

DESIGN AND ACCESS STATEMENT

New Goetre Primary School, Merthyr Tydfil CF47



TABLE OF CONTENTS

Disclaimer

This document has been prepared solely for the purpose of this project. Lawray Architects assumes no responsibility to any other party in respect to this document and/or its contents

Copyright

The copyright of this document is the property of Lawray Architects. This document may not be reproduced in whole or in part without Lawray Architects written permission.

- 1 Summary of the proposal
- 2 The brief and vision
- 3 Site and context analysis
- 4 Interpretation
- 5 Design development
- 6 The proposal

A) Character, B) Access and Movement, C) Environmental Sustainability, D) Community Safety, E) Response to planning policy.

1.0 Summary of the proposal

Morgan Sindall has been appointed by Merthyr Tydfil Borough Council to design and build a new 420 pupil 2FE school, with additional nursery, pre-school, LRB and community facilities. We at Lawray Architects have been appointed by Morgan Sindall to develop a design for the new school.

The site is located immediately to the south of Pen y Dre High School at the Gurnos Estate, Merthyr CF47.

The site slopes down from the north, with the southern area adjacent to Goitre Lane being flatter, which is more suitable for development without need for significant earth excavation, banks or retaining structures.

The area for development is constrained by Housing Zone SW3-13 identified in the LDP, we have been informed informally that the area may be adjusted in area with the land being made available to the school.

The school will be 2 form entry 420 place primary school, with a nursery capacity to accommodate 87 FTE places, with 2 LRB classes, flying start and community facilities.

The scheme is required to achieve the standard of BREEAM Excellent certification for Design and Post-Occupancy stages for the project, the developing contractor will be responsible for all aspects of achieving the certification.

The project will comply with Merthyr Tydfil Council Borough Council's sustainable design aspirations listed below.

This to become Carbon Neutral by 2030 by the reduction of resource usage in all developments. The key target for this project is that the building is to become *Net Zero Carbon In Operation*.

The proposal will take account of the MTCBC Carbon Management Plan and address the following measures, with documentation to confirm the measures implemented in each category.

The re-use of resources by increasing recycling levels to reduce the amount of waste.

Use of environmentally friendly goods.

Reducing the carbon footprint.

Pollution reduction.

Improving fuel and energy efficiencies.

There will be a preference for sourcing as many products and materials as close to site as possible, but not to the extent that the quality of the items in the specification is compromised.

This DAS accompanies a full application to planning, sketches shown within this document merely support the formalised application drawings. As such formal drawings will not be included here as this merely repeats information.

2.0 The brief and vision

Our strategy is our commitment to achieving the very best for the children and young people of Merthyr Tydfil. It recognises that outcomes for our youngsters are inextricably shaped outside of school by families and communities.

Everyone within Merthyr Tydfil's education community believe that all our children and young people are entitled to the best possible life chances. We realise this can only be achieved by enhancing their access to the highest quality educational opportunities, and by supporting and encouraging them to be the best that they can be.

Currently, whilst there have been successes in many areas, we accept that we all need to do more to deliver sustainable change for our children and young people. Outcomes across our schools are too variable and this, combined with consequences of the Covid-19 pandemic, makes it even more important to focus on improving the life skills and academic achievements of all our children and young people.

We recognise the many challenges ahead, but we firmly believe that by working in partnership we can realise the ambitions for all our children and young people set out in this strategy document.

Vision and Values

Success for every child – Llwyddiant i bob plenty

The opportunity for all children and young people in Merthyr Tydfil to access high quality education so that they develop as ambitious capable learners, enterprising and creative contributors, ethically informed citizens and healthy, confident individuals, ready to lead fulfilling lives.

Desired Outcomes

Throughout the lifetime of this strategy and beyond we aim to make Merthyr Tydfil a place where:

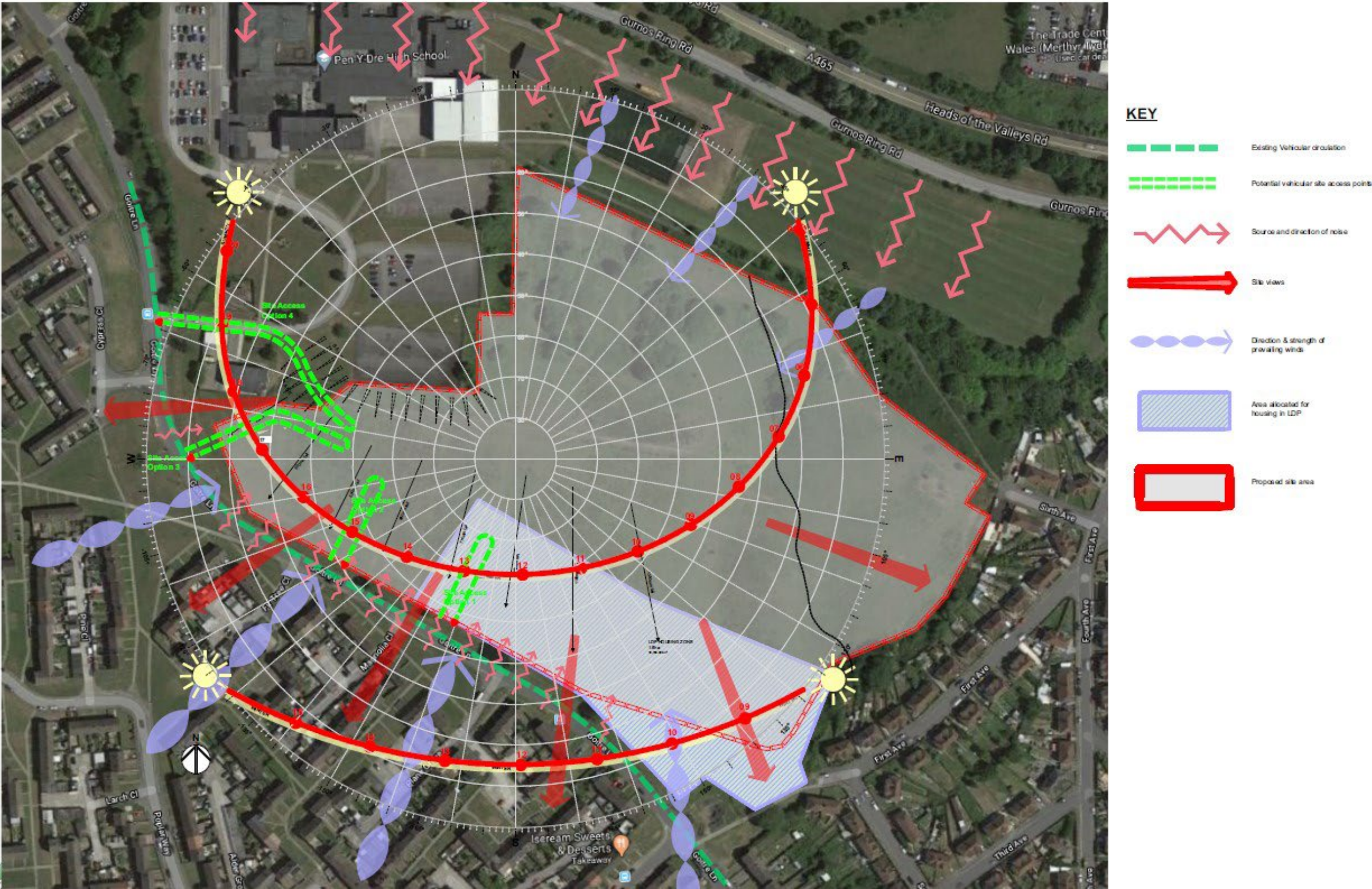
All children and young people, have high aspirations and expectations for themselves and **are educated in settings that are relevant and appropriate to meeting the needs of a 21st century curriculum.**

Themes and Goals

- Theme – Partnership and Collaboration, Pandemic Recovery,
- Goals – Performance Management and System Governance, Developing the Education Workforce, Supporting Learners Health and Wellbeing, Improving achievement and progression, Developing the environment for learning.

- The quality and finish of the facility is befitting of a 21st Century School with all building trades delivering work to a **high-quality finish**.
- Minimum 15% recycled materials to be used.
- The school is designed for 420 children and will have two form entry system (2FE) for each school year which will be based in 14 general classrooms. In addition, 2 Nursery classes will provide a provision for eighty-seven children. Whilst support for the general curriculum will be assisted by providing 2 Learning Resource Bases (classrooms) for infant and primary, making a total of 18 classrooms in total to the main school. A Sensory Immersion Room is provided in addition to the LRB's which provides a visual and sound stimulating space . The school if including the crèche (flying start) offers provision from the years 0 to 11.
- Community benefits in addition to the school. As mentioned, the proposal includes a cheche (Flying Start), community tutorial kitchen, community rooms with a food distribution room for donated food items. The Sensory Immersion Room that can also be used by the community outside of school hours.
- The school Gross Internal Floor Area is 3,212m², its Gross External Floor Area amounts to 3,465m². The proposed site area for the school as it currently stands is 32,208m² or 3.2ha. However, this may increase if the current LDP area set aside for housing is redacted in the next policy review expected first half of 2024.
- Community garden facility.
- MUGA, which will also have community use.
- Achieve Social value targets as set out in “MAKING A DIFFERENCE The Council’s Corporate Plan 2020 – 2024”.
- The energy strategy must achieve **Net Zero Carbon in operation** and a 20% reduction in embodied carbon. Embodied Carbon to be no more than 800kgCO₂/m².
- Align with the principles of the Future Generations Directory and keep the Well-being of Future Generations (Wales) Act 2015 RIBA Directory updated throughout the project lifecycle
- The aim of the project is to create a well-designed cost effective, highly durable, low maintenance and fit for intended purpose building. The proposals must seek to optimise
- flexibility in use and future adaptability
- efficiency of construction using best value of capital construction cost
- efficiency in construction programme
- energy efficiency and minimise carbon emissions

3.0 Site and Context analysis



3.0 Site and Context analysis

The area was formerly open land, including the long-established Gurnos Farm. It also encompassed the notoriously dangerous Goitre Pond. The design and planning of the Gurnos estate borrows ideas from the Radburn system, since its inception the estate has become known throughout Wales, with the reputation of being an area of deprivation and crime. The proposed school site is located on a gently sloping site, the site was formally the Goitre Pond which had been filled and levelled in the mid 1960's. The ground conditions present are not ideal and will mean the use of long piles to meet ground conditions that provide the necessary bearing capacity. That said the site offers a plateau that has sufficient space to meet the needs of location a 420-place school along with its additional community spaces. The proposed external site area of the scheme meets the BB 99 Guidelines in terms of maximum area provision and provides the additional capacity to meet the need for the additional land take associated with the community building.

