MOOREND HOUSE

Planning and Operational Statement

1. Executive Summary

Moorend House is a former primary school building currently used as office accommodation. Timeout Children's Homes Ltd proposes to return the premises to non-residential educational use within Use Class F1(a), with associated internal alterations to support two distinct specialist educational provisions.

The building would accommodate a maximum of 50 learners: up to 30 primary-aged pupils and up to 20 post-16 students. Each provision would have a dedicated entrance, teaching accommodation and defined outdoor space. Shared facilities would be separately timetabled to maintain clear operational separation.

Planning case The proposal re-uses an existing former school building for education, provides a controlled daytime pattern of activity, staggers arrivals and departures, retains internal vehicle turning and includes practical controls for visitors, deliveries, safeguarding, noise and neighbour amenity.

2. Educational Purpose

The proposed setting will provide specialist education for learners with social, emotional and mental health needs. The approach combines an appropriate curriculum, a calm environment and therapeutic relationships so that pupils can build confidence, make progress and prepare for successful futures.

- Individual pathways informed by EHCPs, previous settings, baseline assessment, pupil and parent voice and relevant professional advice.
- High aspirations alongside support and challenge matched to each learner.
- Partnership working with families, local authorities, schools, social care and Timeout clinicians.

3. Strategic Need and Local Authority Support

The proposed school has the full support of Kirklees SEND Department. The development will help Kirklees fulfil its sufficiency requirements by increasing local specialist education capacity, with particular benefit in specialist primary education. This will also help with transportation, as Kirklees Council wants to support children within its district to be transported by the council; this provision will allow children to be educated in Kirklees rather than be transported out of borough for their educational needs.

Alongside its direct educational provision, the school will support surrounding mainstream schools by sharing specialist speech, language and communication knowledge and skills. This outreach role will include access to specialist advice, the sharing of effective practice and relevant specialist training for mainstream staff.

The proposal therefore responds to an identified need in the area while also strengthening the capacity of local mainstream provisions to support children with SEND. Kirklees SEND Department supports the development on this basis.

4. Proposed Operating Model

Provision	Maximum number	Core learner day	Curriculum
Primary	30	09:15–14:45	Primary curriculum aligned to the national curriculum and delivered through personalised pathways.
Post-16	20	09:30–15:00	English, mathematics, personal development, independent living, employability and vocational learning aligned to Preparing for Adulthood outcomes.

The post-16 offer may include hospitality and catering, construction and maintenance, health and social care, and hair and beauty. Practical activities will only operate where the completed design provides suitable supervision, storage, ventilation, extraction and fire precautions.

5. Separation and Shared Facilities

- Dedicated entrance and access-control arrangements for each provision.
- Allocated teaching, pastoral, toilet and outdoor areas wherever practicable.
- Separate timetables for the dining hall, sports hall and other shared facilities.
- Planned movement routes and transition times to minimise unnecessary crossover.
- Any joint activity to be purposeful, supervised and risk assessed.

6. Daily Activity and Opening Hours

Time	Typical activity	Control
07:30–08:00	First staff arrive and open the site.	Authorised opening and site checks.
08:00–09:15	Preparation, briefings and scheduled deliveries.	Deliveries outside learner peaks where practicable.
09:15–09:30	Staggered learner arrivals.	Shared transport encouraged; vehicles turn on site.
09:30–14:45	Teaching, therapy and enrichment.	Timetables control shared rooms and outdoor space.
14:45–15:00	Staggered normal departures.	Primary and post-16 finishing times separated.
15:00–16:00	Optional after-school activity and later collections.	Supervised activity with reduced numbers.

16:00–17:00	Staggered staff departures and closure.	Around six teaching assistants leave at 16:00; remaining staff leave between approximately 16:30 and 17:00.

The normal operation will be weekday daytime education during term time. Occasional staff training, parent meetings or school events may take place outside the core learner day and will be managed to protect neighbouring amenity.

7. Staffing and Supervision

The current operating assumption is 16 staff on site. Staffing will include leadership and administration, teachers or tutors, teaching assistants or learning mentors, and planned pastoral or therapeutic input. Staff numbers and deployment will reflect learner needs, safeguarding arrangements, room capacities and the final timetable.

Professional visitors may include clinicians, social workers, speech and language therapists, local-authority officers and families. Visits will normally be pre-arranged, with reception sign-in, identity checks, safeguarding information and supervised access where appropriate.

8. Access, Parking and Transport

The travel approach is based on shared learner transport, staggered movement and on-site circulation, reducing the likelihood of a single concentrated arrival or collection peak.

- An internal entry and turning area will be retained beyond the gates.
- Vehicles will turn within the grounds and leave in forward gear.
- The driveway and turning area will remain clear during drop-off and collection.
- Staff vehicles will remain on site during the working day within the parking layout shown by the architect.
- Public transport will be encouraged where suitable for the learner and consistent with safeguarding and individual travel plans.
- Taxi and minibus providers will receive clear arrival instructions, reviewed if queuing or conflict occurs.

9. Deliveries and Servicing

- Deliveries and servicing will be scheduled outside main arrival and departure periods wherever practicable.
- Service vehicles will use the internal circulation space and leave in forward gear.
- Waste collection will not conflict with learners, neighbours or vehicle turning.
- Vehicles will not wait where they obstruct access, parking or the turning area.

10. Safeguarding and Security

- Controlled entrances and visitor-management arrangements.
- Clear zoning of learner, staff, visitor and service areas.
- Secure boundaries and supervised use of external areas.
- Appropriate alarms, access control and secure storage for confidential records and medication.
- Emergency, first-aid, lockdown and evacuation procedures supported by the final layout and fire strategy.

11. Noise and Neighbour Amenity

The proposed use will operate principally during daytime hours. Noise will arise from normal educational activity, vehicle movements and supervised recreation. The following controls will minimise the effect on neighbouring properties:

- Staggered arrivals, departures and staff finishing times.
- Timetabled and supervised outdoor activity.
- No routine evening community use or letting is proposed.
- External lighting directed to limit glare and unnecessary light spill.
- Any plant, extraction or specialist equipment selected and positioned with appropriate technical advice.
- A named site contact and process for recording and responding to neighbour concerns.

12. Conclusion

The proposal will return Moorend House to educational use and provide a carefully managed specialist learning environment. It has the full support of Kirklees SEND Department and will contribute to local sufficiency, particularly in specialist primary education, while also extending speech, language and communication expertise and specialist training to surrounding mainstream provisions.

Capacity will be limited to 50 learners across two distinct provisions. Staggered hours, shared transport, internal vehicle turning, controlled shared facilities and clear safeguarding arrangements will support safe operation while limiting effects on the highway and neighbouring properties.

This statement provides the operational basis for the architect's drawings and change-of-use submission for Use Class F1(a).

At Timeout Education, we fit the school to the pupil, not the pupil to the school.