



## Design and Access Statement

### Pinn River SEND School

November 2022

NOVIUN  
ARCHITECTS

[noviun.com](http://noviun.com)

# PL20 - Document control

**Document number:**  
FS0728-NOV-XX-XX-RP-A-PL20

**Date:**  
November 2022

**Revision:**  
P01

**Issue / Changes:**  
For Planning

**Issue for:**  
Planning Submission

**Author:**  
Noviun Architects

**Written By:**  
Mangala Ratnayake

**Checked By:**  
Mangala Ratnayake



Indicative visualisation of the school development area

- 1.0 Introduction
- 2.0 Design
- 3.0 Use
- 4.0 Amount
- 5.0 Layout
- 6.0 Scale
- 7.0 Appearance
- 8.0 Access
- 9.0 Landscape
- 10.0 Drainage
- 11.0 Sustainability
- 12.0 Summary



Image: Courtesy of Google Maps

— Development Boundary

— Demolished

— Retained

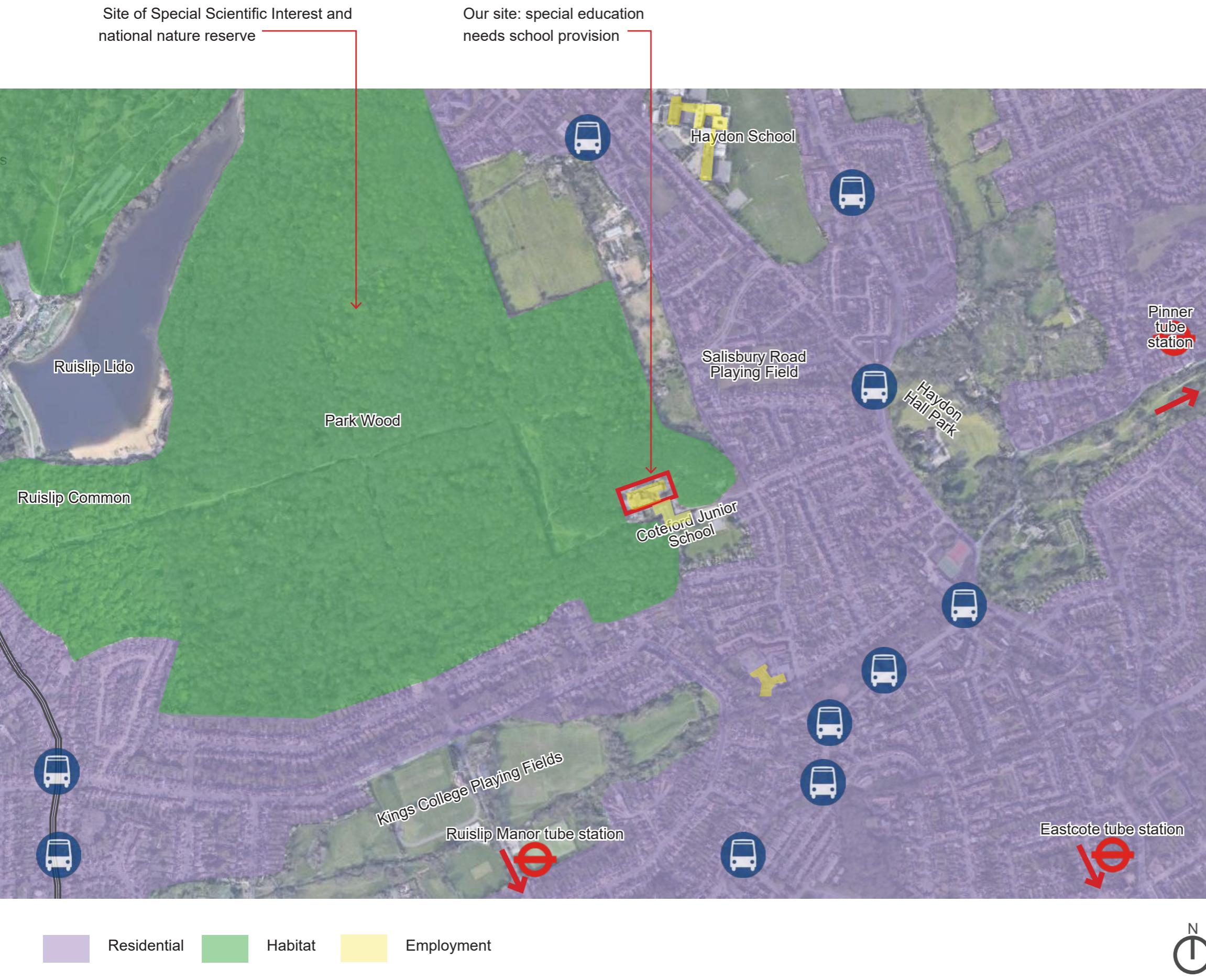
— Outside of scope

## 1.1 Project particulars

The Pinn River Special Educational Needs and Disabilities (SEND) School site is located off Fore Street, Pinner, within the London Borough of Hillingdon. The site is largely surrounded by the Ruislip Woods National Nature Reserve to the North, East and West, with a residential area to the South East, consisting mainly of two-storey detached and semi-detached properties. The woods are also designated as a Site of Special Scientific Interest (SSSI) with parts classified as a Local Nature Reserve (LNR).

The site is currently occupied by two existing schools; Grangewood School, a primary school for children with a range of learning disabilities. Grangewood School is run by The Eden Academy Trust, which runs five special needs schools, that meet the needs of children with moderate (MLD) and severe (SLD) learning difficulties. The proposal for the site is to demolish and replace the existing Grangewood School with a 180-place all-through SEND school, to cater for pupils with severe and profound learning difficulties including autism and multiple sensory impairments, operated by The Eden Academy Trust.

The size of the school meets the Department for Education's (DfE) area standards set out in Building Bulletin 103 (BB103).



## 1.2 Assessment: Physical Context

The site is located in Pinner, London Borough of Hillingdon. The area is approximately 2.8Ha.

The site is accessible from Fore Street, used primarily as an access route to the surrounding residential streets. The proposed site access utilises the existing school entrance from Fore Street, shared with Coteford Junior School. The site of the proposed development is set approximately 150 metres back from Fore Street, with existing mature trees and the school car park acting as a substantial buffer to minimise the risk of potential noise pollution from passing traffic. The proposed development is located largely on the footprint of the demolished Grangewood School, which is located in Flood Zone 1, with a low probability of flooding by surface or groundwater, rivers or sewers.