Early 60's picture of Goitre Pond



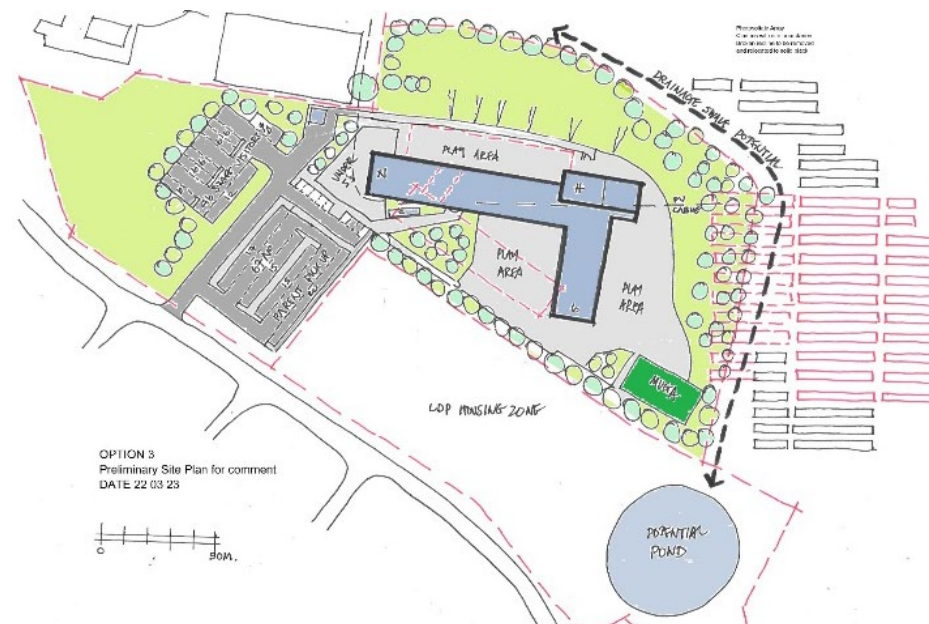
Referred to in this earlier picture, as the Notorious Goitre Pond

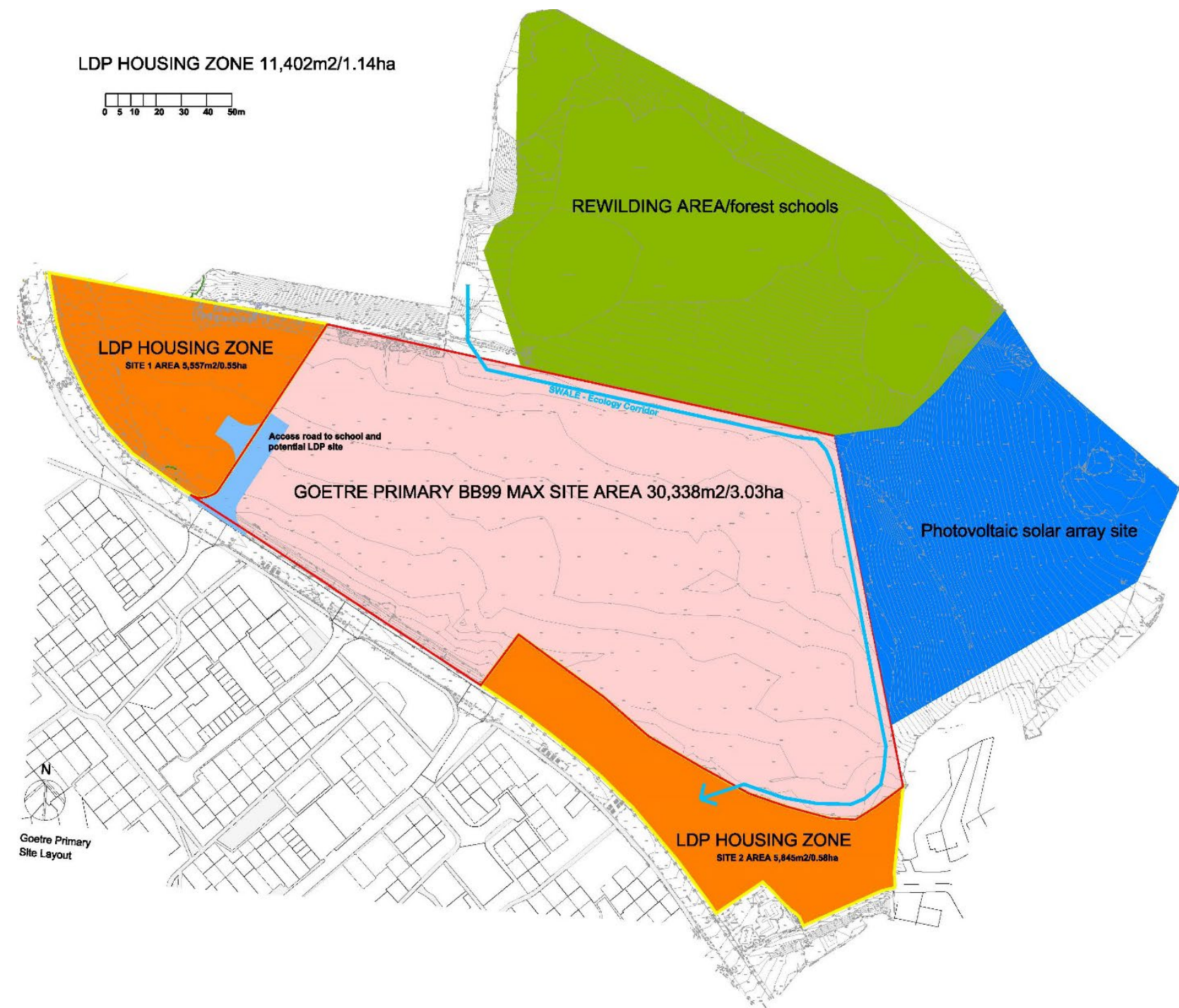


- The opportunities that the site has to offer has been reviewed utilising both single and two storey options these have emphasised both pros and cons. It was concluded that by virtue of the age of the children that a single storey was viewed as the more practical solution for the reasons of ease of use and access, egress and general movement around the building. Albeit the single storey increased the area of land take to the site, albeit also reducing the location options within the site. We were mindful of developing a plan layout that maximised the views from the site, the sun path and the issues associated prevailing south westerly winds and the resulting rain fronts.



Both single and two storey build options were analysed



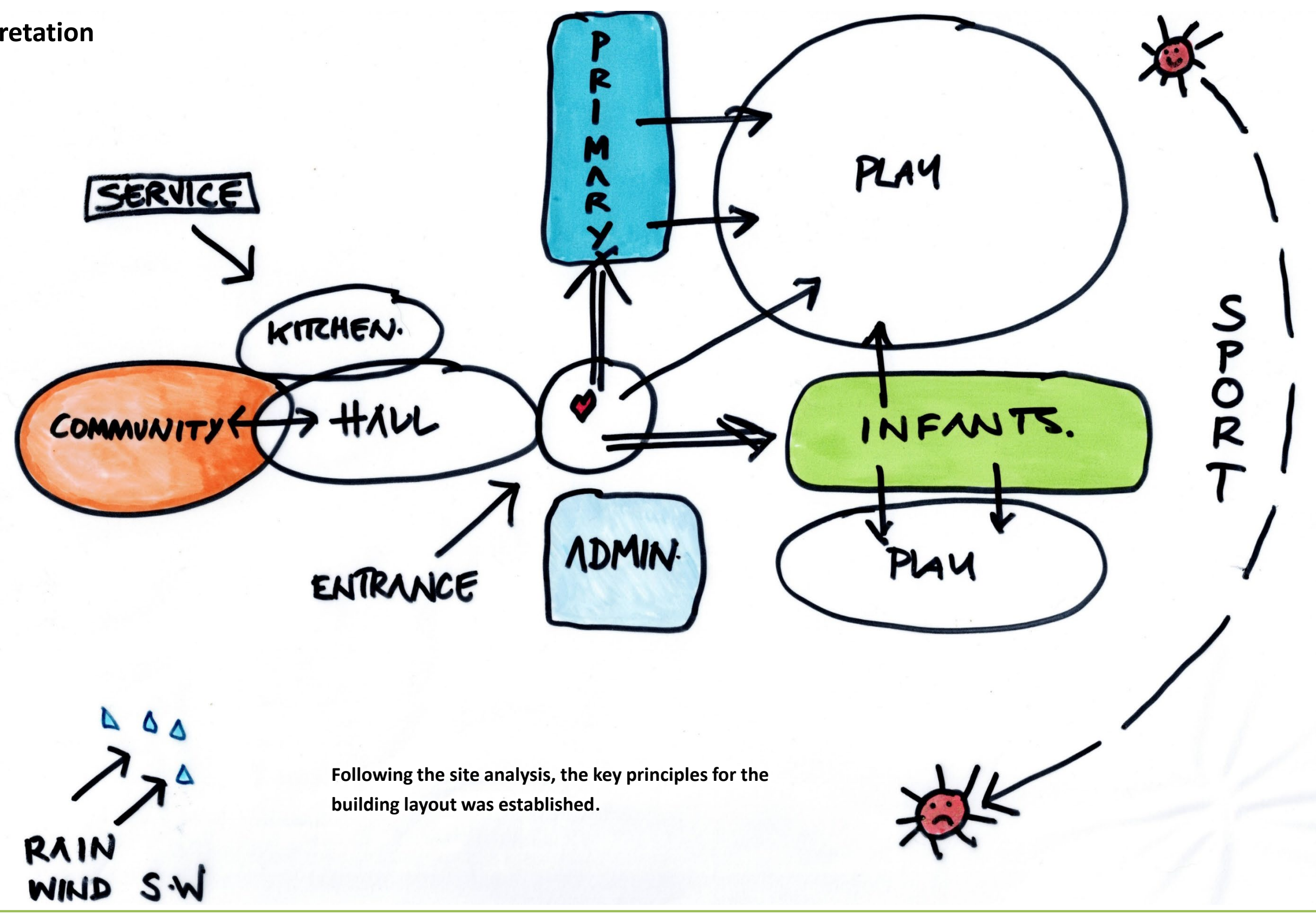


- Conversations within our project team and in discussion with MTCBC planning, it was thought appropriate that the LDP housing area could be adjusted in order that it provided benefit to the school, site for access and optimising a level topography. Below suggests that the LDP could be allocated the triangular site to the north- west. That the area to the north of the school could become a rewilding area, with school access for nature days. Whilst any planned Photovoltaic Location (not considered as part of this application) can be located to the east.

