



Department
for Education

FS0911 HEYWOOD SEN(D) School
Design and Access Statement

Document Details

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1.0 Introduction

This Design and Access Statement has been compiled by EWA for Tilbury Douglas in support of a full planning application for a new build SEND school for Heywood SEND.

This document is to be read in conjunction with the associated planning documents and drawings.

The existing New Bridge School is a generic special needs school for pupils and students between the ages of 11 and 19 across two sites, our 11-16 Roman Road campus and our 16-19 St. Martin’s Road site. New Bridge School delivers a personalised curriculum that ranges from P1 to GCSE and equivalents. The existing school houses a swimming pool and specialist theatre, both of which are used daily by the local community.

This application is for a new build development to provide a 76 place SEND secondary school for 11-19 years old pupils with Autism Spectrum Condition ASC, utilising the DfE framework.

1.1 Proposed School Brief

Schools Trust Vision for Rochdale Academy

The New Bridge Multi Academy Trust (MAT) vision will be at the heart of the offer for the pupils/ students, staff, families and stakeholders of the Academy Vision
“Creating meaningful futures” is the vision that drives our Trust.

Mission statement:
“Learning Together, Learning for All, Learning for Life” is the mission statement that all our schools are committed to.

Vision for the Curriculum

Rochdale SEND Academy’s curriculum will give pupils/students access to meaningful, practical, creative and innovative learning opportunities tailored to their individual needs. It will provide memorable experiences and rich opportunities for high-quality learning and wider personal development and well-being.
The Trust will support pupils and students to attain the highest level of recognised qualification appropriate to them. Their links with other education providers include partnership projects that will enable pupils and students to access the whole range of Level 2 and Level 3 qualifications including GCSE. More formal qualifications will be enhanced with nationally recognised and highly regarded awards and qualifications such as Duke of Edinburgh, First Aid, Hygiene, Driving etc.
The curriculum will be supported by a wide range of enrichment activities to support learning including lunch and break-time clubs as well as after-school, holiday schemes, off-site visits and internal visits by a variety of different organisations.

The school will provide an extended day and some holiday clubs.

This school is part of the DfE pilot scheme to achieve zero carbon target by 2030.



1.1 Project Team



Contractor:
Tilbury Douglas



Architect:
Ellis Williams
Landscape Architect:
Ellis Williams



Structural and Civil Engineer:
AJP



Mechanical and Electrical Engineer:
Kennedy Redford



Planning Consultant:
Iceni

2.0 Site Context and Analysis

2.1 Site Context



Aerial - facing North East



Aerial - facing South East



Aerial - facing North West



Aerial - facing South West



Key:

-  Site Boundary
-  Residential
-  Other Built Development
-  Green Space

- The site is located off West Starkey Street between a residential area and Heywood Sports Centre.
- The site is currently unoccupied.
- The site is bordered by West Starkey Street to the South, a steep change in level to the North,
- Heywood Sports Village to the East, and Cedar Avenue to the West.

The project does not involve the change of use or disposal of school playing field land and so does not require an approval as per Section 77 of the School Standards and Framework Act 1998.

The site has an existing planning designation as D1, educational use. This application is for full consent.

The principle to support the loss of playing field arising from the provision of the new SEN school on the site has been agreed between Rochdale council and Sport England.

The mitigation required to support the loss will comprise of pitch improvements to existing provision within the Heywood area. The detail of the proposed improvement works are being discussed with Football Foundation and the FA led by Rochdale Council.

2.2 Constraints

The topography of the site informs the development of the design in considering visibility of the site, local residents and earthworks requirements.

- There is uneven ground due to existing building rubble
- Peat has been identified on site
- Ground gas will need to be monitored and designed against BS8485
- New access required to highways network
- Safeguarding of site during construction

The site is compact, and it is surrounded by trees which limit the opportunity to develop right to the boundary line.

Residential properties to Cedar Avenue are near the site boundary. This needs to be taken into account in terms of visual connectivity and noise.

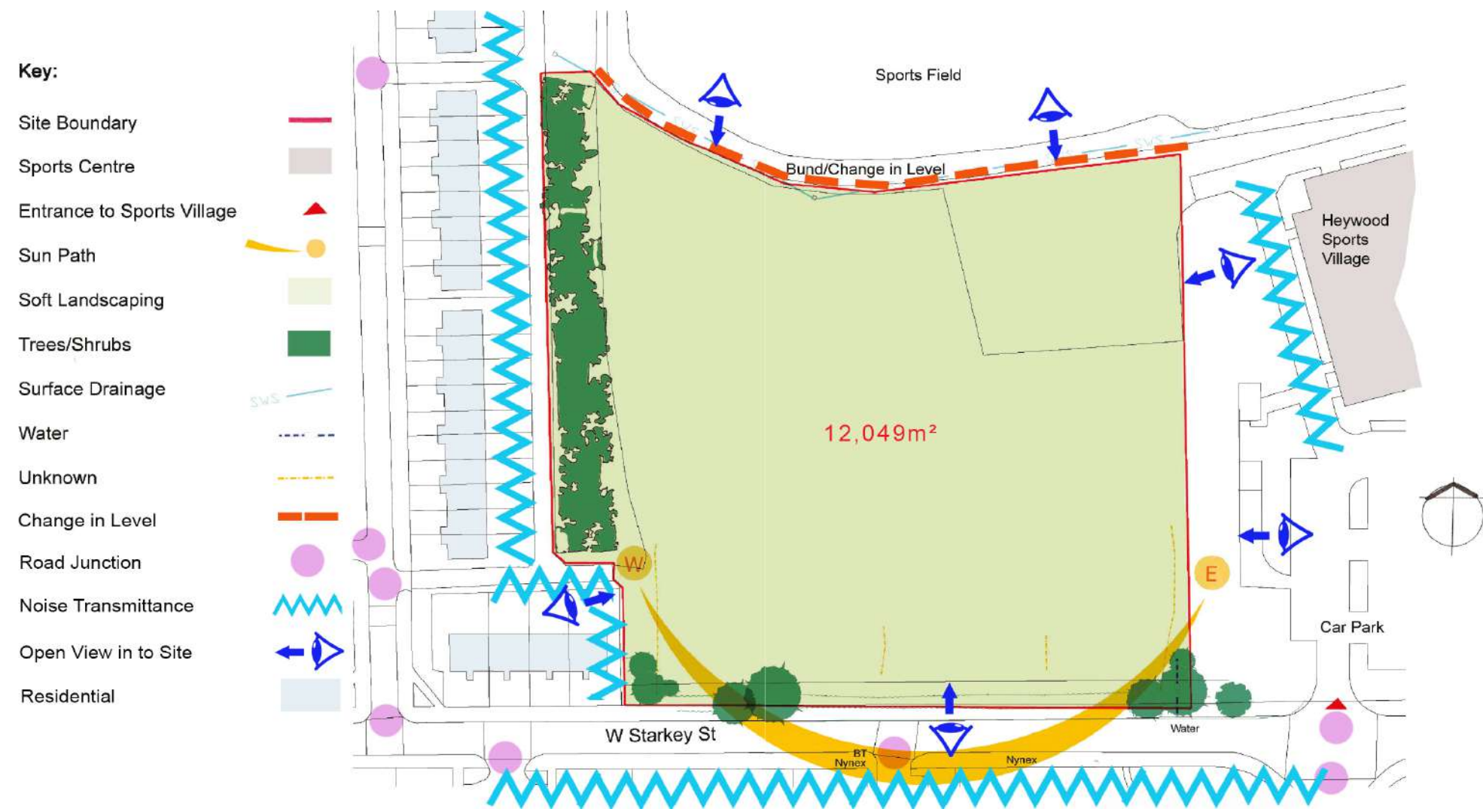
The site is well serviced by roads, but the vehicular access to the site is tight. West Starkey Street is relatively busy.

2.3 Site Opportunities

The site setting and location provides an opportunity to provide a school development which is mindful of it's surroundings and cognisant of the local community within which it is set.

The adjacency to West Starkey Street maximises the chance to provide an accessible site with active frontages.

Mature trees scattered around the boundary line provide natural shelter and other ecosystem services and enhance the sense of place of the area.



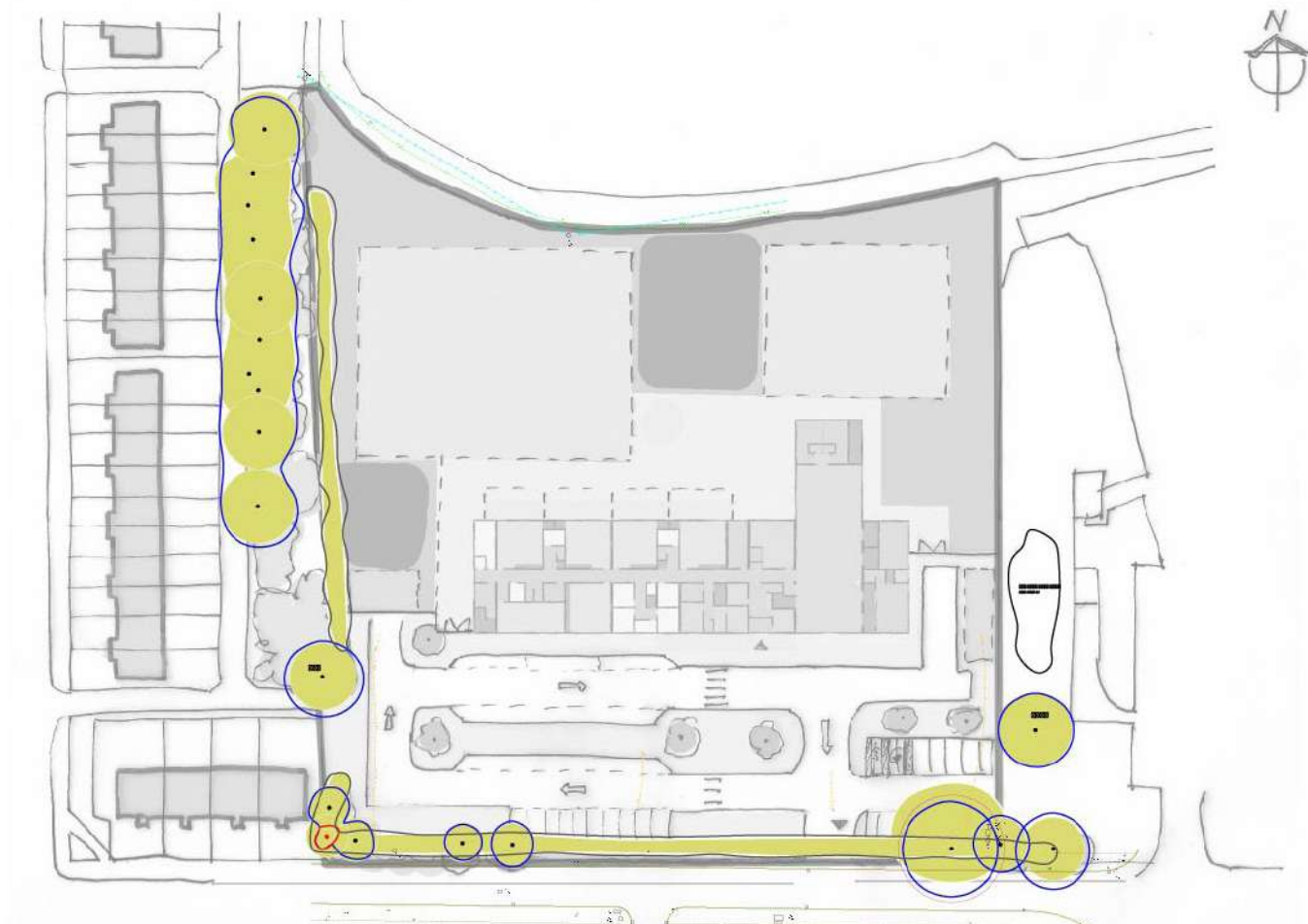
2.4 Topography



- Site Boundary
- Main Fall

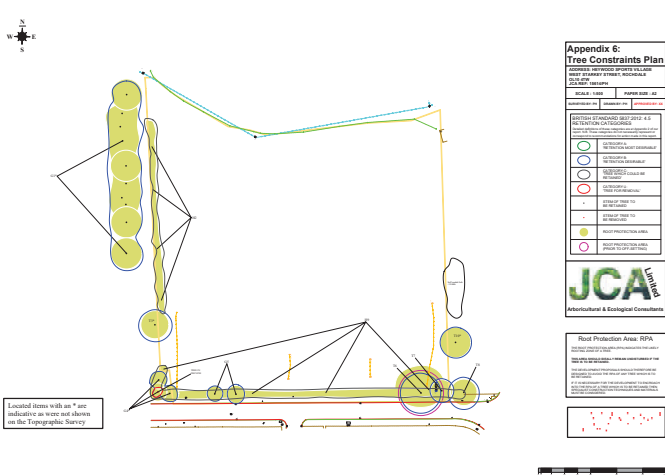
- The site's highest point is + 113.24m in the North-western corner of the site.
- The site's lowest point is + 111.82 in the South-eastern corner of the site.

