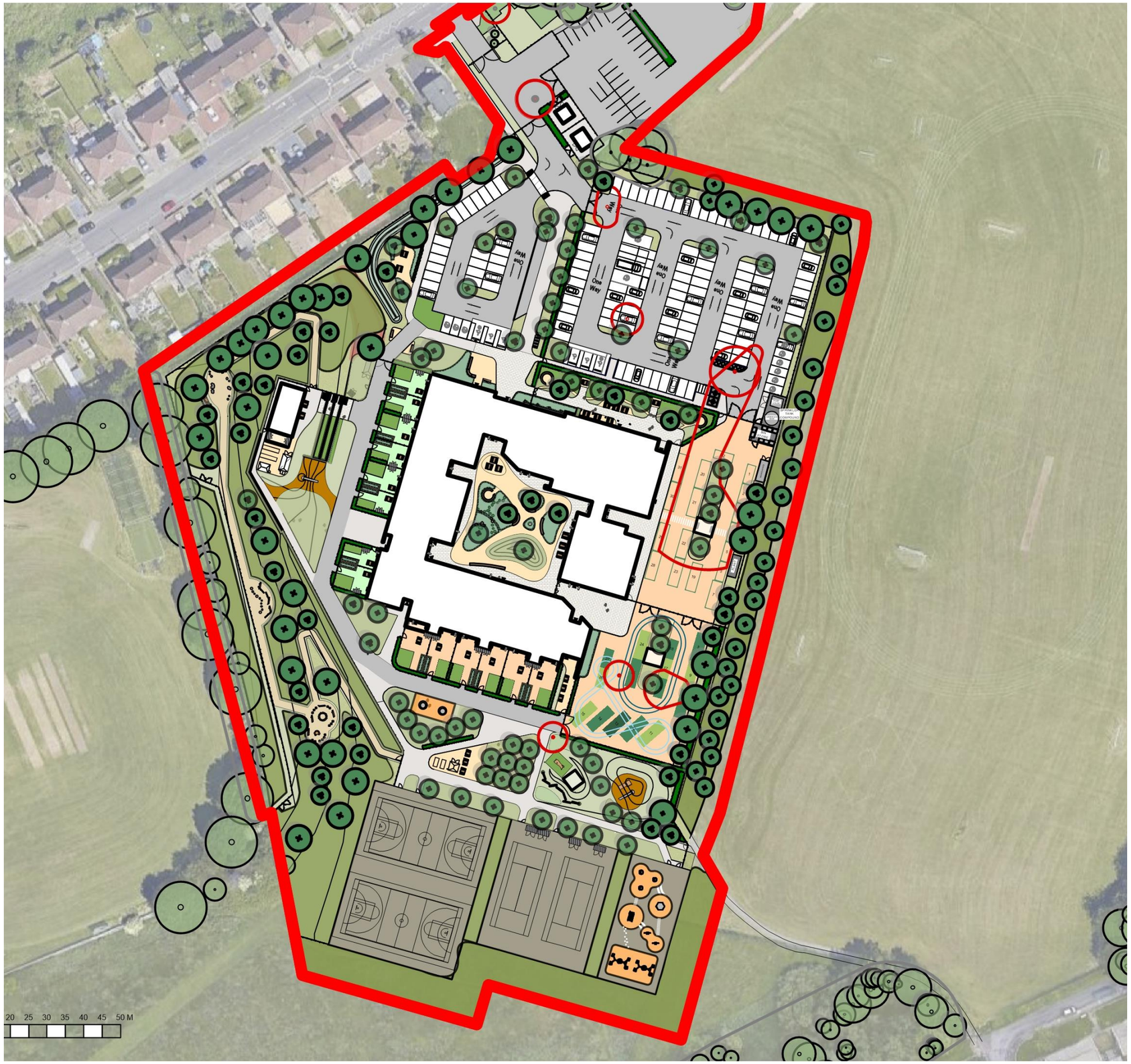


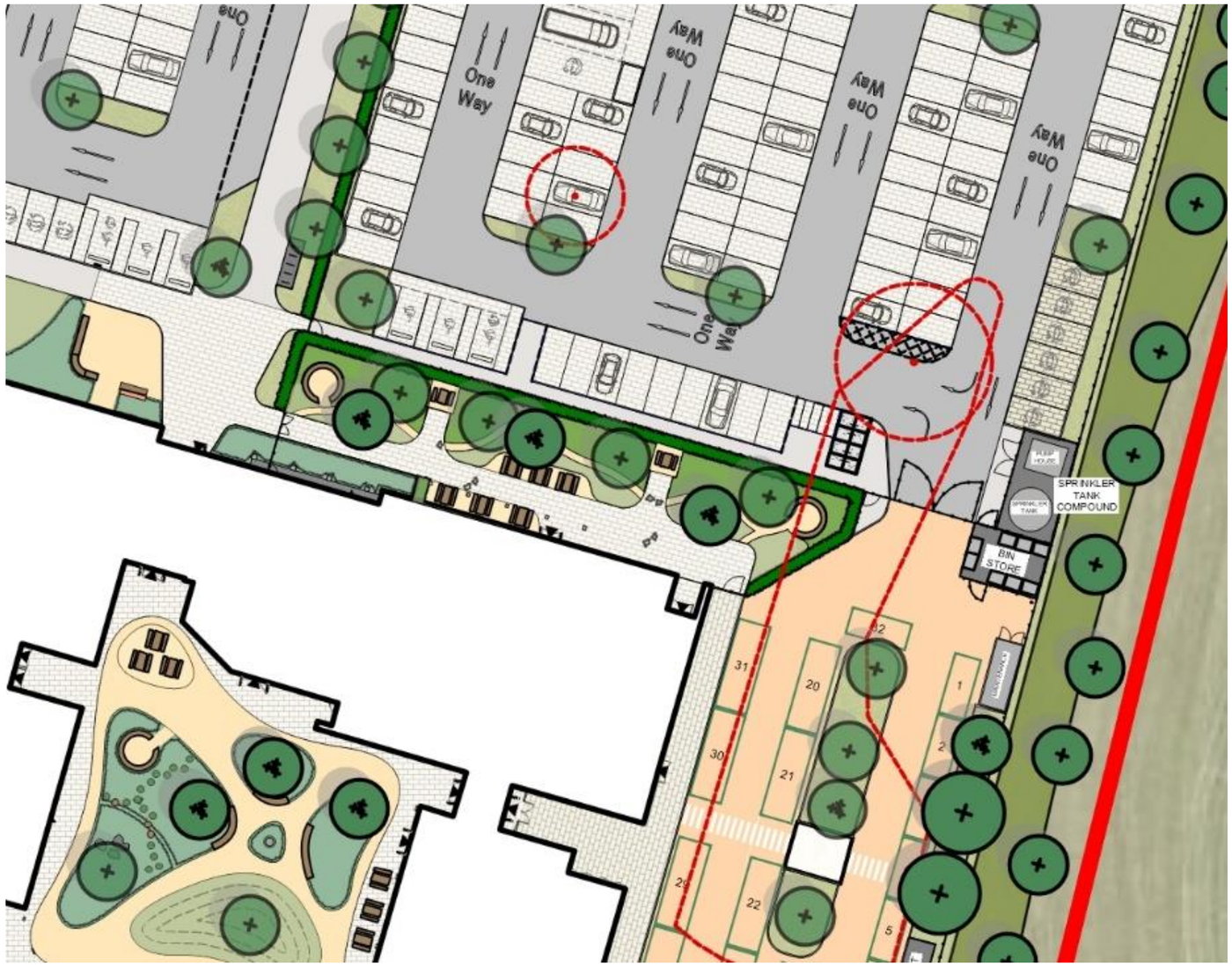
2.5 Site Masterplan.

Post 16 Garden.

To the front of the site adjacent the staff car park the sixth form students will have their own dedicated outdoor space.

This will be securely fenced from the visitor car park and main entrance and will have a low fence separating it from the staff car park as a notional boundary.

The students will have access to a space which allows for covered outdoor study and leisure, café breakout, access to soft landscape via meandering secondary footpaths as well as direct access to the drop-off space via a managed gate.



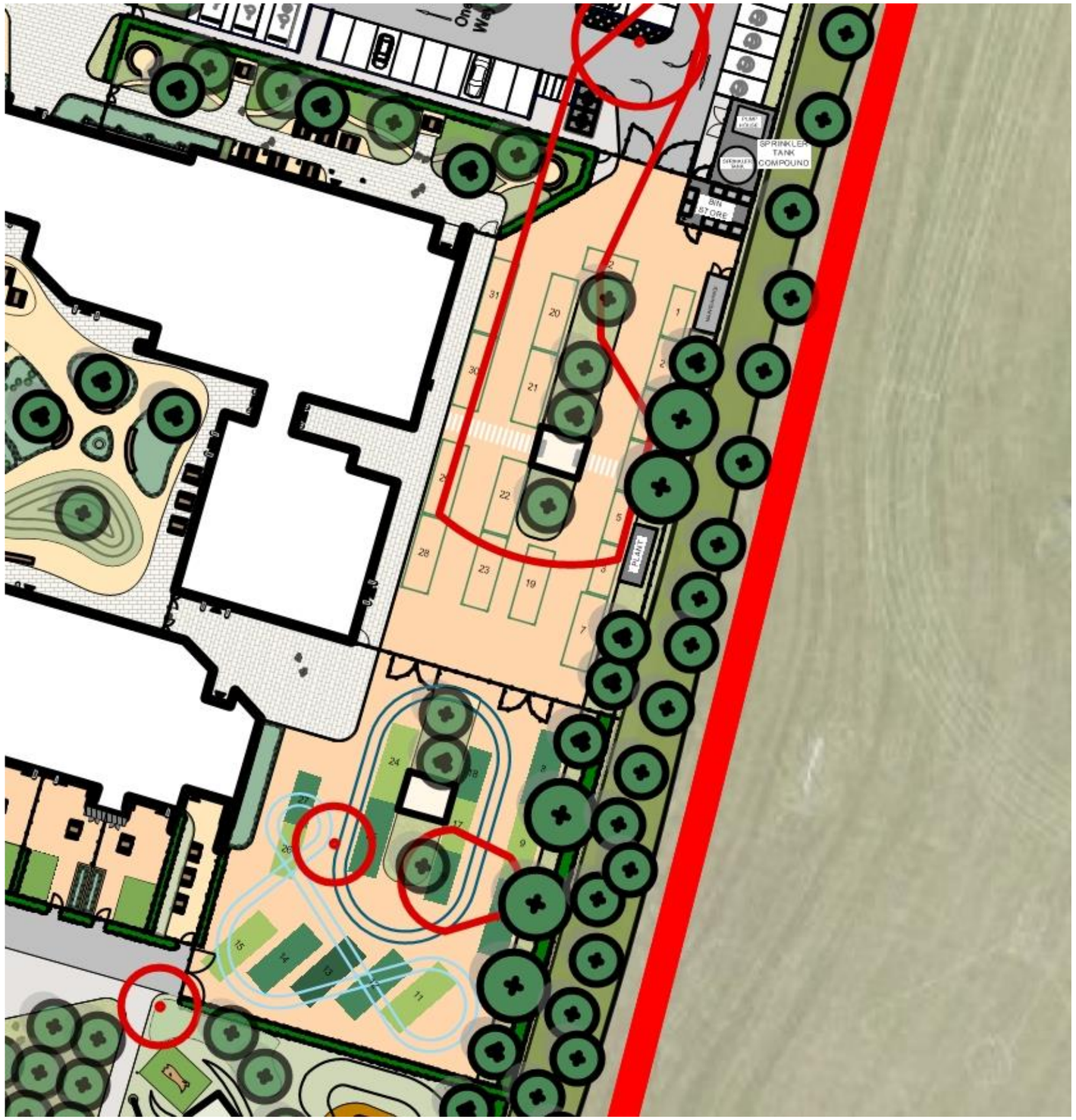
2.6 Site Masterplan.