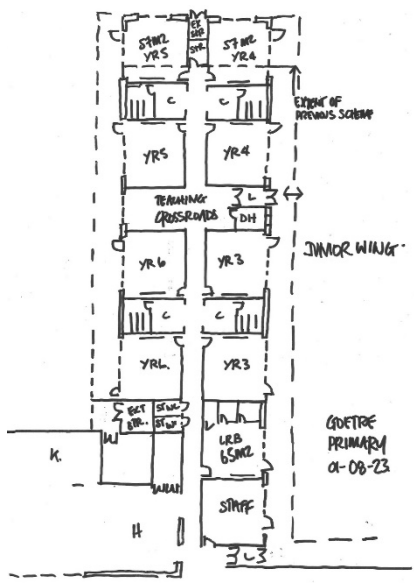
- Following the client's preference for a single story building we studied how best this would locate to the site. The main justification for the developing plan shape extends from the fact that we wanted the play yard to be protected from the south westerly winds, this by orientating the plan we could maximise the sun paths by locating the play space to the east. Also, by pushing the building to the west, created further opportunity of utilising the more level part of the site for the location of the formal sports pitch.



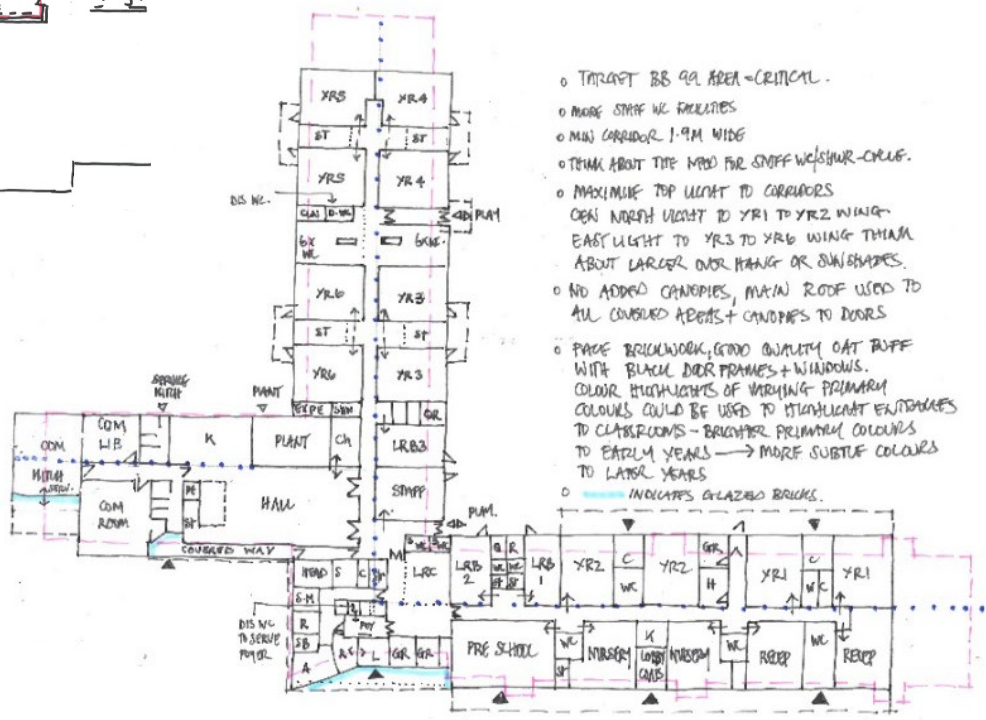
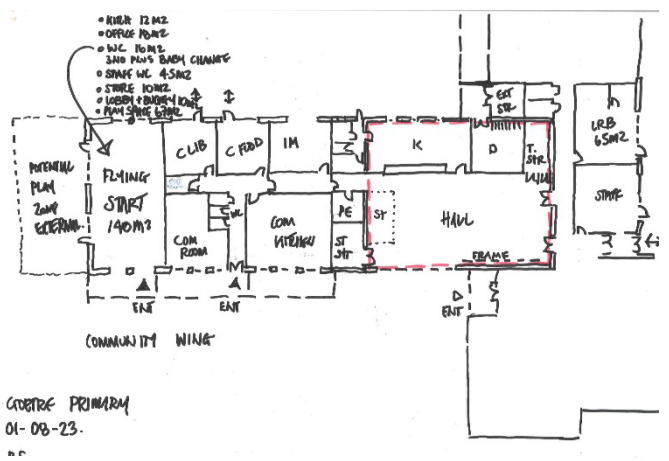
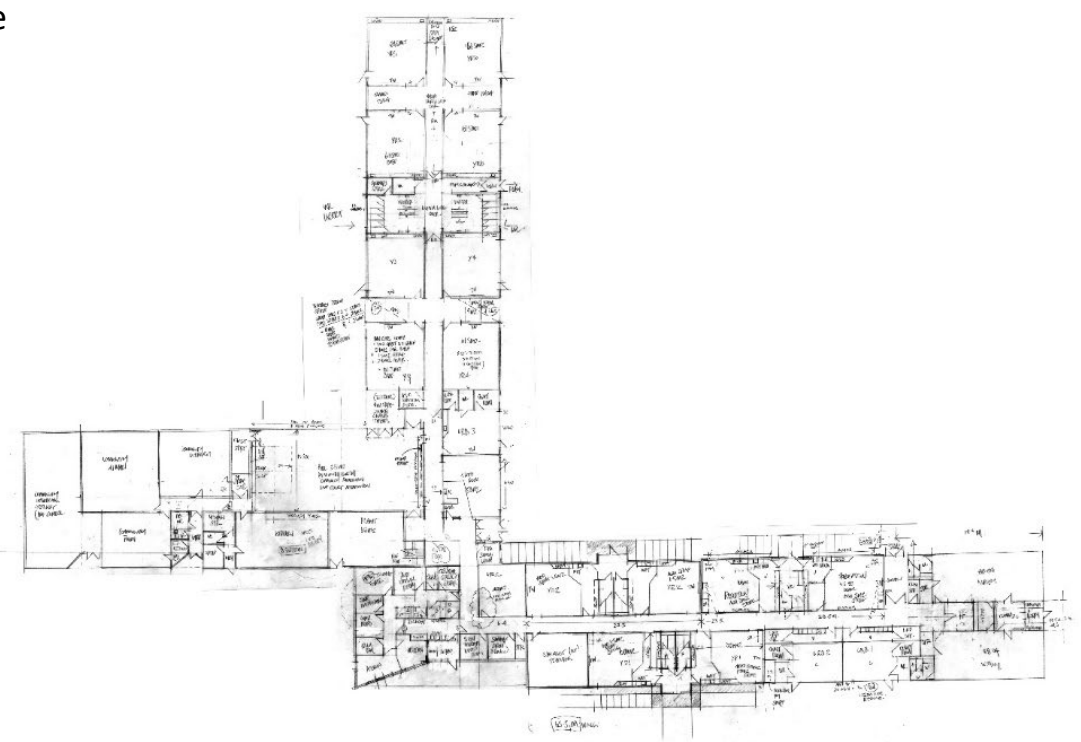
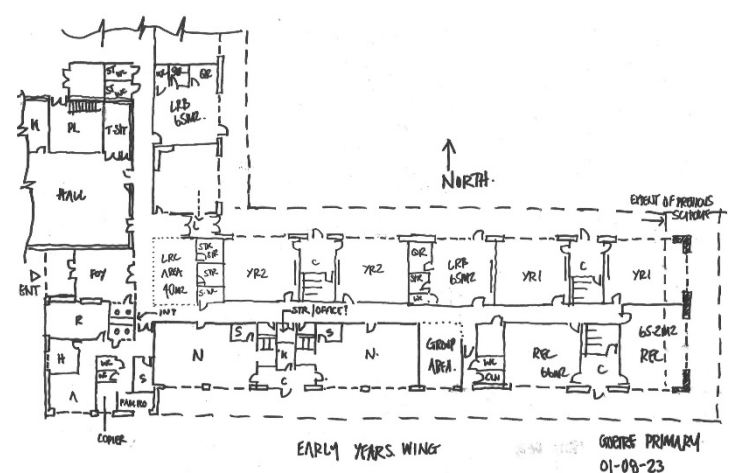
4.0 Interpretation



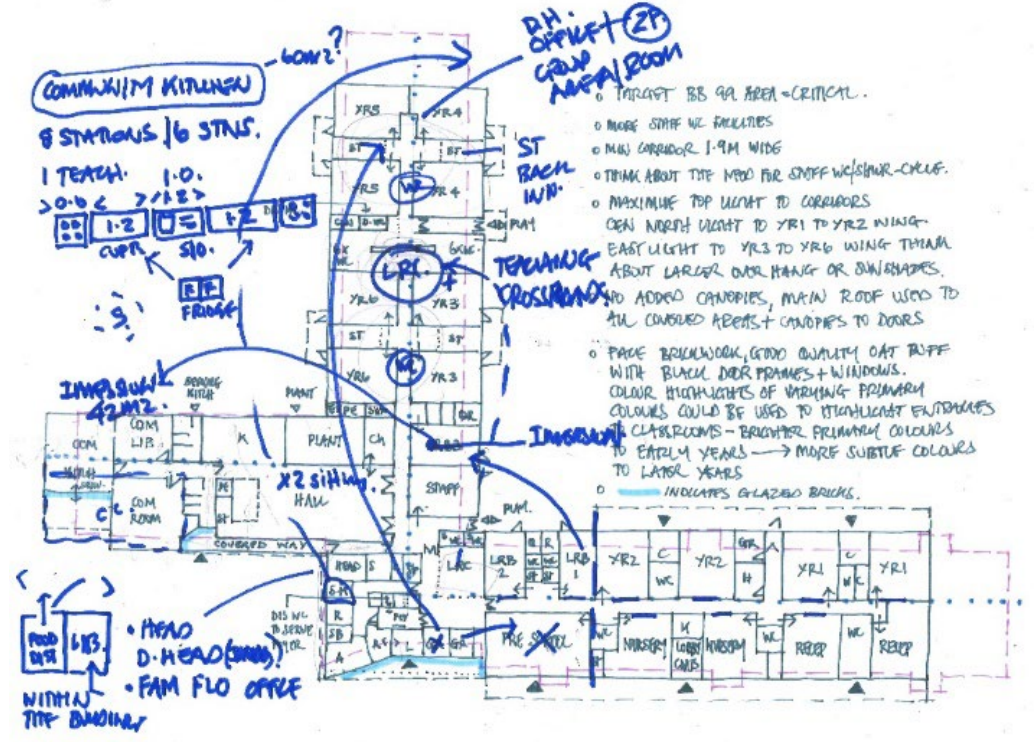
Following the site analysis, the key principles for the building layout was established.