2.5 Tree Survey



- Root protection area
- Category B - Retention Desirable
- Category C - Tree which could be retained
- Category U - Tree for removal
- Stem of tree to be retained
- Stem of tree to be removed
- Root protection area (prior to off-setting)

- There are no Category A trees on site, therefore all trees can be removed if necessary.
- There are stretches of trees to the South and West of the site that it would be desirable to retain.
- One tree in the South-western corner of the site has been identified for removal.



2.6 Site Photos



3.0 Design Development

3.1 Project Brief - Based on School Specific Brief Observations

- 76 pupils over KS3, KS4 and KS5, ages 11-19
- Pupils will all have an EHCP and have a diagnosis of ASC and may have other needs such as communication and or sensory processing needs.
- Entrance and drop off areas require canopy coverage to allow protection from the elements.
- Access to the building will need to be secure engaging and welcoming
- Reception Office and General Office to be as one big office space
- Conference Meeting Room to be located on the Ground Floor with secure safe access to both visitors and staff
- 8-12 pupils per class
- Ground Floor Classrooms to the rear of the building are to have direct access to secure external covered break-out space, with each classroom having its own separate secure area
- Classroom storage and sinks to be hidden / locked away. Low stimulus environment
- Food Technology will need to be located close to the stairs
- Toilets will need to be accessible from the corridor not from within a classroom.
- LRC to be located near to stairs to allow easy access during breaks and lunches
- 6th Form Common Room to be located near to stairs to allow easy access during breaks and lunches.
- De-escalation Room to have no doors but be acoustically suitable
- Safe access for pupil/student who wish to cycle
- Net zero carbon to be achieved
- Constructed to meet high standards of Sustainability
- Outdoor learning will be a large part of the curriculum which will include PE, science, garden/horticulture space, outdoor classroom (forest school model), DofE and community learning. Spaces will need to have multi-purpose areas for both active use and calm spaces, which are zoned off and secure. There will need to be some undercover space / canopies to enable use in all weathers

3.2 GEN 7 Layouts

GEN 7 is a standardised, component-based model for the design and construction of SEN schools to support the MMC1 framework.

The development of GEN7 continues the DfE’s development of their standardized approach to delivering new schools, adopting widely used industry best practices in design and off-site construction.

GEN7 Schedule of Accommodation (SoA) Assumptions:

- a classroom for every 8 pupils (rounded)
- 2 fixed practical spaces 62m2 for food, D&T, science if secondary
- 2 flexible spaces that could be music, practical or classroom
- Most of 39 Wave 2 special schools are for ASD, SEMH or SLCN
- Very similar requirements in terms of space, not adjacencies
- Other SEN-designations, non-ambulant special schools & APs treated differently due to specific needs and varying tutor group sizes

- Standardised ‘Grid’ 3.6m width
- 7.2 to 7.8m depth
- 18m length
- Internal partitions are placed to the edge of bay joints
- Enclosed modules
- Podules
- Separate halls & dining option
- Stacking
- No compromise on circulation

GEN 7 Layout - First Floor



GEN 7 Layout - Ground Floor



3.4 Project Drivers

The following key project drivers were identified by the school during the briefing process.

Identity
The school want to improve their sense of identity.

Sustainability
Highly efficient Sustainable design of the building and landscape to help educate staff and pupils on sustainability methods.

Atmosphere
Improvements to the internal atmosphere of the school to encourage a learning environment.

Materiality
Materials to be reflective of the surrounding context and to give a calming feel to the overall scheme for both the building and the landscape.

Pedagogy
Create spaces to encourage high quality education for all.

Community
Maintaining the connection with the community use facilities whilst developing the school's individuality

Flexibility and Adaptability
Building's to be designed with future flexibility / expansion in mind allowing adaptations to be made to meet future teaching requirements and climate change.

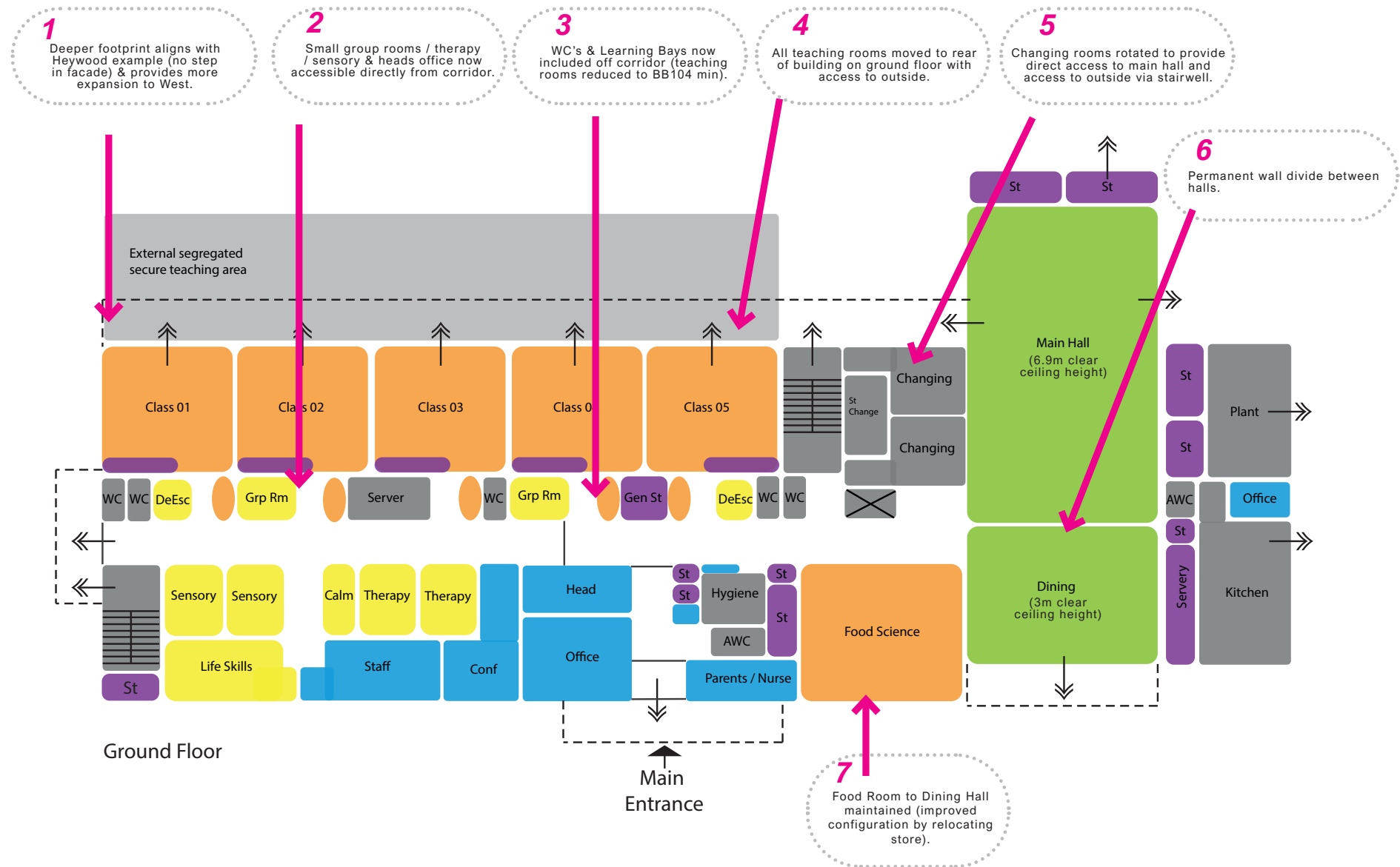
Organisation of rooms and circulation
Clear organisation of circulation routes and rooms to aid navigation for visitors and building users.

3.5 Client Engagement Process

As part of the design development process a series of 6, weekly client engagement meetings (CEMs) were undertaken with key faculty members from the school and representatives from the DfE. The process runs through the key elements of the scheme, with a presentation each week focusing on the various aspects of the building (building layout and appearance, room adjacencies, landscaping, ventilation and heating strategies, ICT and furniture, fittings and equipment).

3.3 Adjacencies

The school require certain adjacencies for operational and educational purposes. The adjacency diagram below formed part of the school's specific briefing requirements



4.0 Proposed Design

4.1 Site Plan and Layout

The Pre-Application comments received @January 2021 from the Local Authority, Planning department was also taken on-board to ensure that the site plan and layout are developed to minimise the landscape and car park dominance to the surrounding areas, especially to the frontage to West Starkey Street

The development of the site layout has been informed by a number of factors; the constraints and setting of the site, the operation of the school and the principles set out in the control option

The location of the building was broadly set during the control option process and this has been maintained. The FFL has been set to 113.100m.

The building location and associated raised table crossing create a great sense of arrival in to the school for pupils and staff as well as providing a safe passage across the car park. The location of the raised table is set equidistant between the Main Entrance and the side pupil entrances to allow for an equal split of pupils on arrival and departure.

Seating opportunity and quality planting will enhance the opportunity for social interactions and community involvement.