The Site lies within the Archaeological Priority Area 'Ruislip Motte and Bailey'. The Site is located immediately adjacent to a Scheduled Ancient Monument - Park Pale (1021402).

The site is surrounded by mature Ruislip Woods National Nature Reserve and the woods are also designated as a Site of Special Scientific Interest (SSSI) with parts classified as a Local Nature Reserve (LNR). The proposed location of the Pinn River SEND school development is not located on Green Belt land. In response to detailed arboricultural surveys and assessments, the proposed development seeks to minimise tree loss and is positioned to place the footprint of the building outside of root protection zones. Where tree loss cannot be avoided, this has been limited to Category C and Category B trees.

Generally, the site is level with minor sloping towards the Southern boundary with Coteford Junior school. A small bund runs along the Northern part of the site adjacent to the mature trees, along the boundary with the Park Wood Nature Reserve

### 1.3 Assessment: Social Context

The key objective for the school is to create a suitable and modern learning environment for pupils .

The new facility has been designed to be appropriate size for the pupils' numbers and will continue to inspire pupils, providing state of the art facilities.

The ambition of the School is to develop all aspects of children and to ensure learning inside and out.

### 1.4 Assessment: Economic Context

The site freehold is held by Eden Trust. However a part of the site is owned by London Borough of Hillingdon.

The proposed school would ensure the educational needs for Pinn River SEND School pupils are met and help drive up quality and the standards of

education provision. The proposed development is a response to the need for appropriate and high quality learning and support spaces.

The replacement facility is required to ensure the continuation of the learning offer the school currently provides, as well as respond to the future development requirements, such as sustainability requirements as per the London Plan.

The school will employ the additional staff for teaching, support and administration taking the total staff numbers to 130.

### 1.5 Assessment: Planning Policy

National Planning Policy Framework and Local Supplementary Planning Documents have been reviewed as part of the application.

The site is within a wider designated nature conservation area and site of specific scientific interest(SSSI).All trees are assumed to be protected. Though not designated as green belt itself the site is surrounded by heavily wooded green belt land.

Please refer to the accompanying Planning Application Supporting Planning Statement within

the overall application for more information.

### 1.6 Involvement

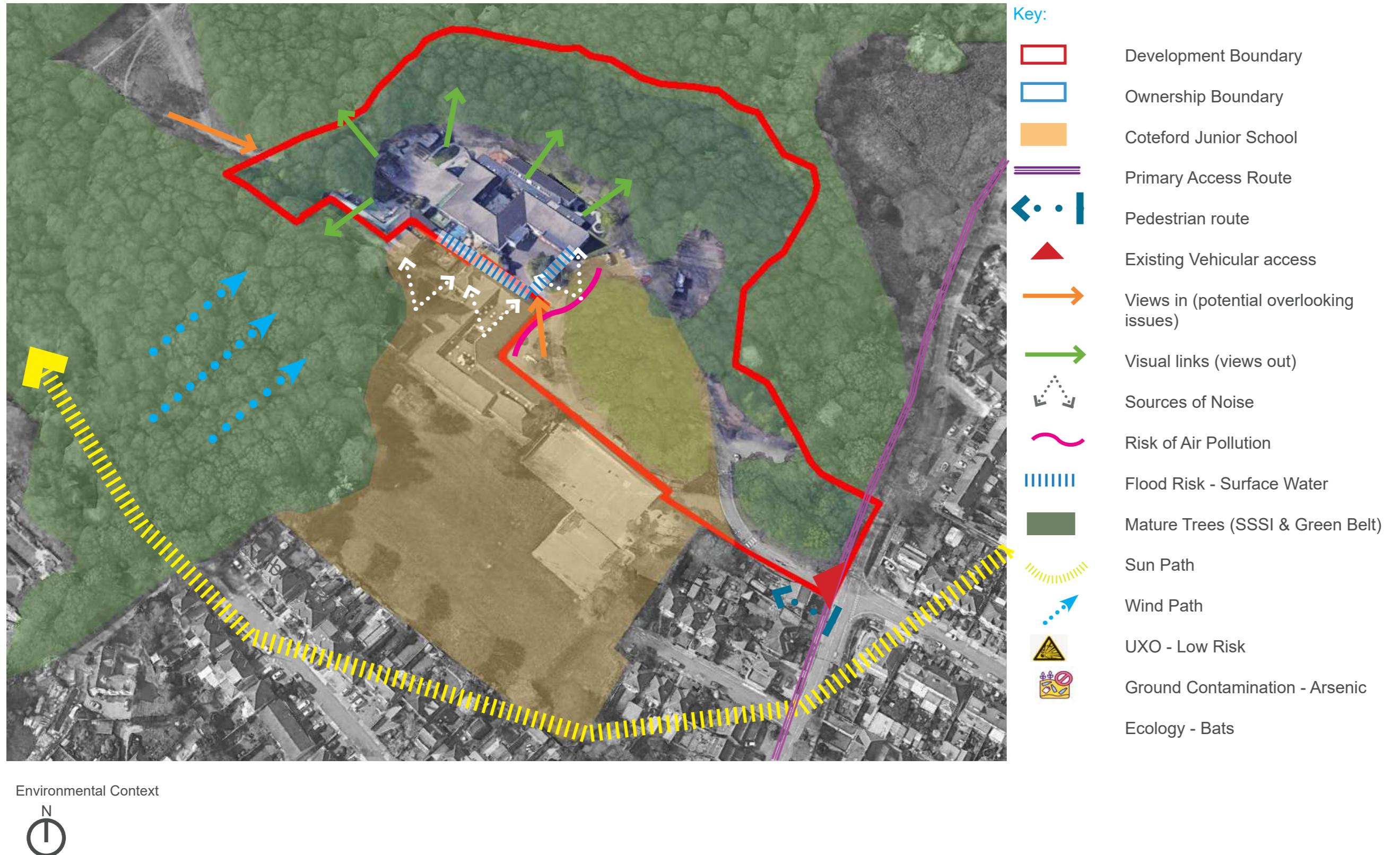
Consultations between the Eden Trust, Department for Education, Gleeds, Kier, Design Team and Local Planning Authority have been taking place since the inception of the project all through the design development.

The 'pre-application' consultations have been undertaken with Planning Officers, Highways and tree officer - August and September 2022.

The recommendations made during the consultation period were reviewed and some incorporated into the proposals and is shown onto the drawings / reports submitted.