- From first principles we established more detail into the plan. Through constant dialogue with the client team and end user a formalised plan emerged. As noted here we were mindful to stay true to the base concept following the original site analysis



- THROAT BB 9A AREA - CRITICAL.
- MORE STAFF WC FACILITIES
- MAIN CORRIDOR 1.9M WIDE
- THINK ABOUT THE MTD FOR STAFF WELSHUR-CRUIE.
- MAXIMISE TOP LIGHT TO CORRIDORS
- OEN NORTH LIGHT TO YR1 TO YR2 WING - EAST LIGHT TO YR3 TO YR6 WING THIAH
- ABOUT LARGER OVER HANG OR SUNSHADES.
- NO ADDED CANOPIES, MAIN ROOF USED TO ALL COVERED AREAS + CANOPIES TO DOORS
- PAGE BRICKWORK, GOOD QUALITY OAT ROOF WITH BLACK DOOR FRAMES + WINDOWS.
- COLOUR HIGHLIGHTS OF VARIOUS PRIMARY COLOURS COULD BE USED TO HIGHLIGHT EXTENDERS TO CLASSROOMS - BRIGHTER PRIMARY COLOURS TO EARLY YEARS -> MORE SUBTLE COLOURS TO LATER YEARS
- INDICATES GLAZED BRICKS.

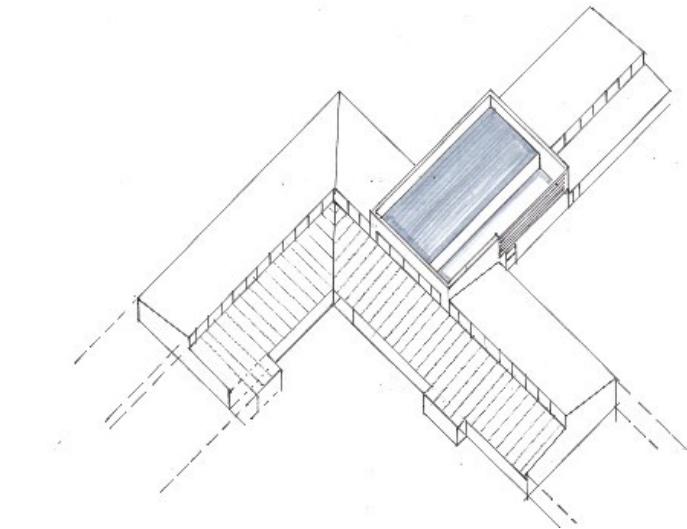


Key Principles

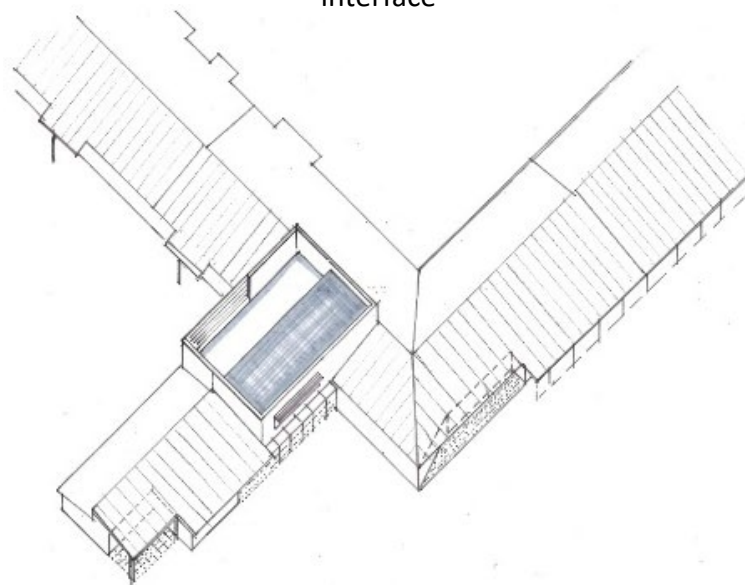
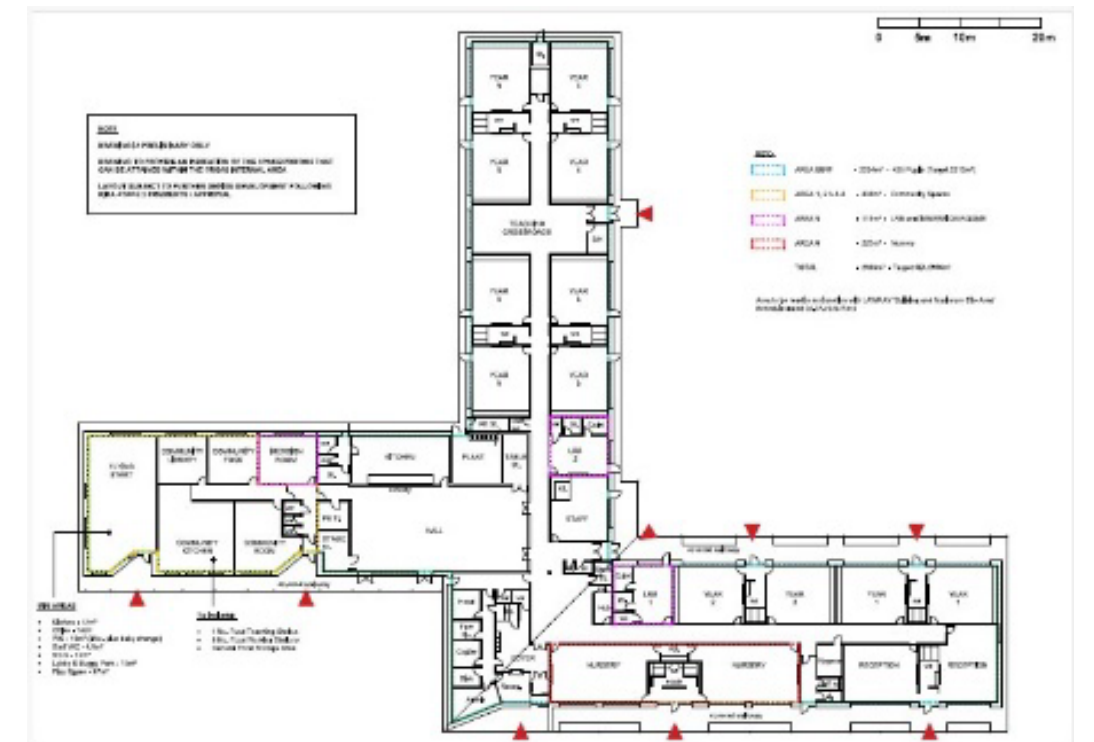
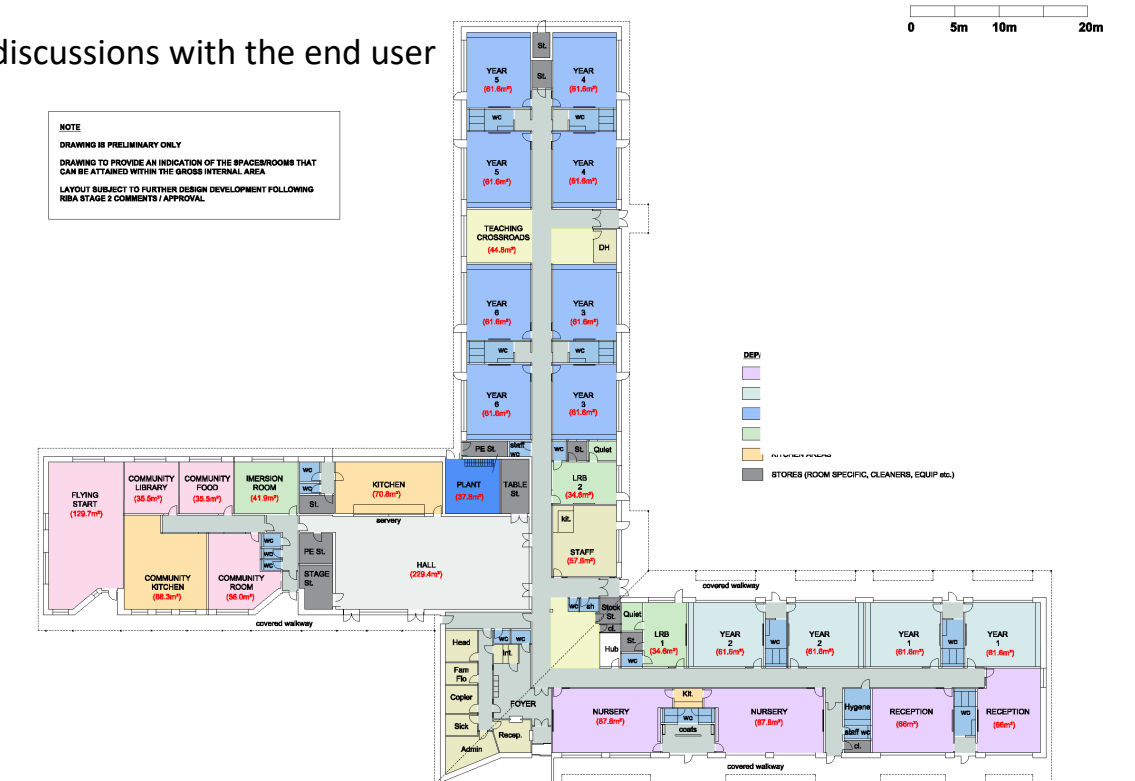
- To meet the physical and operational requirements of the client's brief
- Incorporating the needs of the stakeholder
- Addressing site specific and local issues
- Providing a low energy / low carbon solution
- The proposals provide short term and legacy community benefits
- The building users will be fully informed of and can take full benefit of energy efficient design features.
- The proposal seeks to provide education early years, infant and junior school and which also provides additional learning support
- The proposal provides the wider community with provisions such as a teaching kitchen, meeting space and Immersion and LRB support
- Car park provision over and above the current car parking standards in terms of provision. Providing additional spaces for community use and providing space for cars during the drop off/pick up period of the day .