Student Drop-Off.

The site must function efficiently during the start and end of the school day, to ensure students can be dropped off and picked up as smoothly as possible. The experience needs to be calm and relaxing as well as being secure so no pupils can leave the site or mix with other vehicles. An airlock type arrangement on the eastern side of the site is where this will take place in a securely managed environment.

The drop-off area will be split into two zones for as flexible an approach as possible. The northern section of the drop-off will double up as a service yard when required. When not in use as a service yard, students will be able to access this space. The school will use the surface markings to educate on road safety.

The southern section of the drop-off will be used as play space throughout the day when no vehicles are present. Paint markings, soft landscape, street furniture and canopies will make the space feel less like a drop-off and more like a play space.



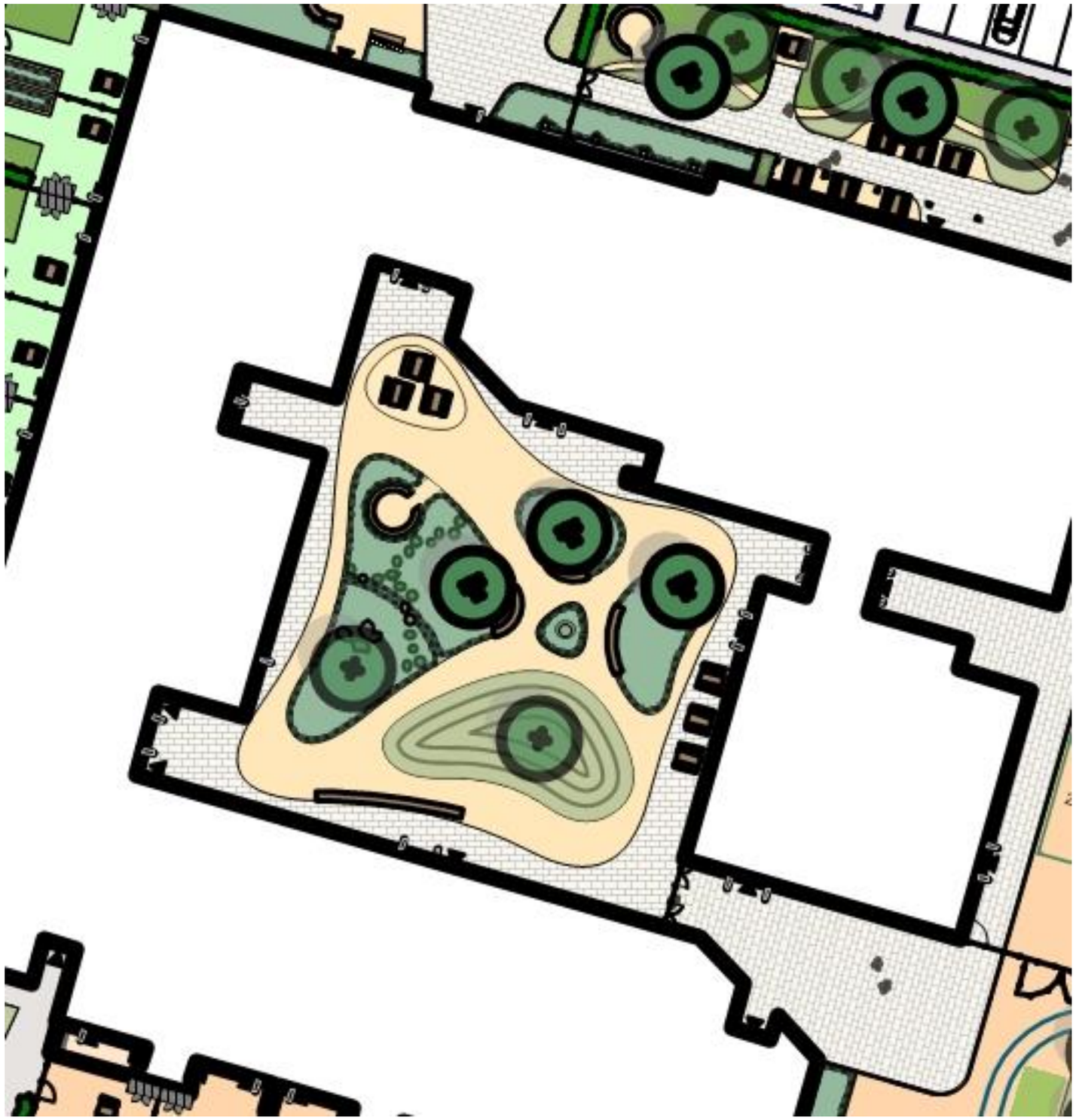
2.7 Site Masterplan.

Courtyard.

In the centre of the building a very generous courtyard will offer a valuable external play space with a very different feel to the rest of the site with its own unique microclimate.

Sheltered on each side the space will receive a portion of sun throughout the day due to the low building height. The garden will provide a lush setting with plentiful greenery and light canopied tree species resulting in a quiet and contemplative dwell space for small groups of students.

With direct breakout from the LRC and dining, plenty of flexibility is available for a variety of uses.

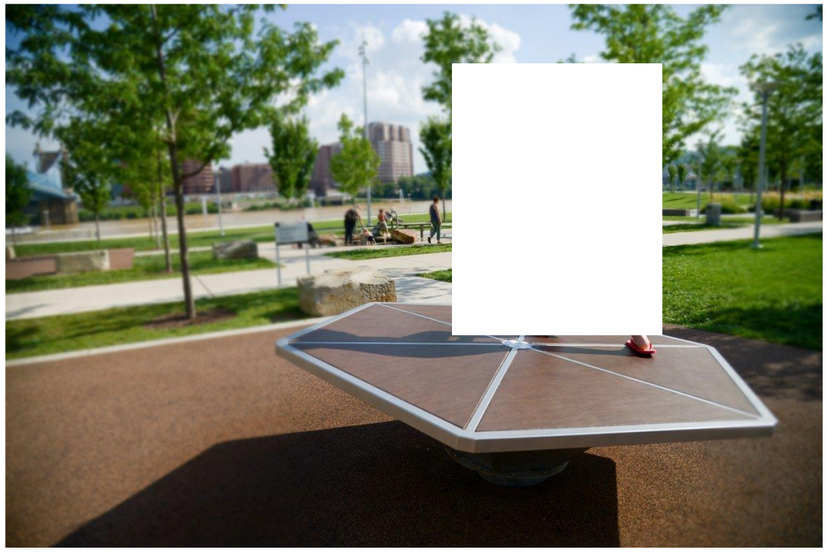


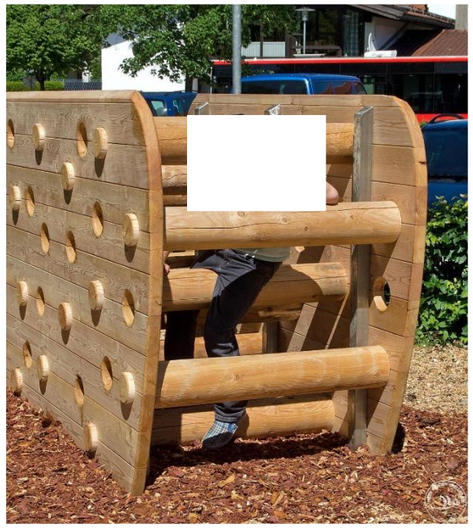
2.8 Site Masterplan.

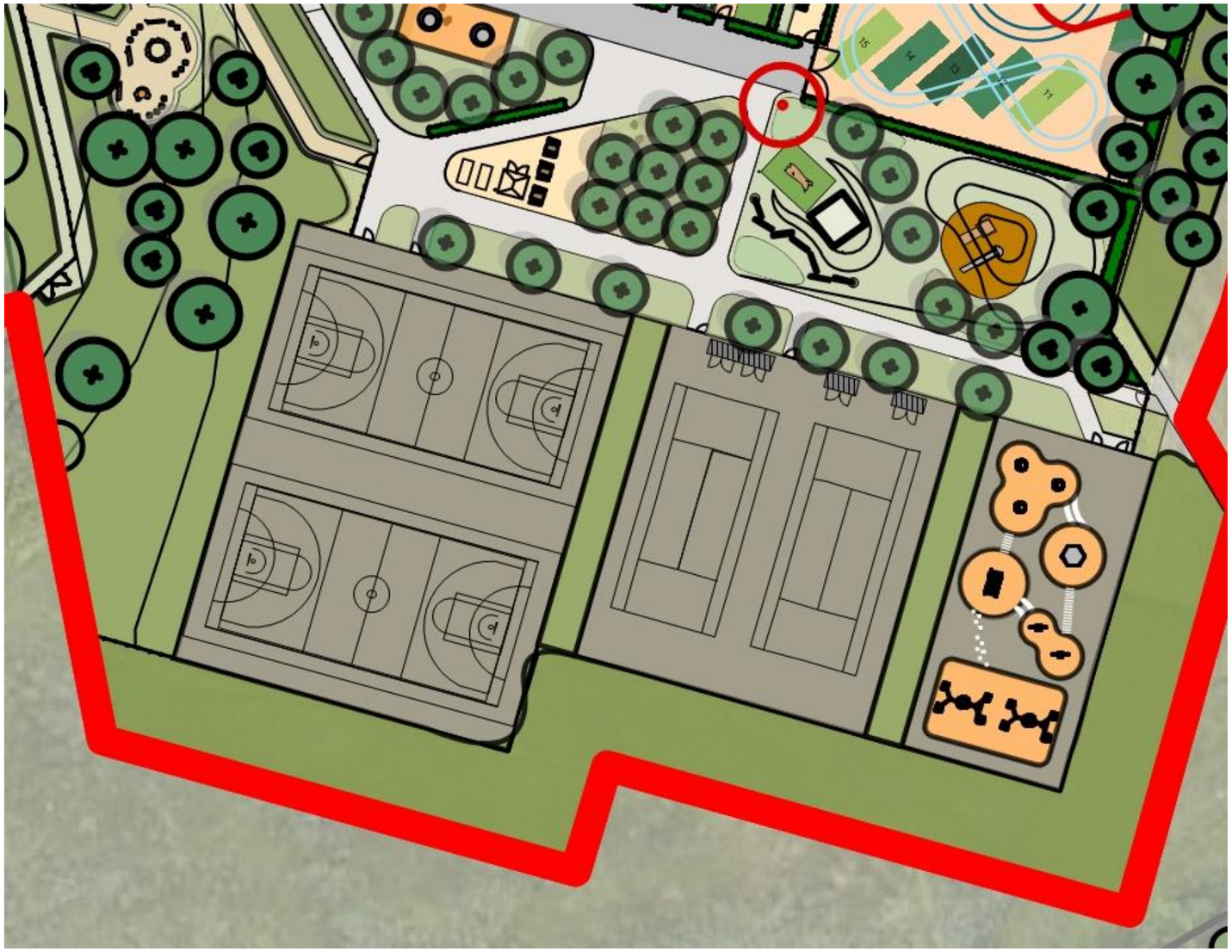
MUGA Courts.

