



DESIGN & ACCESS STATEMENT

Proposed Expansion
Job no. 20-030
Melland High School
Report prepared by: Andy Thompson

November 2021



CONTENTS

1.00	Introduction	3
2.00	Need for Expansion	5
3.00	Site Description	6
4.00	Design Drivers; Key Aspirations	10
5.00	Involvement & Consultations	12
6.00	Planning Policy	13
7.00	Design_Layout	14
8.00	Design_Appearance	18
9.00	Landscaping	21
10.00	Sustainability	22
11.00	Accessibility	23
12.00	Crime Impact Assessment	23
13.00	Appendix: - Public Consultation Comments - Sustainability Report	

1.0 INTRODUCTION

1.01 BACKGROUND

Melland High School is a Bright Futures Educational Trust school and is colocated with Cedar Mount Academy in Gorton Education Village

Bright Futures Educational Trust is an organisation committed to our vision: 'The best for everyone, the best from everyone'. Everything that we do is underpinned by our values of community, integrity and passion. We never forget that we are here in the service of children, families and communities. In order to get the best from our young people we need to invest in our workforce providing opportunities for people to work collaboratively, to share practice, to support and challenge one another, recognising that we are always learning.

Values



Community

We work together for a common purpose acknowledging our diversity as strength.



Integrity

We do the right things for the right reasons.



Passion

We take responsibility, work hard and have high aspirations.

The city of Manchester is under growing pressure to accommodate the rising number of children presenting with complex special educational needs. Melland High School is well placed to respond to this increasing demand, owing to its significant specialist expertise, and the availability of land at Gorton Education Village site that is suitable for expansion.

In addition to the number of children currently on roll within a Manchester setting, there are a significant number of young people with an EHCP awaiting a place and specialist places continue to be utilised as quickly as they are created.

In response to this need, several additional and significant benefits for young people with SEND have also been identified:

- Increased special school provision, that will meet high demand in this area of the city with high need specifically linked to poverty indicators.

- Increased specialist provision for young people post 16 with a strong link to the local community, increasing independence and access to employment and training
- Reduced need for placements for young people in independent provision or placements outside of Manchester
- More local provision reducing travel time to school and increasing the opportunity for independent travel

Melland High School that meets the diverse special educational needs of pupils between 11 and 19, is a support school for central and east Manchester high schools and is a National Support School.

The school occupies the ground and first floor levels of the North and Central wings and first floor of South wing in the Gorton Education Village. There are currently 23 learning spaces of various types meeting the varying needs of the children within the school together with support spaces to meet the

needs of the SEND provision.

The proposal is to create additional capacity at Melland High School to meet the growing number of students requiring specialist high school provision within Manchester Local Authority. It has been identified this extension would be required to meet the needs of an increasing population over time in order to achieve the additional capacity needed to increase pupil spaces. Melland High School would need to significantly expand its footprint. This would include the provision of spacious specialist ground floor accommodation for pupils experiencing complex needs and additional first floor accommodation that would also include the option to expand post 16 provision.

The expansion would be achieved in the following way:

- Two storey extension providing an additional 6-8 classrooms and associated infrastructure
- Ground floor classrooms created specifically to meet the needs of the growing number of students experiencing complex learning needs
- First floor classrooms to accommodate an increased number of students including additional capacity at post 16

The intention is to maintain the Outstanding status of the school and build upon it by extending the school to address the increasing SEND requirements in Manchester

The aim of this statement is to demonstrate:

- That the proposals have considered its context and its surroundings whilst at the same time introducing an appropriate modern design into the school setting to attract new pupils.
- The design approach
- The level of consultation
- The evolution of the design
- The proposed development



School Main Entrance



1.02 SCOPE OF THE DESIGN & ACCESS STATEMENT

Throughout the pre-application process the design team and Applicant engaged with key stakeholders and the design has evolved in line with feedback received. It demonstrates that the proposals respond and contribute to their context in a positive and sustainable way. The document is set out as follows:

1. Introduction: Background to the submission; Design Team & Scope of this report
2. The need for expansion: summarises the primary benefits of the proposals, in education & accommodation need terms.
3. Location & local context: site parameters; a brief description of the site and its parameters/ constraints.
 - Strategic context: sets the proposals within the wider context.
 - Site Description and Surroundings: describes the site, its location and existing buildings.
 - Approaching the Site: provides a contextual description of the site and the primary approaches to it.
4. Key aspirations & design drivers of the School
5. Involvement and Consultation: describes the pre-application process and summarises feedback received.
6. Planning Policy_cf. Planning Statement
7. Design Layout: Site Arrangement, Scale, Form & Massing in relation to the overall site & buildings.
 - Proposed plans
8. Design_Appearance: Architectural language and façade development; describes the evolution of the proposals in terms of architectural character proposals for the elevations and materials.
9. Design_Landscaping: describes the design strategy
10. Sustainability: landscape; building & services strategy
11. Accessibility

1.03 PROJECT TEAM

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The application is being submitted by Bowker Sadler Architecture on behalf of our client and land owner.

