



DESIGN & ACCESS STATEMENT

✕ Johnstown: Ruabon Road



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Checked By:

P Fisk

THE APPLICATION

THE APPLICATION

THE APPLICATION

1.0

1.0

The Application | Main School & School House

Project Information

Site Location Ysgol Yr Hafod Bangor Road Johnstown Wrexham LL14 2SW	School House 4 Bangor Road Johnstown Wrexham LL14 2SW
Agent Wynne Construction Charles House Kinmel Park Abergele Road Bodelwyddan Denbighshire LL18 5TY	
Architect Studio KMA (Chester) 10 Nicholas Street Chester CH1 2NX	
Applicant Wrexham County Borough Council The Guildhall Wrexham LL11 3TF	

Development Proposal

Extension and Refurbishment of existing Ysgol Yr Hafod school, Change of use, extension and refurbishment of school house residential dwelling - 4 Bangor Road, with associated external works and highways improvements to neighbouring infrastructure.

Application Drawings

Architectural -Statutory_LPA_Plan_00Ground_Existing -Statutory_LPA_Plan_01First_Existing -Statutory_LPA_Plan_R1Roof_Existing -Statutory_LPA_Plan_00Ground_Proposed -Statutory_LPA_Plan_01First_Proposed -Statutory_LPA_Plan_R1Roof_Proposed -Statutory_LPA_Refurbishment_Elevations_Existing_01 -Statutory_LPA_Refurbishment_Elevations_Existing_02 -Statutory_LPA_Refurbishment_Elevations_Existing_03 -Statutory_LPA_Refurbishment_Elevations_Proposed_01 -Statutory_LPA_Refurbishment_Elevations_Proposed_02 -Statutory_LPA_Refurbishment_Elevations_Proposed_03 -Statutory_LPA_SchoolHouse_Elevations_Existing -Statutory_LPA_SchoolHouse_Elevations_Proposed -Statutory_LPA_Extension_Elevations_Proposed_01 -Statutory_LPA_Extension_Elevations_Proposed_02	Structural -Parking Improvements to Bangor Road GA -Parking Improvements Pedestrian Link to Cwm Glas GA
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-Site Information -Existing Drainage -Proposed Drainage	
Landscape -Location Plan -Existing Site Plan -Proposed & Existing Levels -Boundary Design	-Hard Landscape Design -Soft Landscape Design -Landscape BB Measures -Waste Management Strategy -Street Furniture Design
Mechanical -Proposed External Lighting	

Application Documents

Appendix A	Ground Investigation Report
Appendix B	Arbouricultural Impact Assessment
Appendix C	Extended Phase I Habitat Survey
Appendix D	Preliminary Bat Roost Assessment
Appendix E	Sustainability Strategy
Appendix F	Drainage Strategy Document
Appendix G	Travel Plan
Appendix H	Acoustic Impact Assessment
Appendix J	Transport Statement
Appendix K	Crime Impact Assessment
Appendix L	Construction Phase Plan
Appendix M	BREAAAM Pre-Assessment



1.0

The Application | Temporary Works

Project Information

Site Location
Ysgol Yr Hafod Foundation Phase Site
Melyd Avenue
Johnstown
Wrexham
LL14 2TB

Agent
Wynne Construction
Charles House
Kinmel Park
Abergele Road
Bodelwyddan
Denbighshire
LL18 5TY

Architect
Studio KMA (Chester)
10 Nicholas Street
Chester
CH1 2NX

Applicant
Wrexham County Borough Council
The Guildhall
Wrexham
LL11 3TF

Development Proposal

Temporary works application for 2 no. two storey pre-fabricated mobile classrooms with central stair core, to provide 8 no. teaching classrooms for the main school site for the duration of the construction works with associated external works.

Application Drawings

- Architectural**
- Statutory_LPA_Site_LocationPlan
 - Statutory_LPA_Site_Plan_Existing
 - Statutory_LPA_Site_Plan_Proposed
- Structural**
- Infants Site Information
 - Infants Site Existing Drainage
 - Infants Site Proposed Drainage

Application Documents

- Appendix A** | Arbouricultural Impact Assessment
- Appendix B** | Extended Phase I Habitat Survey
- Appendix C** | Drainage Strategy Document
- Appendix D** | Travel Plan
- Appendix E** | Acoustic Impact Assessment
- Appendix F** | Transport Statement
- Appendix G** | Construction Phase Plan
- Appendix H** | Proposed GA Plans & Elevations



1.0

The Application

Introduction

Ysgol Yr Hafod, Johnstown is located on the outskirts of Wrexham. It is a Community Primary School, providing education for children aged between 3 and 11.

Johnstown Infants and Johnstown Juniors amalgamated in 2015 to form Ysgol Yr Hafod, and the school is currently on a split site with Foundation Phase located on Melyd Avenue, Johnstown and Key Stage 2 located on Bangor Road, Johnstown.

The Foundation Phase site was originally built in 1976. In 2001 an extension and remodel was completed. The accommodation now consists of a large Early Years unit with enclosed play area, mainstream classrooms and provision for physically disabled children.

The Key Stage 2 site was opened in 1900 and has been extensively refurbished over the years. In 1985 the school acquired two new classrooms, administration area, medical room and hall/dining room. In 1997 a Resourced Provision was established. In 2002 further building work took place which added two further classrooms and internal remodelling.

In January 2021, Wrexham Council sought out a contractor-led consultant team to deliver the refurbishment and extension of Ysgol Yr Hafod, consolidating the school on the Key Stage 2 site.

As the project Architects, this Design and Access Statement has been prepared by Studio KMA on behalf of Wynne Construction and Wrexham Council in support of a Full Planning Application for the, refurbishment and extension of Ysgol Yr Hafod in Johnstown, Wrexham.

Objectives

The requirement for the Design and Access Statement has arisen in response to the need to promote better quality and more sustainable design in development.

We are aware that our proposals represent a significant development within the existing curtilage of Ysgol Yr Hafod. As such, we recognise the need for the preparation of this design statement to set out in a clear and concise manner:

Spatial Context | Analysis of the physical characteristics of the application site and its surroundings

Design Philosophy | Description of the principals and approach upon which the design development has been based

Consultation | Setting out the breath of consultation undertaken and how this process has shaped the design development.

The Proposal | An illustration of the key details of the scheme in terms of its form, function, appearance and material selection.

Access | Identify the details of vehicular and pedestrian accessibility to the development

This statement is intended as a positive tool for the LPA and all other relevant stakeholders.

Application | Main School & School House

This Full Planning Application seeks consent for:

- An extension to Ysgol Yr Hafod measuring 904 m² (GEA)
- Refurbishment and internal remodelling of the existing building including repairs to existing roof and replacement of all windows and doors.
- Change of use for the neighbouring residential dwelling (4 Bangor Road) from private residential dwelling (**C3a**) to non-residential institution (**D1**).
- A single-storey extension to the school house property measuring 72m² (GEA)
- Refurbishment and internal remodelling of the existing school house property including demolition of existing front porch, consequential improvements to the existing building fabric, and replacement of windows and doors.
- External works inclusive of hard and soft landscaping, Multi-Use Games Area (MUGA), Refuse & Cycle storage and vehicle turning area.
- A 40 no. space car park for staff and visitors, inclusive of 3 no. accessible parking bays and 4 no. electric charging bays.
- New pedestrian access off Ruabon Road (B5605) with ramped and stepped access down.
- Highways improvement works including;
 1. Provision of a 2 metre wide crossing point across Ruabon Road (B5605) with pedestrian guardrails at the point of crossing and at new pedestrian site entrance
 2. Improvements to existing parking lay-by off Bangor Road (B5426) to provide an additional 10 no. car parking bays

1.0

The Application

Application | Temporary Works

To accommodate the proposed works to the KS2, Ysgol Yr Hafod site, whilst continuing to provide education for the schools pupils, a separate application is required for temporary teaching accommodation on the Foundation Phase, Ysgol Yr Hafod site for the duration of the construction works.

This Full Planning Application seeks consent for:

- 2no. two-storey pre-fabricated mobile classroom blocks each measuring 307m² (GIFA) with 4 no. teaching classrooms, toilet facilities and storage.
- 1no. two-storey pre-fabricated stair core measuring 50m² (GIFA) to provide stair access to the first floor temporary classrooms.
- External works inclusive of hard and soft landscaping, and service connections to accommodate the temporary classrooms.

DESIGN

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2.1

Spatial Context

Location & Context | Main School & School House

The existing school site is located within the settlement boundary of Johnstown, approximately 4 miles South West from Wrexham town centre.

The existing school site has a gross area of 14 860m² and is located within a predominantly residential neighbourhood. The existing school building sits at the Western end of the linear site, off Bangor Road.

There are residential properties backing onto the school field area of the site along its Northern and Southern boundaries, and the site is bordered to the West by 'Ruabon Road' which serves as the primary link road into Wrexham town centre.

The former school house building is located to the North West of the existing school building and is included as part of this application to accommodate the wrap around care and out of hours provision.

To the South of the existing school building are a small number of warehouse buildings. There is currently a planning application for the demolition of these units and construction of 10 dwellings (Ref: P/2020/0844)

The site is accessed by both vehicles and pedestrians via an entrance off Bangor Road to the North.

The main extension proposed is to be situated on the existing playground and car park area located to the South of the existing school building.



Location Plan | Extents of the existing Ysgol Yr Hafod, Bangor Road site and its surrounding context

2.1

Spatial Context

Location & Context | Temporary Works

The existing foundation phase school site is also located within the settlement boundary of Johnstown, approximately 0.3 miles from the KS2 site.

The school sits in the centre of a 1970s housing estate, and the site has a gross area of 6 130m².

There are residential properties to all sides of the school, with the local lawn bowling club and playing fields located directly to the South. There are a mix of detached, semi-detached and terraced properties which are all of a similar aesthetic; red/brown brick, white uPVC windows and grey tiled roofs.

The site is primarily accessed by both vehicles and pedestrians via an entrance off Melyd Avenue to the South West of the school building. There are secondary pedestrian-only access points off Plas Hafan to the North, and via the playing fields to the South East.

The temporary accommodation is to be situated at the Northern end of the existing playing fields.



Location Plan | Extents of the existing Ysgol Yr Hafod Foundation Phase, Melyd Avenue site and its surrounding context

2.1

Spatial Context

Character | Main School

Urban character, like its cousins (place, home, community, neighbourhood) is not easily defined. Character is often described as a 'general atmosphere' or 'ambience' that is seen to be manifest in both the 'physical' environment and the 'social' environment. Notwithstanding this, architects and local planning authorities tend to clarify character as a set of formal elements that are embedded in built fabric.

The character of the area immediately surrounding the site could be characterised as semi-rural suburban. It contains primarily two storey residential dwellings of varying age and style, with materiality generally being red brick with feature rendered panels and a mixture of slate and tiled roofs.

The residential properties that back onto the school field along Bangor Road are of a similar age to the original school building and former school house with the properties opposite and along Ruabon Road constructed later in the mid to late 1900s.

The properties to the North side of Bangor Road are set-back a considerable distance from the highway and along with the school playground to the South side, and low level railings along the site boundary create a feeling of openness at the site entrance.



Existing vehicular and pedestrian access off Bangor Road



View along Bangor road illustrating the immediate two storey residential context backing onto the school field



View along Ruabon Road illustrating the two storey residential context



View from existing site entrance down Bangor Road illustrating residential two storey context

2.1

Spatial Context

Character | Main School

The existing building was first opened in 1900, at the very end of the Victorian era. The form of the original building was rectangular, running parallel with Bangor Road, with 2 gable ended projections featuring double height arched windows facing North. A series of extensions in the style of the original building either side of these projections complete the elevation that we see today.

The original building favours simple, well proportioned elevations with a brick plinth at low level, and a contrasting brick banding at eaves level. It retains traditional vernacular materials seen across Welsh schools of this period; slate roofs, masonry brickwork façades and stone cills.

The brick used is prevalent across North Wales and the wider area, and was manufactured locally, subsequently becoming known as a 'Ruabon Red' for its distinctive terracotta red colouring.

In 1985 the school was extensively expanded with the construction of a single storey extension with a hipped roof and flat roof elements creating a connection between old and new. The extension created space for; 2 new classrooms, an administration area, a medical room and a hall. To prevent an internal change of level an external ramp is required to gain access to the reception area from the Car Park.

The later extensions are basic in form, with solid red brick cills the only deviation from the red brick elevations. The low pitched hipped roofs feature a brown fascia and slate finish.

In 2002 further building work took place to the 1985 extension. The footprint of the previous extension was extruded along the same axis towards Ruabon Road complete with a hipped roof. This extension alongside internal remodelling created two further teaching classrooms. The existing school has a GIFA of 1210m².



Drone image illustrating the roofscape of the existing building, indicating the numerous extensions the school has previously undertaken



View of the North elevation of the original school building from Bangor Road



View of the existing building entrance which forms the connection between the original school building and the 1985 extension



View of the Southern elevation across the playground which will be the location of the proposed new extension

2.1

Spatial Context

Character | School House

The former school house - 4 Bangor Road, sits to the North West of the school accessed off Bangor Road. It was constructed in the same period as the original school building at the very end of the Victorian era.

The school house currently serves as a residential dwelling with 4 bedrooms, 2 reception rooms and a kitchen with a GIFA of 140m². A later extension to the front elevation created an entrance porch, wc and study at ground floor with an extended third bedroom at first floor.

Much like the original school building, the elevations are relatively simple, complete with a brick plinth, contrasting banding course at first floor cill level, and stone heads and cills.

The original form of the house was 'T' shaped with gabled ends and valleys where the two forms connected. The subsequent extension means that the form today is generally rectangular. Floor area is maximised with the kitchen wall angled along the site boundary to the West. The extension features a gable and pitched roof creating an interesting roof scape. The single storey extension to the front helps to break the mass of the front elevation.

The school house, whilst sharing a similar aesthetic, feels very detached from the rest of the school and the proposed scheme should take on a unifying role, creating cohesion across the site.



View from Bangor Road illustrating the former school house in context with the existing school building



View of the Front elevation from the school playground illustrating the interesting roof scape



View of the side and rear elevations taken from Ruabon Road



View towards the school house from the Ruabon Road / Bangor Road junction

2.1

Spatial Context

Character | Temporary Works

The Foundation Phase site was originally built in 1976 when the school was operated as Johnstown Infants School. In 2001 an extension and remodel was completed to the existing building.

The building is a single storey structure with a flat roof and parapet. The elevations are relatively simple in terms of detailing with the primary material being a buff brick. A white horizontal cladding is used above window and door openings to break down the mass of the brick facades.

The main school hall is located at the centre of the plan, where higher ceiling heights are achieved through a higher roof level which features similar white horizontal cladding above the parapet.

To the South side of the school is the main playground which is accessed via steps/ramps from various openings in the facade. There are a series of outbuildings which provide external play areas for the pupils.

To the North East is a larger grassed area which serves as the playing fields during the summer months. There is a small amount of external play equipment and a hard-standing area off the school hall which provides further external learning environment.



View towards the Main School entrance across the car park



View towards the school building from the site entrance off Melyd Avenue



View of the rear elevation from the school playing fields



View towards the side elevation across the playground

2.1

Spatial Context

Topography

The existing school building level sits approximately 2-2.5m lower than the B5605 on its western flank. There is a fall from West to East across the site with the lowest point at the eastern tip of the playing field near the existing habitat area.

There is an existing hard landscape play area on the Southern part of the site with an average gradient of 1:37. The existing playing fields within the eastern part of the site have an average gradient of 1:21 falling from west to east.