The existing school site has 6no. existing MUGA Courts split into a series of three fenced enclosures (one single court, one double court and one triple court). The new proposals looks to place fixed play equipment onto the single court, with the remaining 5no. MUGA courts to be resurfaced and marked out for 5-Aside Football, Tennis, Basketball and Netball.

External storage for sports equipment will be included within the central MUGA court.







2.9 Site Masterplan.

Key Stage 3 & 4 Play Areas.

The western side of the site is the most challenging from a topographical perspective where the levels rise steeply to the boundary. In order to maximise use of this area, a series of plateaus and footpaths will be cut into the hillside to ensure movement through it as well as dwell spaces at different levels.

A vast potion of this boundary will be set aside for a fenced forest school area, with young tree planting proposed for an eventual full height woodland incorporating trails and activity spaces.

Lower down the bank, a forest school cabin will perch on the hill looking down into the site with a horticultural garden adjacent followed closely by a series of seating terraces. For more intimate spaces, each classroom will have its own class garden incorporating both soft and hard landscape and be fenced securely.

Site Access & Circulation.

03

3.1 Access Strategy

Vehicular Access.

All vehicles enter and exit the school at the north west corner of the site. There is a distinct separation between three zones:

1. North west zone visitor car park

2. North east zone teaching staff car park

3. Eastern boundary drop-off

Access to the North west zone is available throughout the day whereas the north east and east zones are access controlled. This design facilitates a clear flow of vehicles into and out of the site, appropriate to the differing requirements throughout the school day.

Pedestrian Access.

Pedestrian access to the school is at two points:

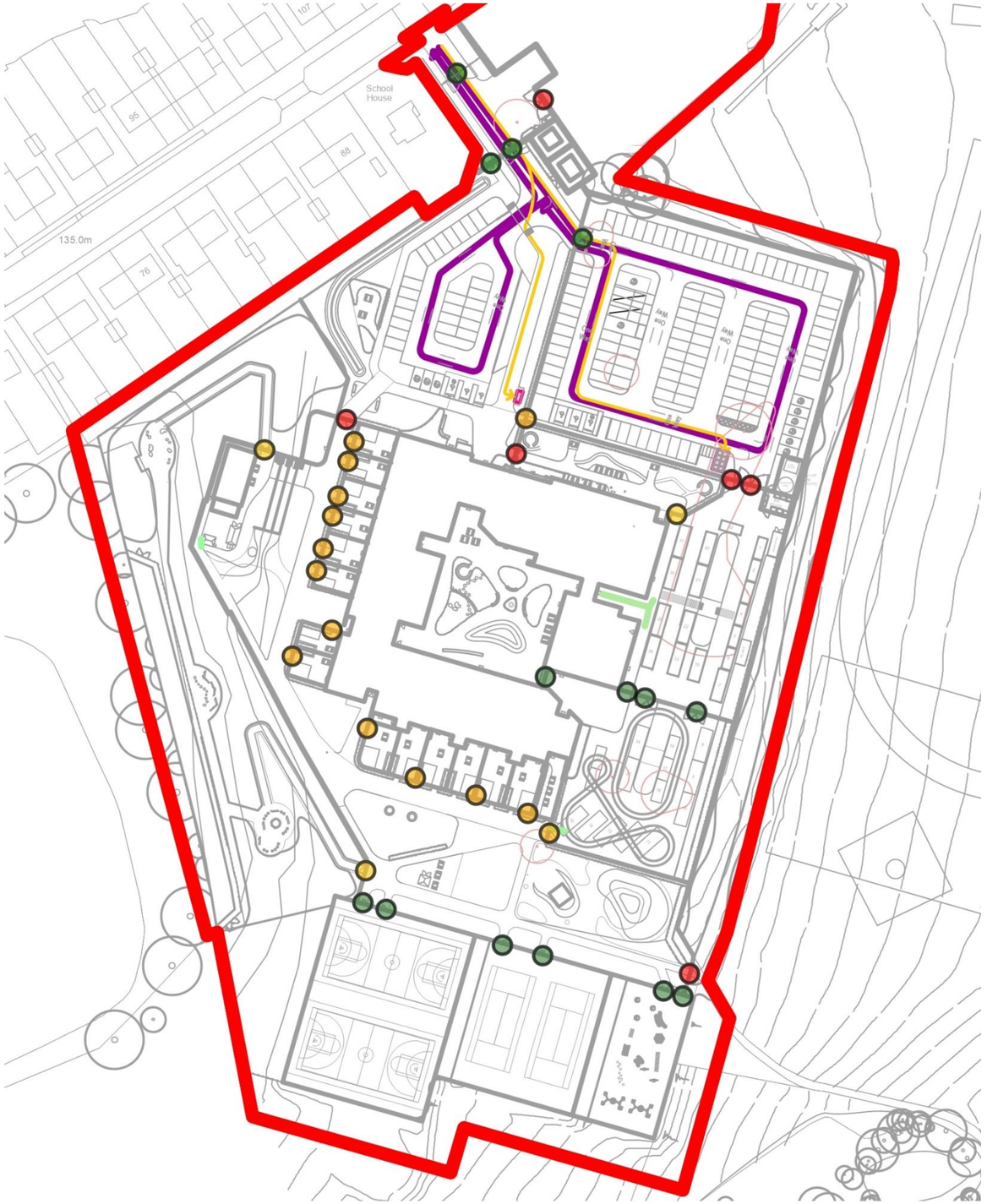
- Main pedestrian access: North west of the main school entrance. This wide pathway creates an inviting and safe entry into the school along a tree lined avenue leading to clear wayfinding.

- Additional pedestrian entrance: South East corner which is managed by the school as required.

There is a distinct separation between vehicles and pedestrians with a raised pavement and differing surface materials.

Cycle Access.

Access for cyclists is connected to the existing active travel route that runs along the school boundary creating an easy and safe green travel option. Cycle hoops are located at the key entry points, with one additional shelter provided within the secure line should staff wish to travel to school by bike.



3.2 Access Strategy

Main Entrance Zoom In

The main entrance to the existing site will be amended to ensure an appropriate access is available for both the new school and the Mulberry site adjacent.

Existing site access gates removed, entrance radius and carriageway widened to 6.1m.

Proposed new manually operated vehicle barrier.

New 7m wide gated access proposed to the Mulberry Site.

Proposed new substations – exact sizes to be agreed.

New 6m wide vehicle gates and 1m wide pedestrian gate which act as the school secure line.

3.3 Access Strategy

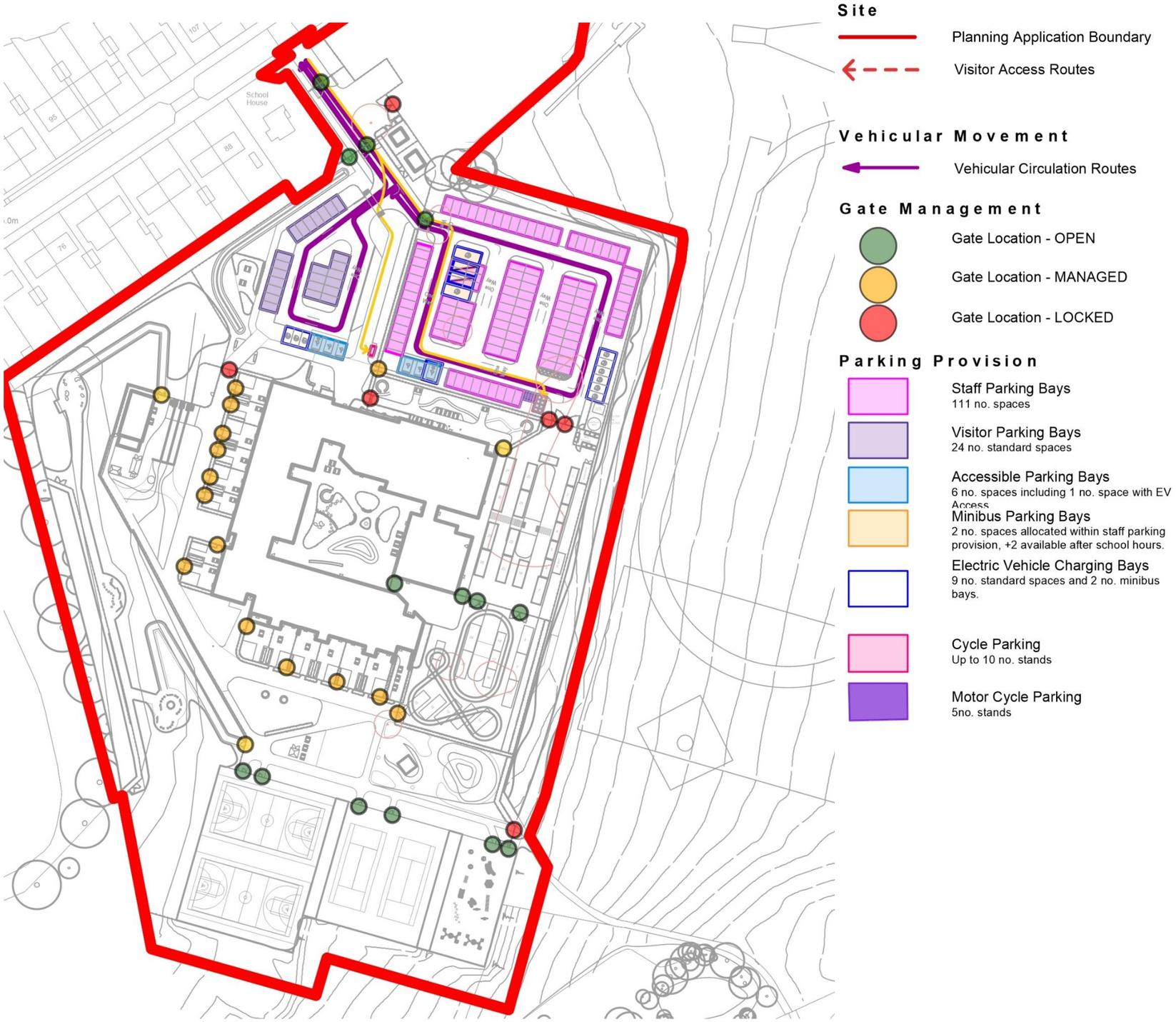
Parking.