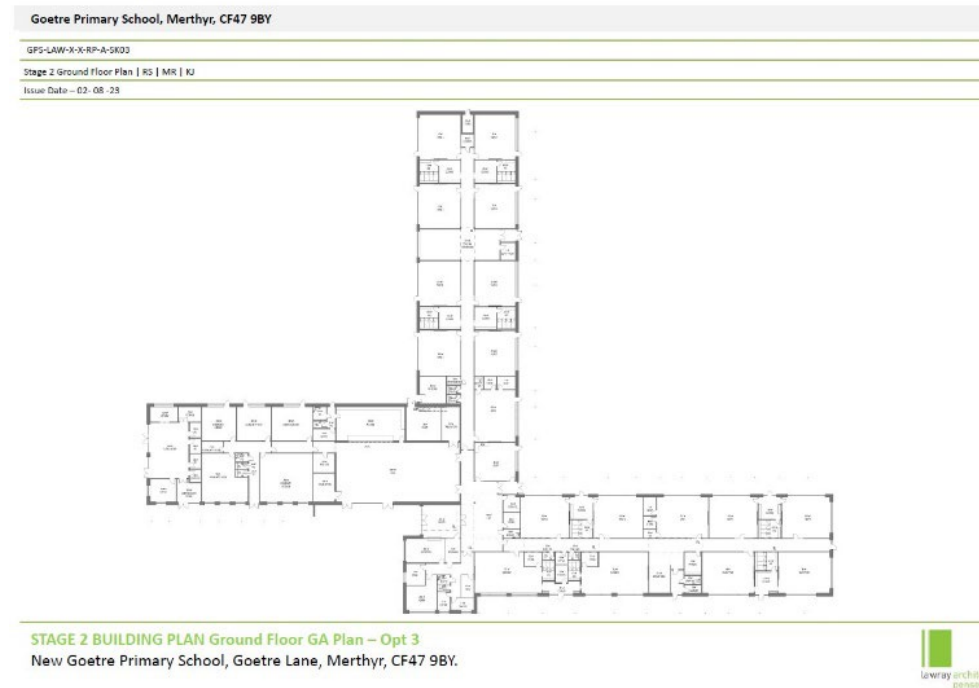
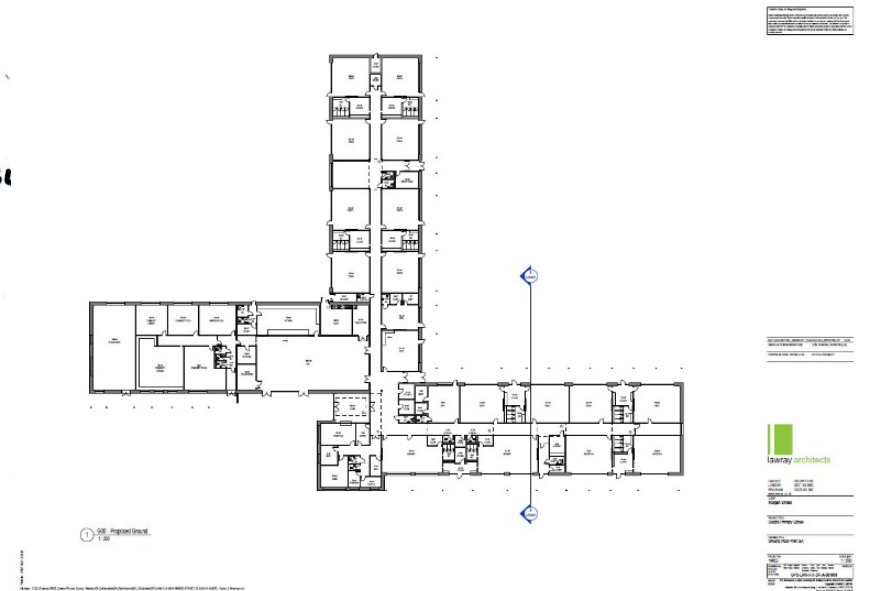
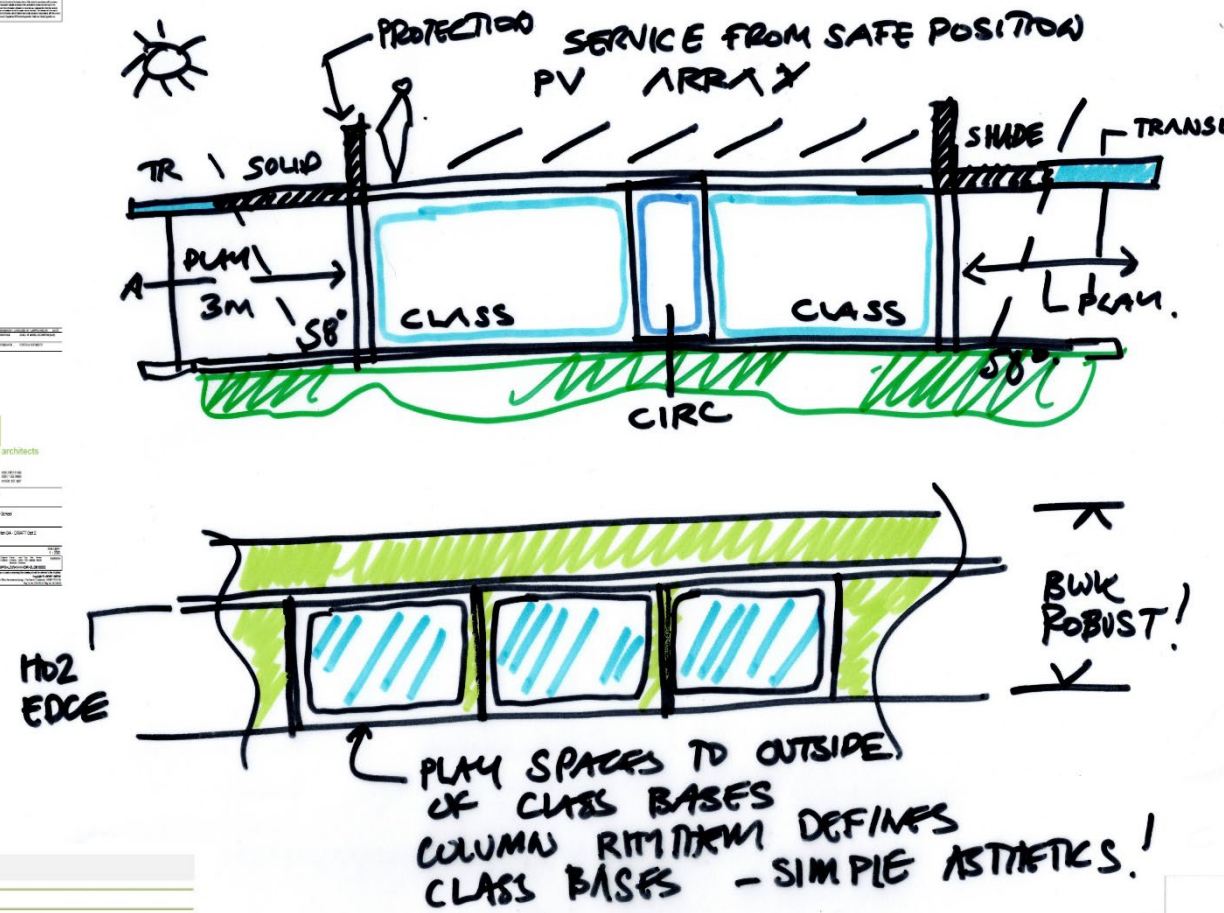
5.0 Design Development

As per Section 4, design development has continued and with each reiteration it has added detail into the plan as discussions with the end user has progressed.