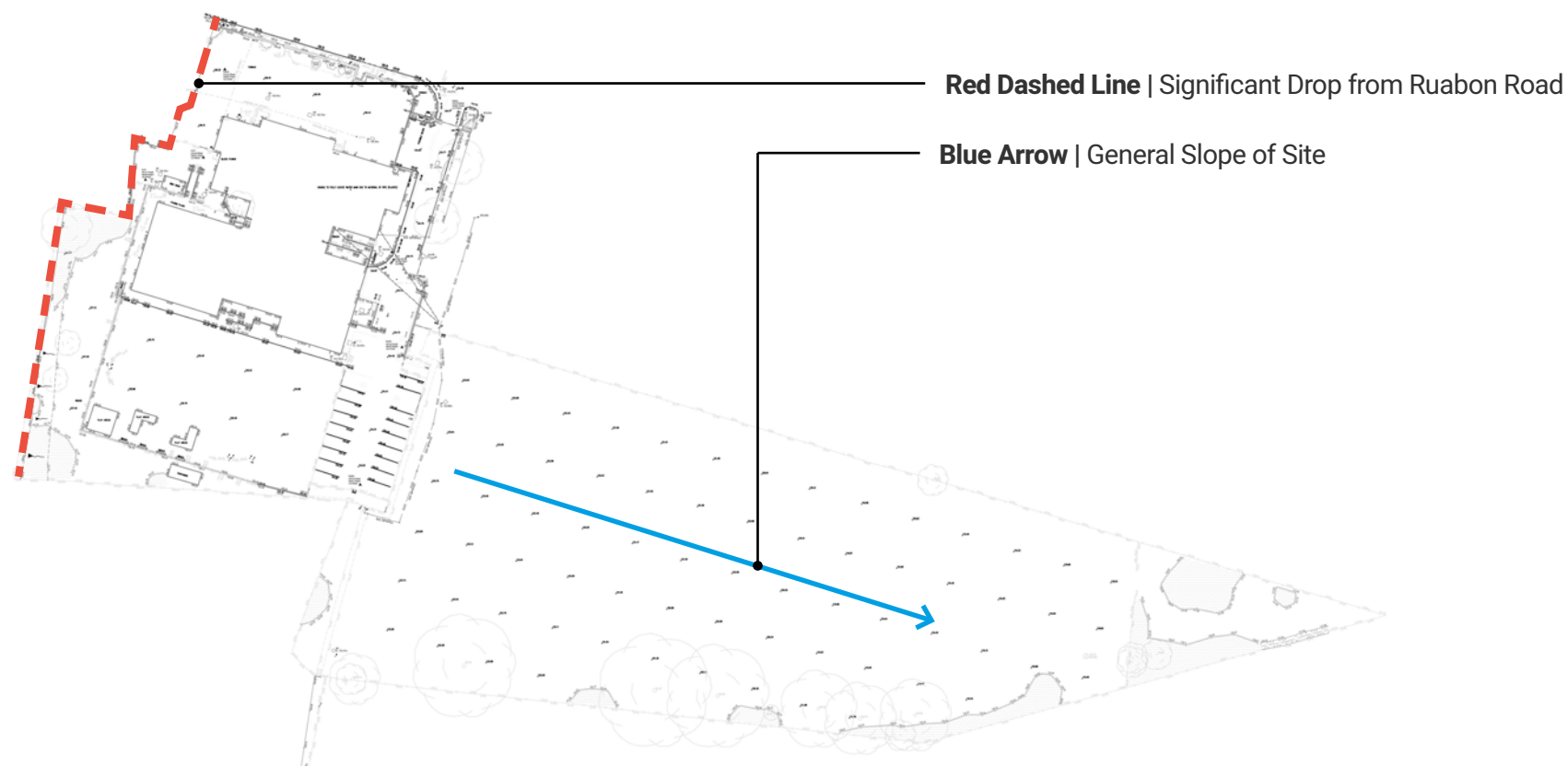
Ecology

The following surveys have been commissioned by the Client in support of the planning application

- Preliminary Ecological Assessment
- Preliminary Bat Roost Assessment
- Bat Emergence Survey

All recommendations regarding Habitat retention and protection, biodiversity enhancement and reasonable avoidance measures with respect to terrestrial mammals, reptiles and nesting birds will be followed, with oversight from a suitably qualified ecologist whenever required.

As the preliminary bat roost assessment identified possible locations for bat roosts within the existing buildings on the Ysgol Yr Hafod site a full emergence survey was commissioned by the client.



Drone Image | Aerial view of the existing car park and school playing fields
Topographical Survey | Existing topography of the KS2 Ysgol Yr Hafod site

2.1

Spatial Context

Flood Risk

The Natural Resources Wales Flood Risk Map has been consulted, and does not show the proposed development site for the new school extensions to be within a flood risk zone.

Existing Services

The existing site appears to be clear of statutory operated services, leaving only privately owned services within the footprint of the site.

The existing building is currently supplied with gas, water, electricity and telecoms. It is likely that due to the size of the new extension new / upgraded services supplies will be required. New water / gas supplies will enter a newly formed plantroom with electricity and telecoms entering the newly formed switchroom and comms rooms respectively. Existing supplies shall be isolated and disconnected where required.

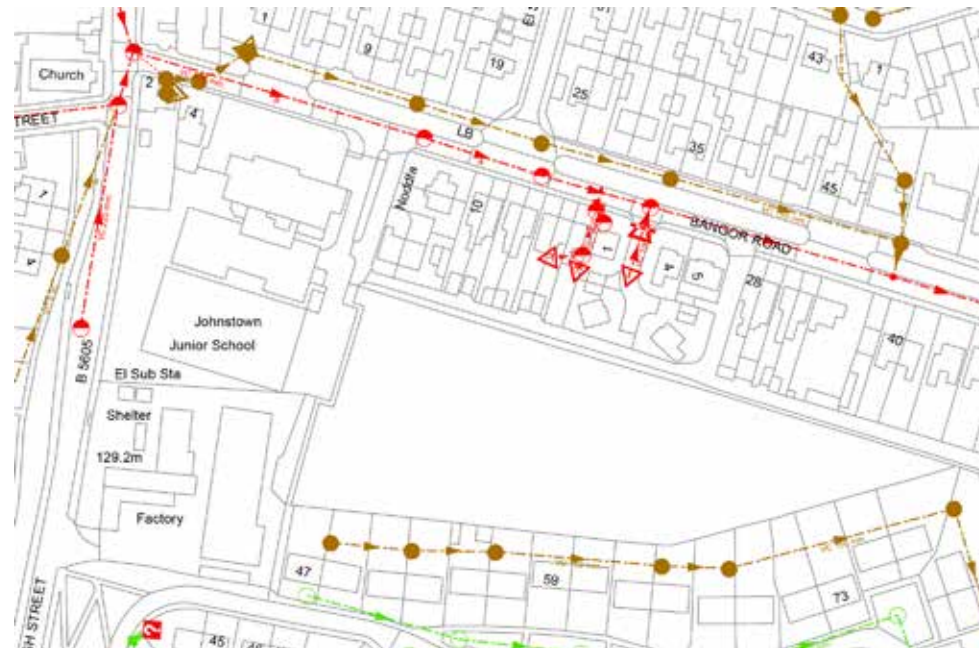
Underground existing services which sit in the footprint of the new extension shall be diverted where required.



Flood Risk | Natural Resources Wales Flood Risk map extract



Existing Services | Current Electrical service infrastructure map extract



Existing Services | Current water services infrastructure map extract



Existing Services | Current gas services infrastructure map extract

2.1

Spatial Context

Analysis

Site Opportunities

- To improve the overall health and well-being of the staff and students through creation of inspiring and sustainable learning environments.
- To visually disconnect the new extension from the existing red brick school building through careful application of materials and built form. This will allow the time-line of the building as a whole to be easily “read”.
- To reduce the total energy consumption and carbon footprint of the school through the provision of a well-designed, high performance extension, and upgrades to existing building services to maximise efficiency.
- To protect and enhance the natural environment through thoughtful landscape design and habitat management as defined by the team’s Ecologist, and landscape architect.
- To provide additional wrap around care to the locality through the inclusion of an Early Years facility within the scheme in the school house residential property.
- To create an architectural language for the proposed extensions across the site to ensure for a cohesive, welcoming scheme.
- To create a safer school environment through carefully considered boundary treatment strategy.

- To extend the choice of transport and secure site accessibility in a way that supports sustainable development. This will be accomplished through:
 - The creation of safe walking routes within the site, and fully separating vehicular and pedestrian movements wherever feasible.
 - The provision of suitable on-site parking provisions for school staff and visitors to take pressure off surrounding residential roads.
 - Enhancement of existing bay parking along Bangor Road.
 - Improvement works to Cwm Glas Park Street providing street parking for parents with designated pedestrian routes to the site with new pedestrian site access via ramp from Ruabon Road.
- To be able to provide additional on-site facilities for use outside of school hours by the community to further embed the school within the community.

Site Constraints

- Site topography creates challenges for pedestrian access to the site and achieving level access to the proposed extension.
- To avoid either importing or exporting large quantities of earth from the site, the building position and finish floor level requires careful consideration. The proposals will need to make best use of levels on site to limit cut and fill.
- Residential dwellings on all sides limits opportunities for alternative vehicular access

2.2

Design Philosophy

Site Concept

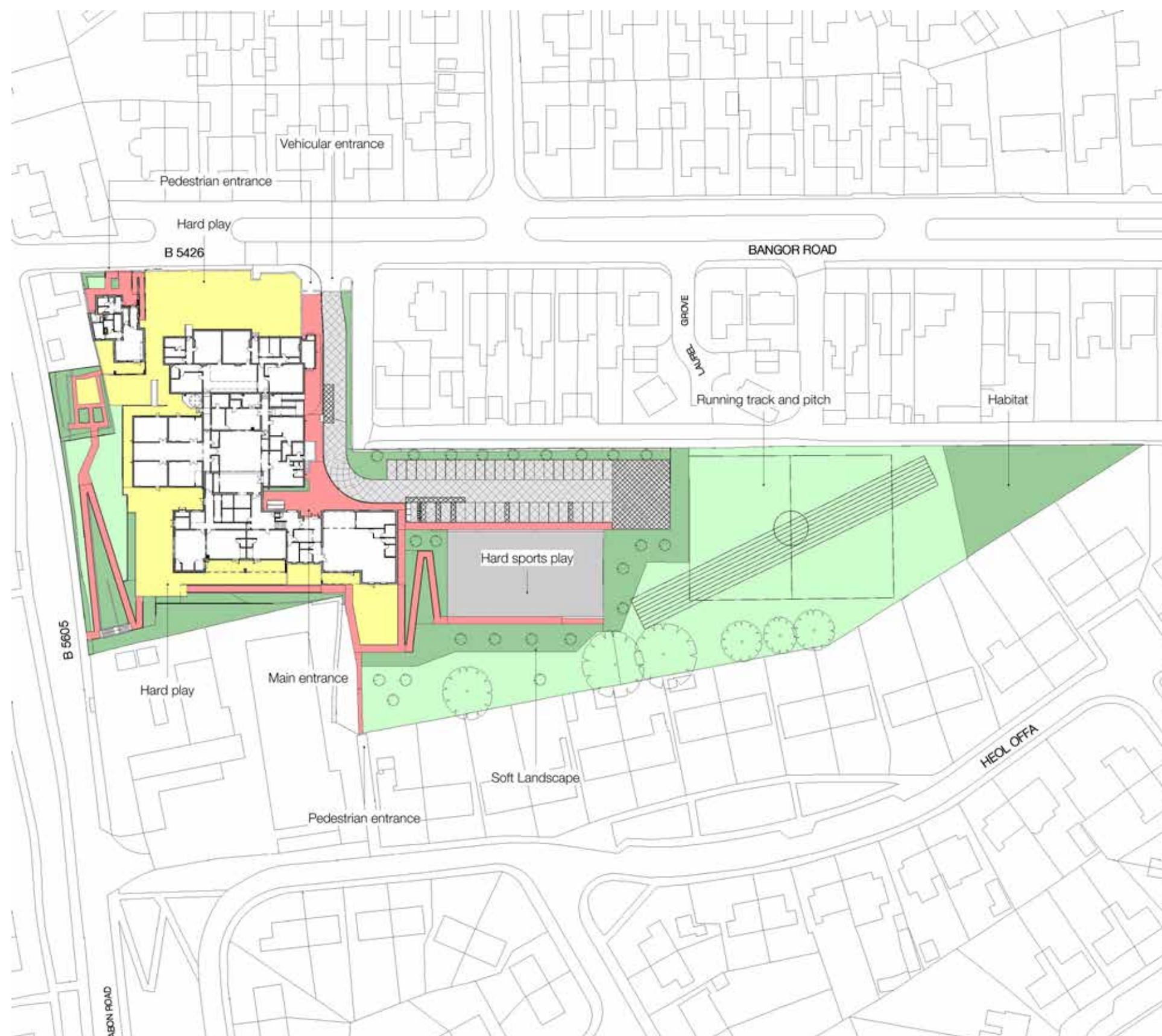
The principal approach to the development of the overall site has been led by national guidance (Building Bulletin 99). This guidance set out the framework for primary school design including area requirements for a range of external spaces.

Alongside the national guidance the site concept has been informed by a series of stakeholder consultations and design team meetings that have allowed feedback and progressive development of the design.

During the development of the design a number of key aims and objectives were developed that have been included within the overall site design.

These include;

- Betterment of the existing external play areas to provide a safe, active, educational, and fun environment for the pupils;
- To maximise the existing play spaces as much as possible and look to improve the current rather than create new elsewhere on the site;
- To create a safe and secure site that allows controlled access for pupils, parents and staff;
- To enhance the current on site access and parking provision;
- To provide level access to the existing and proposed building;
- To diversify the soft landscape of the site and introduce new native plant and tree species;
- To provide safe storage for bikes and scooters;
- To integrate the proposed extension into the existing landscape with minimal impact.



Site Plan | Concept Plan for the Ysgol Yr Hafod Site

2.2

Design Philosophy

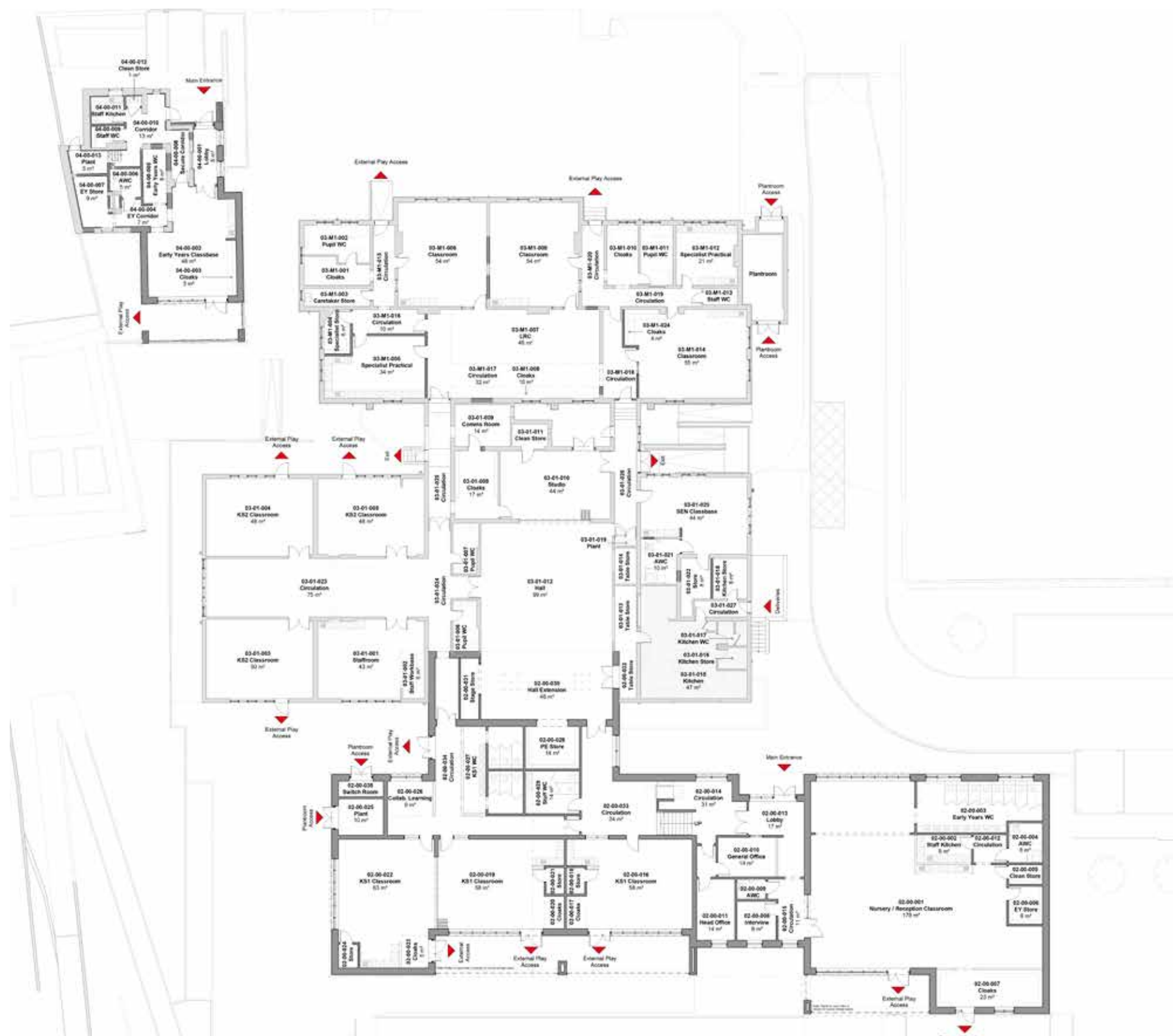
Building Concept | Main School

Our approach to the refurbishment and extension of the existing school building has been led by the Spatial Requirements outline in Building Bulletin 99, and the school's full time education space requirement of 350 pupils.