There is a generous provision of car parking that befits the needs of the school. There are 120 teaching staff spaces (including 3 accessible bays and 6 spaces with provision for electric car charging),

In addition, there are 5 motorcycle spaces and 2 mini bus bays in the secure staff car park.

In the visitor car park there are 30 parking spaces including 3 accessible bays (including 1 EV Charging Point), and 3 EV spaces. There is also a lay-by with space for 4no. cars to pull in.

There is space for 20 bicycles, 12 for staff and 6 for visitors and students.



3.4 Access Strategy

Drop Off.

The drop off loop (bays shown in green and orange) has been carefully considered to manage the arrival of a large number of taxis and minibuses with space for 20+ vehicles. Vehicles will enter into this zone via a dedicated entry within the staff car park, turn and then stack up beside the school building. This space can be secured once all vehicles are stationary so that pupils exit them and enter school safely.

This design ensures a calm start to the day for pupils whilst also leaving other spaces clear for vehicle, pedestrian and cycle access.

Site

Planning Application Boundary

Pedestrian Movement

KS1 & 2 Circulation Routes

KS3 & 4 Circulation Routes

Post 16 Circulation routes

Vehicular Movement

Vehicular Circulation Routes

Drop-off Vehicular Circulation Routes

Vehicular Service and Delivery Access Routes

Gate Management

Gate Location - OPEN

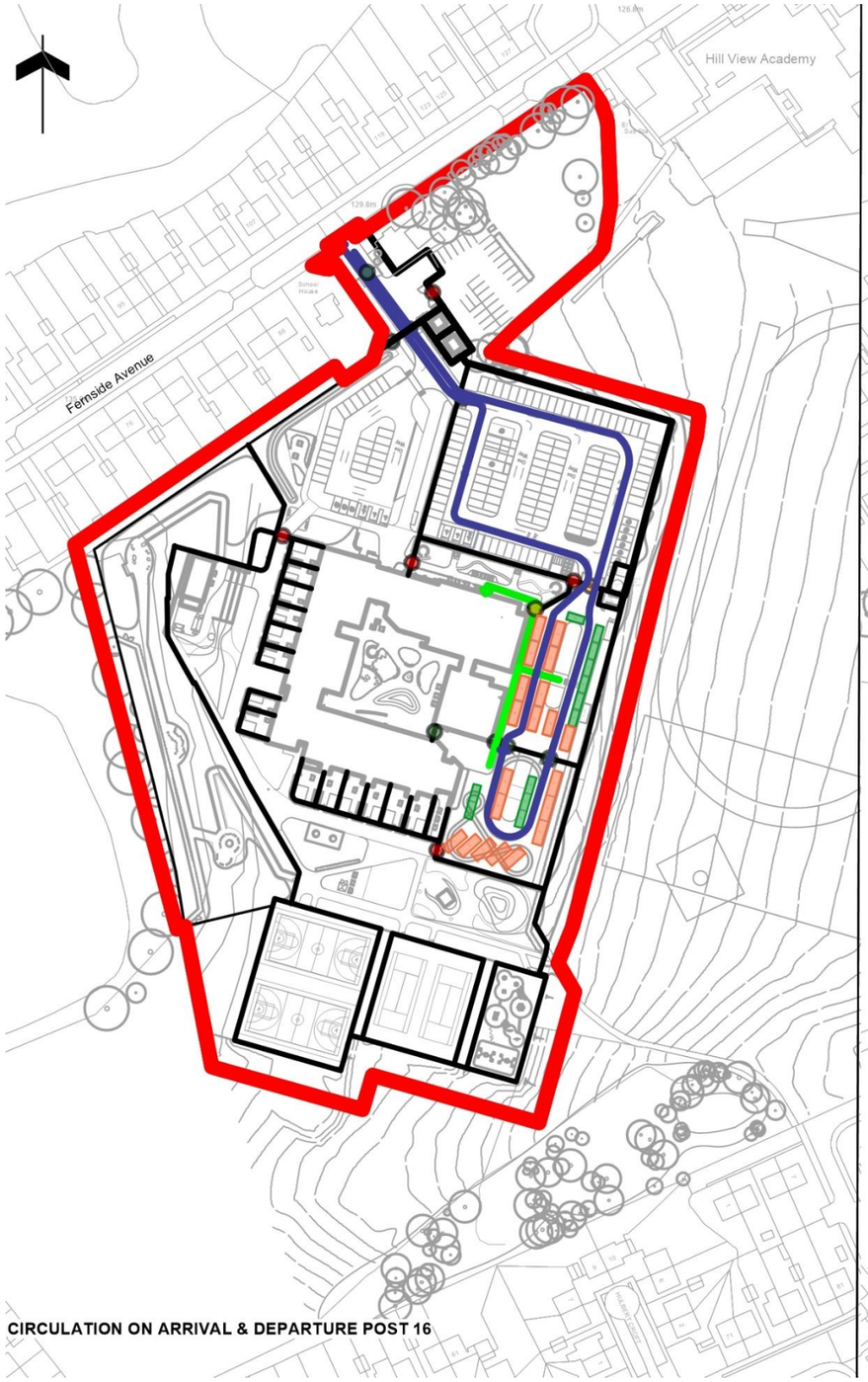
Gate Location - MANAGED

Gate Location - LOCKED

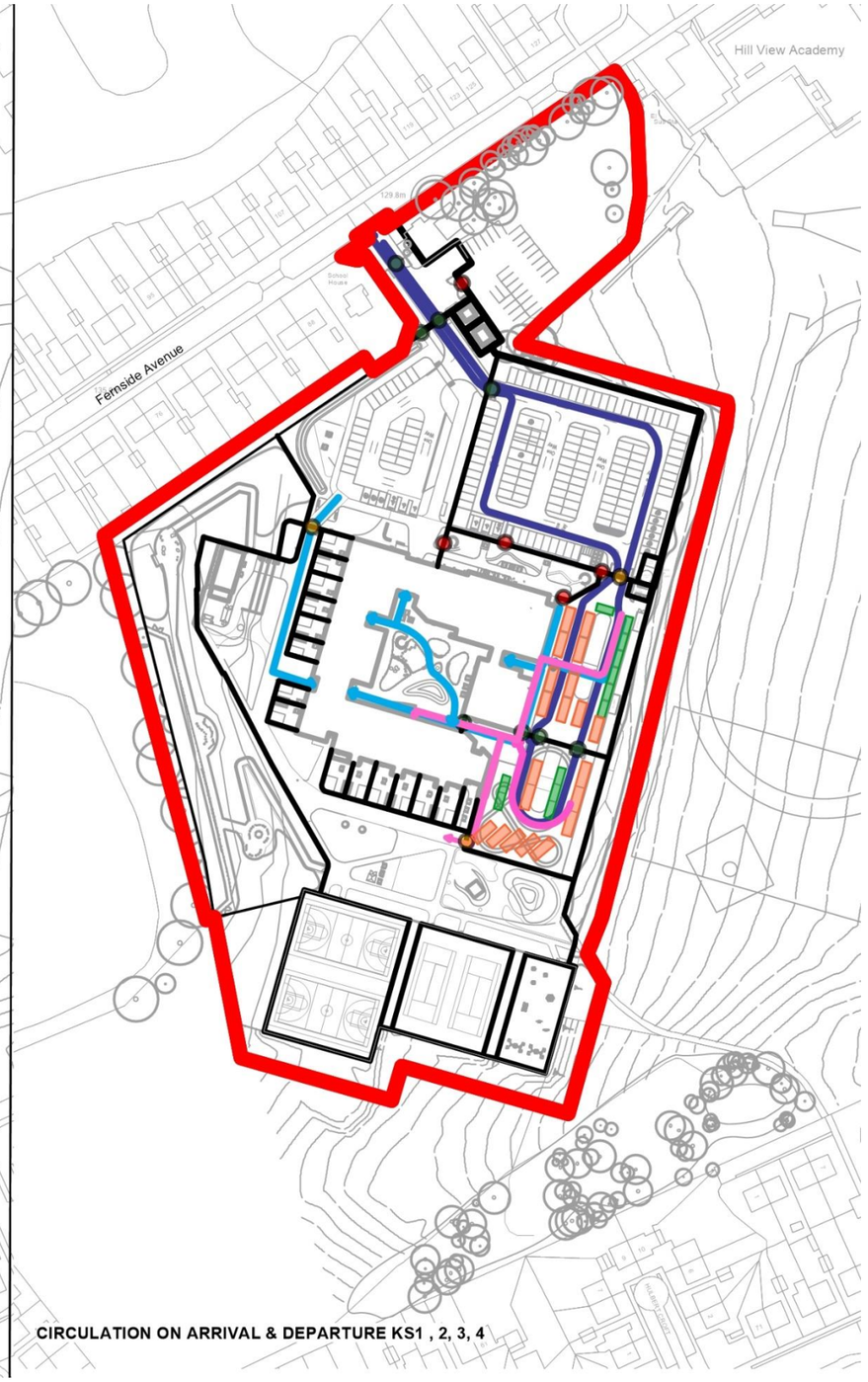
Parking Provision

Drop-off - Car Bays

Drop-off - Minibus Bays



CIRCULATION ON ARRIVAL & DEPARTURE POST 16



CIRCULATION ON ARRIVAL & DEPARTURE KS1 , 2, 3, 4

3.5 Access Strategy

Emergency access.

An ambulance can turn and park in both the visitor car park, the staff car park and the drop-off zone. Fire tender access is allowed for around the full perimeter of the building.