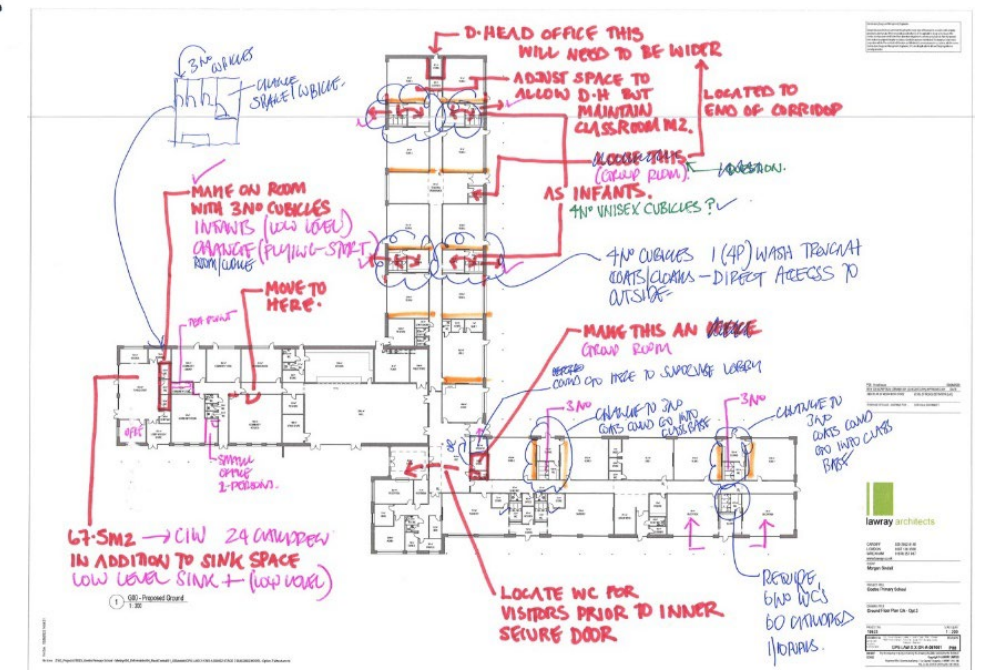


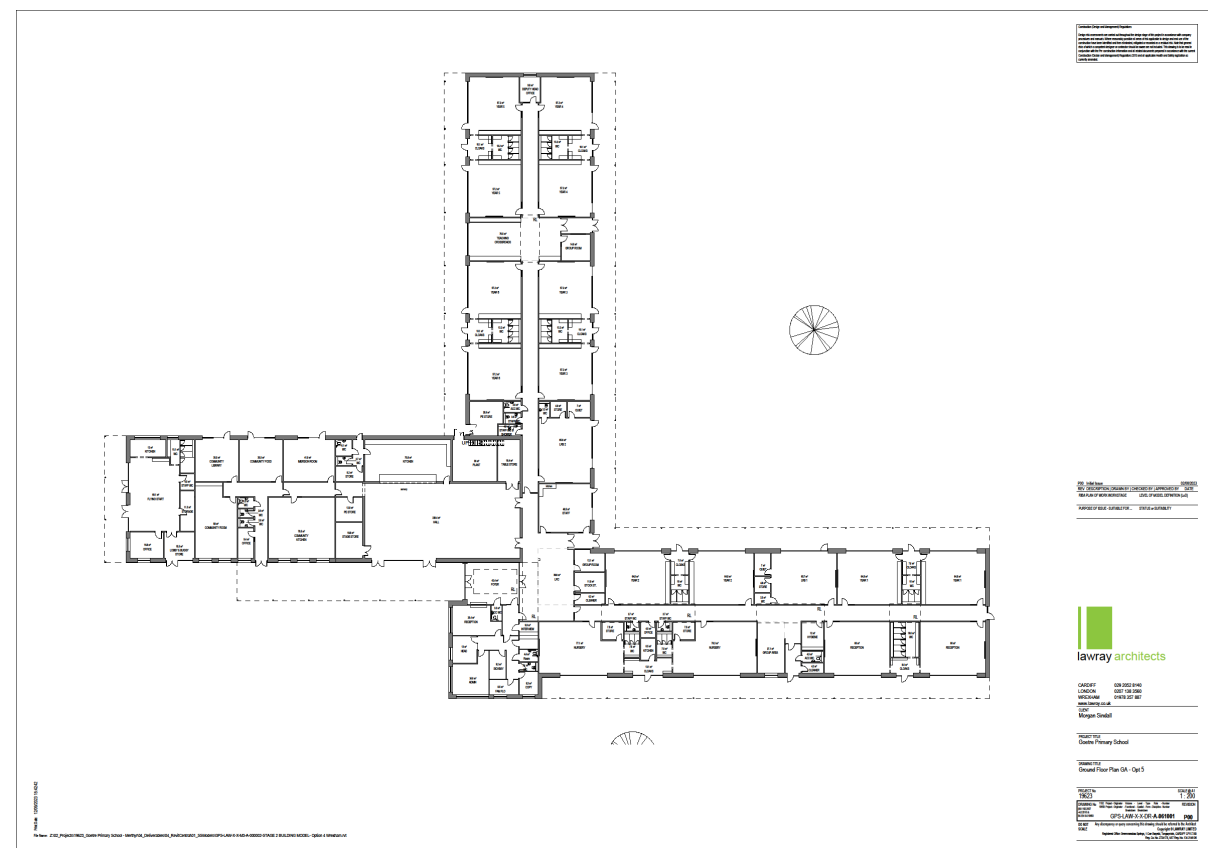
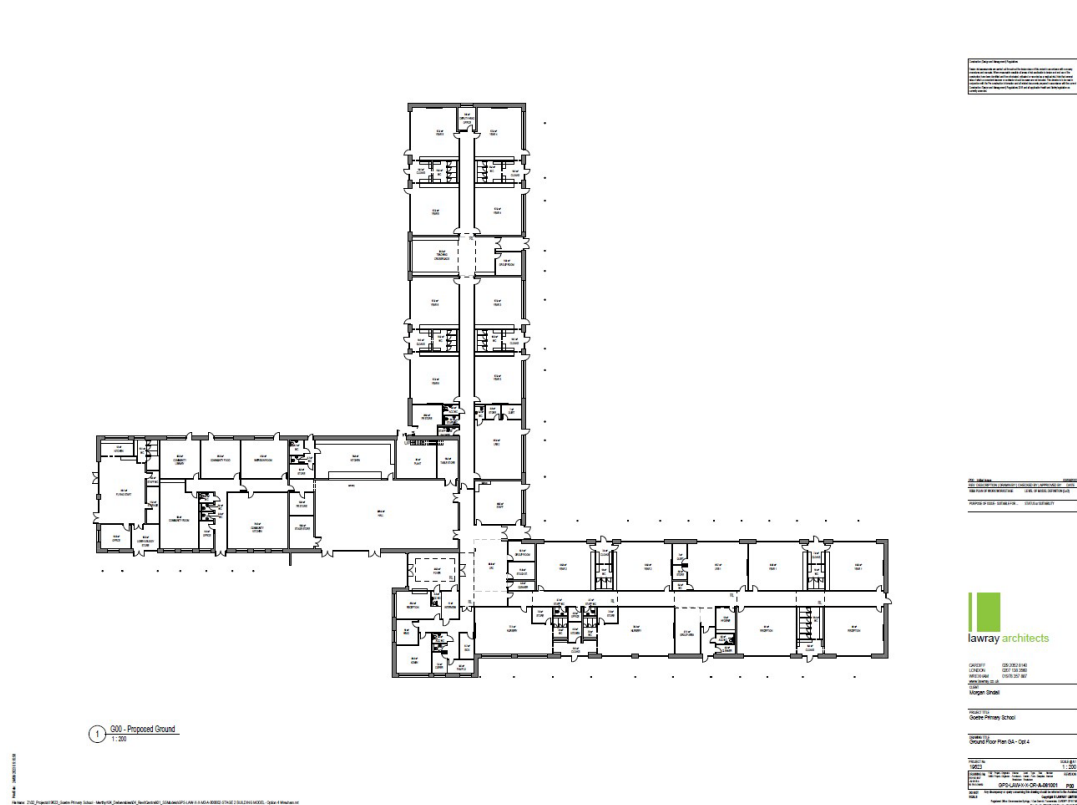
Initial modelling studies of Hall interface

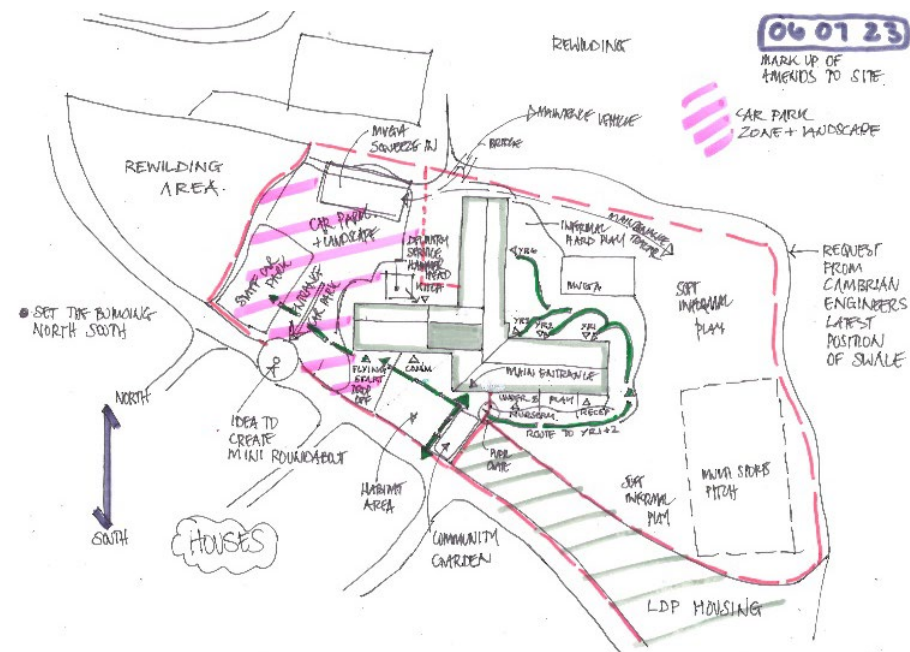
[illegible]



The build plans needed a section that provided the prerequisite play canopy. In this instance we suggest that both light and solid can play the part in providing good environmental conditions within the classroom. A flat roof provides max flexibility for the location and safe service of photovoltaic panels







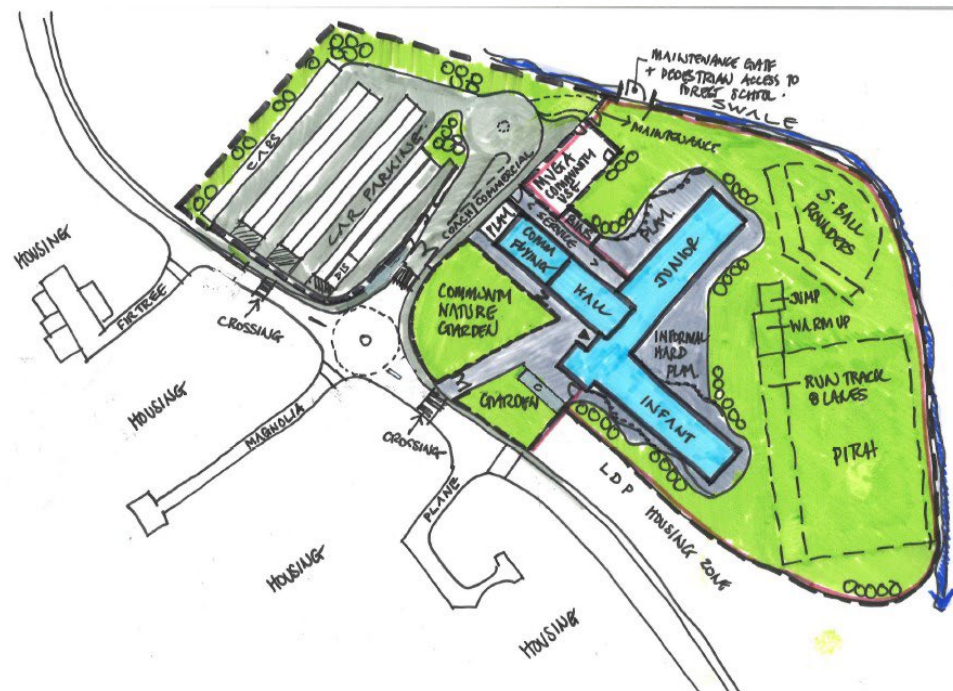
- The building footprint to the site, two options were discussed at length. The key factors which one over the design team and the client/end user. Was the need to separate traffic from the children when walking two and from school. To also maximise the external spaces available to the children. To locate the building relative to the solar path and the protection the building can afford from the south westerly rain and winds.
- The above points were the key deciders on choosing Option 2 as the preferred approach to the site planning.

Goetre Primary School, Merthyr, CF47 9BY

GPS-LAW-X-X-RP-A-SK SITE OPTION 1

Preliminary Ground Floor Plan | RS | MR | KJ

Issue Date - 09 08 23



Cons

- Access road splits site is located between two road crossings on Goetre Road – Pupils would need to cross additional road to access the school entrance.
- Insufficient space flexibility to allow for optimum building orientation.
- Access road to school car park dominates space to school frontage. Effectively breaking the link to the immediate neighbourhood.
- Main entrance is not clearly identifiable from Goetre Lane
- Sports field area reduced as the build plan compresses the site towards the east.
- Infant wing is close to proposed LDP Housing area
- Disabled parking not located close to building entrance

Pros

- Infant and Junior wings, has wide frontage open to sports field.
- Generous space between MUGA and Junior wing
- Community garden provides buffer to roundabout
- Generous Car Parking and pickup/drop off space. Approximately similar size as bid scheme.
- Comfortable location of MUGA allowing ease of access for community use if desired.

PRELIMINARY SITE PLAN – OPTION 1

New Goetre Primary School, Goetre Lane, Merthyr, CF47 9BY.