The initial tender documents provided an indicative scheme for a two-storey extension to accommodate the amalgamation of the separate school sites onto the single KS2 site.

Through a thorough analysis of the existing building and spatial requirements, Studio KMA decided that the optimal approach would be to maximise the potential of the existing school building, thus reducing the overall area required for the extension and removing the need for a two-storey solution.

This approach greatly reduces the mass of the new extension, lessens the topographical challenges with providing access from the proposed car park area, and removes the need for multiple stair cores to achieve an appropriate escape strategy.



General Arrangement Plan | Ground Floor

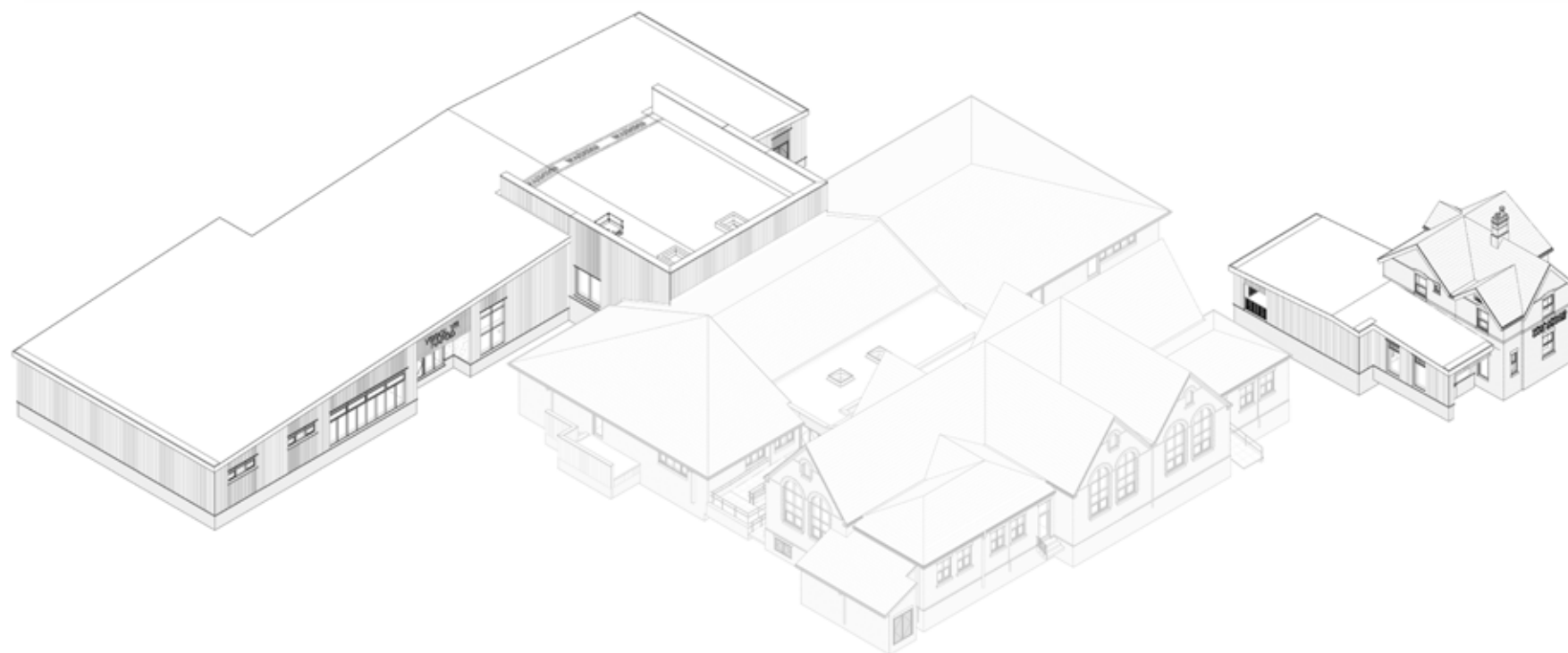
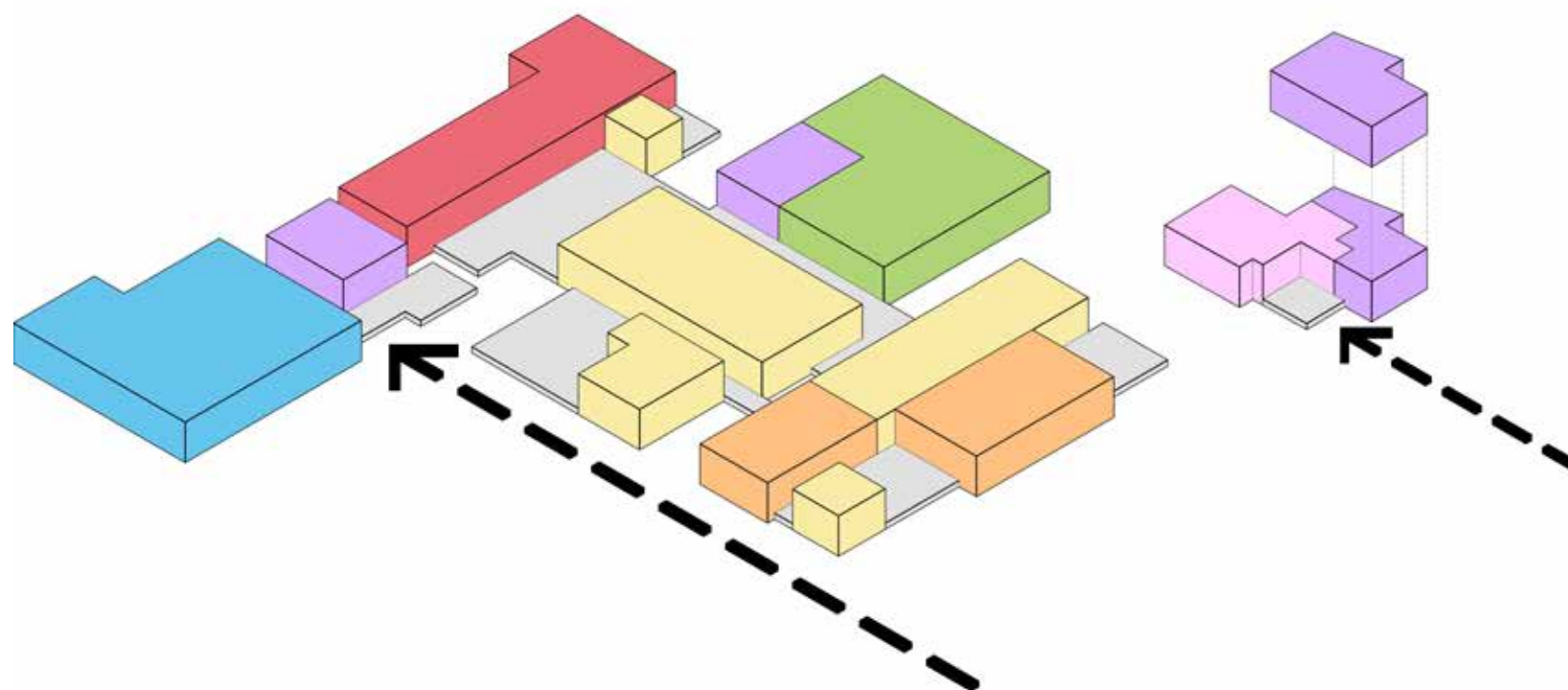
2.2

Design Philosophy

Building Concept | Main School

Concept design considers:

- A new, level access, centralised main entrance to the school that provides a clear, welcoming approach to the school and acts as a defined boundary between the private and public realm.
- Using the buildings form to accommodate the existing topography of the site, through a split-level single storey extension.
- A natural progression/pathway through the school
- Passive monitoring through high levels of internal transparency, eliminating blind spots wherever possible, reducing the likelihood of bullying incidents
- Interior remodelling that will open up spaces within the existing building to provide fit for purpose environments and appropriate classroom sizes and improve flow throughout the school and from the classrooms to the external realm.
- A centralised area of shared resources such as library, SEN provision, and Specialist Practical classrooms that are accessible from all teaching spaces.



Building Organisation Strategy | Key

Blue | Early Years Class-base
Purple | Wrap-Around Care

Red | KS1 Class-bases
Pink | Staff & Admin

Green | Lower KS2 Class-bases
Yellow | Learning Resources

Orange | Upper KS2 Class-bases
Grey | Circulation, Ancillary & Plant

2.2

Design Philosophy

Building Concept | School House

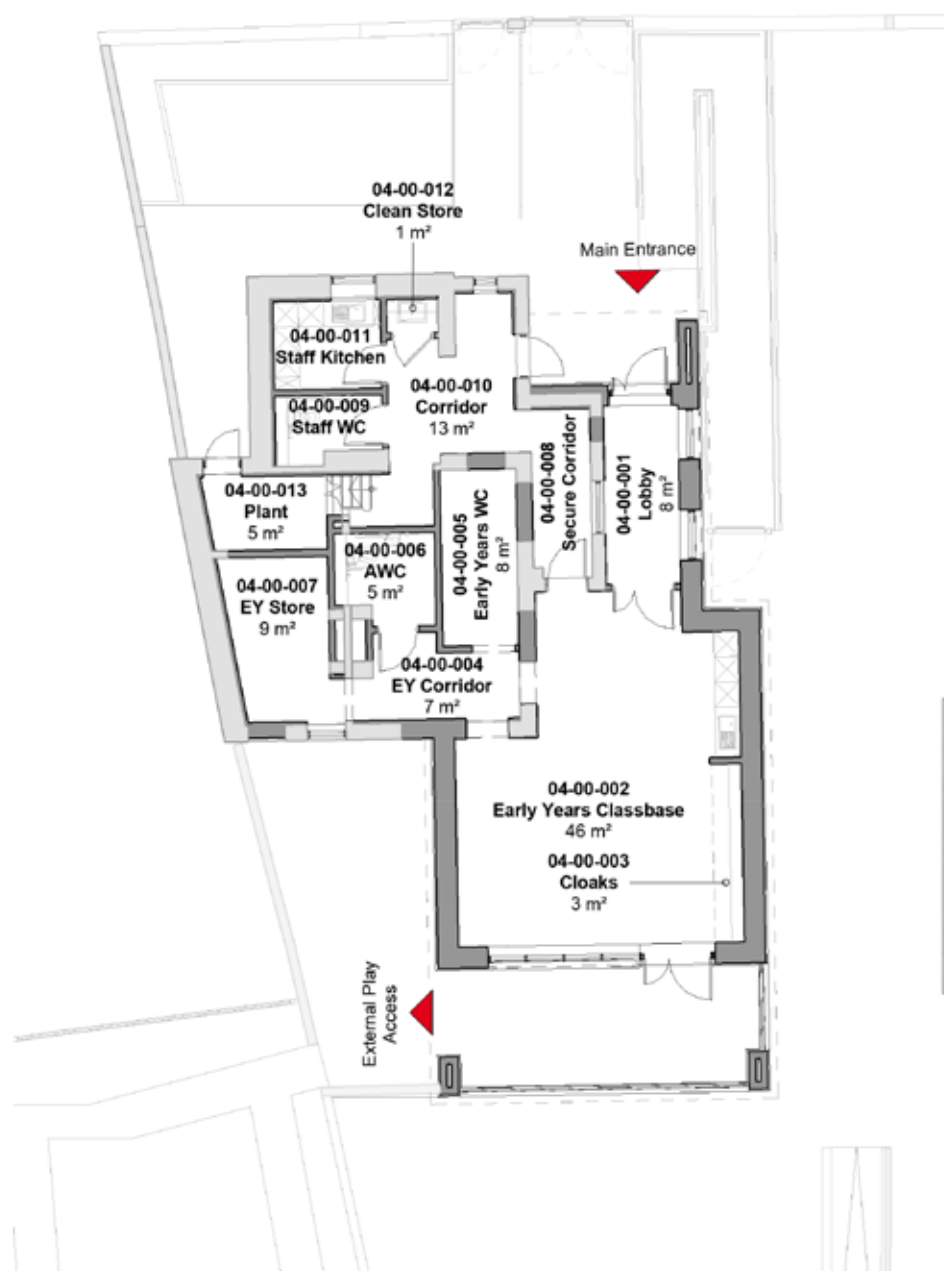
Our approach to the refurbishment and extension of the existing school building has been led by the Spatial Requirements outline in Building Bulletin 99, and the school's part time education space requirement of 45 pupils.

Through a thorough analysis of the existing building and spatial requirements, Studio KMA decided that the optimal approach would be to maximise the potential of the existing building through a total refurbishment of the internal layout to best achieve the brief set by the client.

The design of the proposed extension has been considered in the whole site context to ensure that the topographical challenges and achieving level access are achievable.

Concept design considers:

- A new, level access, secure main entrance to the building, which can be operated independently of the main school. The entrance provides a clear, welcoming approach and provides a defined boundary between the private and public realm.
- Utilization of the proposed extension built form to manage site level changes, minimizing the requirement for retaining structures.
- Siting of the proposed extension at the rear of the property so as not to effect the principal elevation of the current dwelling-house, mitigating any street scape impact.
- A whole site approach to the architectural style, ensuring that the school house property feels like an extension of the main school.
- Interior remodelling that will open up spaces within the existing building to provide fit for purpose environments and appropriately sized spaces for the associated tasks.



General Arrangement Plan | Ground Floor



General Arrangement Plan | First Floor

2.3

Consultation

Our Approach

We believe in the power of consultation. Throughout the design process, consultations have played a core role in the development of the scheme. Understanding the needs of the project stakeholders as well as end-users, designing out concerns and developing the scheme through a collaborative platform is part of our process at Studio KMA.

The design team have remained open-minded to suggestions, explored multiple recommendations and developed a confident and well considered scheme as a result.

Planning Consultation

The design team endeavour to work collaboratively with the local authority on their development projects and an inclusive approach to this has been adopted. The Planning officer Sharon Holman has been consulted during the RIBA Stage 02 development of the scheme to ensure material planning considerations had been adequately addressed.

Communications:

21-07-16 | Application Review Workshop

Stakeholder Consultation

At Studio KMA we use the information gathered from all stakeholders to feed into our design process because that is the best way to create a bespoke design that everyone can get behind.

From the project outset, the appointed Design Team have carried out a pre-programmed series of key stakeholder consultations and engagements at key junctures to ensure that the proposals submitted for planning approval are built upon a solid platform and as part of a collaborative process.