This statement should be read in conjunction with the following documents:

- Transport Statement – prepared by Flinders Chase
- Arboricultural Report - prepared by Mulberry – Tree Management Consultants
- Ecological, Biodiversity Appraisal (including Bat Survey) – prepared by Rachael Hacking Ecology
- Desk Top Study – prepared by Earth Environmental & Geotechnical
- Drainage Strategy – prepared by Ridge
- Crime Impact Assessment – prepared by Greater Manchester Police



2.00 THE NEED FOR EXPANSION

2.01 JUSTIFICATION STATEMENT

The city of Manchester is under growing pressure to accommodate the rising number of children presenting with complex Special Educational Needs. Melland High School is well placed to respond to the increased demand, not only as they have significant specialist staffing resource but also have land at the Gorton Education Village site that is suitable for expansion

In addition to the number of children currently on roll in a Manchester setting there are 207 children with an Education, Health and Care Plans (EHCP) awaiting a place. This results in an overall demand for 1795 places in the city with only 1630 built places across the specialist estate of schools - a shortfall of 165 places.

In January 2019 the number of pupils on roll at Manchester special schools had increased to 1588 and specialist places continued to be utilised as quickly as they were created.

In responding to this need several additional and significant benefits have also been identified:

- Increased special school provision meeting demand in this area of the city with high need specifically linked to poverty indicators
- Increased specialist provision for young people post 16 with a strong link to the local community, increasing independence and access to employment and training
- Reduced need for placements for young people with complex needs in independent provision or placements outside of Manchester
- More local provision reducing travel time to school and increasing the opportunity for independent travel

2.02 EDUCATIONAL NEED:

The school currently accommodates 186 students between the ages of 11 and 19. The ambition is to increase this to 256 students to meet some of the identified need in the Manchester Local Authority area.

The expansion of the teaching and supporting facilities will allow the school to better meet the needs of the existing students whilst accommodating additional students who can't currently access suitable schooling within the area. The extended building will also introduce support facilities that they don't currently have.

Paragraph 94 of the National Planning Policy Framework (NPPF) recognises the importance of providing a sufficient choice of school places to meet the needs of existing communities and advises local planning authorities to give 'great weight' to the need to create, expand or alter schools.

2.03 ACCOMMODATION NEED:

BSA were commissioned by Bright Futures Educational Trust as part of the initial feasibility study to undertake a BB103 and BB104 audit in July 2020 of the school. This analysed the current room types and sizes to determine the schools future needs.

A series of meetings were held with the Principals of the schools, members of the Trust and the GEV site manager to develop the initial brief.

During the meetings the options were discussed and these were:

- Do Nothing: Fail to increase SEN student intake and fail to redevelop the school would mean that BFET would fail to deliver any further improvement at GEV for the Trust and be unable to accommodate additional SEND students for Manchester Local Authority. This was deemed unacceptable

- Option 1: Build a two storey extension housing eight SEND classrooms and facilities at northwest corner of the existing building but not be directly linked to MHS section of the building.
- Option 2: Build a two storey extension housing eight SEND classrooms and facilities at northeast corner of the existing building and directly linked at both ground and first floor into the MHS wings.

The school currently occupies two floors in the first North and Central wings and first floor in the South wing of the Gorton Educational Village building it shares with Cedar Mount Academy. Gorton Educational Village was constructed in 2008 however the needs of both schools that occupy the building have changed since then.

Melland High School is across five floor plates on the ground and first floor of the North and central wings and first floor of South wing of the GEV building with none of them linked without entering into the main corridor / street to the main accommodation stair and back across the main corridor. The nature of the children that attend the school means this makes it difficult for students and staff to move between areas. The school needs to be able to stand alone whilst also working as part of the overall building.

The school is already at capacity and with the specialist needs of the children class sizes ranging between 6 and 10 depending on the complexities and needs of the children. This means the addition of a teaching space adds only limited capacity. The growing requirement and increased identification of specialist needs for children that may not have been able to access the necessary specialist teaching that they need has increased the need for schools like MHS to be enlarged. The very needs of the children make it inappropriate for them to travel large distances to school. They should be able to access a school in close proximity to where they live.

The school currently has 23 teaching spaces together with specialist support spaces. The additional 8 teaching spaces will accommodate additional students whilst allowing better groupings of students associated to their needs. The new facility includes a nurse's room, counselling room and group teaching living skills classroom that are not currently within MHS.

The short fall and the need to keep key adjacencies in the school has driven the proposed additions and alterations that will be explained further in this document.