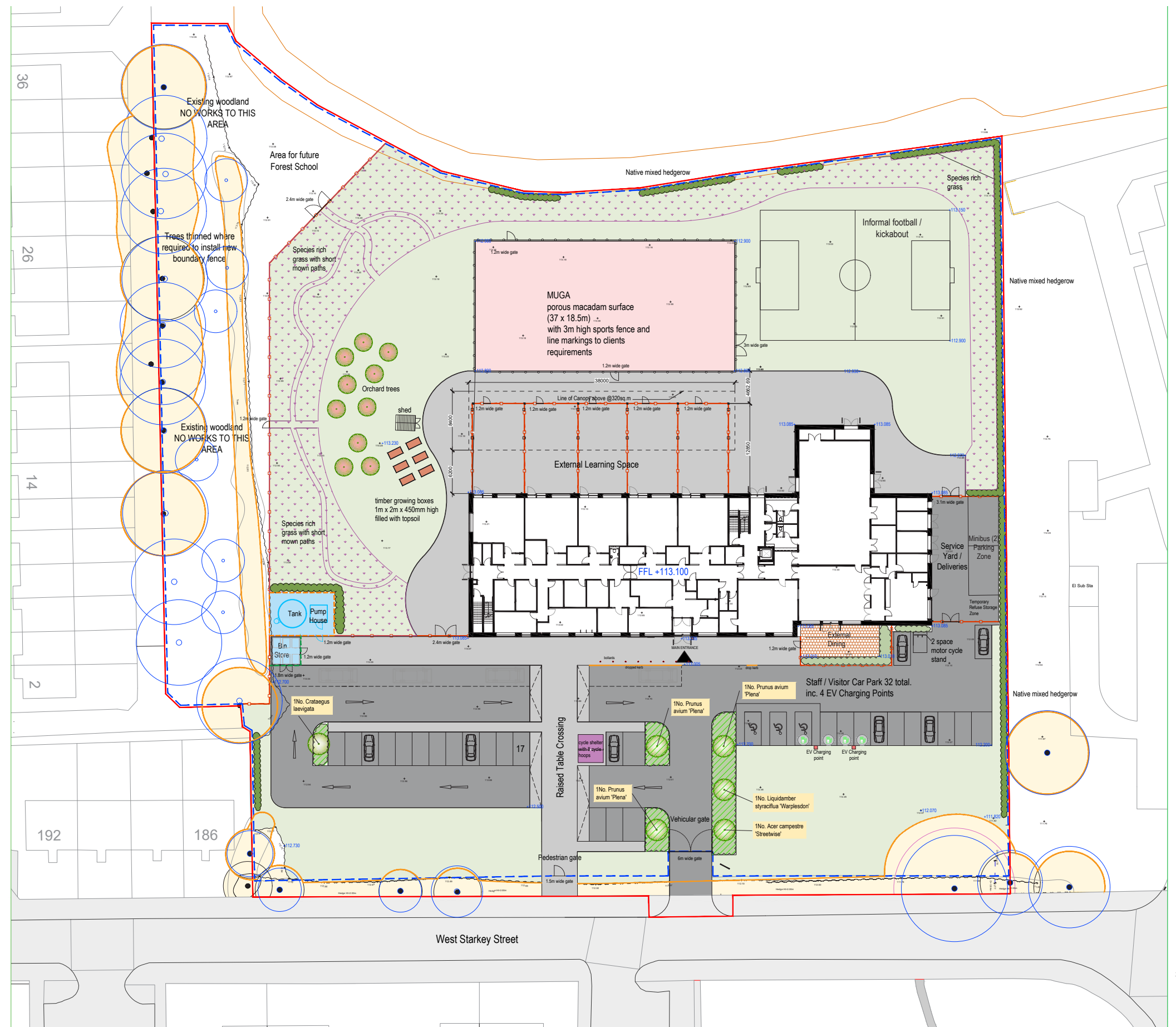
The building and hard landscape location has been coordinated to have minimum impact to the many existing trees on site. 10 new trees have been proposed to form an orchard inside the school boundaries along with timber growing boxes, areas of natural planting and wild-flower grass. 3 additional trees, have been proposed to the shared car park area to the south of the proposed school site.

A MUGA and an Informal football /kick-about pitch have been located adjacent to the hard play area to facilitate easy supervision of all pupils at lunch and break times.

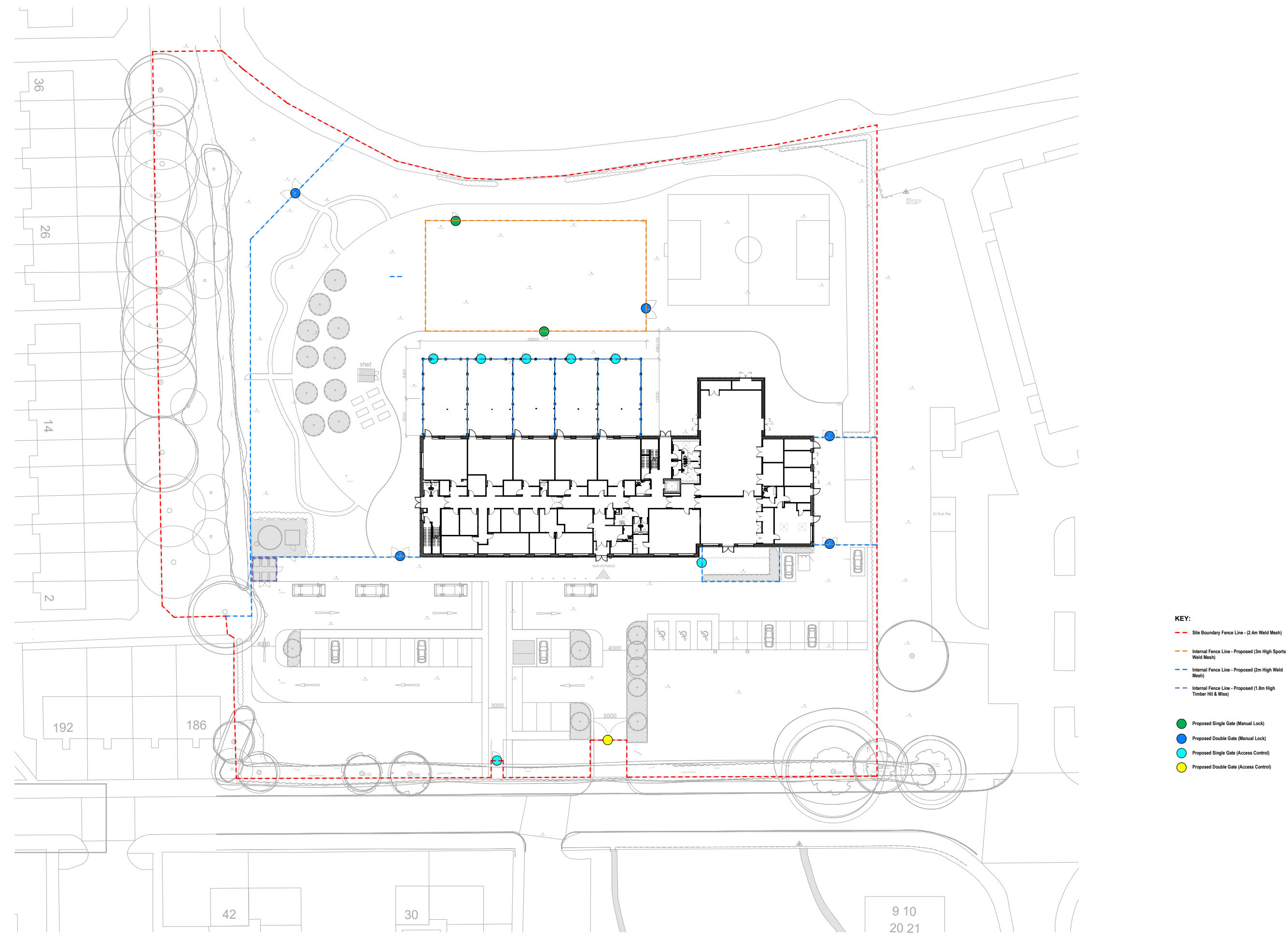
Sustainable methods of transport are highly encouraged, with cycle parking provision allocated - a total of 16 cycle spaces is provided for staff and pupils, all covered and with good supervision from the building.

An External dining area with movable picnic tables has been provided to the area adjacent to the Dining Room.

To the eastern boundary of the school a location has been suggested for future forest school zone to encourage a closer relationship with nature.



4.2 Site Security / Fencing



4.3 Access

This Access Strategy sets out to respond to the requirements of both legislation and guidance relating to design of buildings and their approaches, so that they are accessible and convenient for all users.

Since compliance with the requirements of the Building Regulations is a legal obligation, this document focuses on Approved Document 'M' which deals with matters of disabled access and provision. However, there are several documents that are also considered, as listed:

- The Building Regulations 2000: Approved document 'Part M' – Access to use of buildings (2004)
- BS 8300:2009: Design of buildings and their approaches to meet the needs of disabled people – Code of practice

In addition to the above guidance there is also an obligation to meet with the requirements of the following legislation:

- The Disability Discrimination Act 1995
- The Disability Discrimination Act 2005
- The Disability Rights Commission Act 1999
- The Equality Act 2006

Generally, buildings and their surroundings should be designed such that they allow disabled people to enjoy their use in much the same way as able-bodied people; however, in some situations it is necessary to provide additional features. Where possible buildings should be designed to allow independent use by disabled people but in some cases, they may require assistance, e.g. When escaping from the building in the event of fire.

A suitable management strategy should also make a significant contribution to the convenience of disabled people when using a building and its surrounding areas.

Specifically, in relation to disabled people this document deals with design of parking, access to buildings, steps & ramps, building entrances, internal circulation, sanitary facilities, general facilities, communications & building services and fixtures & fittings.

This document is intended to outline the current design intent regarding disabled provision but just as significantly at this stage should act as a guide and checklist for the design to be developed. It does not intend to be a fully detailed response to every requirement as many items have not been considered at this early stage and several issues will be the subject of further and more detailed studies e.g. Signage.

4.4 Movement Routes – Pedestrian and Vehicular

Safety and security are of high importance to the school and the end users.

Lockable Steel Gates are proposed to the car park to allow access to pass holders. An intercom will allow access for deliveries, services or visitors.

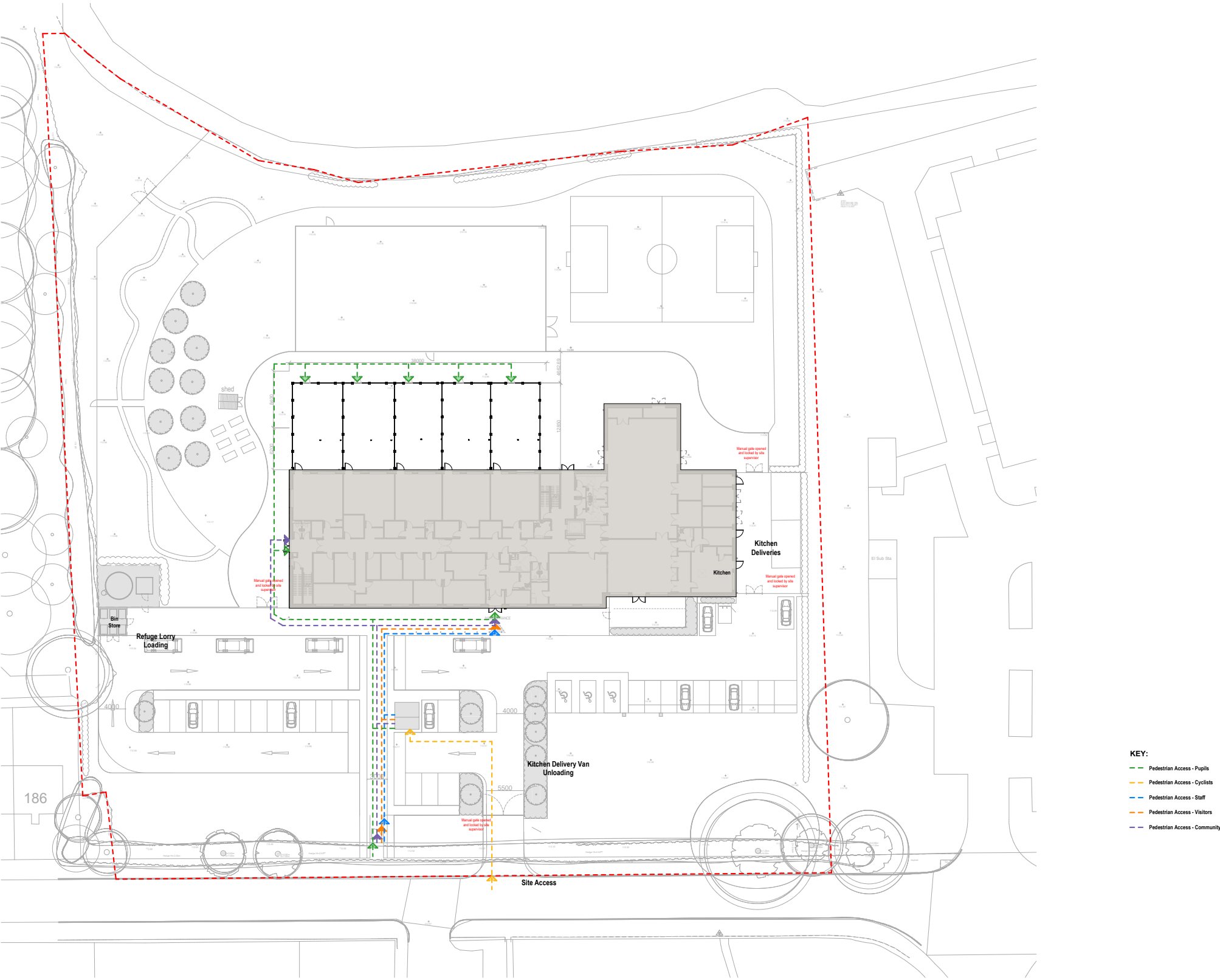
A fence is also proposed to the perimeter of the site to allow out of hours lockdown. A secure line for outdoor play is achieved with fencing and the building line itself.