Stakeholder groups consulted to date:

- Ysgol yr Hafod Senior Leadership Team
- Ysgol Yr Hafod Staff
- Ysgol Yr Hafod Governors
- Wrexham Council Education Team
- Wrexham Council IT Team
- Wrexham Council Planning Department
- Wrexham Council LABC Department
- Wrexham Council Highways Team
- Architectural Liaison Officer for the Police/ SBD consultant
- Statutory Services providers

Public Consultation

A public consultation event is scheduled for Wednesday 8th September

2.4

The Proposal

Use | Main School & School House

This planning application seeks consent for a single storey, 3 classroom extension, connecting to the South Façade of the existing Ysgol Yr Hafod school building. In addition to 21st century classrooms, it will provide a new main entrance and administration hub, a new Early Years Foundation Phase class base, and supporting ancillary facilities.

It also seeks consent for the refurbishment of the existing school building in order to provide better quality education environments in line with 21st century standards. This includes the replacement of all existing windows and doors to match those of the proposed extension.

In addition, consent is also sought for the change of use to the neighbouring residential school house property off Bangor Road, from a private residential dwelling to a non-residential institution. The proposed works include for the complete renovation of the existing property with consequential improvements, including replacement windows and doors, as necessary to suit Building Regulation requirements for change of use. A single-storey extension is proposed to the south eastern side of the property to create a new class base which is to provide wrap-around care for part time students and the after school club outside of typical school hours.

Finally consent is sought for a new staff car park, a Multi-Use Games Area (MUGA) and all other associated external works to accommodate the proposed scheme.



3D Perspective | Proposed School Building and External Realm

2.4

The Proposal

Use | Temporary Works

This planning application seeks consent for temporary teaching accommodation so that education can continue to be provided whilst the construction works take place on the existing KS2 Ysgol Yr Hafod Site. A total of 8 teaching classrooms with a central stair core are to be provided in the format of 2no. two storey pre-fabricated modular blocks.

In addition, consent is also sought for external works to the site to accommodate both the new teaching classrooms and also the increased numbers of children across the site. The external works are inclusive of both soft and hard landscaping.

Following the completion of the construction works, and the amalgamation of the two school sites onto the single KS2 site on Bangor Road, the temporary classrooms would be decommissioned and removed.



Site Plan | Proposed Layout for the Temporary Accommodation (**Blue**) in Relation to the Existing School Building

2.4

The Proposal

Amount | Main School & School House

Opposite is a schedule of Net Internal Areas (NIA) for the proposed school.

The gross external area (GEA) of new extensions is as follows:

- Main School Extension: 904m²
- School House Extension: 72m²
- **Total GEA of new extensions: 976m²**

Schedule of Accommodation | Extension

02-00-001	Nursery/Reception Classroom	178m²
02-00-002	Staff Kitchen	9m²
02-00-003	Early Years WC	36m²
02-00-004	Accessible WC	8m²
02-00-005	Cleaner's Store	4m²
02-00-006	Early Years Store	8m²
02-00-007	Cloaks	23m²
02-00-008	Interview Room	9m²
02-00-009	Accessible WC	3m²
02-00-010	General Office	14m²
02-00-011	Headteacher Office	14m²
02-00-012	Circulation	6m²
02-00-013	Lobby	17m²
02-00-014	Circulation	31m²
02-00-015	Circulation	11m²
02-00-016	KS1 Classroom	59m²
02-00-017	Cloaks	4m²
02-00-018	Store	3m²
02-00-019	KS1 Classroom	59m²
02-00-020	Cloaks	4m²
02-00-021	Store	3m²
02-00-022	KS1 Classroom	63m²
02-00-023	Cloaks	5m²
02-00-024	Store	3m²
02-00-025	Plant	10m²
02-00-026	Collaborative Learning	9m²
02-00-027	KS1 WC	30m²
02-00-028	PE Store	14m²
02-00-029	Staff WC	14m²
02-00-030	Hall Extension	48m²
02-00-031	Stage Store	7m²
02-00-032	Table Store	5m²
02-00-033	Circulation	34m²
02-00-034	Circulation	45m²
02-00-035	Switch Room	4m²
Level 00 Proposed Extension NIA		789m²

Schedule of Accommodation | School House

04-00-001	Lobby	178m²
04-00-002	Early Years Classbase	9m²
04-00-003	Cloaks	36m²
04-00-004	EY Corridor	8m²
04-00-005	Early Years WC	4m²
04-00-006	Accessible WC	8m²
04-00-007	Early Years Store	23m²
04-00-008	Secure Corridor	9m²
04-00-009	Staff WC	3m²
04-00-010	Corridor	14m²
04-00-011	Staff Kitchen	14m²
04-00-012	Cleaners Store	6m²
04-00-013	Plant	17m²
Level 00 School House Ground Floor NIA		118m²
04-01-001	Landing	9m²
04-02-002	EY Group Room	27m²
04-03-003	EY Store	4m²
04-04-004	Staff Workroom	19m²
04-05-005	Store	2m²
Level 01 School House First Floor NIA		60m²

Schedule of Accommodation | Refurbishment

03-01-001	Staffroom	43m²
03-01-002	Staff Workbase	6m²
03-01-003	KS2 Classroom	50m²
03-01-004	KS2 Classroom	48m²
03-01-005	KS2 Classroom	48m²
03-01-006	Pupil WC	8m²
03-01-007	Pupil WC	8m²
03-01-008	Cloaks	17m²
03-01-009	Comms Room	14m²
03-01-010	Studio Hall	44m²
03-01-011	Cleaner's Store	5m²
03-01-012	Main Hall	99m²
03-01-013	Table Store	9m²
03-01-014	Table Store	5m²
03-01-015	Kitchen	47m²
03-01-016	Kitchen Store	4m²
03-01-017	Kitchen WC	4m²
03-01-018	Kitchen Store	8m²
03-01-019	Plant	1m²
03-01-020	SEN Classbase	44m²
03-01-021	Accessible WC	10m²
03-01-022	Store	8m²
03-01-023	Circulation	75m²
03-01-024	Circulation	19m²
03-01-025	Circulation	16m²
03-01-026	Circulation	17m²
03-01-027	Circulation	5m²
Level 01 Existing Building Ground NIA		661m²
03-M1-001	Cloaks	10m²
03-M1-002	Pupil WC	13m²
03-M1-003	Caretaker Store	7m²
03-M1-004	Specialist Store	6m²
03-M1-005	Specialist Practical	34m²
03-M1-006	KS2 Classroom	54m²
03-M1-007	LRC	46m²
03-M1-008	Cloaks	10m²
03-M1-009	KS2 Classroom	54m²
03-M1-010	Cloaks	11m²
03-M1-011	Pupil WC	12m²
03-M1-012	Specialist Practical	21m²
03-M1-013	Staff WC	3m²
03-M1-014	KS2 Classroom	55m²
03-M1-015	Circulation	10m²
03-M1-016	Circulation	10m²
03-M1-017	Circulation	32m²
03-M1-018	Circulation	15m²
03-M1-019	Circulation	10m²
03-M1-020	Circulation	10m²
03-M1-021	Cloaks	4m²
Level M1 Existing Building Upper Ground NIA		427m²

Schedule of Accommodation | Total NIA

02 Proposed Extension	789m²
03 Existing Building Refurbishment	1088m²
04 School House	178m²
Total Net Internal Area	2055m²



2.4

The Proposal

Amount | Temporary Works

Opposite is a schedule of Net Internal Areas (NIA) for the proposed temporary works:

Schedule of Accommodation | Temporary Works Block 01

05-00-001	Lobby	10m²
05-00-002	Classroom	64m²
05-00-003	Store	5m²
05-00-004	WC	3m²
05-00-005	Accessible WC	3m²
05-00-006	Classroom	64m²
05-00-007	Store	4m²
Level 00	Block 01 Ground Floor NIA	153m²
05-01-001	Lobby	10m²
05-01-002	Classroom	64m²
05-01-003	Store	5m²
05-01-004	WC	3m²
05-01-005	Accessible WC	3m²
05-01-006	Classroom	64m²
05-01-007	Store	4m²
Level 01	Block 01 First Floor NIA	153m²

Schedule of Accommodation | Temporary Works Block 02

05-00-008	Lobby	10m²
05-00-009	Classroom	64m²
05-00-010	Store	5m²
05-00-011	WC	3m²
05-00-012	Accessible WC	3m²
05-00-013	Classroom	64m²
05-00-014	Store	4m²
Level 00	Block 02 Ground Floor NIA	153m²
05-01-008	Lobby	10m²
05-01-009	Classroom	64m²
05-01-010	Store	5m²
05-01-011	WC	3m²
05-01-012	Accessible WC	3m²
05-01-013	Classroom	64m²
05-01-014	Store	4m²
Level 01	Block 02 First Floor NIA	153m²

Schedule of Accommodation | Temporary Works Stairs

05-00-015	Stair Core	25m²
Level 00	Stairs Ground Floor NIA	25m²
05-01-015	Stair Core	25m²
Level 01	Stairs Ground Floor NIA	25m²

Schedule of Accommodation | Total NIA

51 Temporary Teaching Block 01	306m²
52 Temporary Teaching Block 02	306m²
53 Temporary Stair Core	50m²

Total Net Internal Area 662m²



2.4

The Proposal

Layout & Form

The proposals have been drafted with an understanding of the immediate area, its character and identity. Having carried out an extensive site visit, we have considered how the layout and form may enhance the immediate area. Key considerations to ensure an appropriate architectural (and landscape) layout are:

Continuity and Enclosure

A clear definition of private and public space and using the built form to reinforce this.

Legibility

A proposal that has clear definition, is easy to understand and to navigate.

Ease of Movement

A layout that is easy to get to and move through.

Quality of Landscape

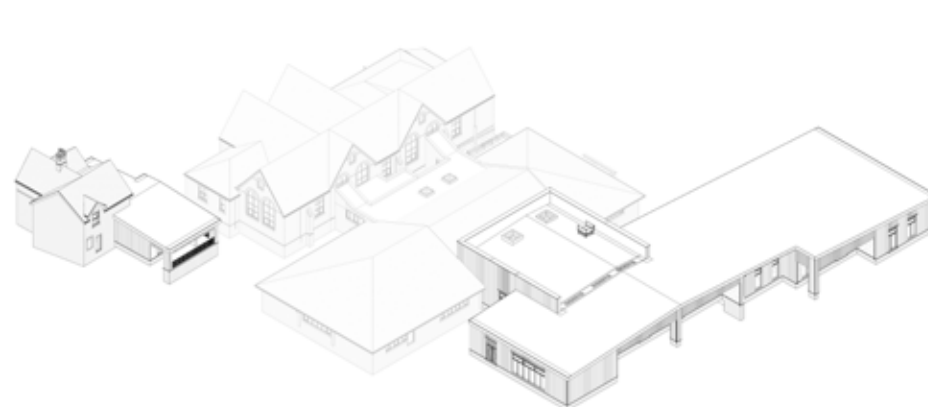
A thoughtful approach to play space and an enhanced biodiversity setting

Orientation

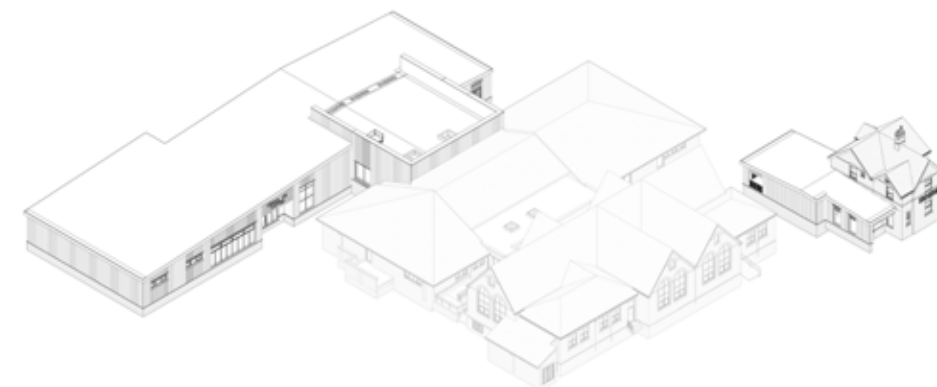
To ensure the building makes the most of key views, maximises available natural light but is designed to control solar gains

Security

A layout that provides an acceptable level of visual transparency and permeability while maintaining a practical hierarchy of security that befits a school environment.



Axonometric View | South West



Axonometric View | North East



3D Perspective | Illustrating the built form in landscape context

2.4

The Proposal

Continuity of Enclosure | Main School

The building form has been carefully considered, with a series of overhanging roofs that create external covered spaces for students to attain that most important connection with nature. (1)

All classrooms in the proposed extension have direct access to the outdoors and are protected by a 3m deep canopy, which creates a continuous external teaching resource. (3)

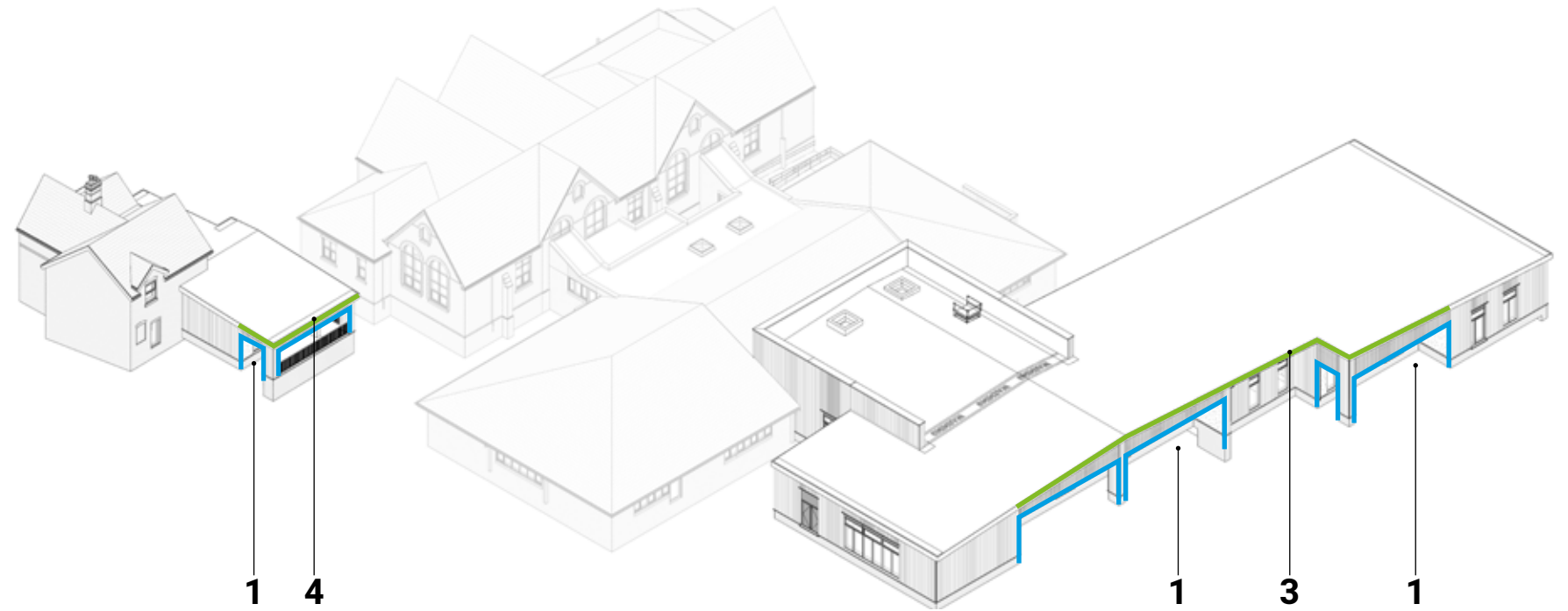
The extension footprint is sited at 90° to the existing school building which provides a defined central entrance visible from the primary site entrance off Bangor Road. The built form presents a public face whilst the secure line is maintained with the private playground space for the youngest children behind. (2)