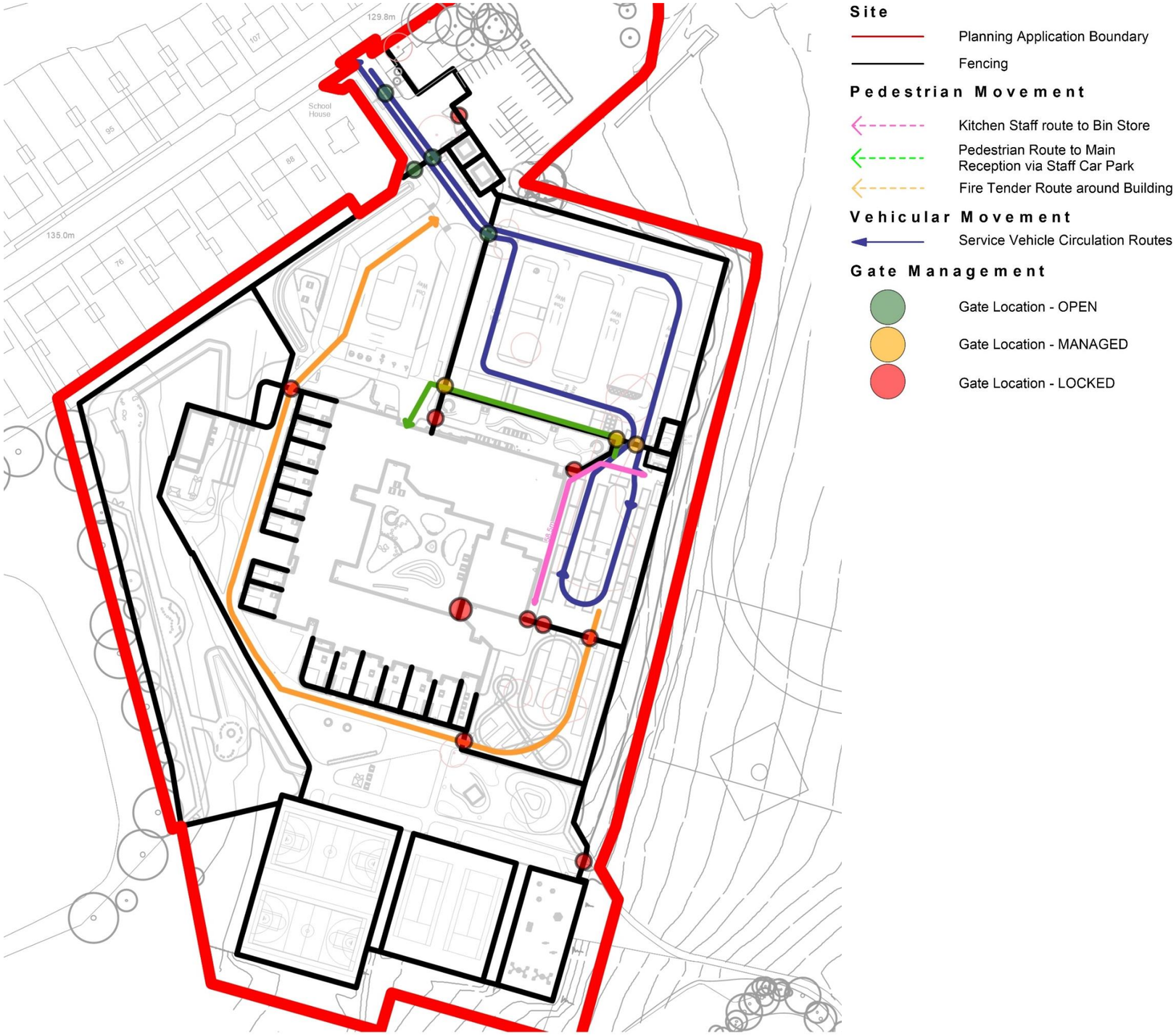
Maintenance & Servicing Access.

Within the boundary there is access across the site for maintenance to the school grounds and building, including the external plant room, sprinkler tank, internal plant rooms

Service and maintenance vehicles will have access to the visitor car park for minor deliveries.

For kitchen deliveries, bin collection, fire access or student drop-off / pick-up, vehicles will need to navigate through the secure line into the drop-off area to the east of the school. This will be managed by the school.

Service vehicles will not be scheduled to be on site during key arrival and egress times for students.

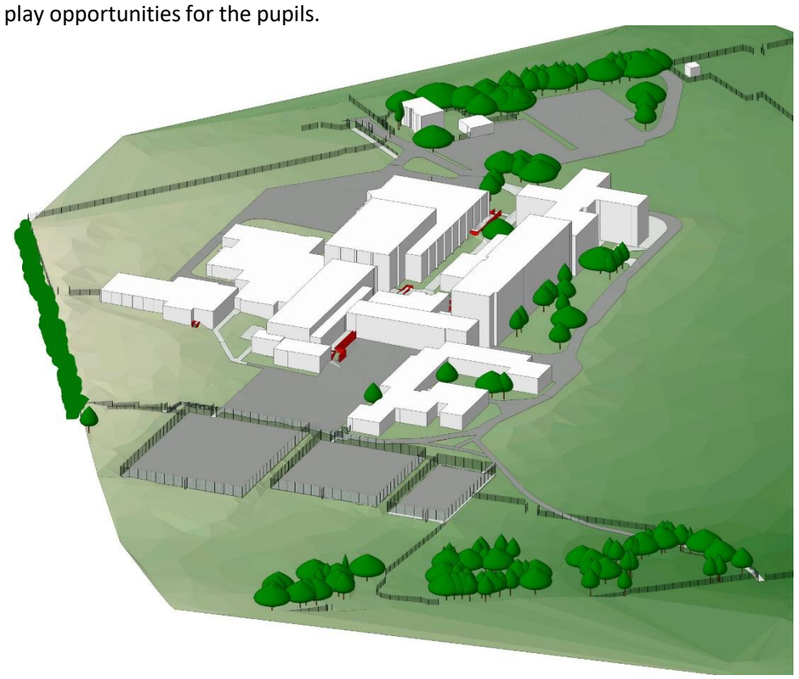


3.6 Levels Strategy

Existing Site

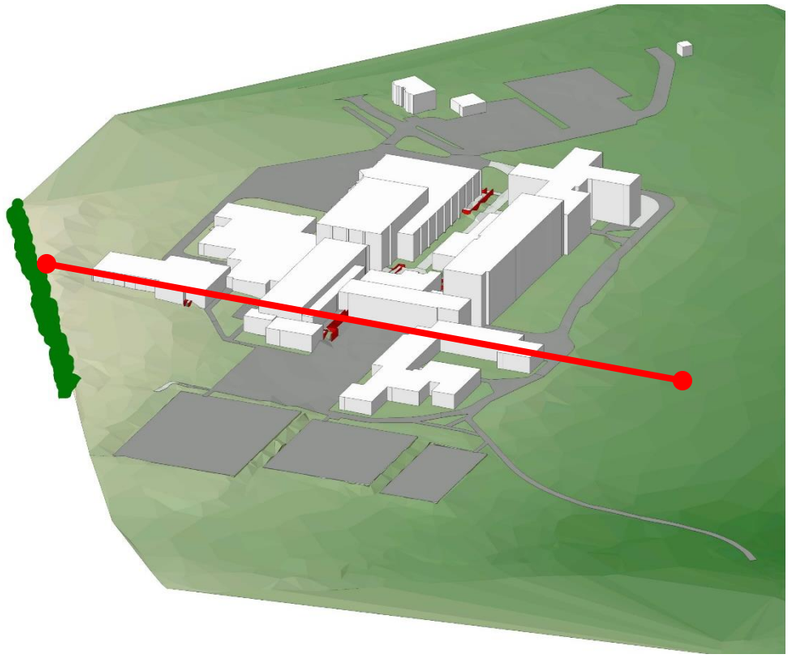
The existing site consists of numerous buildings placed on staggered flat pads across the site, set into a landscape which slopes by up to 10m from west to east. A suitable solution to mitigate against excessive cut and fill as well as navigating against the requirement for retaining walls needed to be set early on.

The overall site strategy for levels is to make use of the existing gradient to minimize cut and fill and to utilize the existing development platform where possible.
Where appropriate mounds have been used across site. These mounds also offer play opportunities for the pupils.



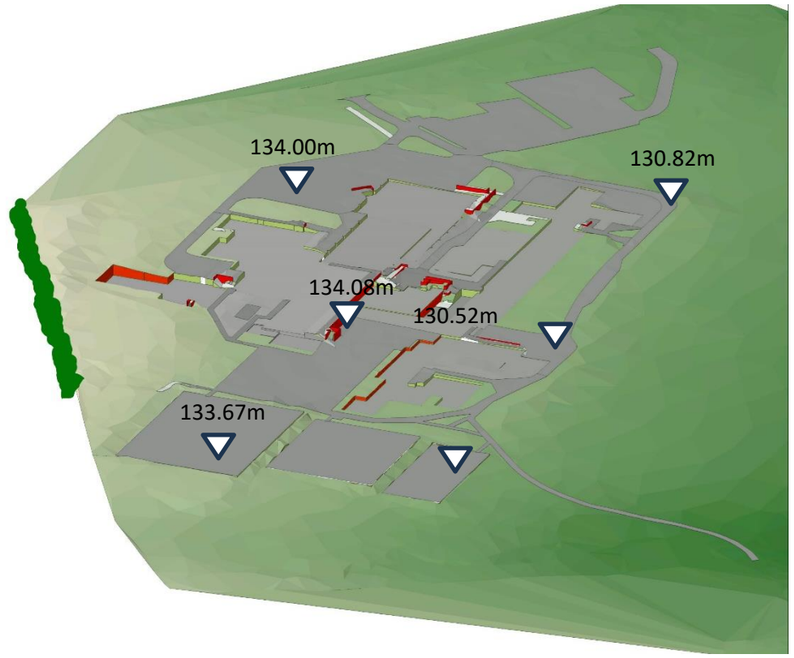
Key points

- Development platform to be located on site of existing buildings
- Single building with single floorplate makes FFL decision critical



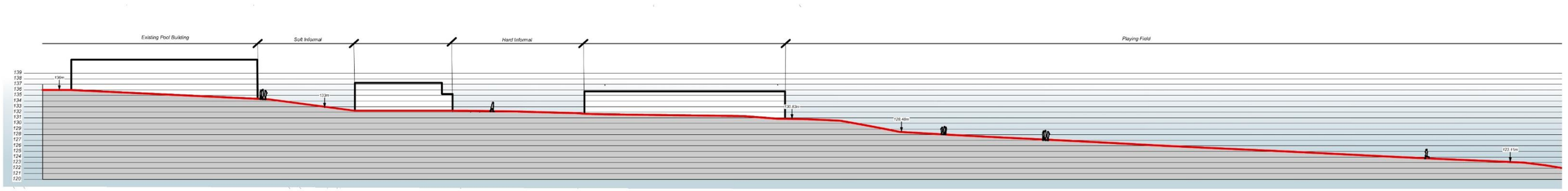
Key points

- Built form isolated to reveal extent of demolition
- Level changes identified in red



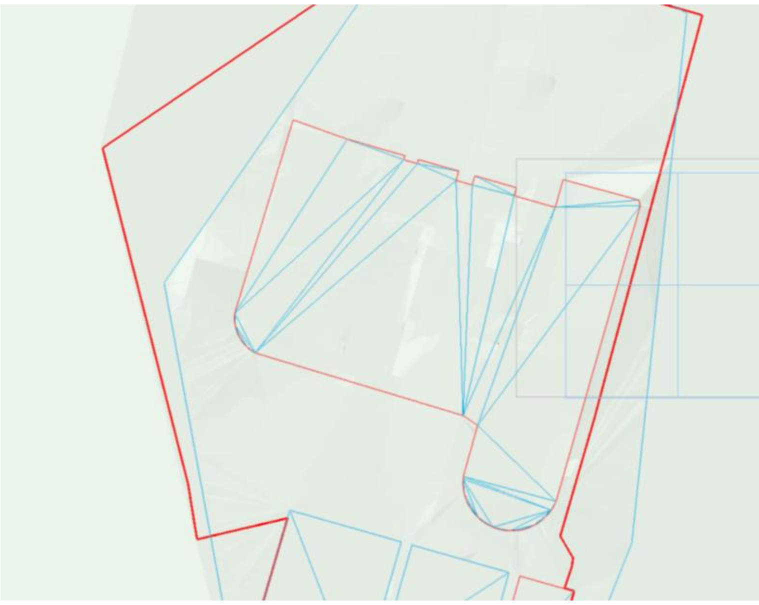
Key points

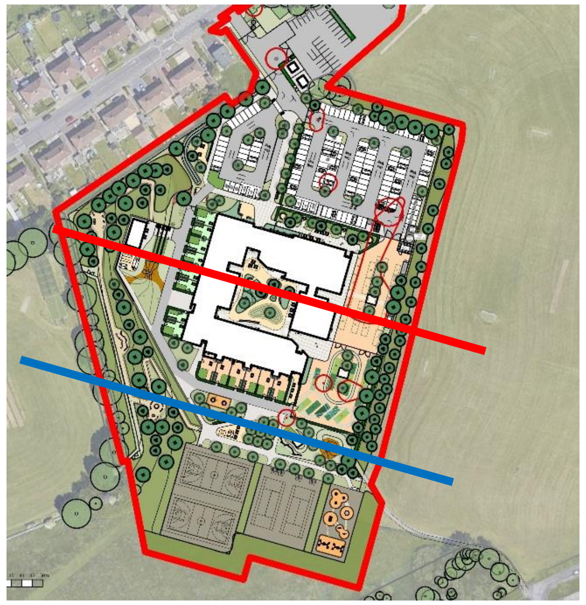
- A number of existing retaining features enhance the 4m level change across the development platform
- This includes the existing swimming pool currently dug into the site