The main pedestrian and cycle access is from West Starkey Street. This leads directly into the raised table crossing and the school main entrance.

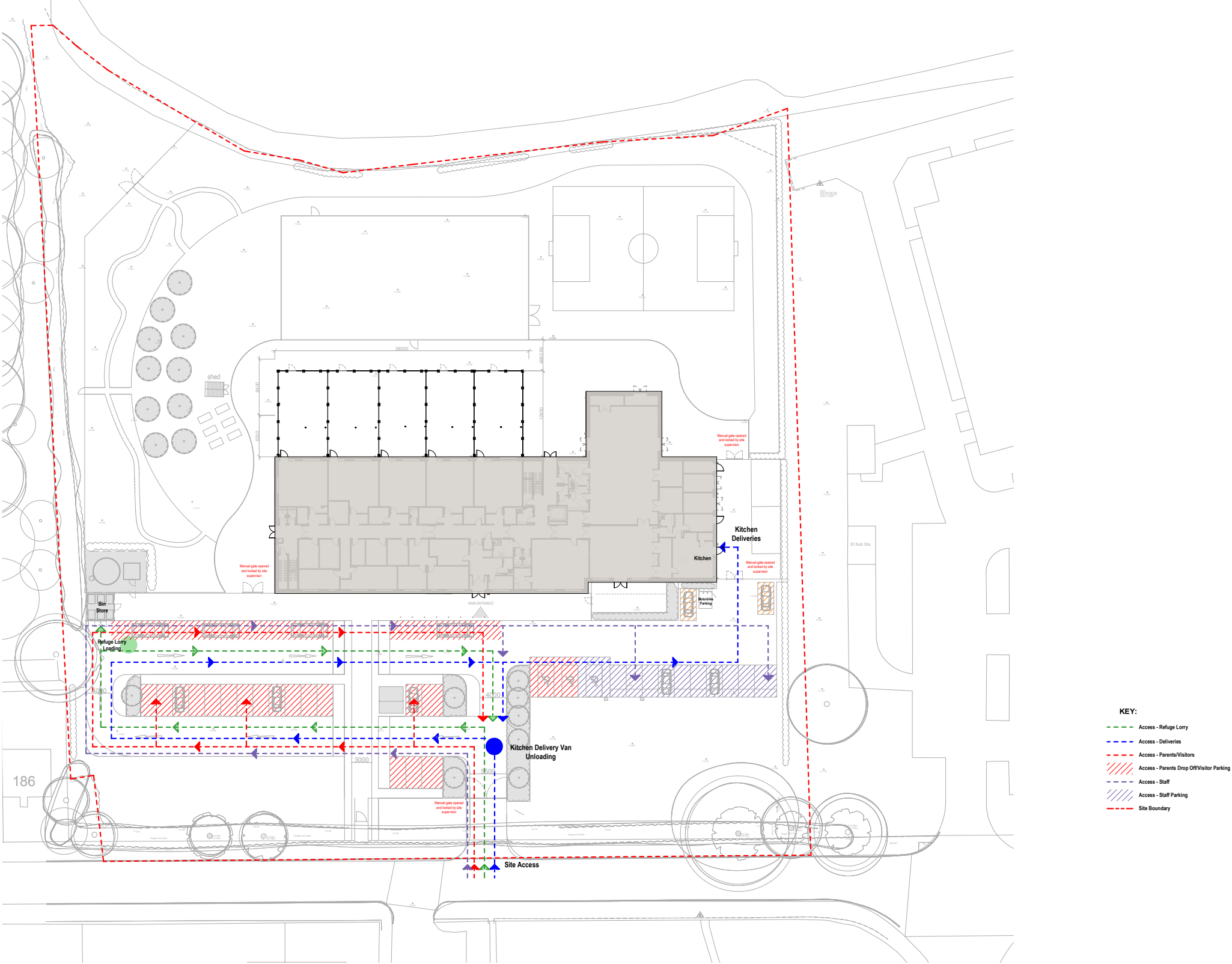
Pupil's access to the school is via gates to the west of the vehicular access on West Starkey Street. The ground floor classrooms are accessed directly from outside whilst the first floor classrooms are accessed via the stair cores and associated circulation spaces.

Access routes within the site have been designed to provide level access for pedestrians, with vehicular/pedestrian crossover minimised for morning and end of day school times to maintain pupil safety. All external doorways and associated paths are designed fully in accordance with the Equality Act and Part M and Part K of the Building Regulations.

All vehicular access is via the entrance from West Starkey Street that has been designed to allow for a 2-way circulation. A bell mouth junction allows entry to the school boundary.



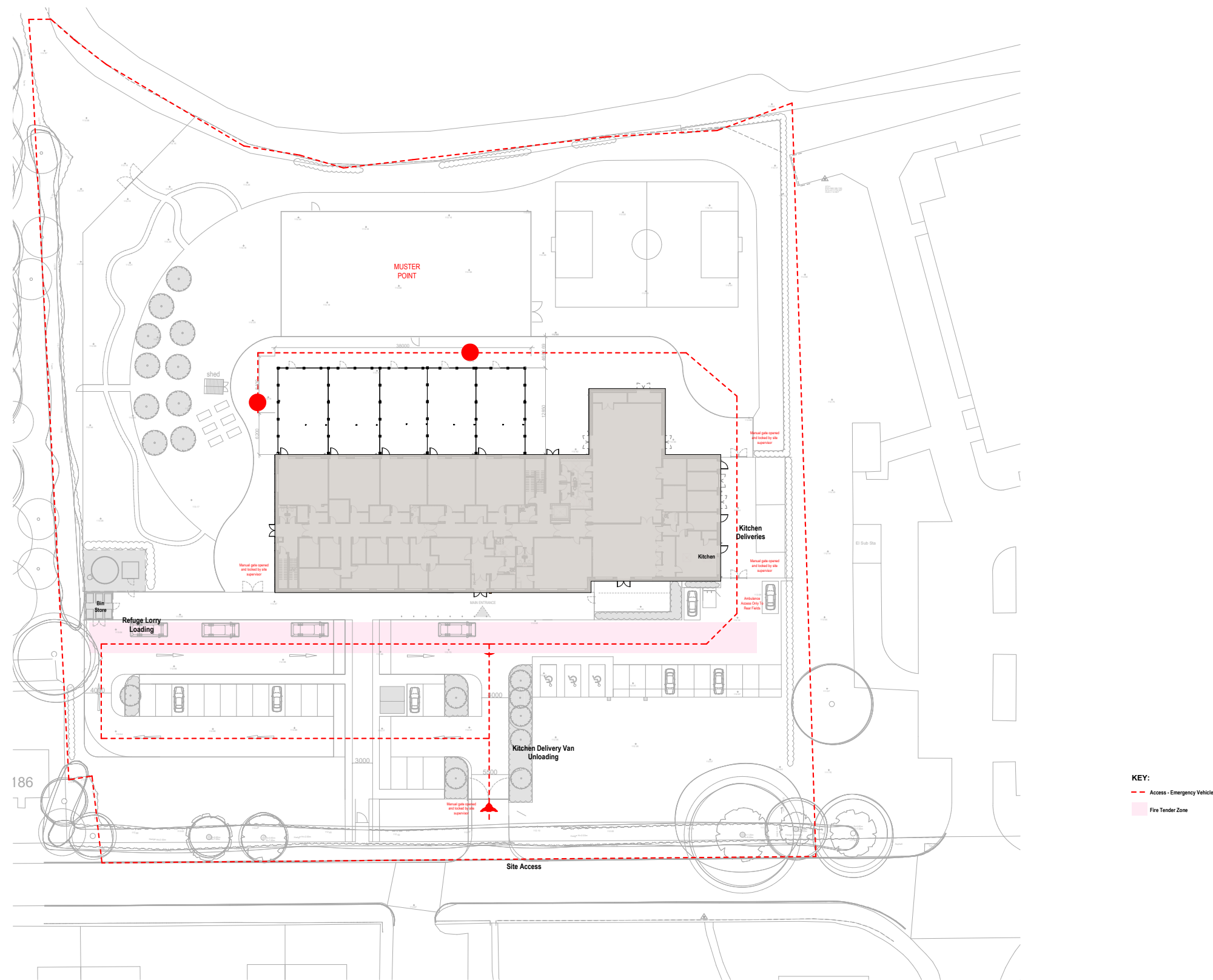
4.5 Deliveries



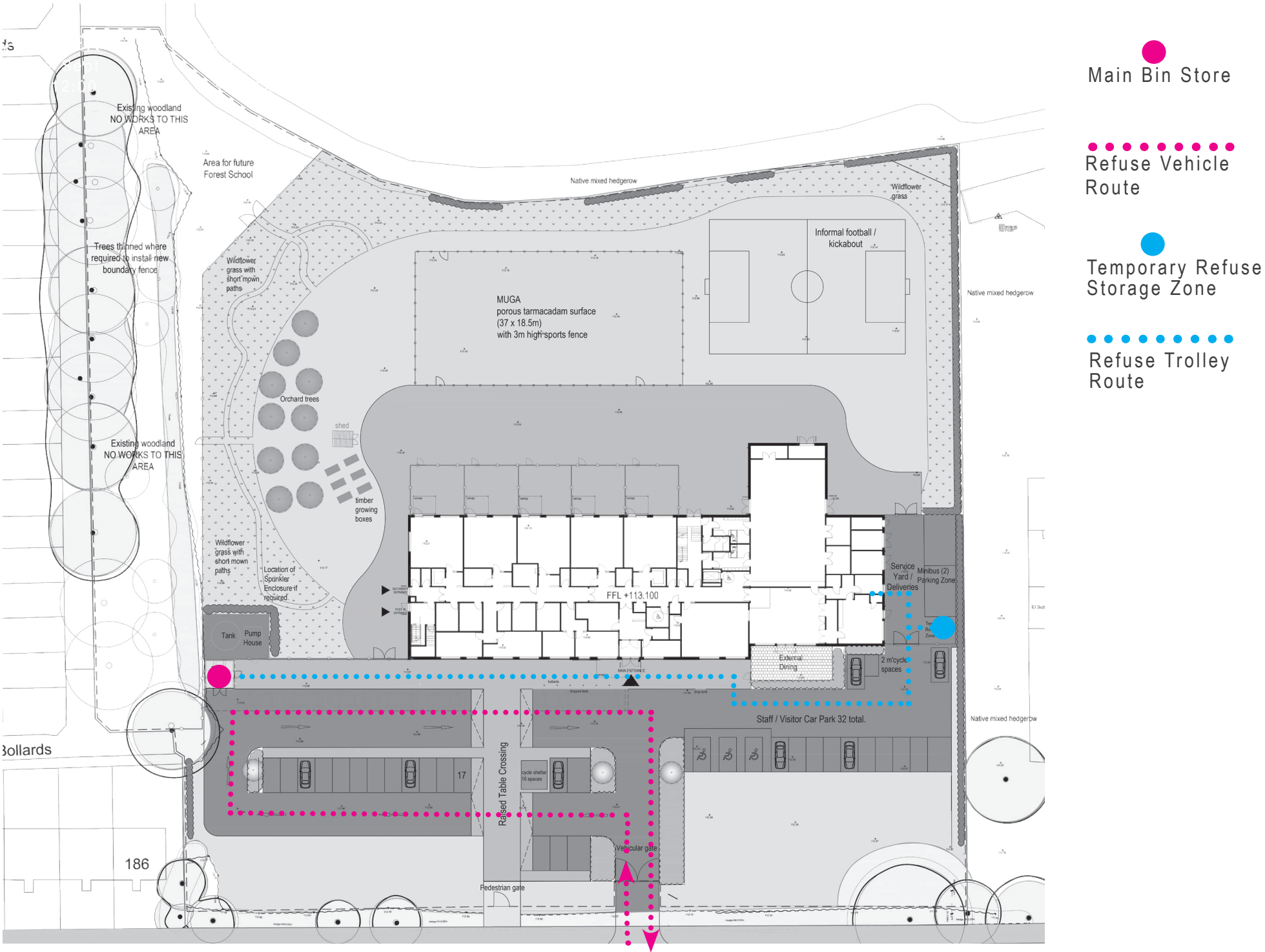
The site and building layout has been developed to keep a physical and visual separation between the pupil/ visitor entrances and the servicing entrance / zones. Whilst all servicing and delivery vehicles need to use the same vehicular route, the dedicated layby and area is kept to the south east corner of the site. All service vehicles use the same layby and have a direct access to the kitchen entrance on the west elevation of the building.