Continuity of Enclosure | School House

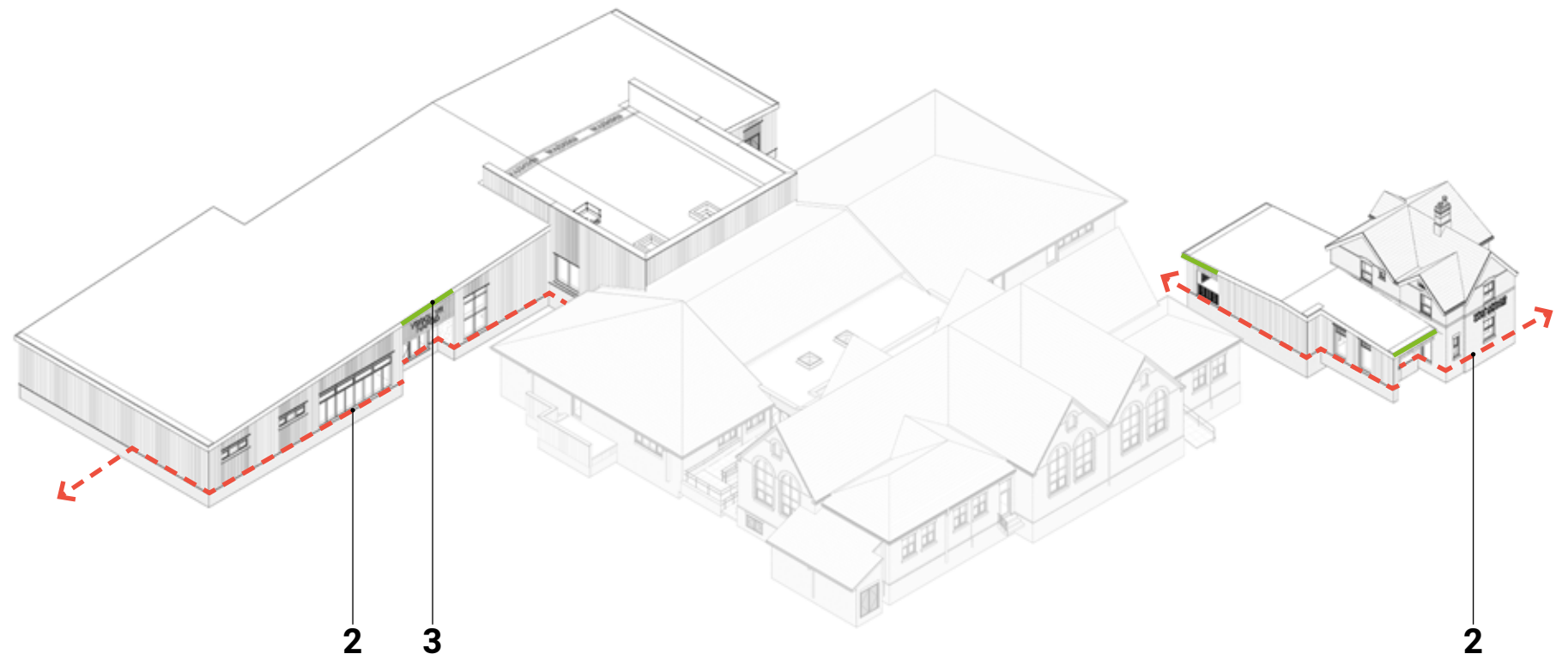
The extension footprint is sited to the South Eastern side of the existing school house property. The extension substructure also forms a retaining wall to manage the level change between the existing school playground and the dwelling-house curtilage.

The position of the extension provides a clearly defined entrance off Bangor Road, presenting a welcoming public façade.

In parity with the Main School Extension form, the roofscape of the proposed schoolhouse extension has been designed to project beyond the south-facing building elevation to create a 3m deep covered play space, accessed directly from the main classroom. (4)



Axonometric View | South West



Axonometric View | North East

2.4

The Proposal

Legibility

The general arrangement of the whole school has been considered during the design phase. The extension has been designed to create an obvious focal point as pedestrians reach the site gates and cross the threshold onto the school grounds. The building has been designed in collaboration with the hard landscaping and boundary treatments to naturally draw pedestrians towards the primary building entrance. **(Black Arrow)**

The north facade, with views into the main entrance, nursery and primary circulation areas has been designed to have high levels of transparency. This provides visual cues to visitors upon approach that make the extension simple to navigate, and easy to passively supervise. **(Blue Arrow)**

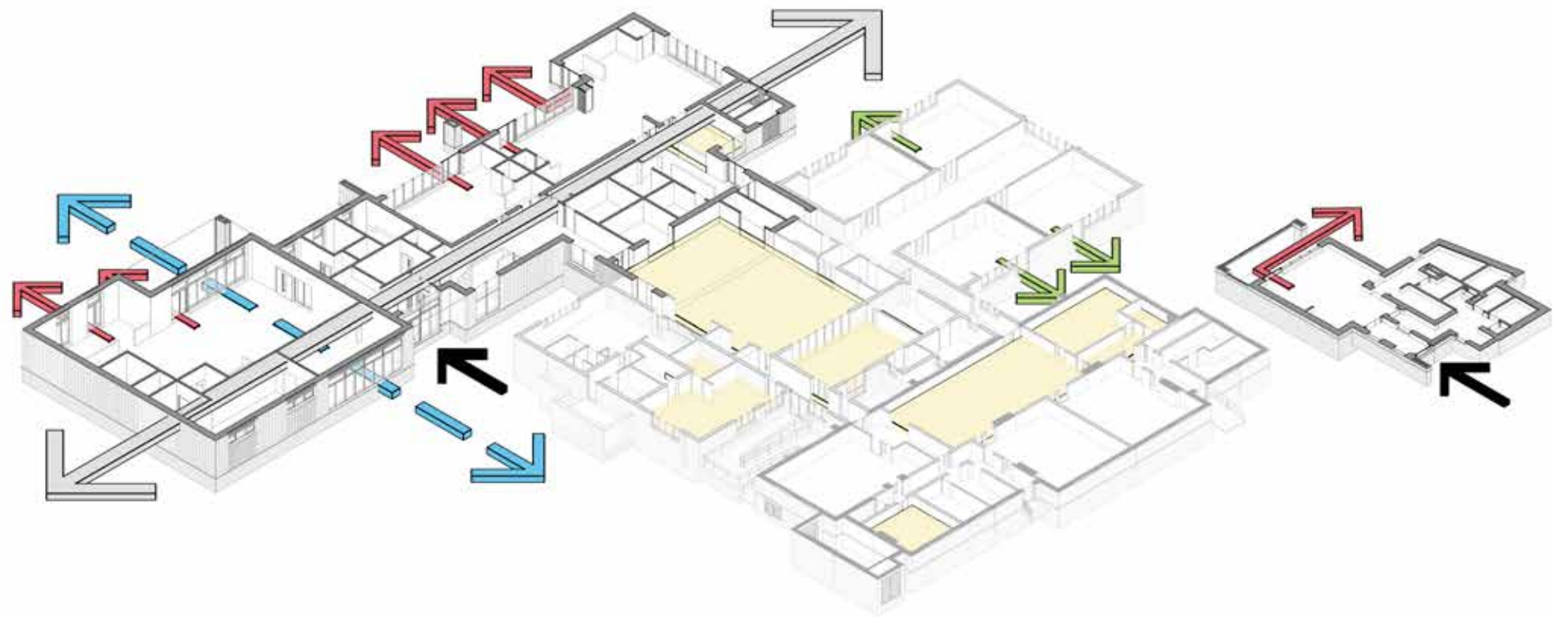
Shared facilities such as the LRC, Practical classrooms and main school hall are all central to the school creating a 'hub' area which is easily accessible from all areas of the school. **(Yellow Fill)**

Corridors have glazed partitions to create a visual link to all classrooms which aids both navigation and provides passive surveillance for staff members. The main extensions form has been designed with a central corridor, off which everything can be easily accessed and passively observed by staff. **(Grey Arrow)**

Within the proposed building extensions, direct access to external play spaces from classbases has been provided. The high level of transparency to the building facade assists with student orientation, navigation and provides an unbroken connection with the external realm. **(Red Arrows)**

Provision has also been made for access to the external realm from existing class spaces. The 3 lower KS2 classrooms are to receive new doors providing external access **(Green Arrows)**

The design of the extensions across the site share modern forms and materiality which provide a defined visual contrast between old and new allowing for each element to be read clearly and separately whilst providing a sense of cohesion across the site as a whole.



Axonometric View | North East

2.4

The Proposal

Ease of Movement | Main School

The extension has been designed as a simple linear building, with a single sided circulation route running east to west. All teaching, admin, group and ancillary spaces are accessed directly off the main circulation route, making the space simple to navigate for staff, students, and visitors.

The extension connects to the existing building at two nodes;

- Creating direct and convenient access to the main hall from the new main entrance.
- Creating direct connection into the existing building primary North-South Circulation corridor.

In order to negotiate the site topography falling east to west across the site, the proposed extension has been designed as a split level building. The lower level provides a new, Part M compliant main entrance, admin areas and early years classbases, and is located approx 1.5m below the existing school FFL. **(1)**

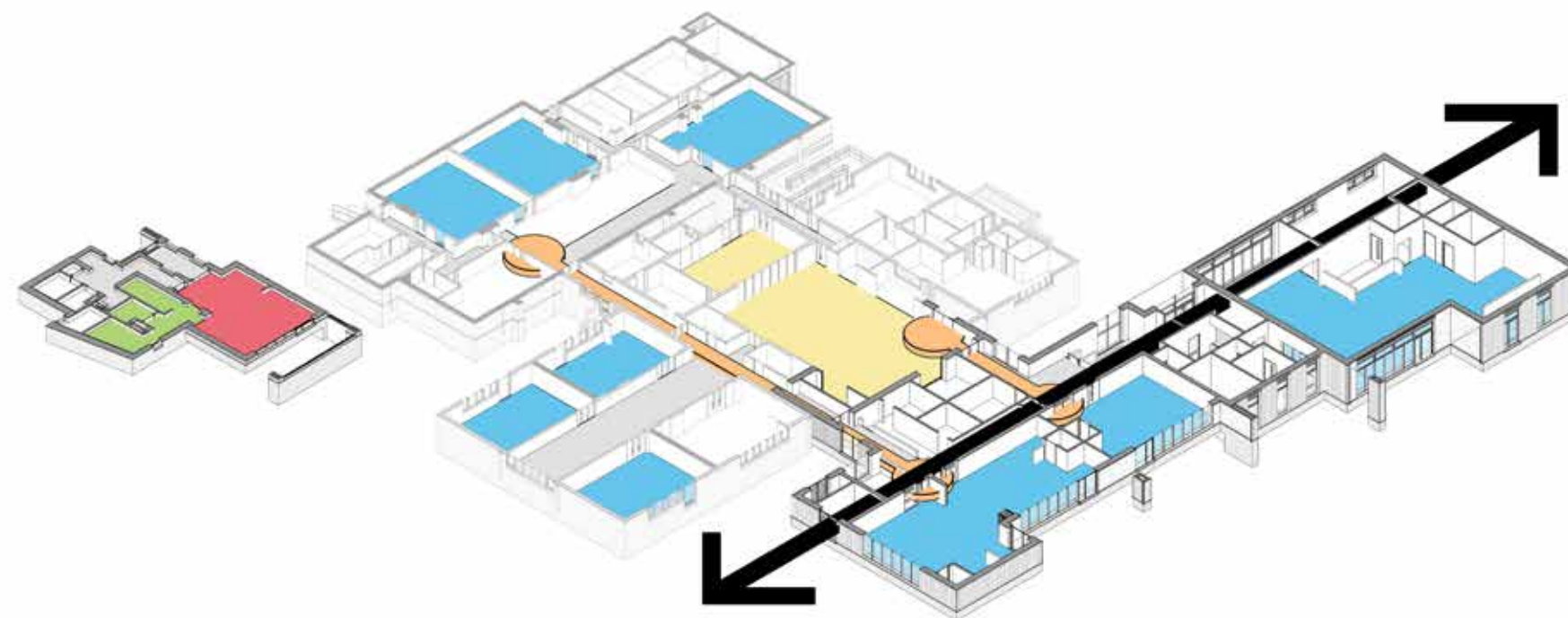
The upper level containing KS1 classbases WC facilities, and connecting to the existing building FFL is accessed internally via both a stepped approach and a platform lift.

The entrance lobby has been designed to create a feature of the increased ceiling height, creating a light and airy approach when first entering the school.

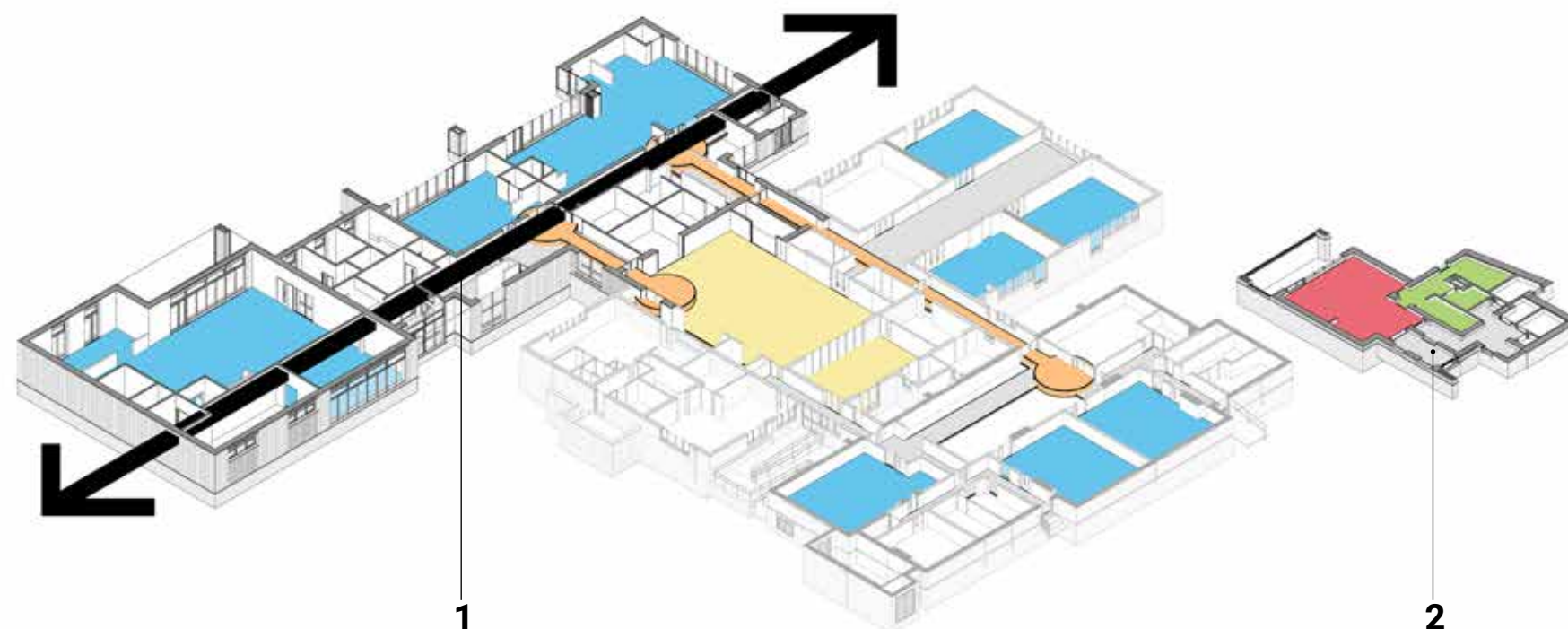
Ease of Movement | School House

The extension has been designed as a simple class base with a secure entrance corridor **(2)**

The central class base is open to all supporting facilities such as cloaks, practical areas, toilets and storage. A lockable door to a secure corridor manages access to the kitchen and first floor administration.