Proposed Site Sections

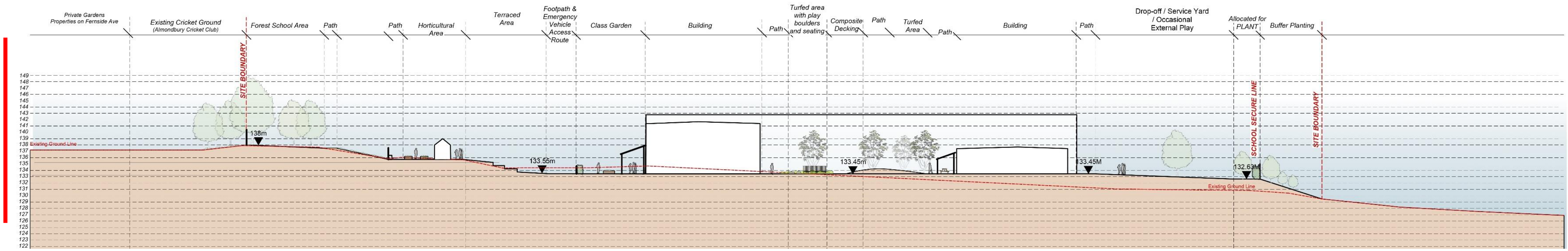
Working closely with the design team to understand cut and fill requirements, as well as ensuring the scheme had no impact on the adjacent playing field has enabled us to set an outline building plateau which will be further developed during stage 4.

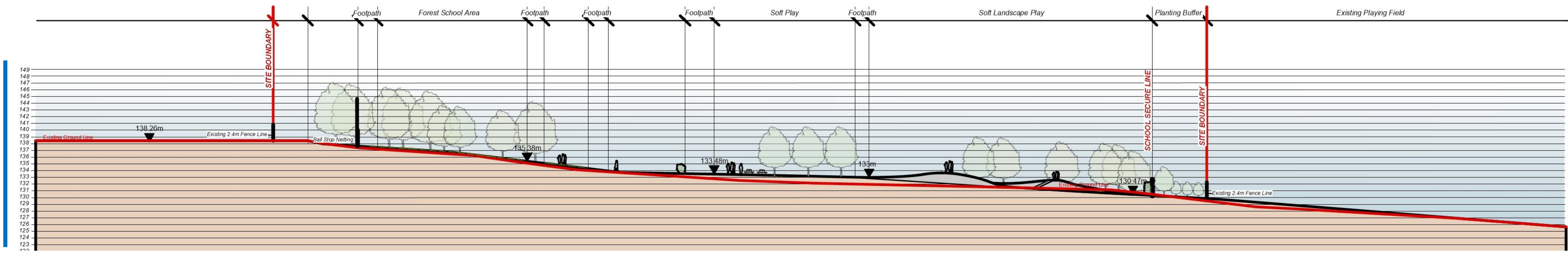




Key points

- Building plateau set at +133.45m
- Assuming the building pad and the drop-off are relatively flat.
- Grading required outside of eastern school fence line but no works required to existing pitches which are retained as existing.
- Space for additional fill on site to south of building if required.





Boundary Treatment

04

4.1 Secure Line

Secure Line.

The site design will provide maximum security for its students, with a clear secure area that can be locked during school hours and opened at the beginning and end of the day (in green).

In addition to this secure area there are several controlled zones (in yellow):
1. Student drop-off area 1 which doubles up as managed service vehicle access
2. Student drop-off area 2 (access for mini-buses and taxis during drop-off and pick-up)
3. Teaching staff car park (access control for staff only)

A publicly accessible area (in red) provides a welcoming entrance to the school with easy wayfinding to the main school entrance and school cafe. This area can also be opened for out of hours use in conjunction with other community resources that are part of the external and internal areas.

Habitat buffers help with visual privacy for the pupils but also contribute to the biodiversity of the site with wild flower meadows and native woodland species.

Secure Area

Publicly Accessible Area

Controlled Access Area

High security weldmesh fencing

4.2 Secure Line

Boundary Security

The fencing and boundary treatment strategy has been developed to align with DfE OS Spec 2022 as a benchmark, as well in consultation with Kirklees and the School themselves.

The south and west external site boundary will make use of the existing fencing which is in good condition. New 2.4m high weldmesh fencing will accompany this on the east and north where existing fencing does not exist or will be subject to change. This approach creates a smart and uniform boundary to the school site.

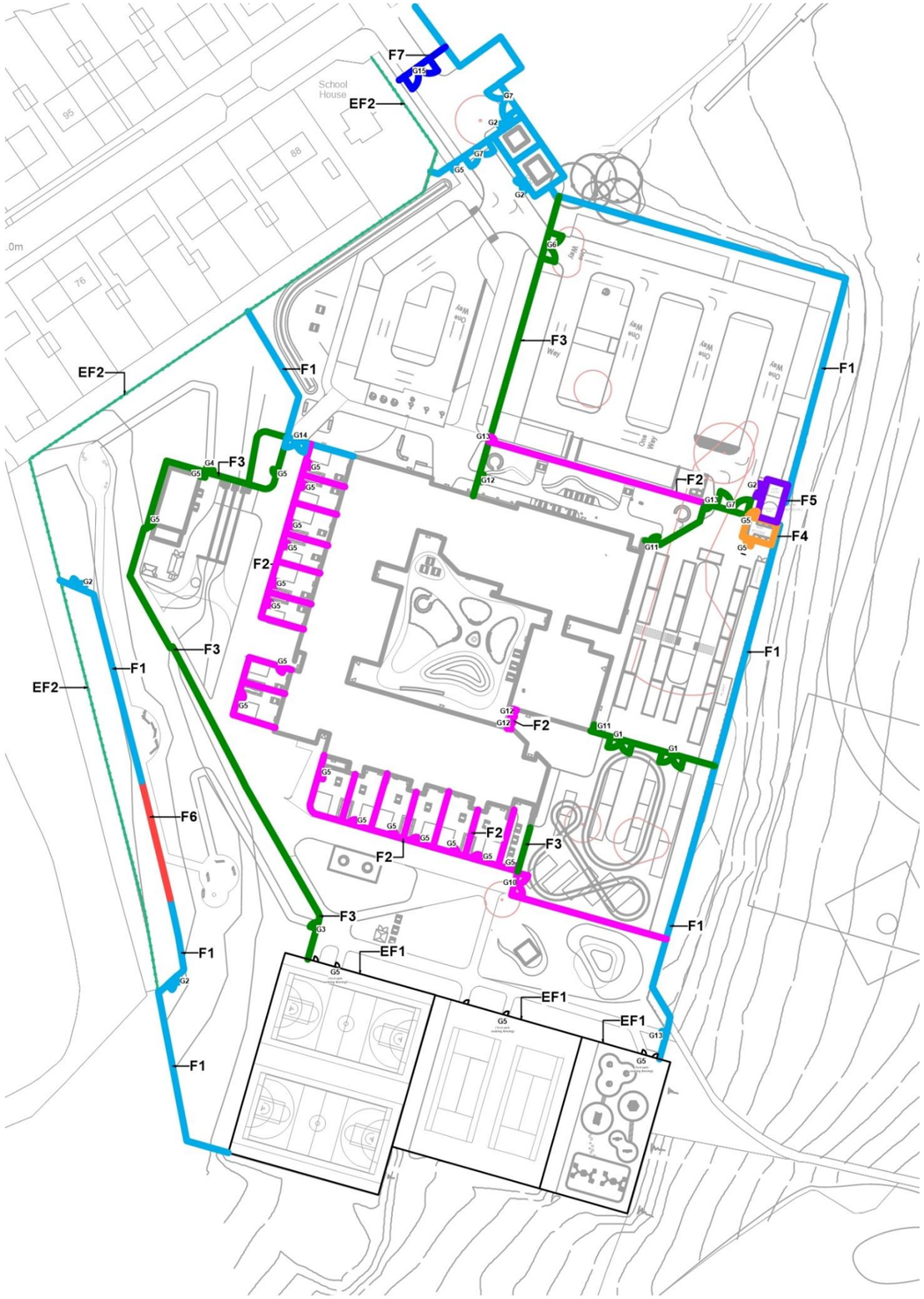
Secure Line

Within this boundary the secure area is bounded by both an existing 2.4m palisade fence which will be retained and where no existing fence exists a proposed 2.4m high anti-climb weldmesh fence will be installed. This will ensure the safety and security of the pupils on site during the school day. In areas where visual privacy is of particular priority the fencing will have timber inserts.

Other Fencing Elements

Inside the secure line, additional fencing creates different external areas for SSP, Secondary and Primary. The early phase classrooms have their own separate courtyards.

- 1.8m high weldmesh internal security fence (F3)
- 2.4m high Existing Palisade Fence retained if suitable (EF2)
- 2.4m high weldmesh Security perimeter fence (F1)
- 1.2m high weldmesh fence (F2)
- 2.4m high louvered steel fencing (F4)
- 3m high Existing MUGA Fencing retained if suitable (EF1)
- 3m high louvered steel fencing (F5)
- Weldmesh Fencing Perimeter with Ball Stop Netting Topper (F6)
  2.4m Height Weldmesh
  4.6m Height Retractable Ball Stop Netting
- 450mm Height Steel Knee Rail (F7)



Weldmesh Fencing (proposed in locations F1 / F2 and F3 as per the labels on the plan).

Timber Closeboard Fencing (proposed in locations F4 and F5 as per the labels on the plan).