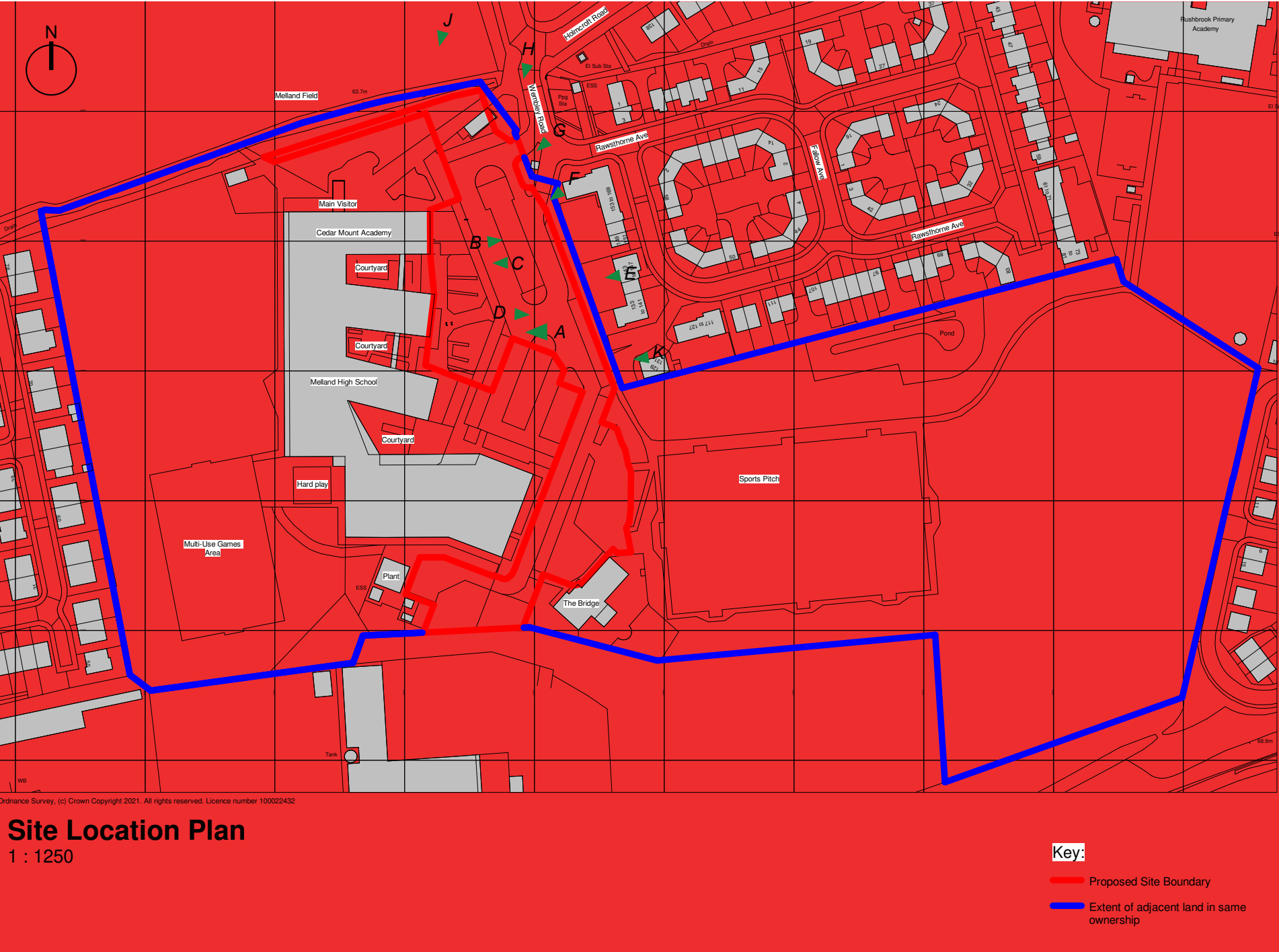
The initial School and Trust requirements were outlined earlier in this section and identify suitable locations within the school for the increased accommodation.

Bowker Sadler have evaluated these locations and adjusted them accordingly with the school.



Existing Location plan
NTS

▲ Photo location



3.00 SITE DESCRIPTION

3.01 LOCATION

Melland High School is located on Wembley Road, Gorton close to the junction with Holmcroft Road. The proposed extension is on the northeastern corner of the existing Gorton Education Village building. The application site extends to the car park to the southern end to accommodate additional car parking.

3.02 LOCAL CONTEXT

The school site sits at the end of Wembley Road within a predominantly residential area. The existing school has two main buildings that house Cedar Mount Academy and Melland High School together with two ancillary buildings (gatehouse and energy centre). The buildings are mainly of blue brick construction with the upper elements of the facade to CMA and sports hall in a gold coloured cladding.