## Site and Context

### Environmental context



## Site and Context

Existing Site



**Key Plan**



## Site and Context

### Surrounding Properties / Boundaries



1 - View looking West towards site from Grangewood close



3 - View looking South/West towards footpath from Fore Street



5 - View looking South to existing playground, from surrounding woodland.



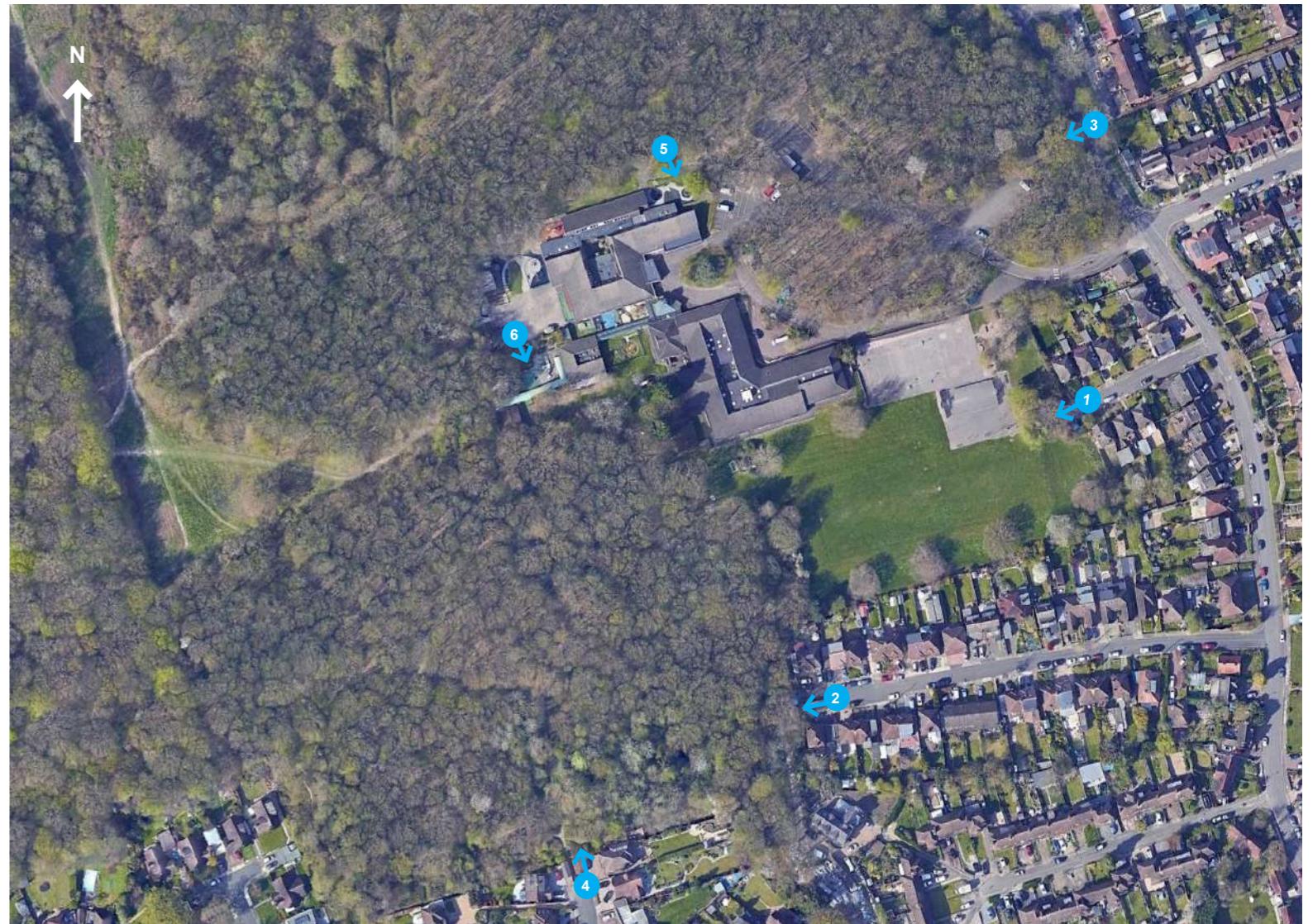
2 - View looking West towards footpath, south of the Site.



4 - View looking North, towards footpath.



6 - View looking south to existing playarea, surrounded by woodland.



The initial mass of the building was defined at feasibility stage. This early design or 'Control Option' was developed according to the School Specific Brief and in close consultation with the school, ensuring their curriculum model is reflected in the project adjacencies. This formed an outline design that was then developed and refined through the client engagement meeting process with Eden Trust, School and the DfE.

During the initial design stages, a number of iterations and design and massing of the building were considered. The main constraint became the proximity to the trees on the northern elevation and

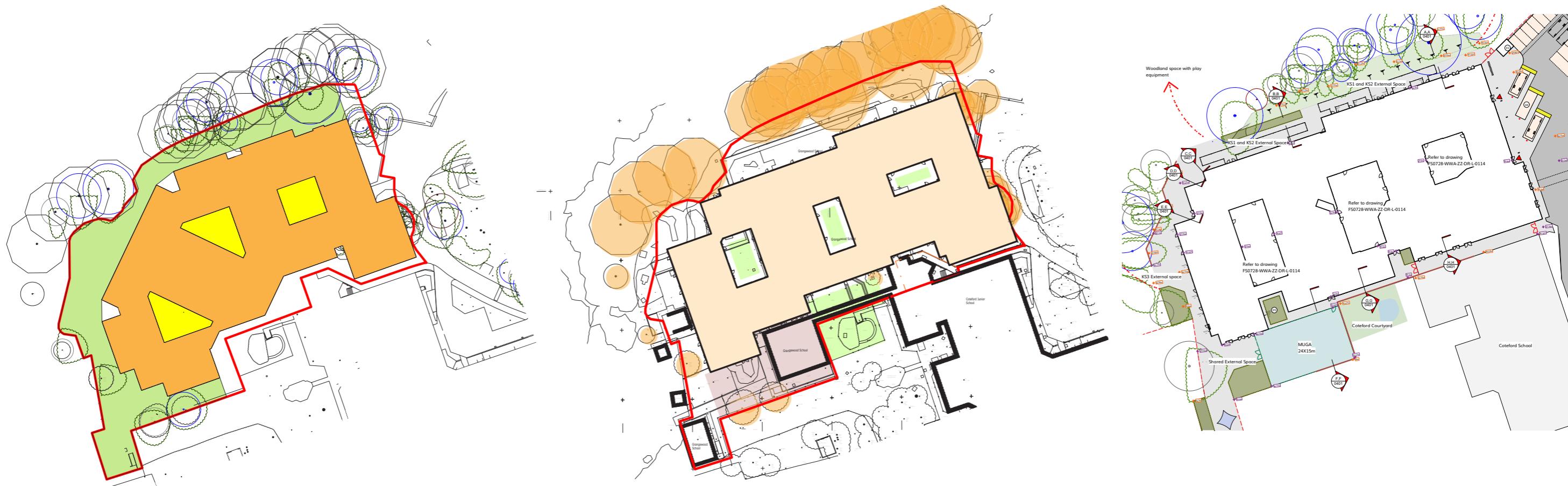
creating an attenuation tank within the development boundary as well as a ground level MUGA. This analysis was undertaken to find the best fit for the site that delivered the School's vision and ensure the suitability within the context.