4.3 Ball Stop Netting

Nall Stop Netting

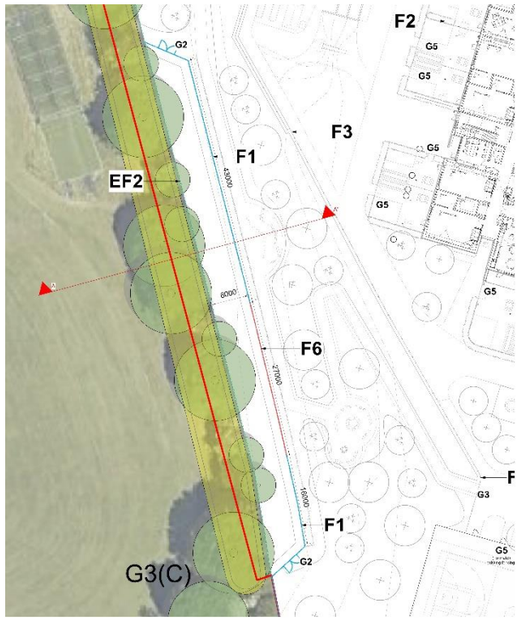
A ball strike risk assessment has been undertaken by Labosport Ltd who have reviewed the site distances and topography to analyse the risk of balls surpassing the site boundaries of the cricket pitch at Almondbury Cricket Club.

The diagram below shows the location and height of the recommended Ball Stop Netting Fencing.

To be effective during all times of play when there is a risk of ball strike, no access is to be allowed into the area between the cricket square and the ball stop netting fence line.

2.4m high weldmesh perimeter fencing forms the perimeter boundary with retractable ball stop netting to be installed along the 27m extent recommended to a height of 7m.

An access controlled area is therefore created between the ball stop netting line and the existing fence line which, available for maintenance to the fence line and vegetation when cricket is not in play.

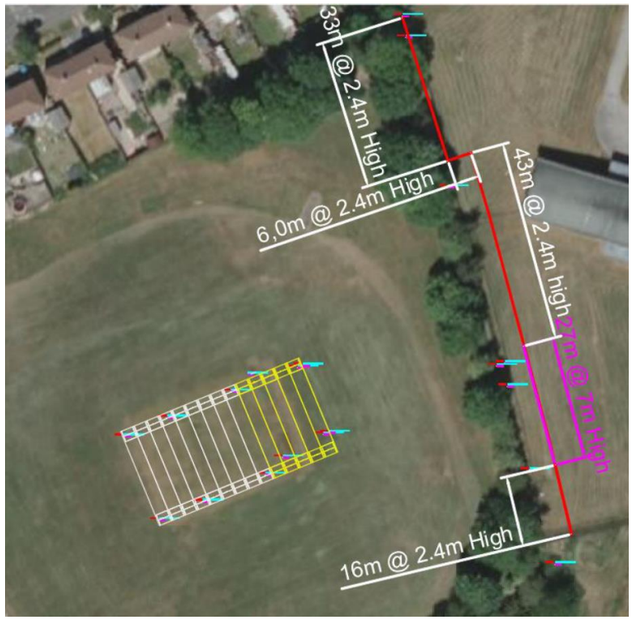


Proposed ballstop netting fencing diagram.

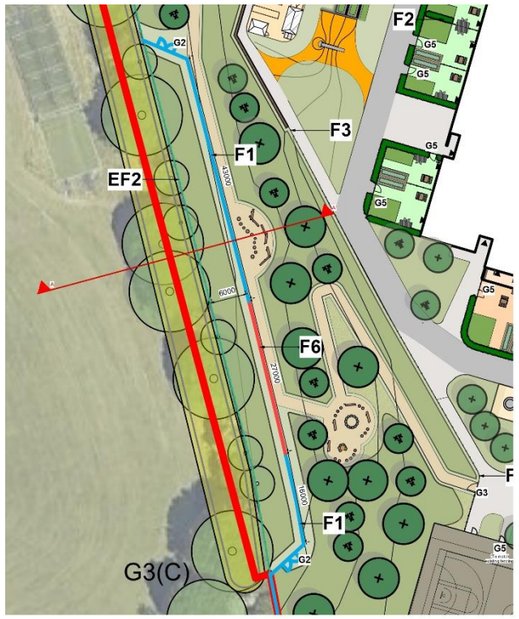
2.4m high Existing Palisade Fence retained if suitable (EF2)

2.4m high weldmesh Security perimeter fence (F1)

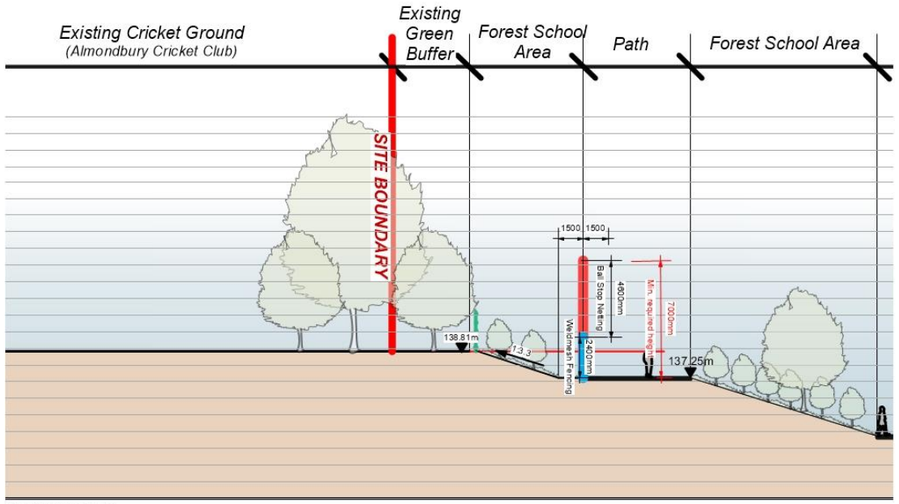
Weldmesh Fencing Perimeter with Ball Stop Netting Topper (F6)
2.4m Height Weldmesh
4.6m Height Retractable Ball Stop Netting



Proposed location and heights of ball strike mitigation by Labosport.



Proposed ballstop netting in forest school area.



SECTION A-A'

4.4 Community Safety & Crime Prevention

Access & Movement

There is a single principle entrance to the site which is in front of the building and is well monitored. This access point acts as a single access to the site for vehicles, pedestrians and cyclists, thus improving monitoring capability and decreasing options for an ‘escape route’.
Vehicular traffic is restricted to the car park area and drop-off loop. Any maintenance equipment will only be able to access the playground areas under control of the site manager, under normal times these routes will be locked. The site is designed to operate a one way in-out system for vehicular traffic, to help maintain an orderly operation during busy periods and create a safer environment.

Pedestrian routes are direct, obvious and clear of obstruction. The external ground finish materials will define the boundaries of pathways and road surfaces, along with high kerb lines to prevent vehicular intrusion.

• Planting areas will be carefully utilised in order to define areas in which movement is permitted and deter access to areas which are prohibited.

• Cycling shelters will be provided at the front of the building, in which surveillance is high. The shelter will offer robust ‘Sheffield Hoop’ style fixtures secured into concrete to allow a secure facility for cyclists to park their bicycles.

Surveillance

The proposal has been designed to maximise natural surveillance as far as possible.

To promote natural surveillance the site layout has been designed to force traffic to pass monitored control points on the site, such as the principal plot entrance and the building entrance. Any unnecessary site furniture which may hinder natural surveillance will be avoided and the sites will be on a level plane avoiding any blind spots above or below the natural field of view.

The design will principally focus on enhancing natural surveillance, however a CCTV system will also be installed by the end user. This could be employed to enhance security and aid the identification of individuals following any criminal activity.

The lighting system will be designed by an appropriate electrical engineer and will be in accordance with BS 5489. The position of lighting will be carefully considered, with areas of natural surveillance lit evenly creating a uniform light with minimal shadows. The principal entrance of the site and the building will be illuminated well to aid in way-finding.

All planting on site will not inhibit natural surveillance by providing a clear unobstructed view range between 1m and 2m. Planting will be developed alongside the CCTV system in order not to hinder visibility from cameras or provide shadowing.

Physical Protection

The perimeter of the entire site will be enclosed partially by an existing 2.4m high palisade fence and where no fence currently exists a proposed weld mesh steel mesh security fence at 2.4m high from ground level will be installed. This will ensure the safety and security of the pupils on site and the building during out of hours. Gates within the security fence will be locked during school hours and when the school closed, however will be opened up during pick up and drop off times. The pupil areas of the site will be contained from the public access area of the site by further weld mesh steel mesh fencing. No structures or planting will reside in proximity to the security fencing in order to avoid potential climbing.

Planting & Habitat

05

5.1 Tree Removal & Mitigation

All trees identified for removal will be removed separately as part of the demolition application. The information below is solely for context:

There are very few trees and hedges within the site boundary. The relevant vegetation both within and adjacent to the boundary is shown on the plan.

The proposed new parking encroaches on the RPA of the 'B' category tree T12, T15 and G2 and these will need to be removed.

Information as per Arboricultural Survey from FPCR.

TREE REMOVAL KEY

As shown in Preliminary Arboricultural Impact Assement. (Please refer to BS 5837: 2012 Preliminary Tree Survey Report prepared by FPCR Arboricultural Consultants)

Vegetation removal is recommended outside of the main breeding season (October – February) It is recommended that supervised checks are carried out prior to tree removal by a suitably qualified ecologist.

Site

Prior Approval Application

Trees To Be Retained

T001 / G001 Tree Identification Number (Single Tree / Group of Trees)