Axonometric View | South West



Axonometric View | North East

Blue | Teaching Class-base
Grey | Circulation

Red | Wrap-Around Class-base
Orange | Connecting Nodes

Green | Supporting Facilities
Black | Primary Circulation Route

Yellow | Main School Hall

2.4

The Proposal

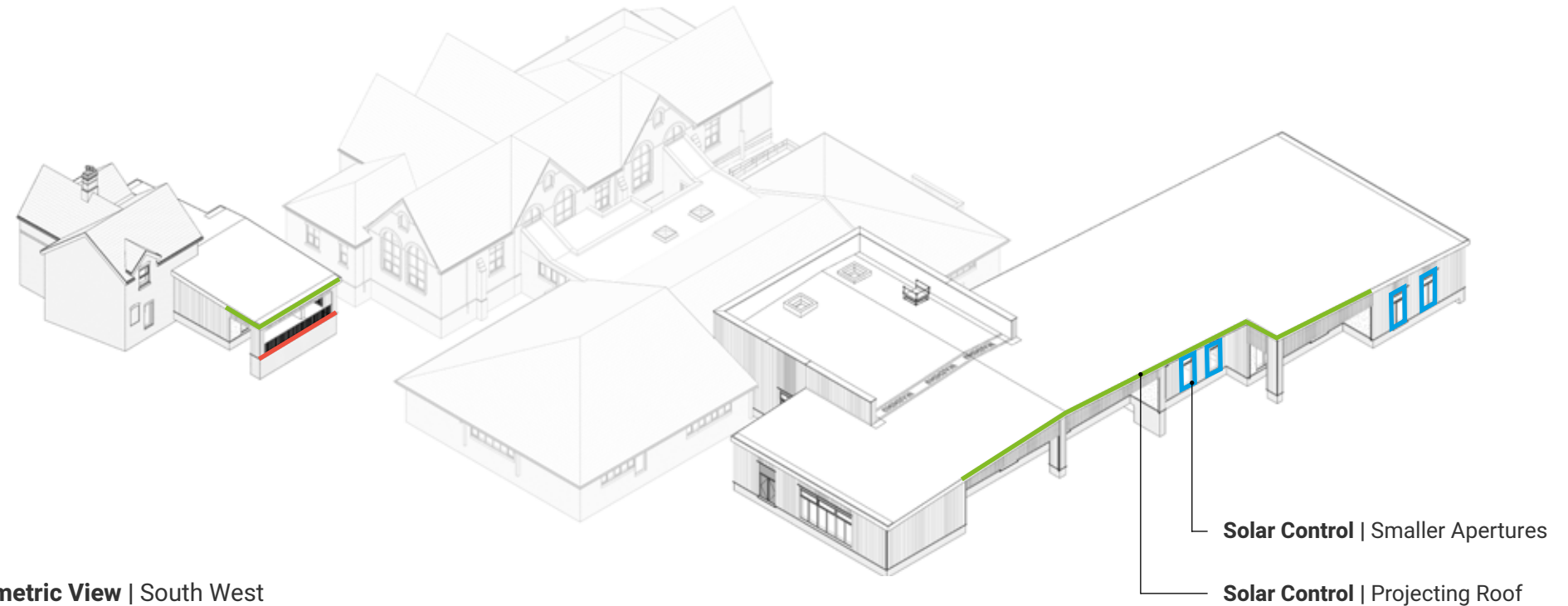
Orientation | Main School

The extension has been sited on a East/West axis to provide an extension to the natural secure line to the site . The form, façade and organisation of the building spaces have been designed with passive solar design in mind.

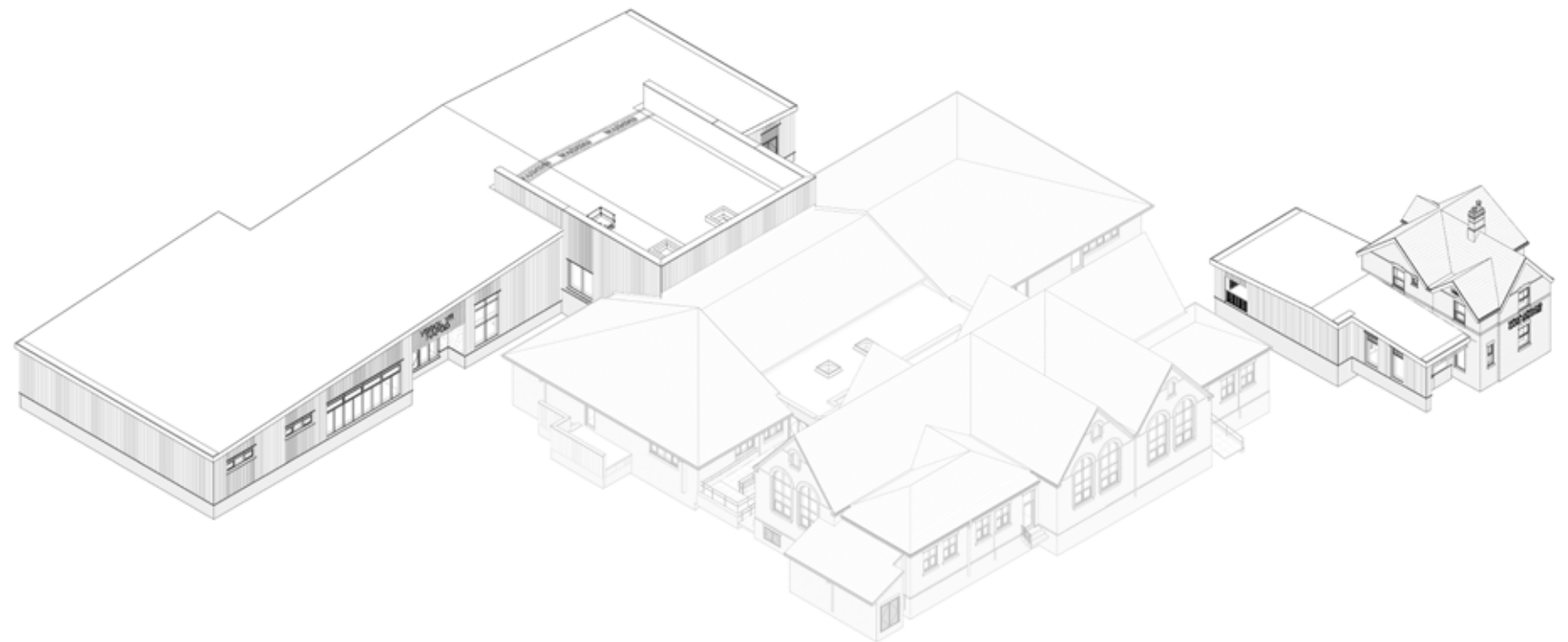
All proposed classrooms within the extension have large glazed apertures to maximise their connection to the outside. Glazing is set back from the building line with a 3m roof overhang to prevent solar gains and overheating on the South facing elevations (**Green Line**). Where no dedicated solar shading is present, fenestration sizes are reduced and evenly distributed across each space to maintain continuity of daylight. Deeper window reveals and higher specification glazing is utilised to limit solar gains (**Blue Line**). Internal glazing along corridors enables light to penetrate deeper into the plan through borrowed light.

Orientation | School House

The school house extension follows the same principals as the main school extension. South facing classrooms with a roofscape designed to provide passive solar shading and covered play space.



Axonometric View | South West



Axonometric View | North East

Safeguarding in schools is a top priority. Our aim has been to develop the design to deter crime and provide a safe and secure environment for staff and students. We have approached the detail of the layout, and the form of the building and site to create:

- Secure site boundaries that are not obtrusive
- Controlled main entrances designed with surveillance in mind.
- A well-lit building
- Secure by Design security standards with PAS 24:2016 certification for all windows and doors.
- Well-lit public areas, entrance points, and circulation spaces.
- Low level landscaping and tree species with high crowns to maximise surveillance.
- Signage to deter unauthorised access.
- A non-climbable façade with concealed rainwater goods wherever practical

The design of the new main entrances to the main school and the schoolhouse will create a single secure route into the building. Upon entry visitors have access to public facilities (office, WC provision and interview room) for visitors without access to the main student thoroughfare. **(Blue Fill)**

External roller shutters are provided to the canopies of the main school extension. This is to ensure that a secure external storage area can be created. **(Green Fill)**



General Arrangement Plan | Ground Floor

2.4

The Proposal

Scale & Massing | Main School

Studio KMA acknowledge that scale is defined as: the height, width and length of each building proposed in relation to its surroundings. The scale of this development is in keeping with what is usually expected from a suburban primary school site - Single storey construction.

The proposed extension's footprint measures approximately 57m long by 18m wide. Its massing is conceived as a single rectangular form with a shallow mono-pitch roof, rising from East to West. The sloping roof follows the existing topography (**Blue Line**) of the site and negates the visible change in level between the new main entrance and existing finish floor level (**Green Line**)

A taller cuboid mass has been employed at the fulcrum point between the new teaching block and the existing building. (**Red Line**)

The taller form provides a number of benefits:

- Easy extension to the existing school hall without any perceivable change in ceiling height.
- Simple robust roof to wall junctions between existing and proposed building fabric.
- Parapet walls provide screening for rooftop plant and PV array.
- Creates a grounding point that manages the 90 degree transition between old and new architectural built forms.



3D Perspective | Concept massing model for the main school extension

2.4

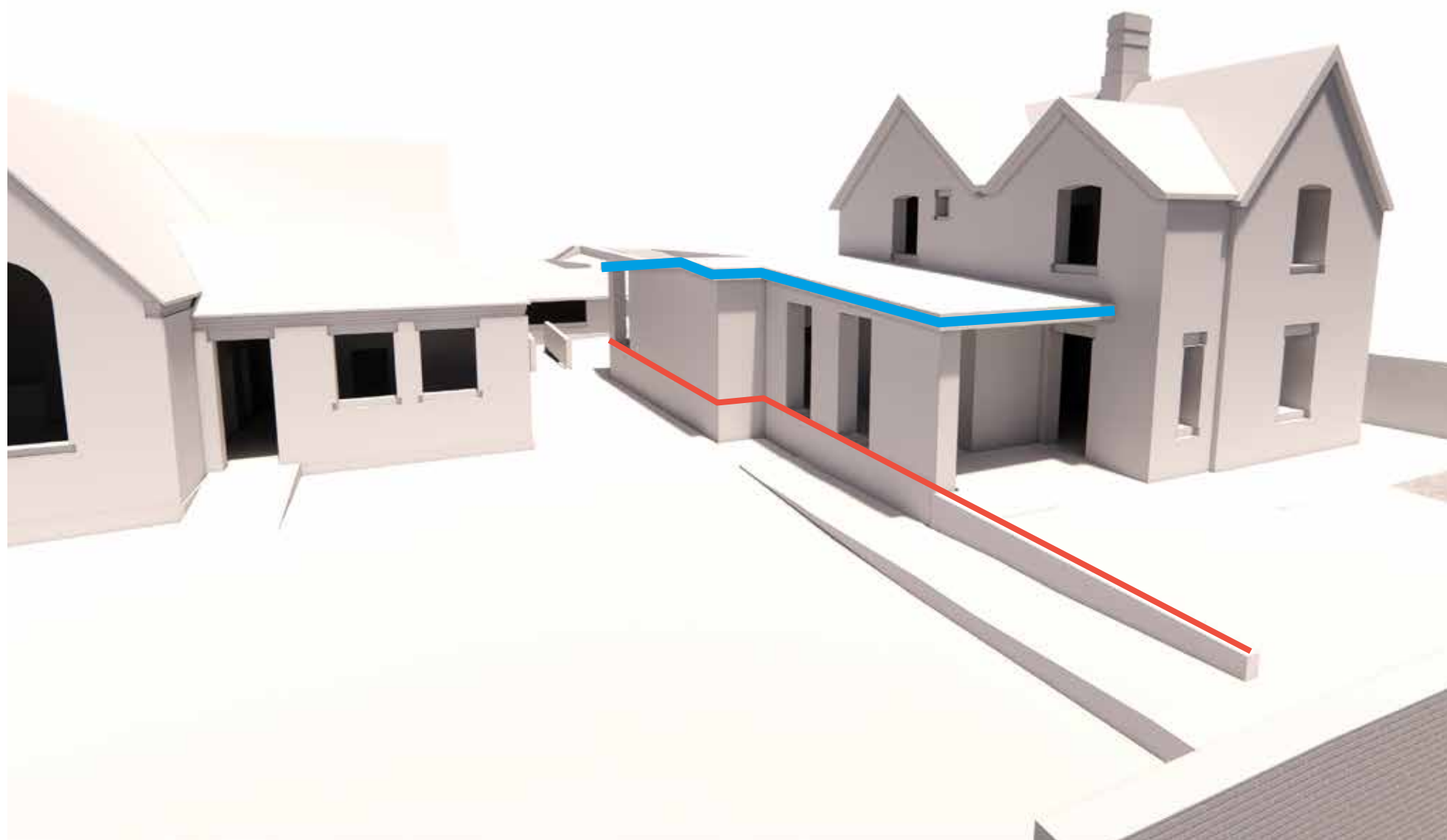
The Proposal

Scale & Massing | School House

The proposed extension's footprint measures approximately 18m long by 8m wide. Its massing is conceived as a rectangular form with a shallow pitched roof, rising from North to South to harmonize with the architectural style of the main school extension. **(Blue Line)**

The building line acts as a retaining wall between the school house site and the lower main school site **(Red Line)**, which sits approximately 1.5m lower.

The roof overhangs the building line to the North providing a covered canopy to the primary entrance, and to the South providing both solar shading and a covered external play area.



3D Perspective | Concept massing model for the school house extension

2.4

The Proposal

External Appearance | Main School

By careful manipulation of the building's form and a simple material palette with contemporary detailing, the external appearance aims to create additions to the school that set a high standard for architectural quality and establishes a new sense of place and visual identity for the school.

The building has been considered as a single overarching roof form that both echoes the topography of the site and seamlessly manages the step in level within the building.

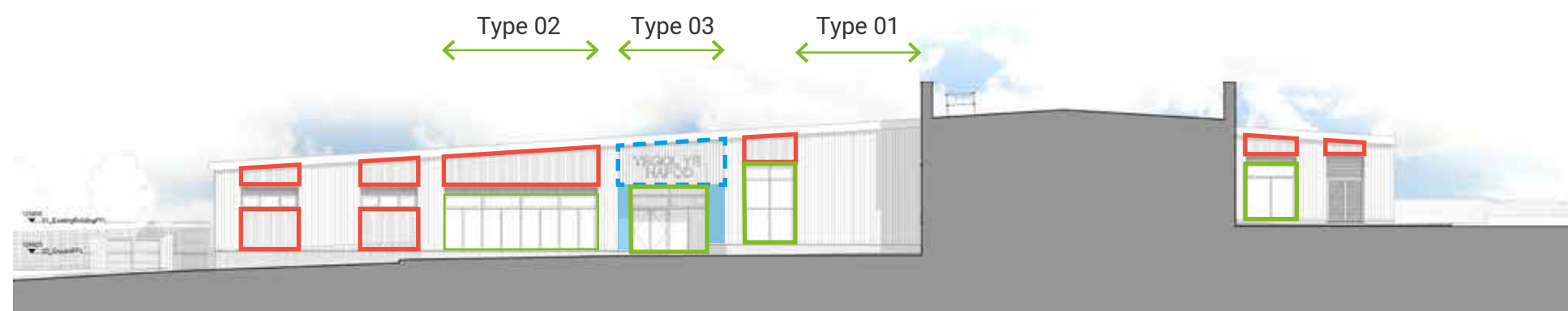
The roof provides a consistent building line visually, whilst the footprint below steps forwards and backwards to provide external covered spaces and introduce solar shading to south facing openings. This creates depth and interest within the elevations helping to break down the overall mass of the extension.

There are 3 types of cladding which have been utilised in different formats, maintaining a simple palette whilst introducing visual interest into the facade.