Fire access is provided to the north and east elevation of the school via the adjacent car park. Emergency vehicles also have access on to the playground through the service yard area adjacent to the kitchen and plantrooms.

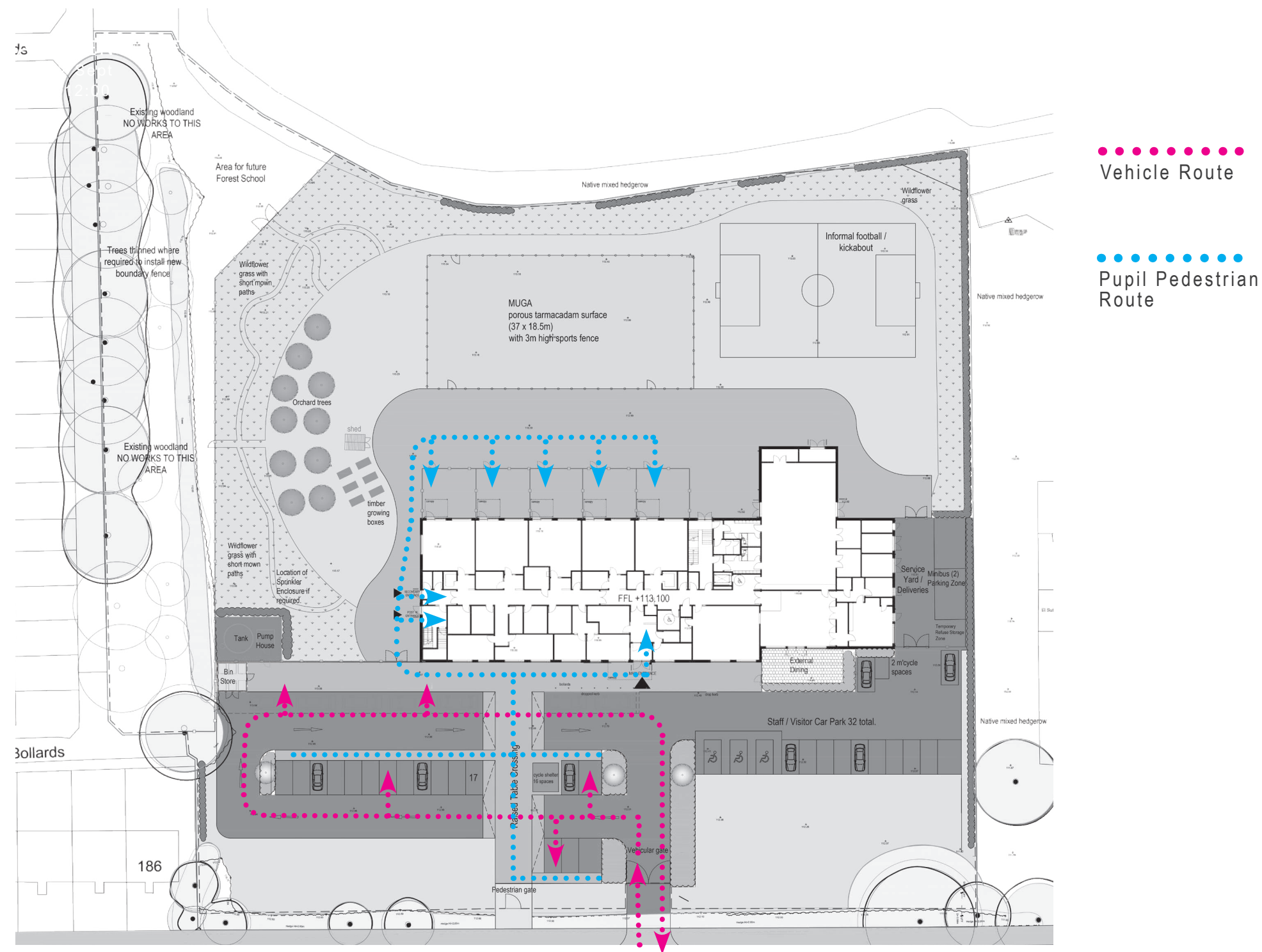
4.6 Emergency Services Access



4.7 Refuse Collection



4.8 Pick-up / Drop-off



4.9 Parking Provision

The site parking strategy has been developed to provide ample and secure staff parking.

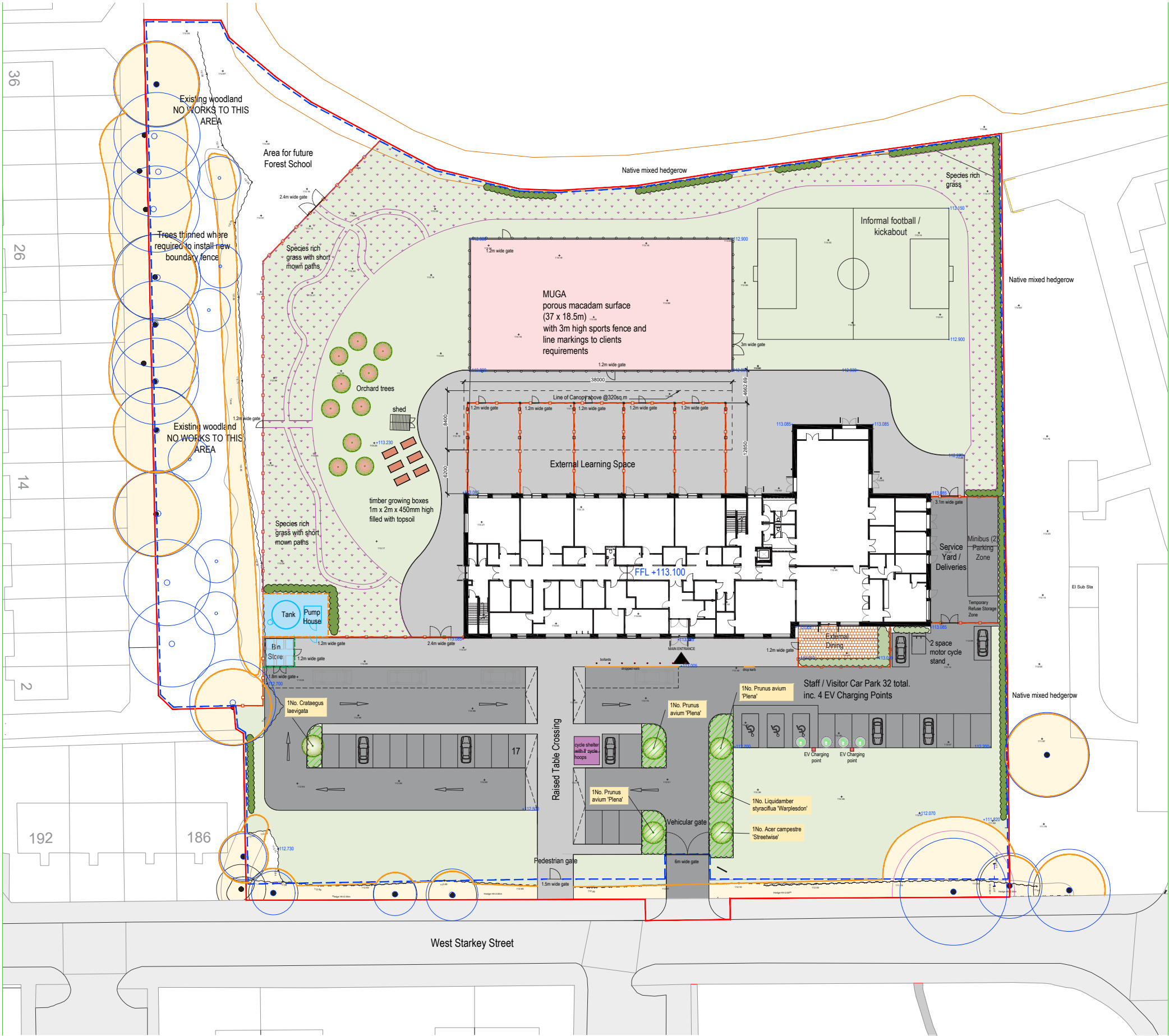
The quantity of spaces are as follows:

- Cars:
- 29 standard bays (one of which is also earmarked as an electric vehicle bay for future proofing)
 - 3 accessible bays (one of which is also earmarked as an electric vehicle bay for future proofing)
 - 1 delivery lay-by
 - Taxi / minibus drop off zone (accommodates at least 7 vehicles)
 - 2 minibus parking spaces

Cycle / motorcycle:

- 2 motorcycle parking bays
- 16 covered cycle spaces for staff and pupils

The scheme design provides an efficient and secure car park for staff members and deliveries without conflicting with the areas of play for pupils and social gathering.



4.10 Proposed Layout

The design of the school follows the DfE's GEN7 baseline layout for an SEN school.

The design has been adapted slightly to allow Active Learning Zones to be accommodated within the central corridor space. These are spaces open to the corridor used by 1 to 2 pupils for quiet study, separate from the main classroom.

KS3 & KS4 are located on the ground floor with access directly from the outside. KS4 and Post 16 are located at the first floor and are accessed via the staircases and associated lobbies.

The main hall and dining hall are located on the ground floor to the east end of the building. The associated kitchen spaces are adjacent with service access directly from the car park via a secure service yard.

The gross internal area for the building is 2227m².