Evolving from the control option, the building was further developed in its response to the surrounding context, with emphasis on limiting the impact of the overall massing on the Coteford School as well as being sympathetic to the setting. The design was articulated to limit the two storey massing away from the Coteford school. The current proposal creates a series of terraces which links nicely with the

Cotewood school massing.

The building has 3 courtyards which connects the key teaching areas with external learning zones. This external learning area is maximised by the roof terraces at first floor level which is used for sensory play, planting and soft play.

The highly serviced areas, such as kitchen and plant room have a requirement for deliveries and cart away. These facilities have been placed away from the main approach to allow for a generous and welcoming approach to the building.



Please note the red line here only indicates the construction boundary and not the site boundary

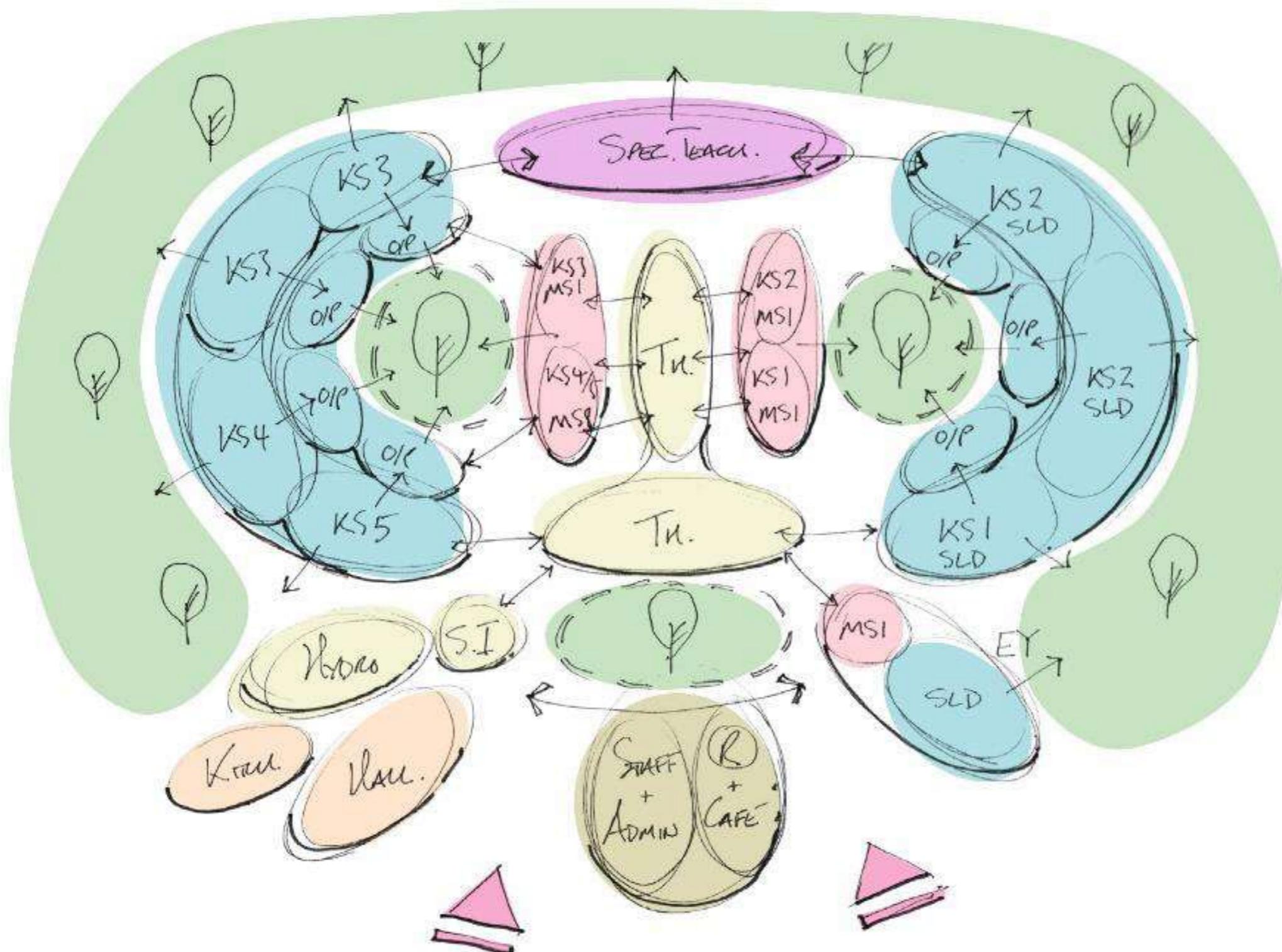


View from the west

During the application process through on-going discussions and comments from consultees, further changes to the design were made to ensure sufficient parking for staff have been provided as part of the development.

We have discussed and agreed several sustainable travel modes to be included within the travel plan.

This also included discussions regarding the biodiversity and trees on site, a result of which was inclusion of a green roof below photovoltaic panels for the new school building as well as some tree planting on site. The tree officer visited the site to agree the number of trees to be removed.



Faculty Diagram

The proposed design for Pinn River SEND School responds to the extensive consultation with the school, Technical Advisors, DfE and wider stakeholders such as the Sun Shine House.

The proposals are to create an environment that is safe and secure for the specialist needs of their current and future pupils, whilst also ensuring the facilities are well managed and high quality.