- **Type 01** | Standard Vertical Cladding
- **Type 02** | Narrower Vertical Cladding (**Red Lines**)
- **Type 03** | 'Hit and Miss' Vertical Cladding (**Blue Dash Lines**)

Singular wide span openings have been introduced to make the building feel transparent, connected to the external realm and unimposing on a human scale (**Green Lines**)

Finally, colour has been introduced into the external appearance to create a sense of attraction towards the spaces within. This has been used at key locations across the extension such as the main entrance and external canopy spaces (**Blue Fill**)



GA Elevations | North Facade design principles



GA Elevations | South Facade design principles



3D Perspective | Main School Entrance



3D Perspective | South Facing Covered External Play

2.4

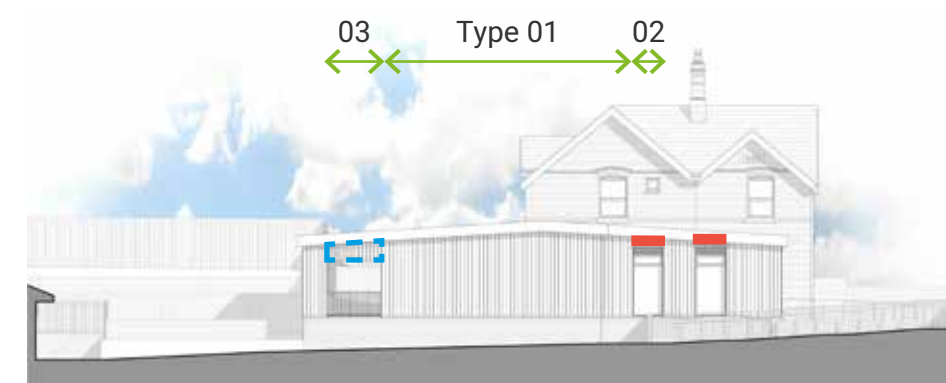
The Proposal

External Appearance | School House

The extension to the school house has been approached with the design of the main school extension in consideration. A similar architectural style has been utilised whilst the scale has been decreased to suit the constraints of the former domestic properties' proportions.



GA Elevations | School House North Facade design principles



GA Elevations | School House East Facade design principles



3D Perspective | School House Main Entrance



3D Perspective | Approach from Bangor Road

2.4

The Proposal

Materiality

The palette of materials selected for the building are natural in composition, selected for their robustness, modularity, longevity, environmental credentials and complimentary aesthetics. The application of materials reflects the functional requirements of the site and supports the division of each façade by level. At low level where robustness is the primary concern a predominantly masonry plinth has been proposed, that when read in the context of the landscape materiality will connect the threshold of building and external realm.

Above this a vertical cement fibre board has been proposed to enhance the verticality of the building. The cladding has been applied in a variety of formats, that create a diversity of aesthetic as the perimeter of the building in circumnavigated, de-constructing the linear lengths of façade with variations in rhythm, transparency and texture.

Generally the building will be clad in a mid-grey cement fibre board. This will be laid in vertical arrangement to create a uniform rhythm to the facades. Where there are openings in the elevations a smaller format board will be utilised to add visual interest to the monolithic facades. Where the roof overhangs to create a canopy below, the opening will be clad with a 'hit-and-miss' style screen to provide shading and enable for a dynamic glimpses through the screen at different angles.

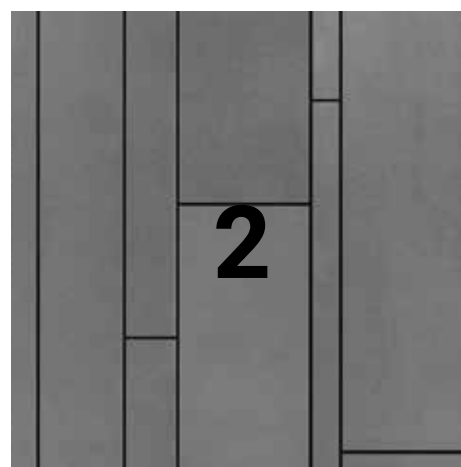
A dark-grey cladding has been utilised on the 'cube' that connects the proposed with the existing which helps to provide a grounding to the scheme and acts a defined break between the contrasting architectural languages of old and new.

A silicone based render system will be incorporated into the design, within the recess's in the façade to create canopies. This material choice introduces colour into the neutral facades which will draw interest and signify their importance within the buildings form. The blue colour has been chosen for its calming properties and is reflected within the Ysgol Yr Hafod logo and branding.

Material Schedule



Grey/Black Brick
Stretcher Bond | Dark Grey Mortar



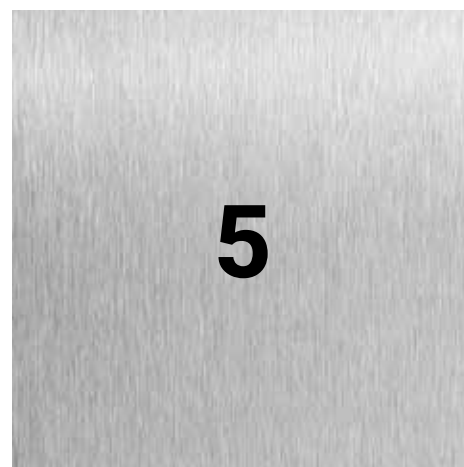
Vertical Cement Fibre Cladding
Mid-Grey | Textured Finish



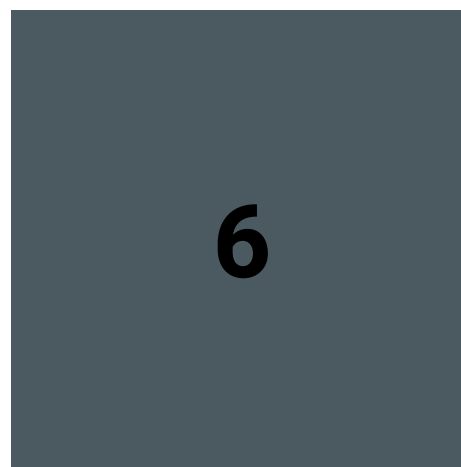
Through Colour Render
Light Blue | 1.0mm Grain



Vertical Cement Fibre Cladding
Dark-Grey | Textured Finish



Metal Signage
Aluminium | Brushed



Powder Coated Aluminium
Basalt Grey | RAL 7012

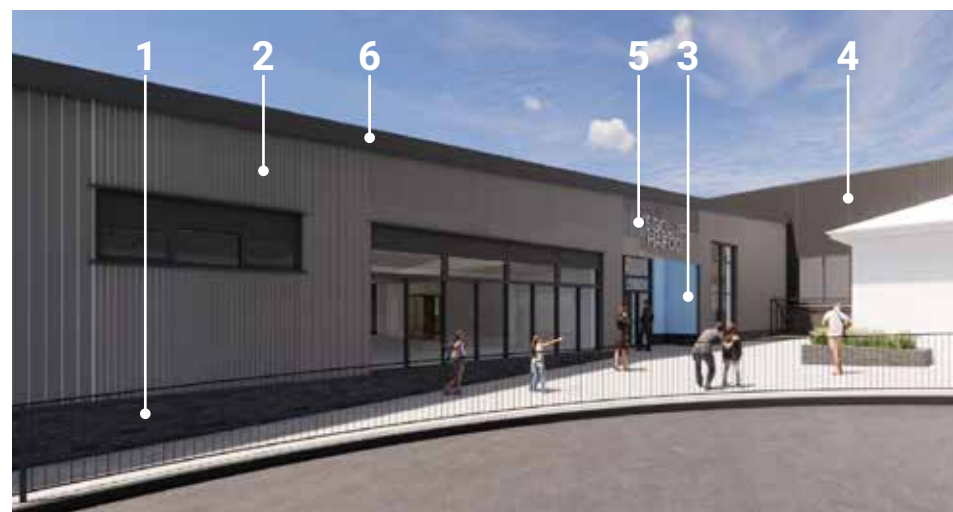
Ancillary Material Schedule

Windows Aluminium
RAL7012 | Basalt

Doors Aluminium
RAL7012 | Basalt

Flashings Aluminium
RAL7012 | Basalt

Roof Single Ply Membrane Dark Grey



3D Perspective | Main School Entrance



3D Perspective | School House Entrance

2.4

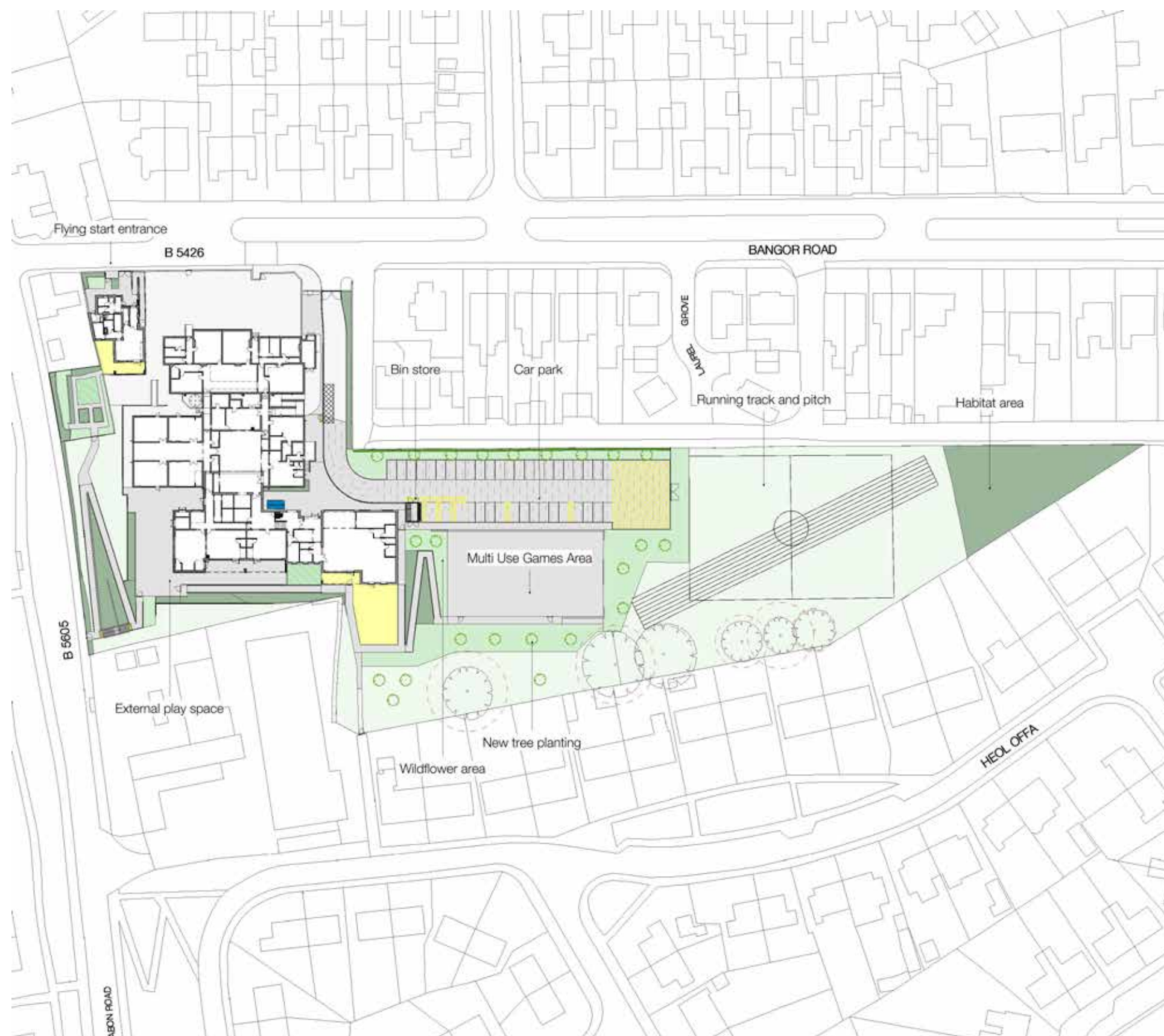
The Proposal

Landscape Design

The proposed landscape design aims to enhance the current provision with new hard landscape areas, new play and sport features, informal play spaces, creation of habitat areas, along with enhancements to the existing soft landscape.

The key features within the landscape proposals as identified on the general arrangement plan (HAF-STO-00-00-DR-L-0002) include;

- New multi-use games area (MUGA) with a range of sport line marking;
- Adaption of the existing hard landscape around the proposed extension to the existing building (KS1 area);
- Creation of a new covered and external play space for the Early Years element of the school;
- Retention of existing vegetation with removal of trees only when needed to facilitate the development or following Arboricultural advice;
- Introduction on new shrub, wildflower and native tree planting across the site that will enhance biodiversity, ecological value, and provide seasonal colour and interest.



Site Plan | General Arrangement Landscape Plan

2.4

The Proposal

Landscape Design

Hard Landscape Palette

The materials and finishes chosen for the hard landscape aim to provide a scheme that integrates with the existing finishes within the site but also provides enhancement to the site.

For the proposed new Early years play area, the surfaces include an uplifting yellow for the wet pour impact surface along with artificial grass to increase the usability of the space throughout the year.

For the main hard landscape area, the proposal includes asphalt concrete to match the existing treatment along with precast pin kerbs and appropriate road kerbs in any parking areas.

Other proposed hard landscape treatments across the site include timber edging shrub planting areas to provide a clear separation between proposed shrub planting and grassed area and prevent movement of bark mulch.

Please see drawing HAF-STO-00-00-DR-L-0008-Hard landscape design for further detail.



Artificial grass surface



Wet pour impact surface



Asphalt concrete surfacing



Recessed manhole covers



Concrete road kerb & tarmac



Timber sleeper edging



Bark mulch surface



3D Perspective | View across the site from the new Pedestrian Entrance off Ruabon Road



3D Perspective | Approach towards the proposed car park from the Vehicular Access off Bangor Road

2.4

The Proposal

Landscape Design

Soft landscape design

The overall aim of the soft landscape design is to create a usable and robust scheme that will provide seasonal interest and colour without onerous maintenance requirements.

At the new main entrance a main shrub bed alongside the road is proposed to create a welcoming sense of arrival and colour. Plant choices have been selected to provide an evergreen base with flowering interest through a range perennial species. Along with shrub planting pockets of bulb planting aim to create colour during the winter and spring months.

Following review and feedback from the project Ecologist tree species have been selected that introduce a mix of native broadleaf species along with trees selected for the car parking area suited to trafficked environments. New feature trees are also proposed within wider parts of site.

New tree planting aims to mitigate loss of any trees within the proposal whilst also providing the potential to diversify the existing species assemblage and age demographic.

Where existing grass areas are to be disturbed it is proposed where appropriate to introduce areas of wildflower and meadow grass.

The soft landscape scheme would be implemented in the first available planting season to allow for establishment at the earliest opportunity.

Please see drawing HAF-STO-00-00-DR-L-0009-Soft landscape design for further detail.



Calamagrostis Karl Foerster
(Feather reed grass)



Quercus petraea
(Oak, Welsh)



Acer Campestre Elsrijk
(Field Maple)



Pyrus calleryana
(Chanticleer' tree)



Stipa tenuissima
(Mexican feather grass)



Verbena bonariensis
(Argentinian vervain)



Hebe 'Green Globe'
(Shrubby Veronica)



Cornus stolonifera Flaviramea and
Cornus alba Sibirica (Dogwood)



Narcissus pseudonarcissus
(Welsh daffodil)



Narcissus pseudonarcissus
(Welsh daffodil)



Wildflower flowering lawn



Wildflower flowering lawn

ACCESS

ACCESS

ACCESS

3.0

3.0

Access

Introduction

Studio KMA are committed to a policy of equality, inclusion and accessibility in the delivery of a building. We fully recognise the diversity of cultural, religious and individual abilities of future customers, visitors and employees and are active in ensuring that any potential sources of discrimination are addressed.

Against that background, this section of the document will set out the measures that have been employed in order to ensure inclusive access throughout the proposed development.

Key concerns in developing these proposals have been:

- To ensure that the external building environment, including the location, approach and orientation of entrances, will be legible and not act as an impediment to any potential users.
- To ensure that the building can be accessed by all potential visitors regardless of age, gender or any disabilities which they might have.
- To ensure that the internal building environment can be successfully and safely used by all.

National Guidance

Statutory Regulations at the national level on the provision of disabled access are set out in:

- Building Regulations Approved Document M - Access to and use of buildings: Volume 2 - Buildings other than dwellings, March 2015.
- BS 8300-2:2018: Design of an accessible and inclusive built environment. Buildings. Code of practice.
- The Equality Act 2010.