Category A - High Value
Retention Most Desirable

Category B - Moderate Value
Retention Desirable

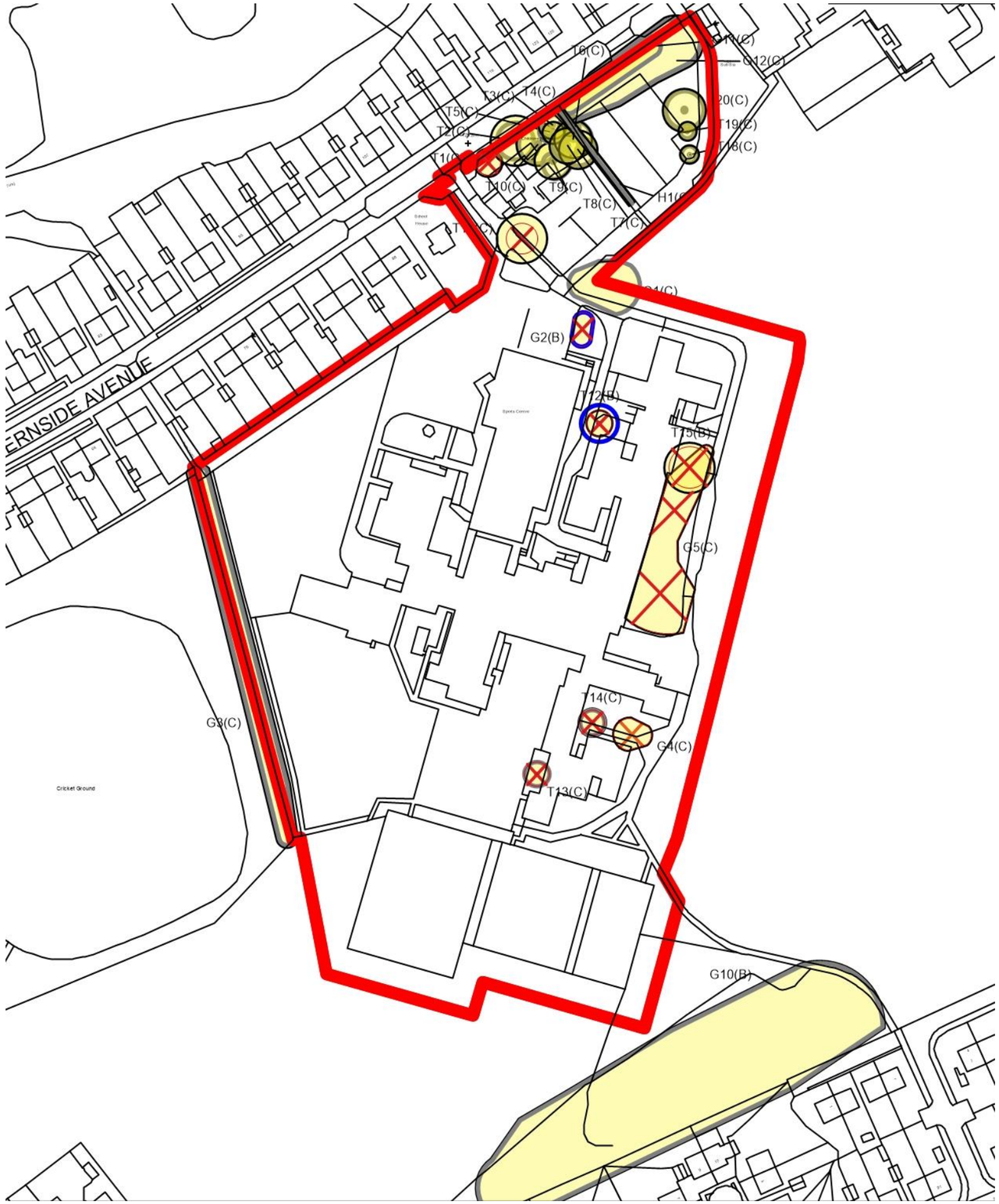
Category C - Lower Value
Could Be Retained

Category U
Recommended to be removed for sound Arboricultural Management

Trees To Be Removed

Tree to be removed as a result of construction

Tree Root Protection Area (RPA)



5.2 Planting Strategy

Soft Landscape Principles

The site design will incorporate sustainability into the heart of its design. Existing trees are retained wherever possible to maximise the existing benefit of mature tree planting (4no trees and 3no.Groups of trees are proposed to be removed).

Proposed trees will be placed in key locations to help enclose external spaces around the school and limit views into the site as well as providing the multiple cooling, wildlife and mental health benefits that trees are known for.

A large forest school zone will be included in the site to encourage and harness wildlife growth. This will be designed to provide seasonal interest and support biodiversity objectives.

Plants will be carefully selected to be safe within school grounds and low maintenance especially given the SEND nature of the school. Species that support biodiversity objectives that may be considered to have berries and thorns have been placed in areas outside the secure school line, such as a native hedgerow to the school frontage that is within the staff car parking areas.

A planting strategy has been developed with the school to support the learning opportunities:

- Specimen trees and hedgerows
- Robust amenity and sensory planting
- Raingardens and swale planting
- Meadow and lawn planting
- Woodland planting
- Horticultural gardens

5.3 Ecology

Ecological Principles

In response to both national and local policy, as well as input from the ecologist, both biodiversity and sustainability have been prioritized, and will form an integral part of the scheme:

1. Horticultural garden planting

2. Integrated bird and bat boxes located on the existing trees to encourage local wildlife.

3. Sustainable urban drainage providing amenity for the school.

4. Native hedges to boundaries.

5. Retaining boundary vegetation wherever possible.

6. Species of trees and planting selected to cope with future climate change.

7. Compost heaps for bug habitat.

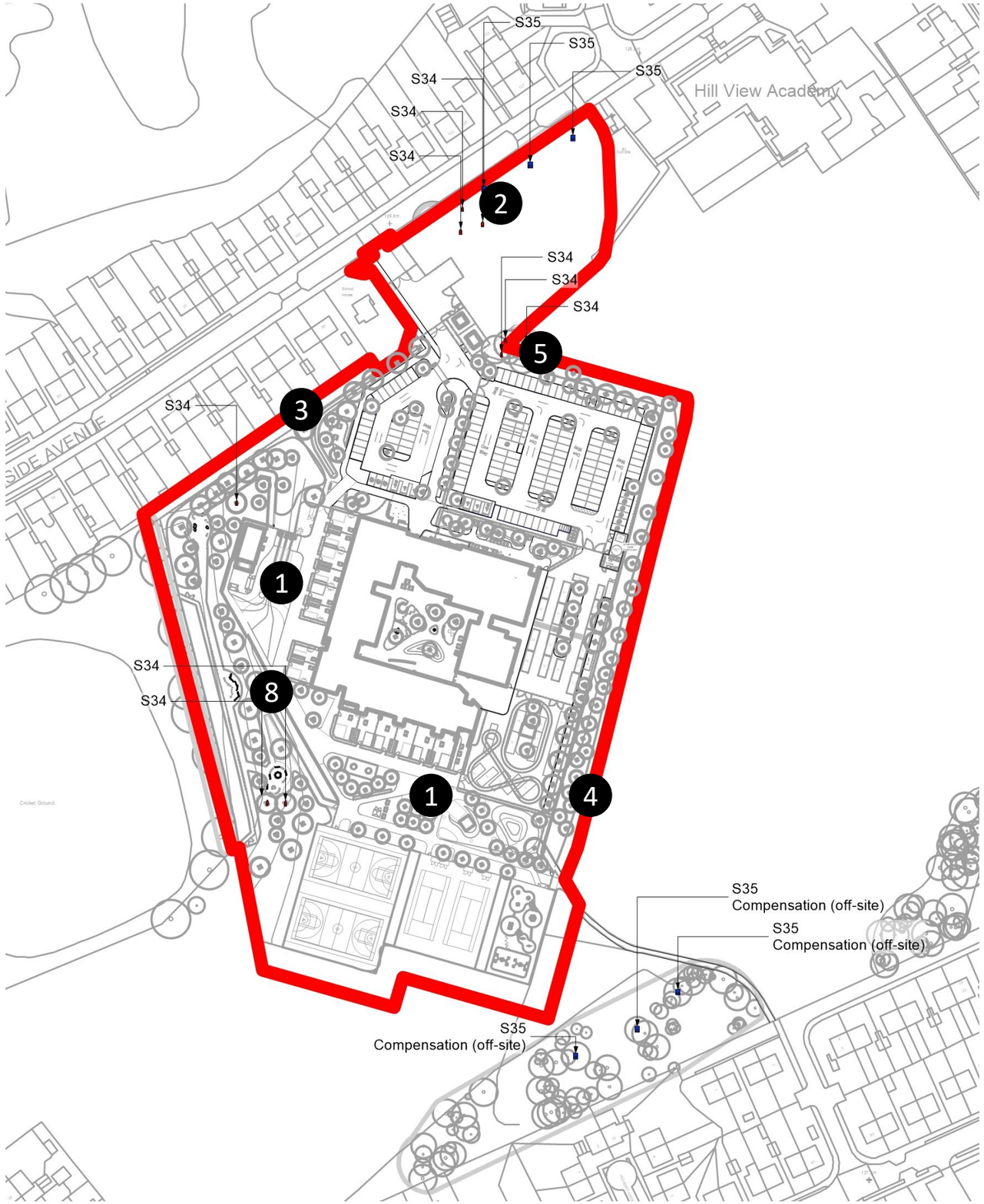
8. Mixed broadleaf woodland with tree species selected to create a sheltered learning environment.

9. Varied habitat mosaic of woodland, meadows, native hedges and species rich lawn create habitat corridors.

10. Hedgehog gaps provided in fencing.

S34 Bird Box
Location indicative. Refer to ecology report by others.

S35 Bat Box
Location indicative. Refer to ecology report by others.



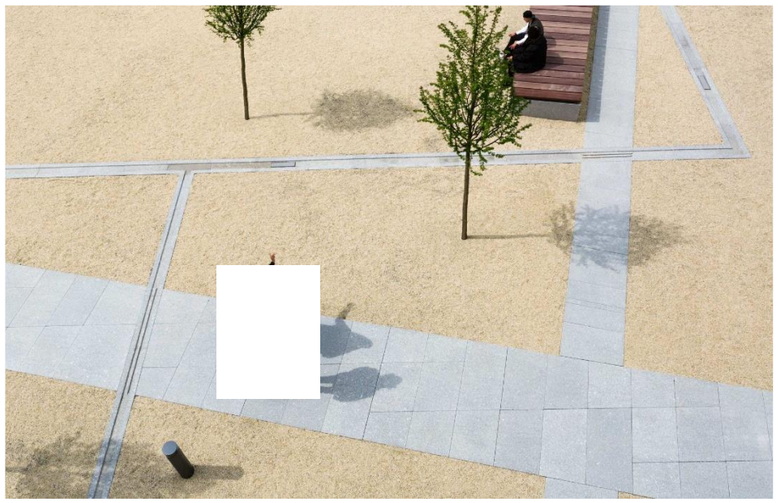
Hard Landscape Materials

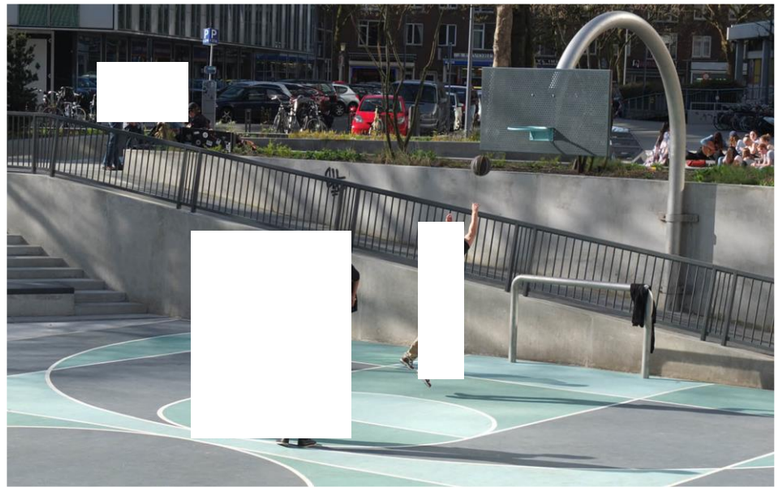
06

6.1 Hard Material Strategy.

Key Materials

Materials will be specified, to work with the local landscape setting and the needs to the learners within the school environment. A natural palette of materials that works with and enhances the building, including tones inspired by nature with grey / buff paving, autumnal shades of wood in the furniture and watery calming blues and greens for surfacing.
Playful external spaces, with a mix of natural and fixed play opportunities will be provided. These have been developed hand in hand with the teaching staff. Supporting the enrichment activities, robust play surfaces have been selected for active areas and also materials that can be calming and provide opportunity for sensory experiences.





Visuals

07

6.1 Visuals: Student Drop-Off

6.2 Visuals: Post 16 Garden

6.3 Visuals: Courtyard

6.4 Visuals: Site Aerial View