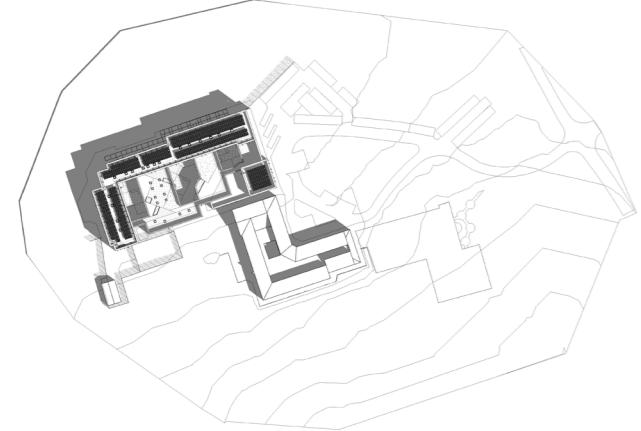
The overarching concept of the building has been developed through the following key drivers:

- Creating a bespoke space for the pupils that will support the range of pupils' educational, therapeutic and medical needs at the School.
- Minimising the impact on the surrounding SSI site and wooded area.
- Maximising the connections between the external and internal spaces;
- The continuation of a warm and inviting environment for parents of MSI pupils where they feel the specific needs of their child are understood and where staff have a good, overall knowledge of their children's development.
- The creation of a school that supports and promotes independent orientation and independent navigation of the school for pupils wherever appropriate.
- Create an environment that provides the best possible facilities to ensure a 'wrap-around' and blended package of support for the pupils educational and therapeutic needs.
- The creation of an environment that supports the staff in addressing common environmental factors that can trigger challenging behaviour. This needs to include
  - To ensure safeguarding of pupils;
  - To create a natural progression through the building;

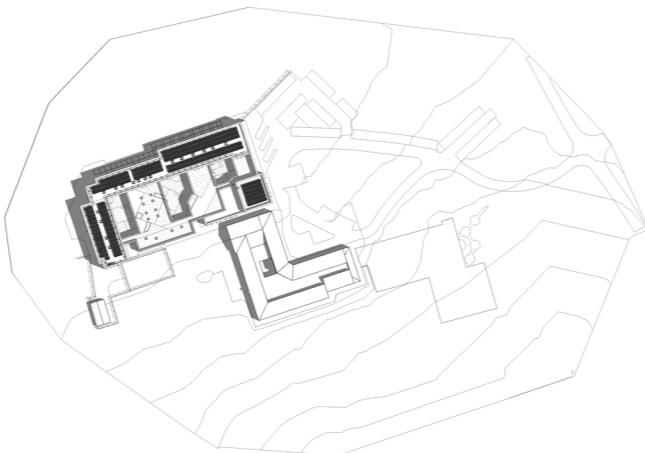
## Design Shadow Analysis

The images on the left show the shading on site, as proposed.

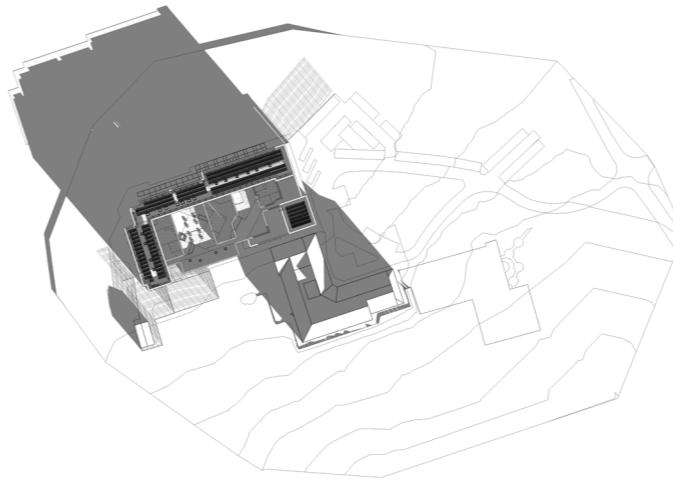
Separately the building has been assessed to ensure it meets the internal daylighting standards required for rooms in use as a school.