Goetre Primary School, Merthyr, CF47 9BY

GPS-LAW-X-X-RP-A-SK SITE OPTION 2

Preliminary Ground Floor Plan | RS | MR | KJ

Issue Date - 09-08-23



Cons

- Car park space limited to approx. 100 cars. 65 of which are used by staff with 3 visitors. The remaining is available for parent use.
- Muga space is close to Junior wing.
- New roundabout closer to bend

Pros

- School entrance has clear connection/view to Goetre Road Crossings.
- The relationship between the entrance and road is open. Traffic and pupil routes are separate. Open connection to neighbourhood.
- Generous green spaces around junior and infant wings. This can be further improved if community access is not required to the MUGA. The MUGA could be located to the northern boundary of the sports field. This will create increased space for parent drop off/pick up.
- Optimum siting of school on site, this in relation to sun path modelling and analysis.
- Disabled parking is in close proximity to community and school entrance.
- There is potential for layby drop off between the two crossings on Goetre Lane.

PRELIMINARY SITE PLAN – OPTION 2

New Goetre Primary School, Goetre Lane, Merthyr, CF47 9BY.



6.0 The Proposal

A – Character

The buildings appearance is its character. The visual integrity of an elevation, we would need to be mindful that the school is a Primary School and are usually presented with a multitude of primary colours. However, are approach being to utilises two base materials, brickwork that provides robustness, colour and visual interest at single storey levels. To areas such as the assembly hall, we suggest the use of panels that provide a contrast to the base. Windows, Facias, copings door frames are aluminium polyester coated black. The image to the immediate right expresses this intent. Colours will be introduced at the column bases to the canopy utilising impact sleeves, providing both safety and colour. Our concept section as noted earlier in this document, specifically suggest that we will be utilising a flat roof to provide sufficient opportunity to the full roof for the location of the photovoltaic panels to the entire roof area. Aside from this there is a need to justify a junior school with a flat roof. There are several factors that address the specific needs and considerations for such an approach on a school



The horizontal emphasis of the play canopy, enhance with a deep facia, can provide pinstripping to the elevation. Two precedents noted below.



Punched window openings to class bases, with contrast bricks used to the brickwork panel below cill height.



The use of a multi brick provides interest in different daylight conditions

Aesthetics:

The design aim is for a modern and minimalist aesthetic. This can create a visually appealing and contemporary learning environment.

Energy Efficiency:

The design allows for complete flexibility in the installation of photovoltaic panels or green roofing systems more easily than pitched roofs. This can align with sustainability goals and reduce the school's environmental impact..

Future Expansion:

The design accounts for future linear expansion and upper storey placement

Natural Light and Ventilation:

The strategic placement of skylights, or other openings to maximize natural light and ventilation within the school building, creating a more comfortable and energy-efficient interior.

Harmony:

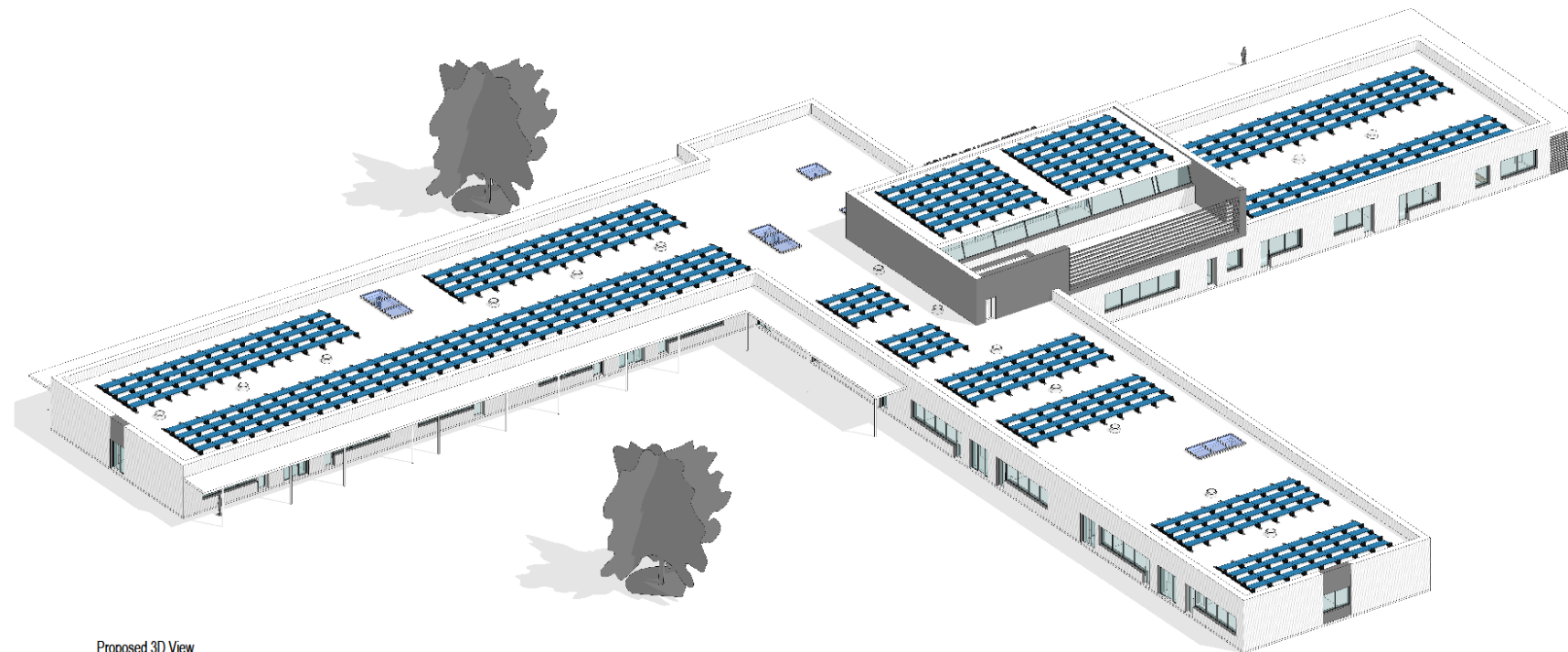
The design of the school, ensuring harmony with the surrounding environment or other nearby structures.

In summary:

There is a balance required between the purist scheme and one that is cost effective, however in meeting the challenges of today's high material cost and shrinking budgets, The scheme aims to provide sufficient architectural charm that when viewed in context with its surroundings both natural and man-made is fit for purpose.

That said flat roofs are more accessible than pitched roofs, making maintenance and inspections easier. This can contribute to the safety and efficiency of the school's operations. We are promoting the combination of practical, aesthetic, and functional considerations that aim to optimize the learning environment and align with the school's long-term goals.





Proposed 3D View

Construction (Design and Management) Regulations

Design risk assessments are carried out throughout the design stage of this project in accordance with company procedures and reports. Where necessary previous areas of risk applicable to design and end use of the construction have been identified and then eliminated, mitigated or recorded as a residual risk. Note that general info of which a competent designer or contractor should be aware are not included. This drawing is to be read in conjunction with the Pre-construction Information and all related documents prepared in accordance with the current Construction (Design and Management) Regulations 2015 and all applicable Health and Safety legislation as currently amended.

Maximising the potential for the location of photovoltaic panels.

Providing the flexibility in the location of rooflights to address the need for natural light to the spaces below.

P01 Revised rooftop / window arrangement and access doors to roof BP RS KU	12/10/2023
P00 First Issue BP RS KU	02/10/2023
REV DESCRIPTION DRAWN BY CHECKED BY APPROVED BY	DATE
REBA PLAN OF WORK WORKSTAGE	LEVEL OF MODEL DEFINITION (LoD)
Stage 2 - Concept Design	LoD2 - Conceptual Model
PURPOSE OF ISSUE - SUITABLE FOR ...	STATUS / SUITABILITY
Information	Status S2 - Delivery Team Information



CARDIFF 029 2052 8140
LONDON 0207 138 3560
WREXHAM 01978 357 887
www.lawray.co.uk

CLIENT
Morgan Sindall

PROJECT TITLE
Goetre Primary School

DRAWING TITLE:
Proposed 3D Views - Envelope Scheme C

PROJECT No 26CB01		SCALE @ A1	
DRAWING No 08/10/2007 402/0107 01-01-000000	1000 Project - Original	History - Last	File - History
	2000 Project - Original	Location - Last	Location - History
	Description - History		
26CB01-LAW-XX-GF-DR-A-060-0001		p01	
DO NOT SCALE	Any discrepancy or query concerning this drawing should be referred to the Architect Copyright © LAWRY LINTZ Registered Office: Greenmeadow Springs, 1 Carrington, Tarragona, NEWCASTLE 0515 7400 Reg. Co. No. 270016, VAT Reg. No. 134 2549 00		

Placemaking –

We have maximised the location of the school frontage to present itself almost in its entirety to facing Goitre Lane. The entrance to the school is clearly defined by access paths from the road and there is clear visual connection.

We have located the Community Garden to the front of the school which is accessed by the main entrance path to the school. This is located to the front of the community room and kitchen.

The community will also have access to the MUGA, for out of school hours use, this again is accessed from the main entrance path.

Amount and Density –

The school has 420 pupil places with a two-form entry for each school year. The school has additional Nursery facilities for 87 children. Creche (Flying Start) facilities are provided albeit being run a private concern, separate to the school.

There are two Learning Resource Bases and an Immersion Room.

Community facilities include a teaching kitchen, room, food kiosk and multi space. Use of the immersion room outside of school hours will be possible. The school assembly hall can also be used by the community and is of sufficient size to allow Badminton.

The Building has a Gross External Floor Area of 3,468M² and a Gross Internal Floor Area of 3,235M². This provision addresses the needs of the local community as defined by Merthyr Council.

The car parking provision amounts to 80 places, 4 of these spaces are accessible, 3 are for school visitors, 3 for community visitors, 8 are EV bays. There are 4 motorcycle bays, and 40 cycle spaces. There are 25 drop off bays in addition to the 80 spaces. The internal road network will allow access for a 15M Coach, with parking provision for a commercial service vehicle.

Streets –

The proposal addresses Goitre Lane with appropriate scale. The mass and height is limited and is reflective of the scale use within the housing estate to the opposite side of the Lane. Quality space is created between the building and pavement, this by formalised and structured planting, paths and the community garden.

Spaces and Public Realm –

The space created is a balance between hard surfacing to meet the needs and frequency of access, this has been balanced by soft landscaping. The landscaping will reinforce the links between Goitre Lane and the school. There is limited public realm, however sufficient space is provided at the junction of the school entrance path and the pavement. The importance of the entrance will be defined by low walls, thus creating a funnel effect into the school grounds.

Mix of Use and Tenure –

The main use is education, with secondary community use and is a mix of public provision via the school and private enterprise via the Creche provision.