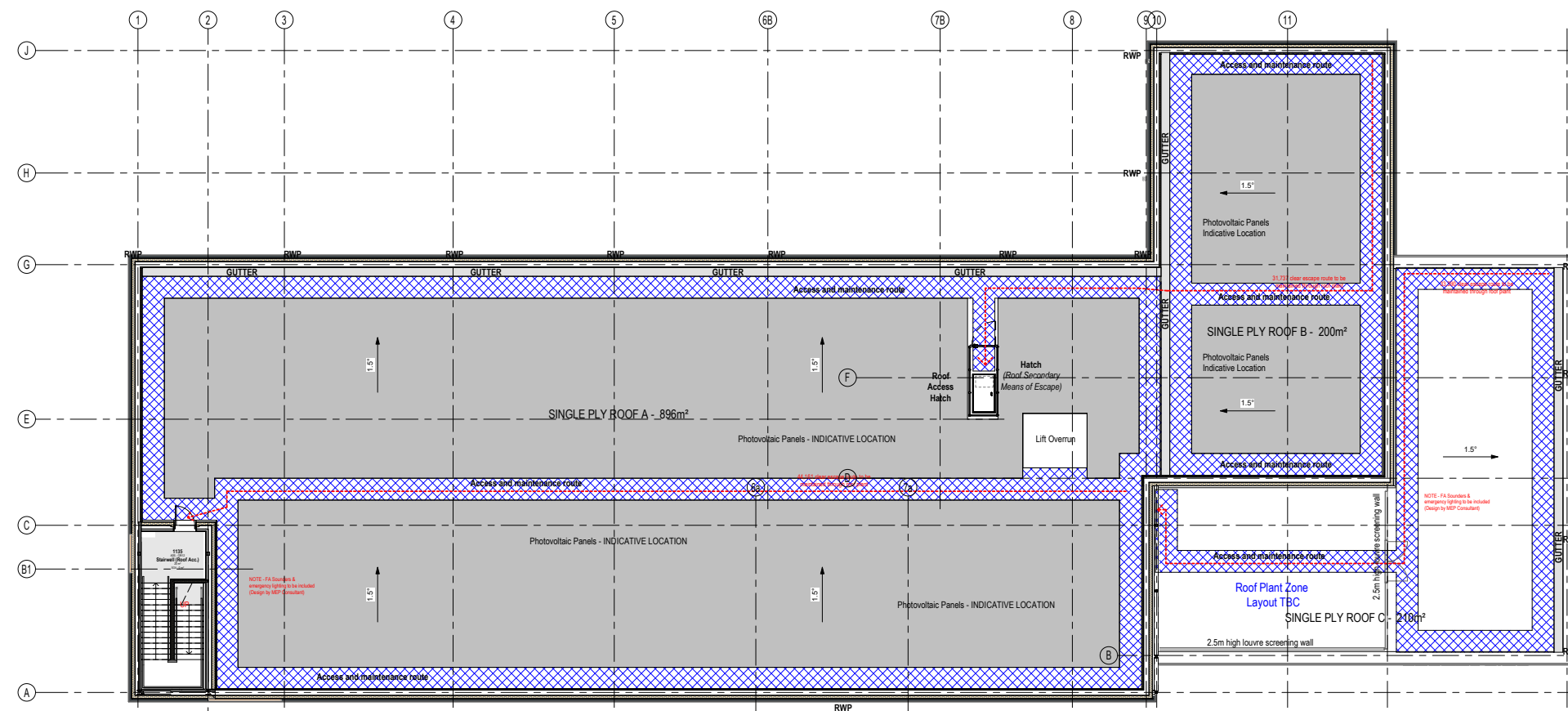
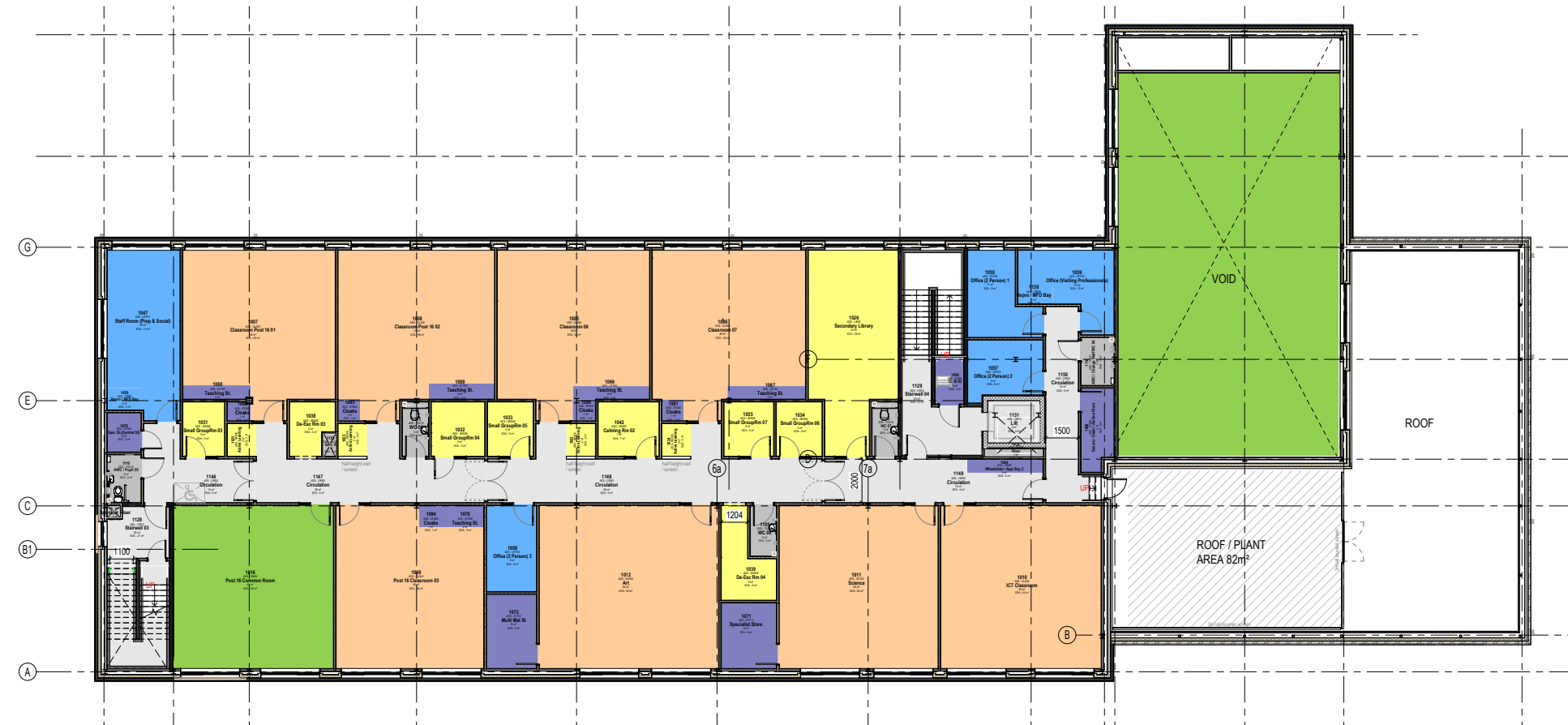
Ground Floor



TARGET GIFA	2,224m2
LEVEL 00	1319.80m2
LEVEL 01	887.48m2
OF ACCESS STAIR	20m²
<u>GIFA proposed</u>	<u>2227m2</u>

Element	DfE Targets
Walls	0.15 W/m ² K
Ground Floor Slab	0.12 W/m ² K
Roof	0.12 W/m ² K
Windows	1.1 W/m ² K
Curtain Wall	1.1 W/m ² K
Doors	1.1 W/m ² K
Rooflights	1.1 W/m ² K
Glass G-Value	N/E: 0.40 S/W: 0.35
Air Permeability (@50Pa)	3 m ³ /hr/m ²

(04)_Thermal Performance Criteria



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without permission. This drawing mu
Dimensions are in millimetres unless

Rev	Date	Notes
P4	12.06.23	Stage 3 Issue
P3	14.12.21	PLANNING
P2	01.12.21	PCSA - Notional 1:6 added
P1	12.11.21	PCSA Issue

NOTE - FA Sounders & emergency lighting to be included (Design by MEP Consultant)

Roof Plan

4.11 Building Access

A passenger lift is located close to the Main Entrance so managed / accompanied use is available for all pupils, staff and visitors who require it.

All doors have a compliant minimum width and a clear zone to the leading edge of 350mm.

Due to the nature of the children the toilet provision is spread throughout the building rather than concentrating on groups of WCs. Multiple Accessible WCs are located throughout the building on both floors.

KEY:

Circulation - Staircores

Circulation - Lifts

Toilets - Pupil

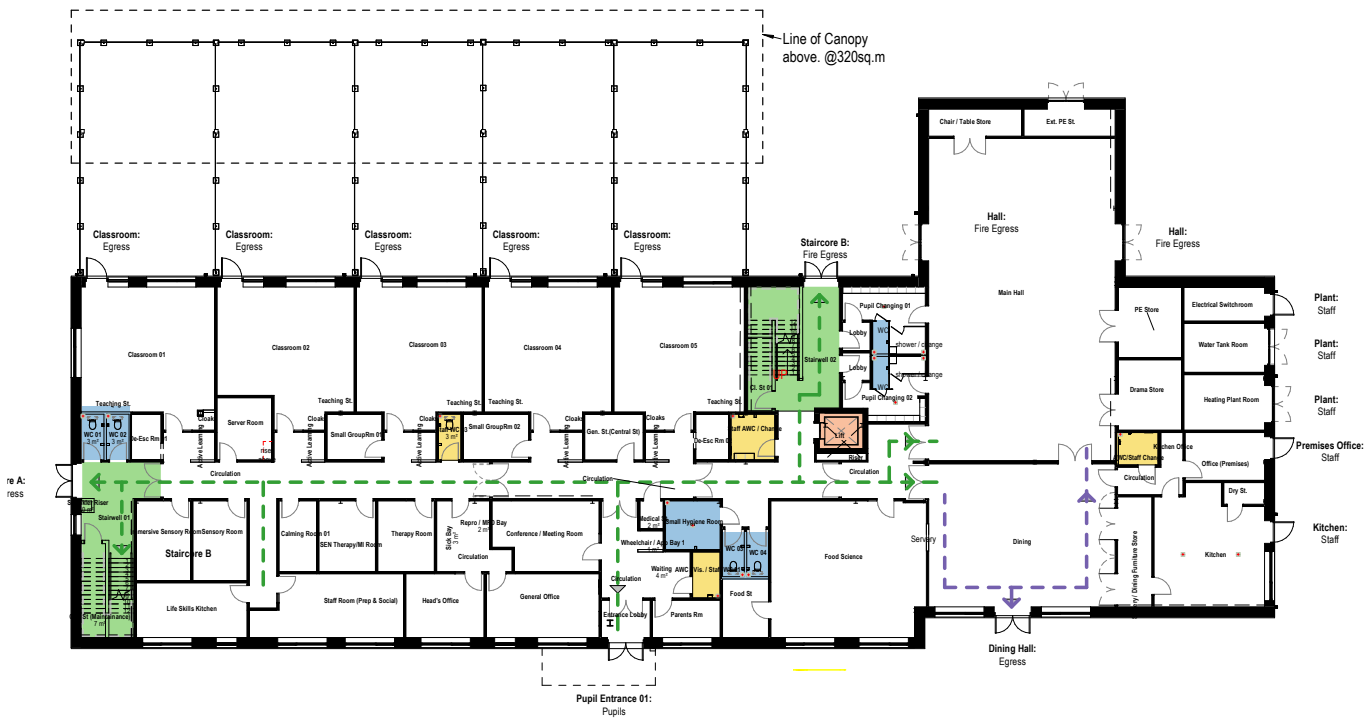
Toilets - Staff

Circulation - Pupil/ Staff Movement

Circulation - Dining Movement

NOTE - One way pupil movement to be implemented through the staircores. Staircore A up only, Staircore B down only - TBC with school.

Main Roof access via top of Staircore B.