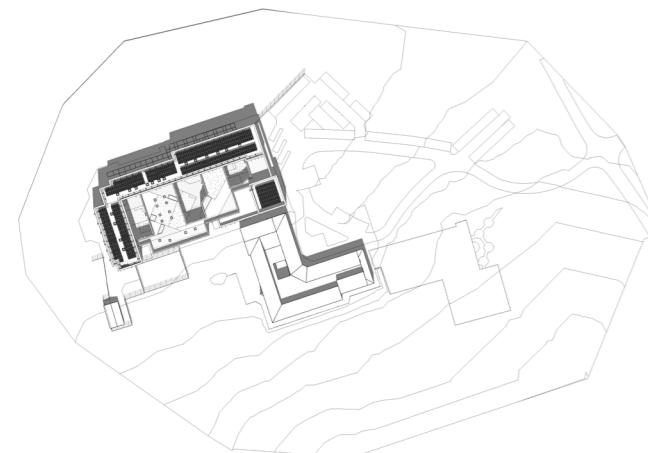
March 9am



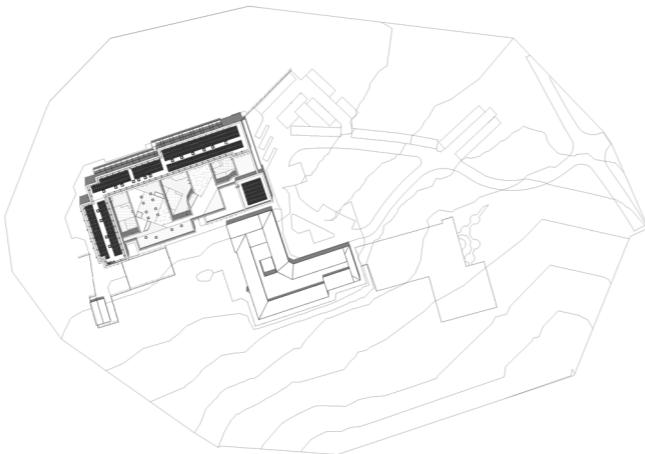
June 9am



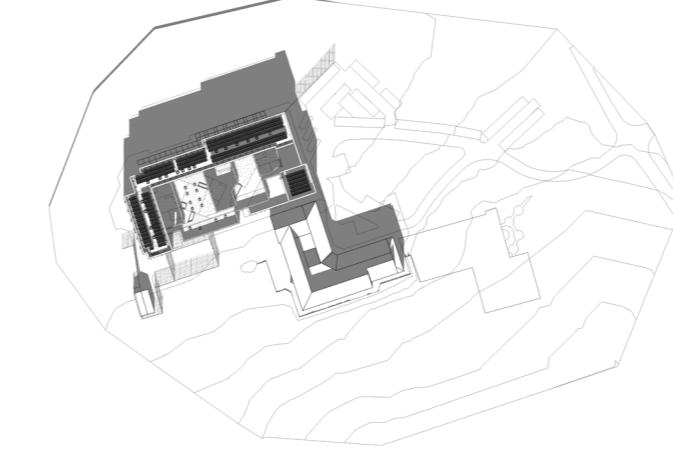
December 9am



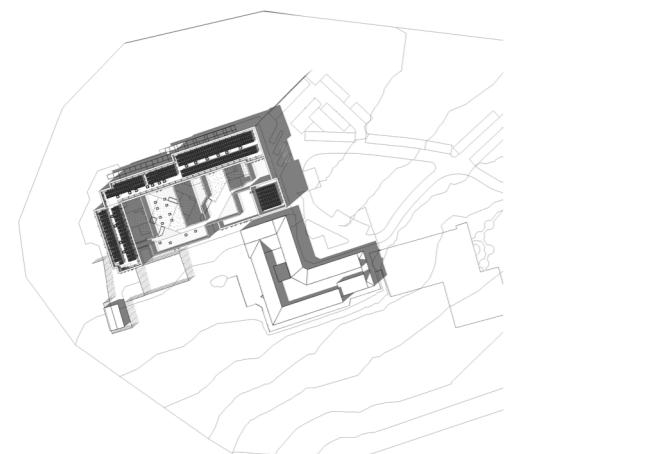
March 1pm



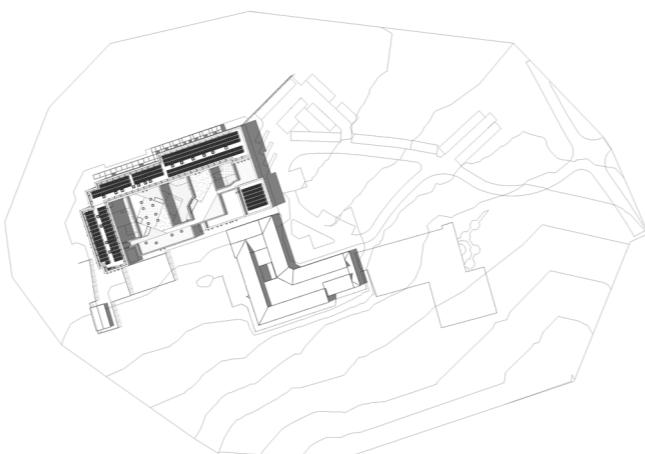
June 1pm



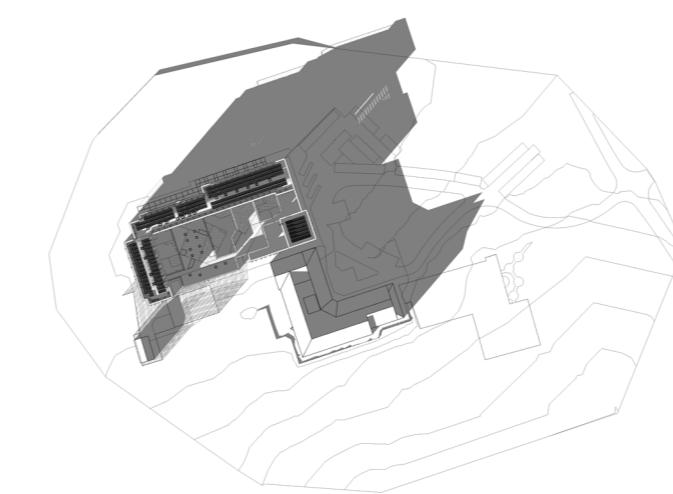
December 1pm



March 3pm

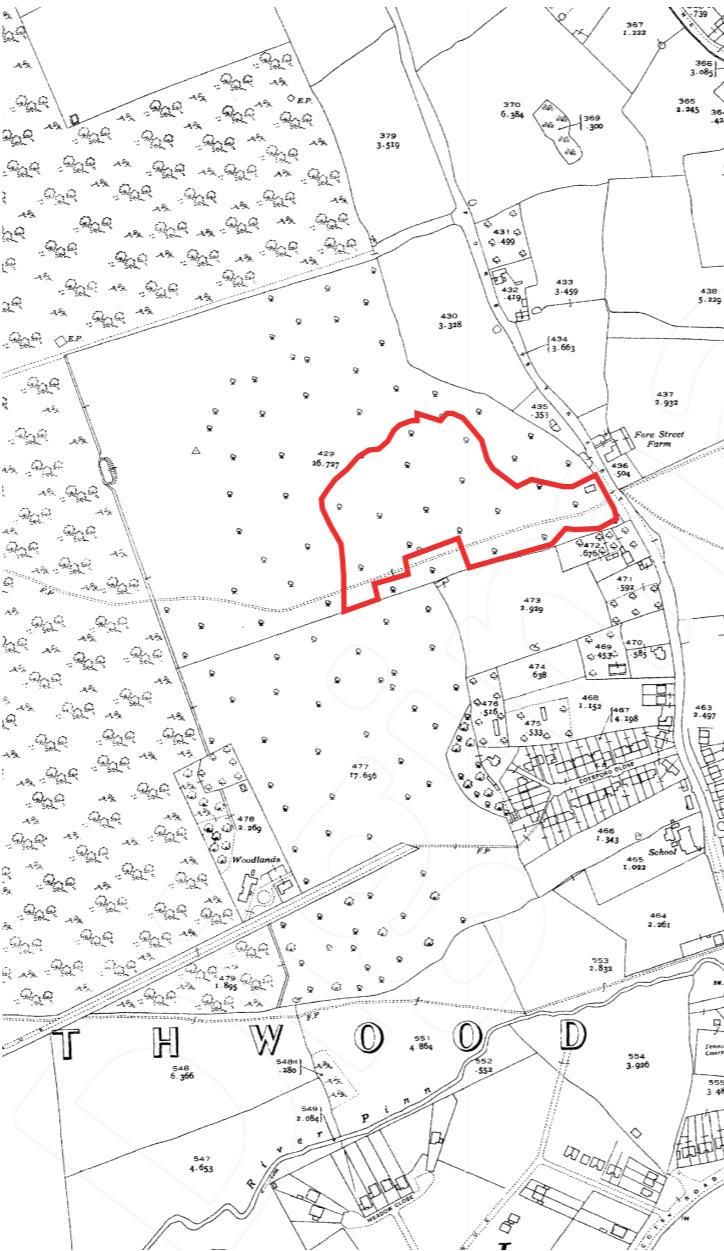