3.1

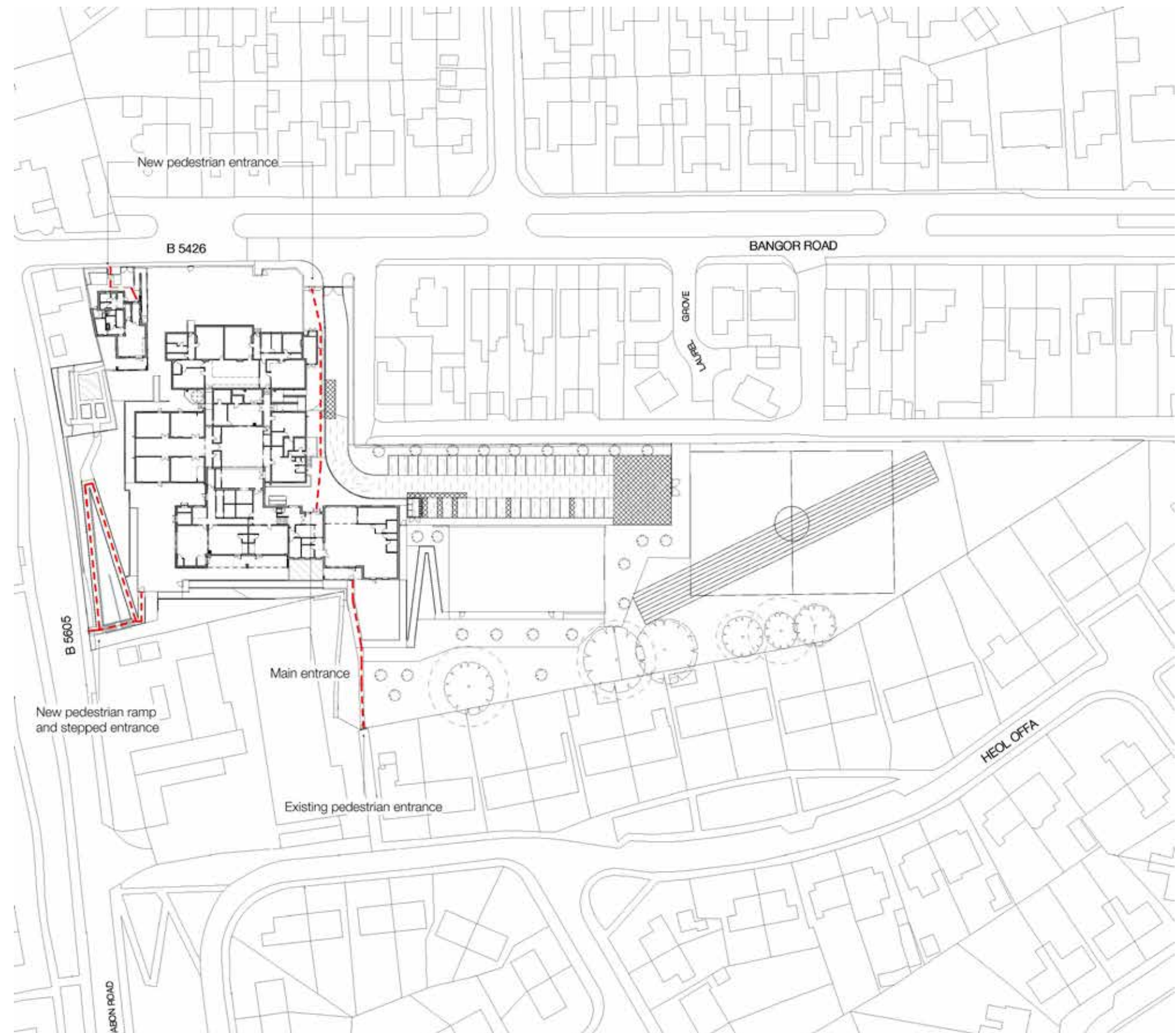
Site Strategies

Pedestrian Access

At present pedestrian access is provided from Bangor Road via two existing gates. As part of the development it is proposed that both existing pedestrian entrances to the school will be retained. However, an additional pedestrian entrance created along Bangor Road adjacent to the current vehicular access point. This will allow for a wider entrance area away from the kerb and link direct to the new main entrance (re-located to the new extension building).

A separate and new pedestrian entrance is also proposed off the B5605 road. This will provide a new access point via a new ramp and steps. Handrails, tactile paving and pedestrian guardrails are provided for to allow for safe movement of parents from the entrance point down to the KS1 play space and into the school building.

As part of the proposed extension and where any modifications to the existing building are being undertaken, level access will be provided. This includes the main entrance and any doors leading onto the wider external play spaces. Any ramps that are needed to accommodate a level change have been designed to meet current building regulations and Equality Act legislation for ease of access and access for all. Where any mobility standard spaces are provided within the car park, these have been located to the main entrance as possible and drop kerbs have been positioned to allow ease of movement onto the adjacent footpath.



Site Plan | Pedestrian Access Strategy

3.1

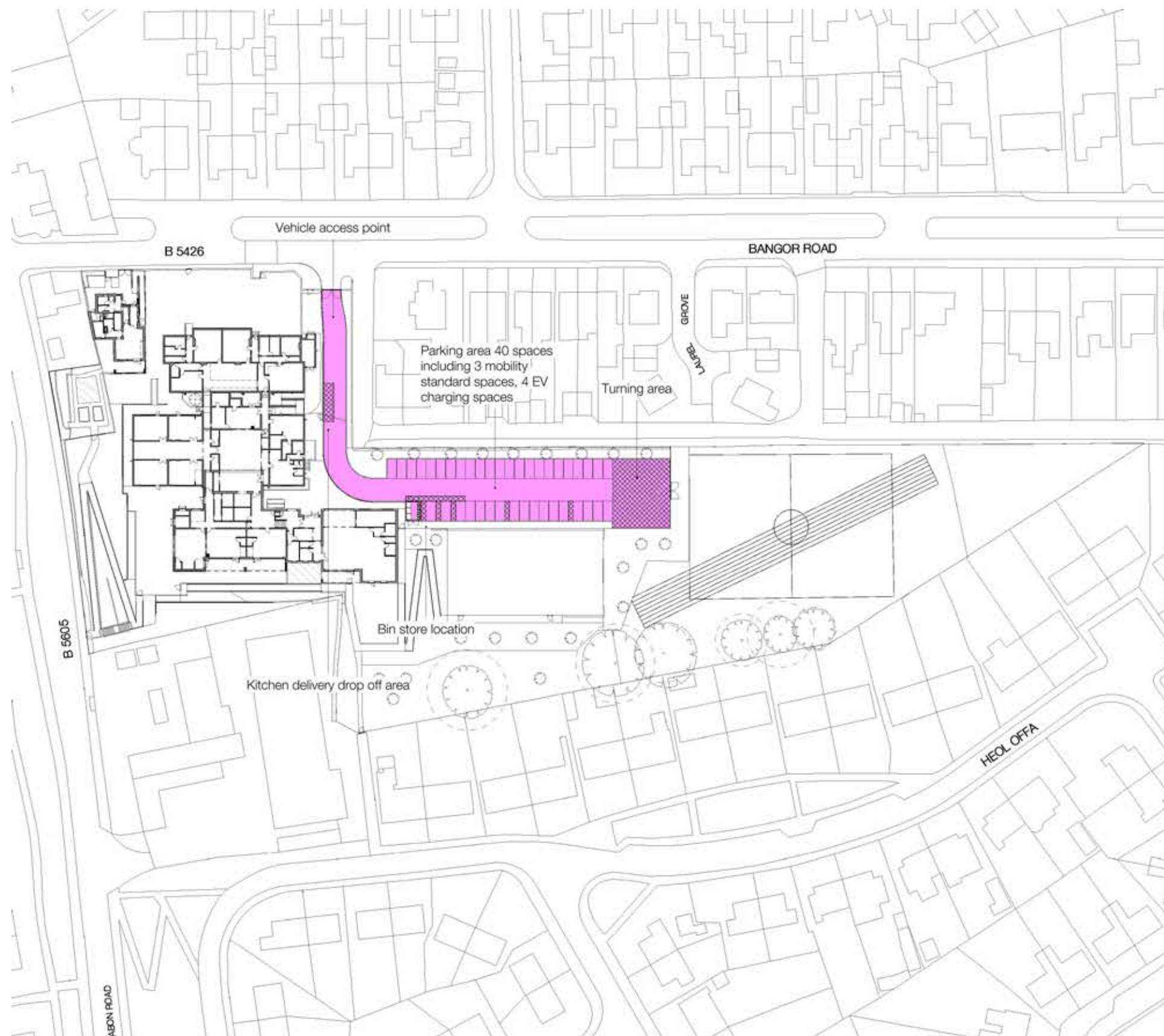
Site Strategies

Vehicular Access & Parking

At present there is two way traffic entry and exit from Bangor Road to the existing car park. It is proposed that the current access will be maintained however widened to 5.5m wide.

The current parking capacity at the school is 17 spaces (line marked). To ensure that there is appropriate parking provision the car park has been remodelled. The increased capacity allows for in total 40 car park spaces. Provision is also made for accessible parking bays and electric charging points.

A guardrail is proposed around the entrance road to provide separation between the footpath and vehicle zone and guide pupils towards the main entrance.



Site Plan | Vehicular Access & Parking Strategy

3.1

Site Strategies

Cycle Provision

At present there is a covered cycle shelter with 5 cycle hoops (10 bike capacity) located within the school grounds. However, the shelter is not in a prominent location and is proposed to be relocated with the 5 cycle hoops to near the main entrance. In addition, new lighting will be fitted to the cycle shelter.

Fire Appliance Access

Emergency / maintenance access will be provided from the main vehicular entrance off Bangor Road. An access point to within the secure boundary is provided from the main car park through a single gate allowing pedestrian access to the east and south façade of the proposed extension.

Further consultation is planned with the local fire authority is taking place with regards to fire hydrant locations and feedback from building control.

Waste Management & Deliveries Strategy

Deliveries will enter the site using the main vehicle entrance off Bangor Road. A turning area is provided at the end of the car park to allow delivery vehicles to return in a forward direction to the building. This allows delivery vehicles to stop at a dedicated delivery drop-off point. From there deliveries can be moved through the pedestrian gate and access the kitchen via a set of steps or by suitable wheeled trolleys via the existing ramp that leads to a school entrance.

Post and parcels will be able to be delivered from the car park to the main entrance.

Refuse collection vehicles will be able to enter the site via the main entrance. A tracking exercise has informed the car park layout and allow the refuse vehicle to turn and return in a forward direction towards the bin store. The bin store is fitted with a set of double doors that will allow collection from within the car park area.

Site Security

The principles of Secured by Design, as they apply to schools, have informed the design process. The proposed site and building layouts create a secure and welcoming environment for pupils, whilst limiting opportunities for trespassing and vandalism.

During the school day, visitors enter via the main entrance and secure lobby area where they will be greeted by staff and required to sign in.

The school reception and office are located to ensure passive supervision of access routes and external spaces.

A new 2.0m high weldmesh fence is proposed where required across the site to create a new secure boundary line. All gates will have the facility to be locked (please see associated drawing HAF-STO-00-00-DR-L-0007-Boundary design).

Windows and doors are to be designed in accordance with SBD principles.

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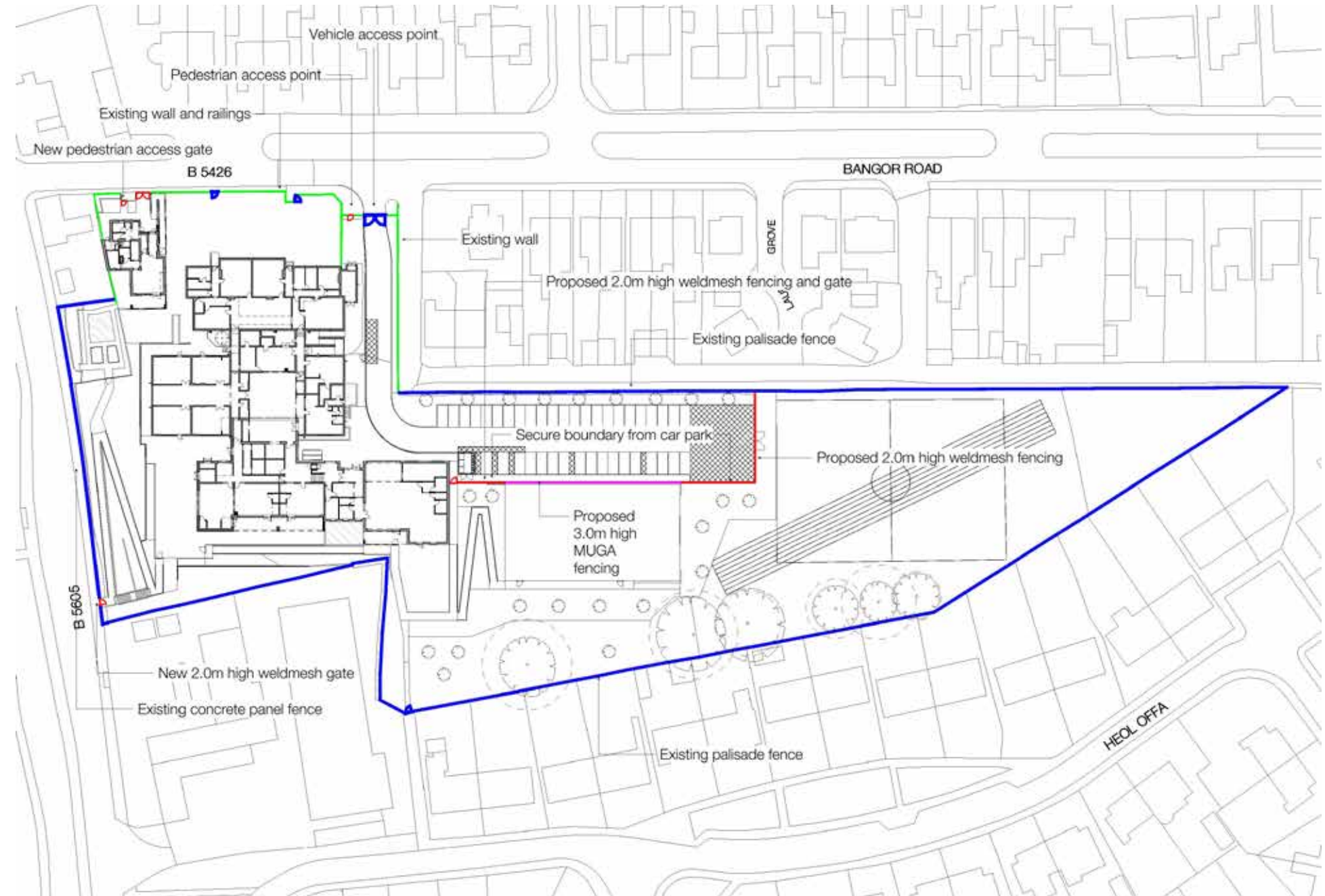
Site Strategies



Site Security

During the design development process consultation was undertaken with North Wales Police Design out crime officer and feedback received on the proposals. The points below outline feedback and any associated amendments integrated into to the design:

- Doors and windows should meet the performance standards of BS 6375
- Glazing should be to BS EN 356 (testing and classification of resistance to manual attack).
- Any door which allows entrance to the school should be accredited to the security standard of PAS24:2016 or higher (eg LPS 2081, STS 201, STS 202)
- Particular attention should be paid to any Plant Room/Store Room access points. These doors are often overlooked when security is considered. I can give more detailed guidance if required.
- All ground floor and easily accessible windows should be accredited to the security standard of PAS24:2016.
- All ground floor and easily accessible windows as well as any door glazing must feature at least one pane of attack resistant glass, category P1A.
- Ensure that any external furniture such as benches and waste bins cannot be positioned so as to act as a climbing aid onto the roof.
- Some form of boundary treatment to ensure that a clear distinction exists between public and private space. I would recommend a weld mesh fence since this is effective at access control without creating an oppressive feel. It also allows excellent natural surveillance from either side. I would recommend green RAL 6005 in colour.
- Fencing heights can vary from 1.2M (demarcation) up to 2M (security).
- CCTV is not a universal solution to security problems, however it can help to deter vandalism/burglary and help with the investigation. If CCTV is to be installed I advise that you contact the following Independent Inspectorate Bodies who will furnish you with the relevant details of local contractors:



Site Plan | Site Security & Fencing Types

THANK YOU

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