Scale –

Primarily single storey with heights of frontages that are appropriate with regards to the building type. The approach is mindful, of the local residential two storey scale.

Layout –

The layout of the school is primarily based around yearly progression of age, the rhythm of rooms are reflective of this progression. The plan is based around a central core of infants and primary wings, with the administration area being the hub. The assembly hall and community wing also emanate from this centre. The plan being easy to understand is reflective of the key stage progression

Heritage –

Being a greenfield site, there is no context to interpreted or integrate.

Detail Design –

Materials palette consists in the main, face brickwork, which has prevalent use in the area.

Site wide components



Canopy type external to class base



Suggested cycle storage



Bin store enclosure 2.4M high (or similar product)

Signage type that may be used at pavement frontage



Weld mesh fencing

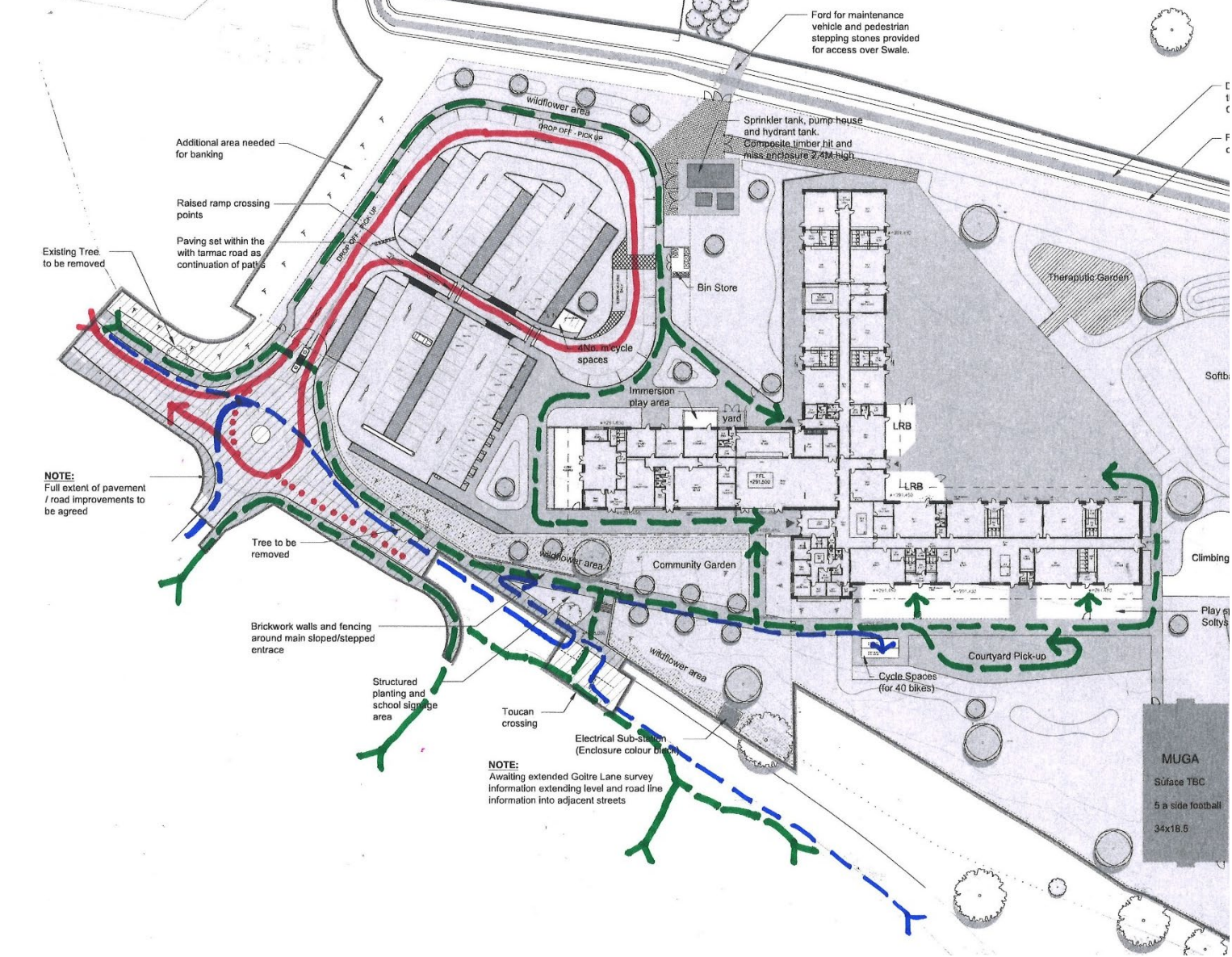


Paved crossing points in car park



B – Access and Movement

Initial outline of routes



RED – Car drop off pick up
GREEN – Pedestrian
BLUE – Toucan Route – Cycles (future connects to network)

The routes to the school are primarily made by foot, however the school has planned, to encourage the use of cycles, utilising and extending safe routes to school via the nearby network. A proportion of children are brought to school by car and to lessen the impact on Goitre Lane from uncontrolled parking, we have created a parallel drop off for 25 cars.

Pedestrian routes are noted in green; we have created walking routes from the car drop off points and from Goitre Lane, both these, are regarded as level access.

We plan to create a Toucan crossing point on Goitre Lane, which can be used by cyclists and pedestrians.

Routes are accessible by persons of all physical abilities and genders including those who do not identify. Routes from the wider site, are the shortest connections and are considered level at 1/22 . The neutral colour range used, does not specifically identify with any gender and can be regarded as non-specific.

C – Environmental Sustainability

Meeting the requirements of relevant environmental policies including Carbon Reduction Commitment.

- Apply **Modern Methods of Construction** including use of modular construction and pre-fabricated components.
- **All non-residential buildings** to achieve BREEAM 'Excellent' but with the principal objective of Zero Carbon in Operation. BREEAM is no longer mandatory, but the regulations themselves will be significantly more challenging. With the update of the Welsh Building Regulations in 2022 (L2A 2022 edition), this represent improvement over the previous 2010 and 2014 regulations. We will strive to meet and exceed current regulations, within the building componentry in regards thermal insulation. And air tightness. Products used will not be detrimental to the environment this to align with the Welsh Government's aspirations for all new buildings to be CO2e zero in the future.
- **Drainage of new external surfaces.** The design is to to maximise the opportunity to discharge surface water to ground with rain garden and soakaway solutions is proposed to serve the car park and external areas.
- **The building, car parking and playground areas** will be drained to a independent surface water system which will discharge to ground via soakaway. New soakaways/swale will be designed to provide a wetland profile with controlled slow run off, utilising the appropriate plant species, we intend to creating a habitat environment for, small mammals and insects.
- **Foul Drainage** – A system is designed for a new connection into the public sewer.
- **Photovoltaics** – These are to be located to the main buildings flat roof.

D – Community Safety

- The safety of all is a fundamental consideration in the design, layout, and operation of all education facilities. Elements/components within the building and externally, will be designed in accordance with the principals of Secured by Design (SBD) in Schools guidance. The aim is to reduce crime in the built environment and improve safety standards. We will have on going consultation during this stage to discuss secure site fencing, Out of hours vehicular control, Defensive planting and Landscaping considerations. These include Safe routes, drop off and collection points. Signage, Community Access. Motorcycling & bicycle parking and designing out troublesome meeting places.
- We have carried out an access and movement exercise to ensure that pupils arrive at the building entrance in a safe and controlled manner.
- Parent drop-off will be located to the Northwest of the site, accessed off Goitre Lane via the proposed new mini roundabout. This is adjacent to the staff and visitor parking. Vehicle access is located away from the main pedestrian routes to the school entrance, this to minimise conflict within the main body of the site. Crossing points for pupils and visitors are given priority via raised crossing points.
- Service deliveries will also access through the Northwest entrance, through to the delivery space where there will be a dedicated parking spaces for the kitchen store delivery/service/refuse vehicle. The service kitchen entrance is located to the Southeast of the car park. The road access has been designed to allow access for the occasional coach which is primarily used for school trips. This will arrive after drop off in the morning and will utilise the parent drop off spaces. In the afternoon it would be expected that the coach would have left the site before parent pick up
- Motor-cycle parking will be accommodated within the car park whilst cycle parking is located within the secure area to the front part of the site outside the infant's wing.
- Additional signage noting site rules and speed limits (5mph) will be used throughout the site. Signage: in the building and outside facilities will be clearly signposted.
- Staff parking inside the boundary, will be made available for 'out of hours' community parking.
- Community Access: All rooms within the community wing, the assembly hall and immersion room will be accessible without the need to open the main building. The primary school main entrance lobby is secure from the rest of the building with access control on the inner doors.
- Troublesome meeting spaces have been designed out where possible. The outside social areas are well overlooked by the school classrooms and activities.

In addition to this the following will be included:

- Windows and doors will be to Secured by Design standards, Standards for fences and location of Lighting , CCTV Coverage, external equipment will also meet the standard of Secured by Design. A centrally monitored CCTV and intruder alarm system will be installed.
- A fire alarm system will include a main fire alarm panel, smoke detectors, sounders and beacons in all rooms and integral emergency lighting
- The external lighting strategy will be designed to aid reduction of obtrusive light.

E - Response to planning policy

Introduction

Reference be first made to the report produced by Asbri Planning and will supersede text here.

The planning policy framework for the determination of this application is provided by the content and scope of National Planning Policy, which is contained within the eleventh edition of Planning Policy Wales (PPW) and its associated Technical Advice Notes (TANs), together with the Local Planning Policy and its supplementary planning guidance.

Well-being of Future Generations Act (2015)

The Well-being of Future Generations (Wales) Act came into force in 2015 and seeks to improve the social, economic, environmental, and cultural well-being of Wales. The Act puts in place seven well-being goals in order to make sure that everyone works towards the same vision. The well-being goals are set out in the Planning Statement.

Future Wales the National Plan: 2040

Future Wales – the National Plan 2040 is our national development framework, setting the direction for development in Wales to 2040. It is a development plan with a strategy for addressing key national priorities through the planning system, including sustaining and developing a vibrant economy, achieving decarbonisation and climate resilience, developing strong ecosystems and improving the health and well-being of our communities.

Planning Policy Wales

National planning policy is contained within the eleventh edition of Planning Policy Wales (PPW), published by the Welsh Government in February 2021. PPW is supported by 19 topic-based Technical Advice Notes (TANs), which are also relevant. PPW is the Welsh Government’s principal planning policy document, setting out the context for sustainable land use planning policy, within which Development Plans are prepared and development.

Technical Advice Notes

These proposals have been prepared in deference to the latest version of TAN 12: Design, which was updated in March 2016, TAN 18: Transport and the suitability of the proposals in this design context.



END