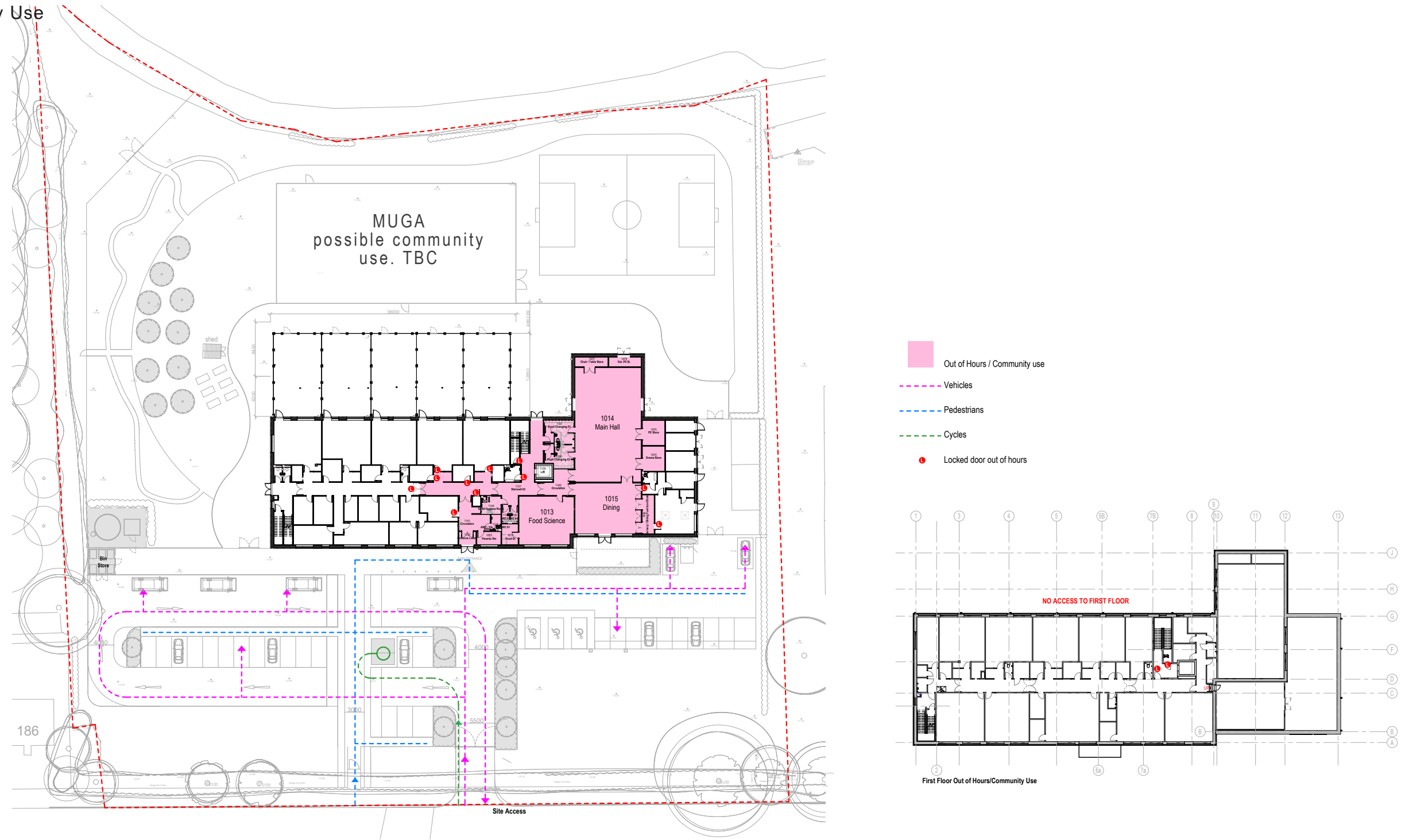


Ground Floor



First Floor

4.12 Out Of Hours / Community Use



Areas of the new school may be accessible for community use out of school hours...

Ground Floor

Entrance, Food Technology Room, Main hall with associated Changing facilities, Dining Room with possible use of kitchen. WCs local to these areas will also be accessible.

First Floor

Not Accessible.

The diagram above describes the areas of the school which will be secured during potential community use and areas which can be accessed.

4.13 Building Massing



The massing of the building has been developed to respond both to the adjacent residential buildings on Cedar Avenue and the neighbouring Heywood Sports Village.

The 2 storey block (teaching block) is positioned towards West Starkey Street and is 57m away from the properties adjacent to rule out any overlooking or impact on them.

The Main Hall is aligned with Heywood Sports Village creating a defined edge to the site boundary.

4.14 Building Services

Ventilation

It is proposed to ventilate the school via a central mechanical ventilation system to deliver full fresh air in to the classrooms and occupied spaces. This air will be transferred throughout the building via acoustic transfer grilles and main circulation corridors. Extract will be provided within the main hall and wherever local extract is required (i.e. toilets, COSHH stores, etc). Specialist areas such as art, science, food tech and changing rooms will be provided with supply and extract ventilation to suit the air change rate and pressurisation requirements of the space. The appropriate air quality will be achieved through the full fresh air nature of the central mechanical ventilation system.

A dedicated catering ventilation system will be provided to serve the kitchen and dining area. This system will be provided with deodorising and degreasing equipment to mitigate odour and grease issues and allow heat recovery to be introduced.

Heating

It is proposed to generate space heating via gas fired boilers located within the main plant room. These will feed wall hung LST radiators throughout the building and heater batteries within ventilation plant. The users will be able to locally control space temperature via room thermostats. A combination of MBS and local plant controls will allow system control.

Hot Water

Hot water will be generated via local electric point of use water heaters throughout the building to minimise cylinder and pipeline heat losses.

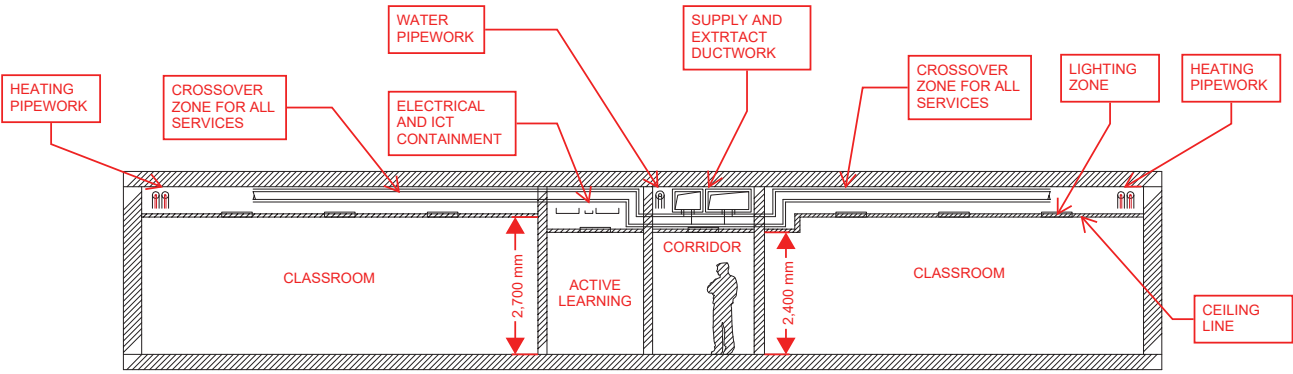
Daylighting

The school accommodation will utilise natural daylight wherever possible via external windows. In addition, all spaces will be provided with low energy LED lighting systems incorporating lighting controls and daylight dimming as required to meet the internal lighting levels whilst minimising energy usage.

4.15 Acoustic Strategy

The acoustic design strategy is based upon ‘BB93: acoustic design of schools - performance standards’. Provision has been made where appropriate to provide enhanced acoustic performance due to the SEND nature of the proposed school.

Building Services systems will be developed to meet required internal and external acoustic performance levels. Mechanical ventilation systems will be provided with attenuation to prevent the transfer of fan noise to the occupied rooms. Ductwork and pipework velocities will be kept as low as possible and plant selections will be made such that noise levels are minimised.



TYPICAL SERVICES DISTRIBUTION SECTION

4.16 Sustainability

As part of design development and the sustainability approach, the team will assess the following as part of the defined scope of work.

- Fabric first approach – local improvements to the thermal envelope
- Improving duct / system insulation
- Efficient lighting
- Luminaire daylight dimming and occupancy controls
- Mech vent and A/C local controls
- Heat recovery within plant
- Metering
- BMS controls
- Opportunities for green technologies if they exist- e.g. : PV on the roof
- Offsetting CO2 with roof mounted PV installation

4.17 Creating a Sustainable School

The development and discussions with the school has lead to many initiatives and working practices which we hope will become default for staff and the management of the school. These, sometimes simple, measures all contribute towards reducing environmental impact:

- The installation of a Photocell and a central timer to control the exterior lighting to ensure illumination corresponds with the hours of darkness and building opening hours
- The re-arrangement of the teaching timetable to allow sections of the building to be closed down during non-core hours
- Matching room occupancy levels with the physical size of room to prevent excessive use of lighting and heating
- A reduction in the number of light fittings
- The installation of timers on the vending machines
- The installation of computer software to automatically shut down computers at the end of the day
- Absent detection on lighting control
- Removal of desktop printers and introduction of duplex default printing settings where possible
- Improved management and control of the building management system (Heating/Cooling/Ventilation)
- The installation of solar panels.



As previously mentioned, sustainability will be integral to all decision-making whether at a strategic level, during design development and procurement, during the construction phase or in-use. The approach will encompass:

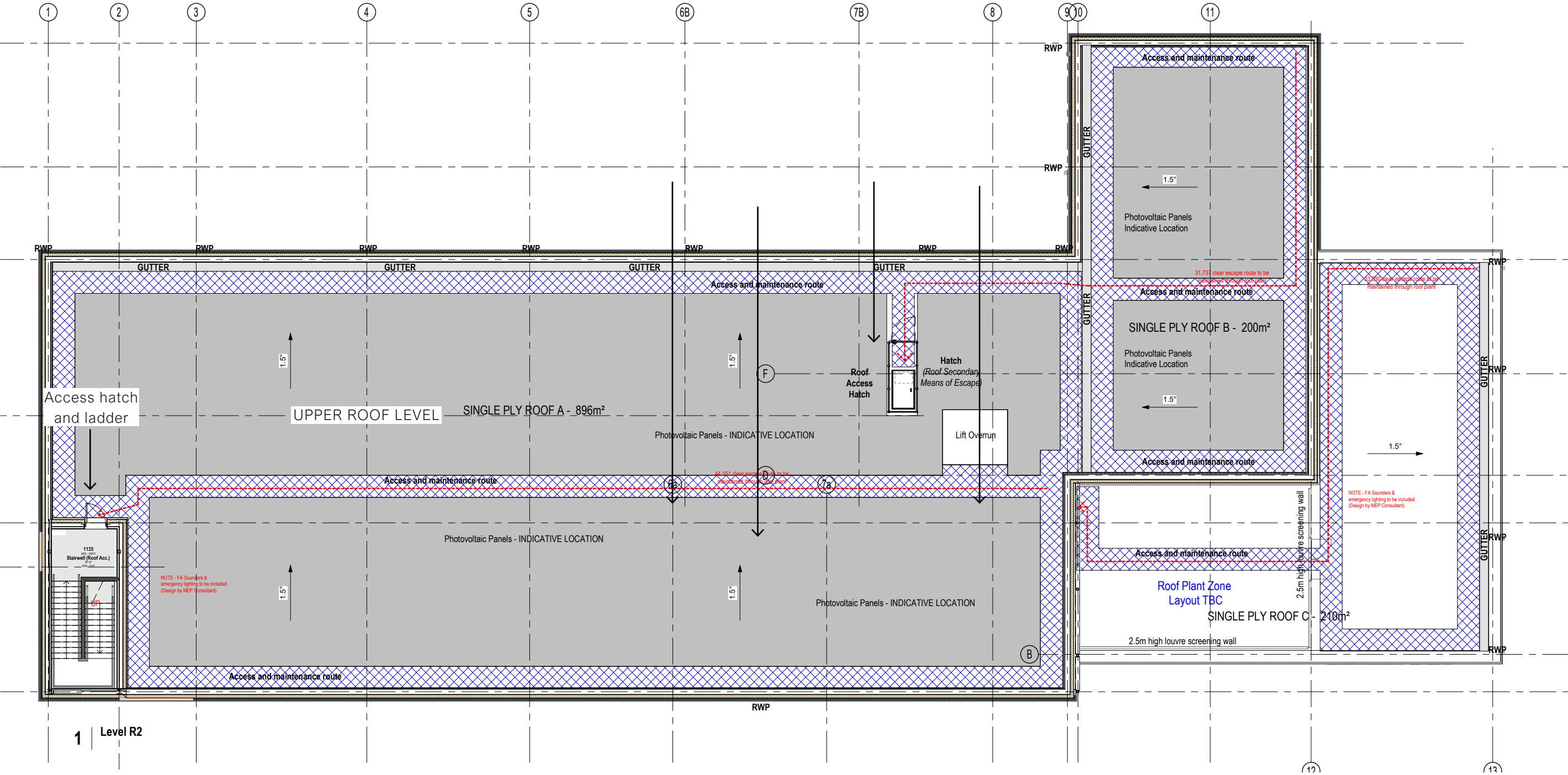
- Incorporating sustainability in the briefing process – captured in the Project Execution Plan
- Consideration of material / equipment manufacturing methods, performance, lifecycle costs etc during the design development process
- Collaborative working with professional advisors to ensure the School is fully informed during the decision-making process at all Royal Institution of British Architect (RIBA) Design Stages. Use of Building Information Modelling (BIM) and virtual reality will help to ensure the School is an 'informed client' during the sign-off process
- Exploring modern forms of construction, where appropriate
- Use of locally sourced materials where possible
- Use of local labour where possible
- Provide thermal modelling of building projects to minimise CO2 emissions
- Integrating sustainability into all the Contractors and Specialist tender process when looking to make decisions on product selection. This approach will also extend to the supply chain including sub-contractors for key packages such as mechanical and electrical building services.