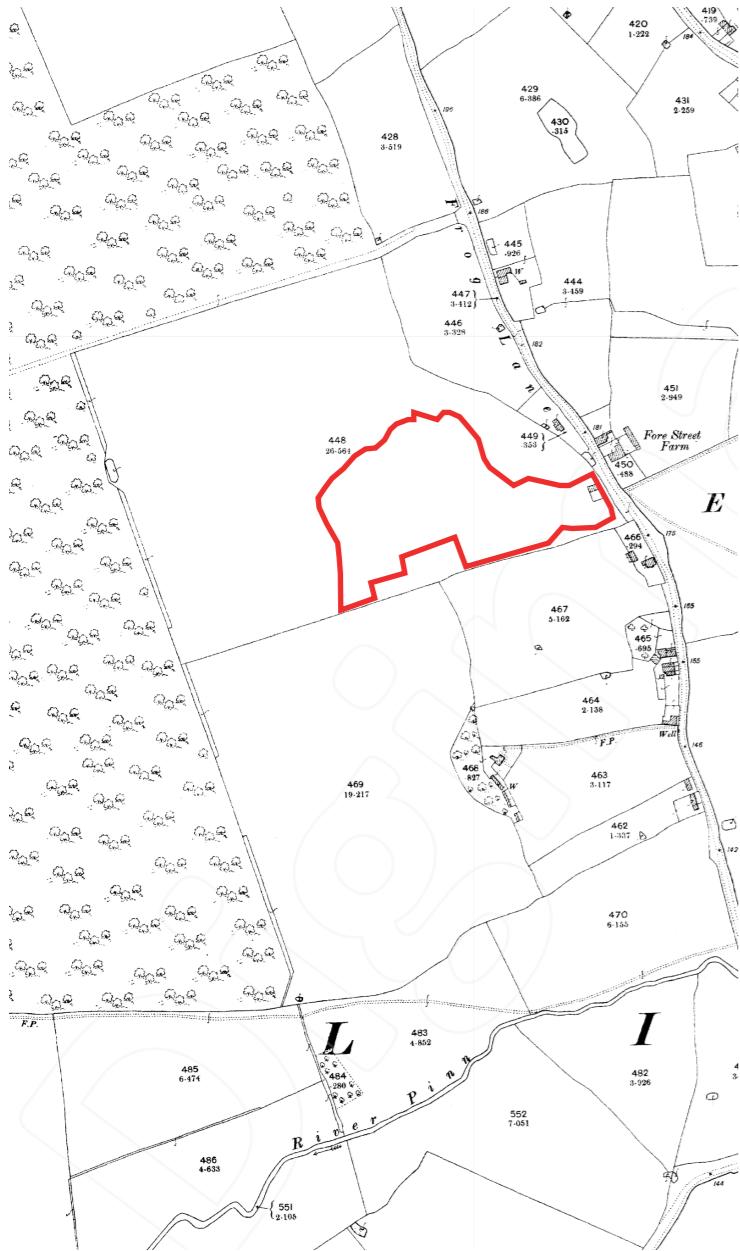


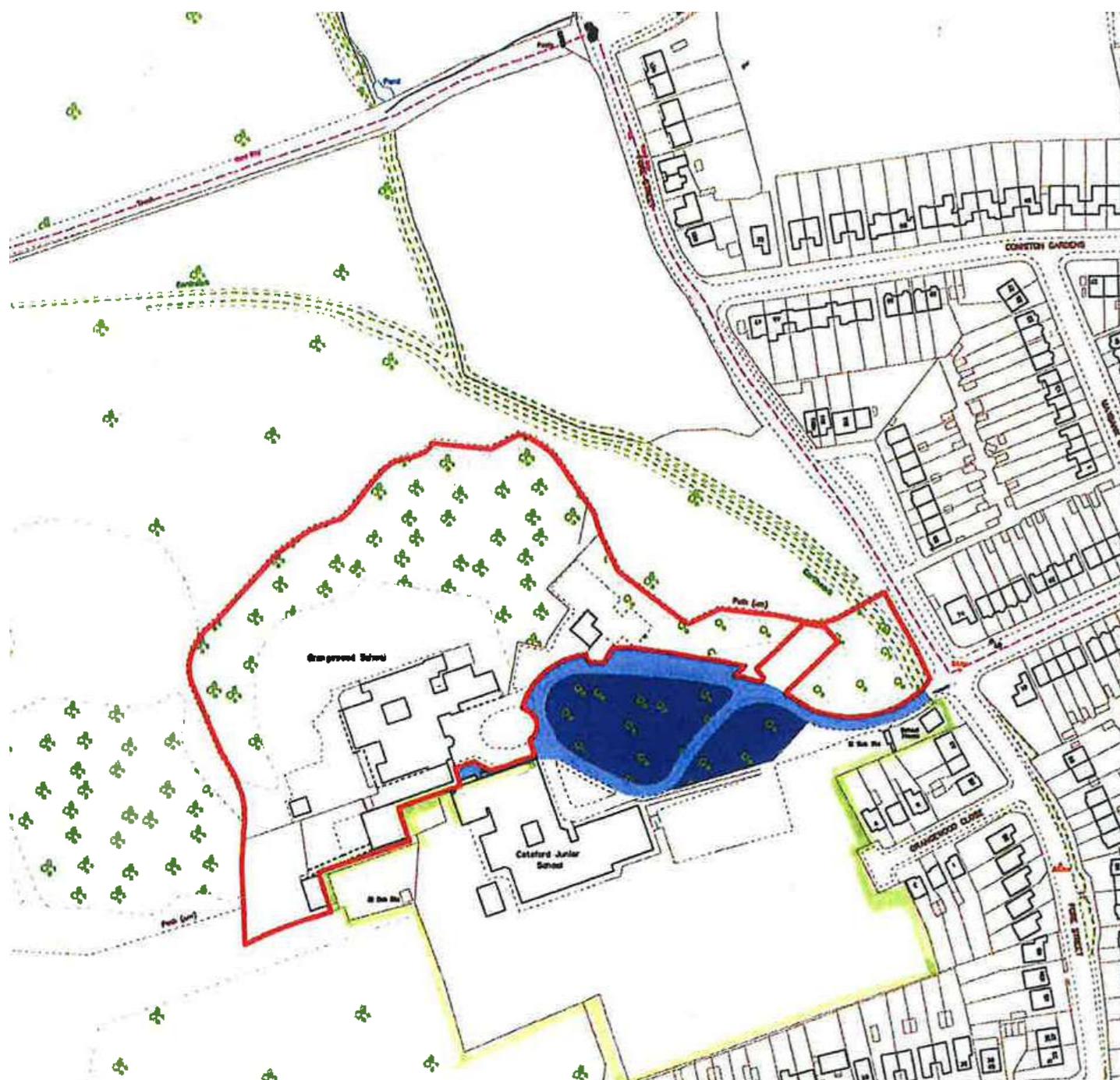
June 3pm



December 3pm







Extract from ownership plan

### 3.0 Use

The site will be used for mainly educational use, with out of hours community use also available. The proposal will be used as a Special Needs School for 180 pupils aged 4-16 and 55 FTE (full-time equivalent) staff.