4.18 Roof Level Plan

The roof of the building houses a large number of PV panels to the upper roof level. An access walkway to the perimeter and mid points of the roof allows access, maintenance, routine cleaning and replacement of rooftop elements to be carried out.

The lower roof section above the dining contains the rooftop plant which is accessed via a door at first floor level. The perimeter of this section of roof is guarded and screened by a 3m high (maximum) louvred screen.

The 1.1m high parapet to the perimeter of the roof and the 3m high louvre screening to the lower roof obscure the the roof mounted kit from view from street level.



4.19 Materiality

The external materials proposed meet all DfE Output Specification (OS) robustness requirements and all aspects of Building Regulations. The following gives an overview and description of the proposed type and quality of the materials. We have set out our initial thoughts on how these are used to provide a strong and appropriate external facade design for the school. These initial proposals have been presented to the school, stakeholders and the LA planners.

The composition of materials and fenestration have been carefully selected to meet all OS requirements (including daylight/thermal/ventilation) and maximise offsite installation whilst providing an architectural response to the function, massing of the building and site context.



4.20 Precedents / Materiality

Materials have been carefully selected to sit within the context of the site and to be sympathetic to the adjacent Leisure Centre and residential buildings.

Limited feature colour will be introduced to emphasise elements of the building, namely the entrance canopy and the feature box framing. However, the pupils require low stimulus due to their ASD so colour needs to be kept to a minimum.

Brickwork

Brick will be used across the whole building, generally at lower level, up to Ground Floor Window head. This offers a robust finish and limiting the palette to two tones of brickwork will create a balanced elevation



Dark Grey brick



Buff brick

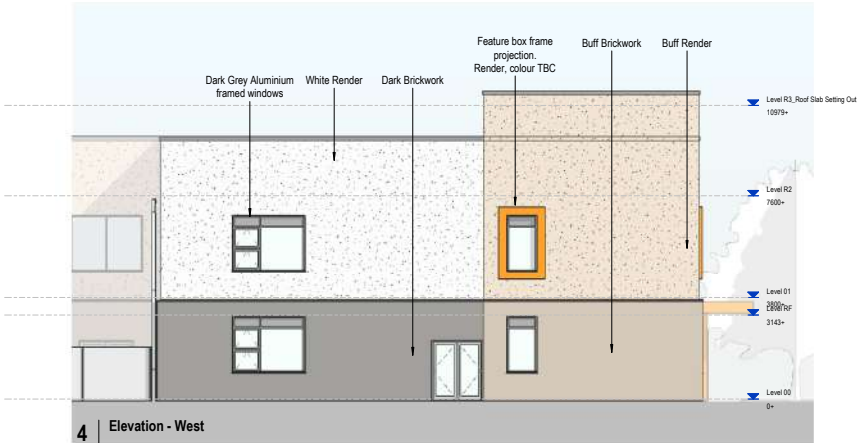
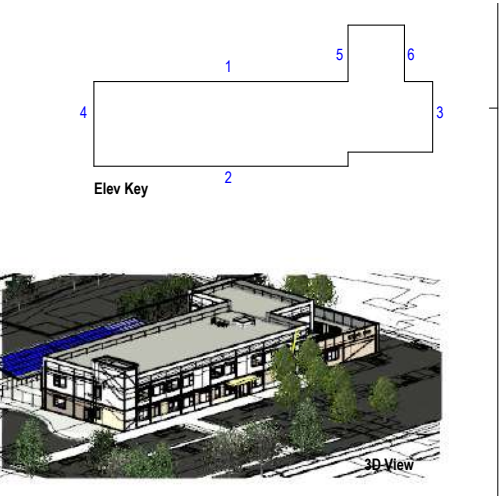
Feature Colour

Coloured cladding panels will be used for the Entrance Canopy to help define the Main Entrance and aid wayfinding and familiarity with the building.

Coloured render will also be used around the box frame window.



4.21 Elevations

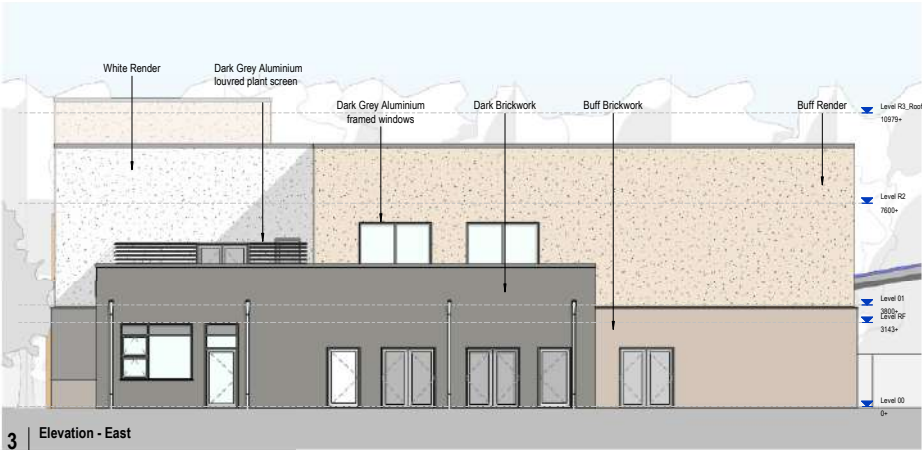
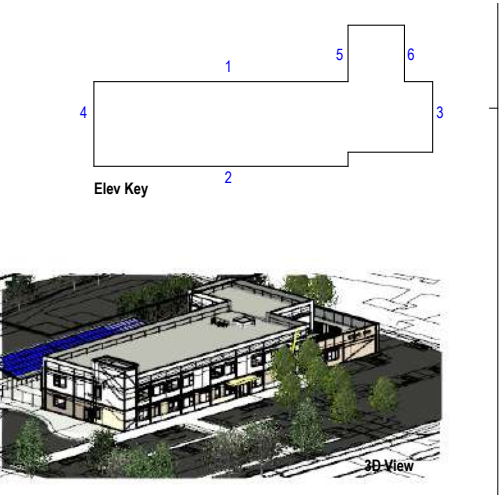


West Elevation

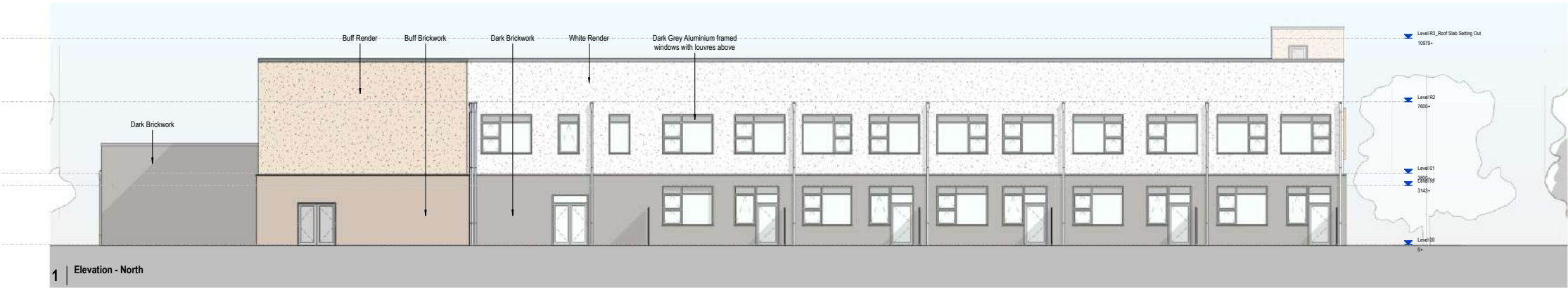


South Elevation

4.22 Elevations



East Elevation



North Elevation

4.23 Entrance View



Feature colours shown are indicative and final colour TBC



Feature colours shown are indicative and final colour TBC



Feature colours shown are indicative and final colour TBC

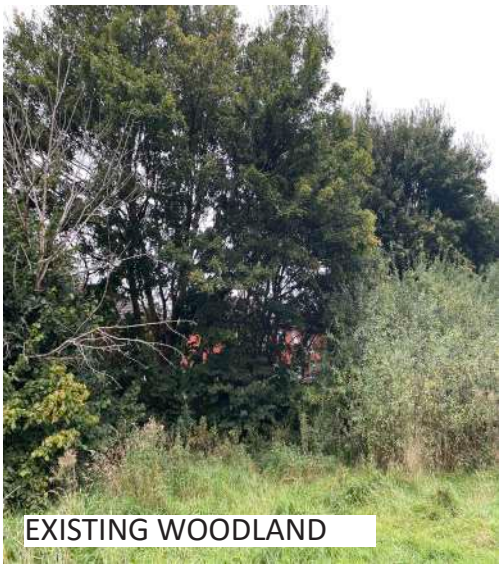
5.0 Landscaping

5.1 Landscape

External footpaths, secondary routes and play areas are to be constructed in macadam to provide a cost effective and robust finish that will meet the intensive uses associated with the school. The Multi Use Games Area will also have a macadam finish.

The new school is fortunate to be able to take advantage of an existing area of woodland which will be located within the site boundary. This will be securely fenced from adjacent houses to the west and from the remainder of the school. Access to this resource will be under supervision. The area will provide an ideal opportunity for Forest School activities such as camp fire and den building allowing the pupils to directly engage with nature in a safe environment.

To integrate the site boundaries to the north and east into the landscape, mixed native species hedgerows are to be planted adding biodiversity and wildlife habitats, along with wild flower grassland. Access to the wild flower area will be encouraged by the addition of short mown paths. The remainder of grassland will be short mown hard wearing amenity species allowing use for informal games and a small kick-about zone. A range of orchard trees including pears and apples will provide a food source for insects and bees. On entering the site from the south the vehicular route will be lined with ornamental shrub planting providing a green leafy welcome ensuring a variety of form, colour and seasonal interest.



Architecture
Masterplanning
Landscape
Interior Design
Visualisation
Animation
Virtual Reality
Design Advisor
Technical Advisor