#### 3.1 Local Policies & Context

The site sits within the London Borough of Hillingdon.

Throughout the briefing and design development period there has been extensive discussions with the Local Planning Authority.

National Planning Policy Framework and Local Supplementary Planning Documents have been reviewed as part of the application.

Please refer to the Planning Statement for more information.

#### 3.2 Benefits to Local Community

The proposed SEN school will ensure that the new building allows curriculum to be delivered to the highest quality and also serve as an educational tool for its pupils within the borough and outside.

The main hall within the building would be available

for community use out of hours.

The new school facilities will provide modern teaching and therapy spaces for the children with a variety of outdoor learning experiences.

#### 3.3 Accessibility

The proposed building will be fully accessible and Building Regulations Part M have been considered in the design.

The proposed new building, including the external and internal areas have been designed to allow safe access for pupils and staff; and where applicable the wider community. In conjunction with this, access to all areas is possible for anyone with mobility issues.



Visualisation of approach to the building

#### 4.1 Massing

The amount required for the school is appropriate and in accordance with Building Bulletin 103 (BB103).

Site (approximate):

School 2.8 ha

This area only includes the area subject to development and not the whole site owned by the Eden Trust.

Proposal (gross internal):

School Building 4,884 m<sup>2</sup>

#### 4.2 Occupancy

The new facility will provide a modern teaching space for 180 junior aged pupils.

It is anticipated that there will be up to 130 FTE (full time equivalent) members of staff, including teachers, teaching assistants and support staff.



Visualisation of the first floor learning deck

## Site Layout

Given the profound needs of the Pinn River cohort, a key driver of the building position and the relationship to the drop-off and car park is to make access to and use of the building and site as straightforward and stress-free as possible. The position of the control option addressed this requirement and its proposed spatial arrangement for the front of the school has been incorporated into the design

The location of the new building positioned on the existing footprint of the Grangewood School, which is highly suitable for the following reasons:

- Utilises existing access
- Set back from Fore Street
- Does not encroach on Green belt land or nature reserve.
- Minimises tree loss due to development.
- Maximises outdoor play in secluded areas of the site that are more suitable for the cohort's needs
- Allows for the creation of an expanded drop-off area and more efficient use of the site relating to vehicular movement and parking.
- Allows the retention of existing minibus garage.
- The massing of the new building works well with the rooftop horticulture areas and interfacing with the existing Coteford Junior School.
- The MUGA can be placed on the ground floor and located to the south of the building.

The site currently has a single access point from Fore Street to the East of the site, shared with Coteford Junior School. Due to the site constraints, our proposal continues with this arrangement but to reconfigure access around the existing car parking area, to allow for the stacking of minibuses dropping off and collecting from the proposed Pinn River School. Due to the nature of the cohort, a large majority of the pupils will arrive at the site via minibus and a revised one-way circulation system

has been proposed to prevent the increase in pupil numbers from negatively impacting Coteford Junior school. The revised site access includes a new route that will allow for several minibuses to wait in a separate zone that is off the main circulation, to prevent vehicles stacking at drop-off and pick-up times, from impacting the main car parking area of both schools. This route leads to the main entrance of Pinn River School, where the eight minibuses can drop off/pick up pupils directly adjacent to the main entrance canopy.

From the drop off there are two entrances, primary and secondary. The separate entrances are accessed directly from the covered drop-off and are spaced equally across the elevation. The primary and secondary entrances offer direct routes for pupils to their respective areas within the school. The secondary entrance will also accommodate school visitors, leading directly to the main reception and waiting area. For community use of the hall, visitors can use the secondary entrance to provide more direct access to the suite of spaces. Direct access into the hall is also available from the drop-off area if required.

The orientation of the building creates good aspect from all teaching and social spaces avoiding facing south directly.

A key driver of the control option is to maximise access to external space from pupil areas. The concept is that these are not just spaces outside of the building used during summer months, but 'external learning areas' with a canopy so that the space is sheltered and can be used at various times of the year. Identical to the control option, at ground floor level all class bases have direct access to an external learning area. On the Northern and Western wings of the building, external learning areas are covered by a fixed canopy and offer uninterrupted



3m high secure fence



2.4m high secure fence



1.2m bow top fence

views into the nature reserve.

### Safety

The relocation of the MUGA to the ground floor has greatly increased the area available for outdoor learning and play by pupils on the first floor. Class bases located on the first floor are not able to open directly onto an external area however, they all benefit from a good adjacency with an external access point. All family dining and activity areas have a view into the courtyards at first floor level. By developing the arrangement of the control option, space available for plant and PVs have been increased. Staff have also been provided with an external social terrace, included as part of the staff and administration hub.

The courtyards have been located to achieve the adjacencies fundamental to the control option. Each courtyard is positioned to maximise views in from within the building plan and to serve as many different spaces as possible, either with direct access or just with a view into external space.

The courtyards will be highly secure, sheltered and protected spaces, which can be used for therapy or sensory activities with power and water provided to the space. Sensory planting with texture, shape, colour and scent will reflect the seasons and can be developed further at the next stage.

### Inclusion

The school is intended to be an inclusive learning and community use environment. The distribution of different uses facilitates an equal access for all through the design of the disabled access space and circulation standards.

The main school gate will be manually operable and remain open throughout the school day. At the main school building entrance there will be controlled access from the reception. The location of staff areas allow the building's approach area to be overlooked and passively supervised.

Within the site boundary, there will be a secondary, building secure line, stretching across the front of the building and around the pupils play areas.

The out of school hours community access to the main hall on ground floor constrained by an internal perimeter allowing out of hours use to these facilities only.