The closest neighbours to the school are the apartments on Rawsthorne Avenue on the North East boundary. The car park to these properties adjoins the boundary line. The apartments look across both car parks towards the school with the nearest habitable window to the proposed extension being 48 metres away. The housing development on Rawsthorne Avenue is constructed from red brick with a mix of red and grey tiled roofs.

To the North of the school is a large area of rough grassed land that had previously been used as games pitches. This land is beyond the small brook and footpath that runs along the whole of the northern boundary.

To the West of the school are the bungalows on Bratton Drive. Their gardens adjoin the school boundary looking across the external games area towards the Cedar Mount Academy section of the building. None of the extended building will be seen from these properties. These have been constructed with a red brick with grey tiled roofs.

The southern boundary adjoins the industrial estate off Sandford Lane. There will be no view of the extension from this boundary however the new car parking may be visible across the wooden ditch that separates the school from the industrial estate boundary.

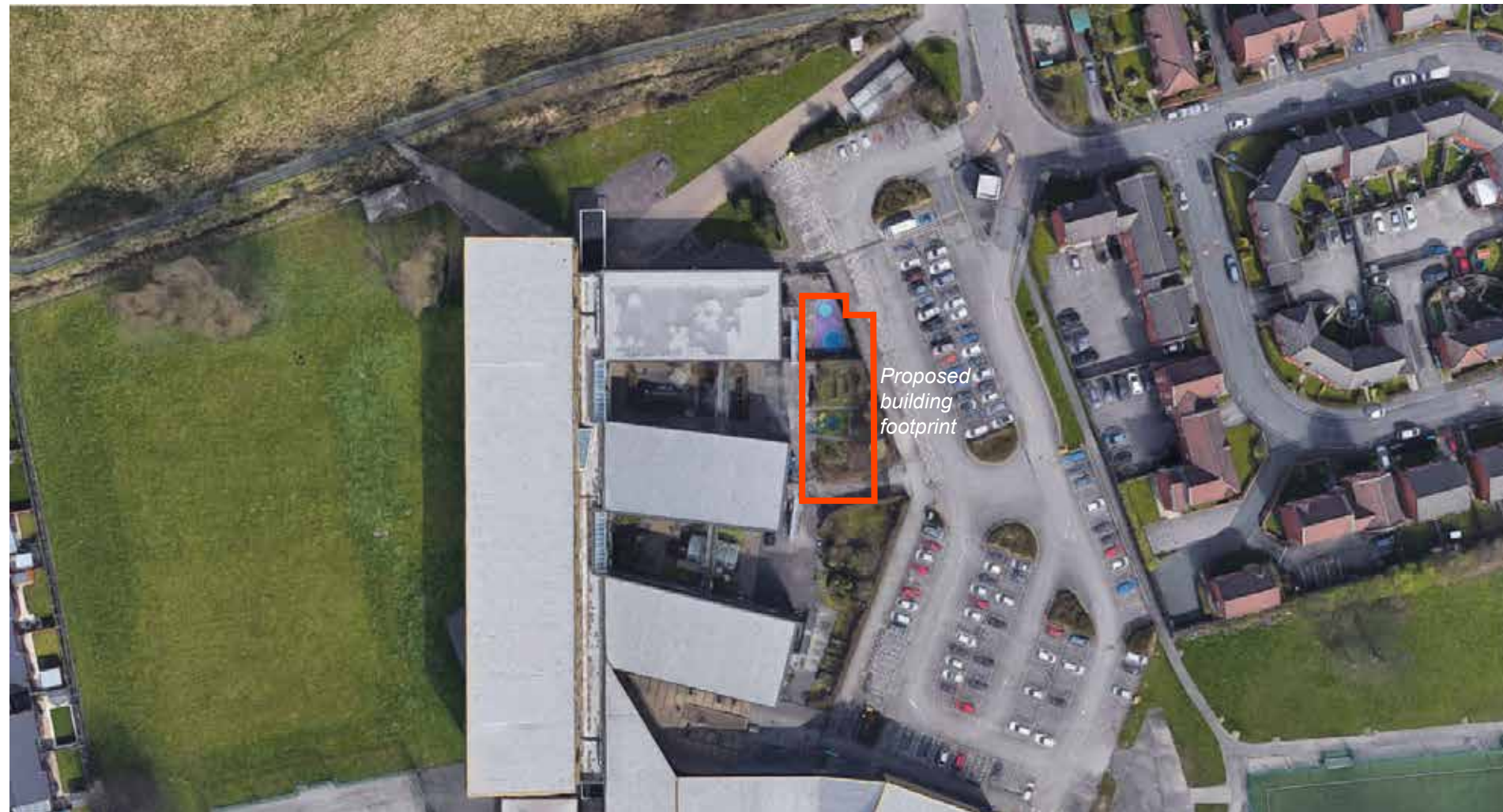
The residential properties around the site are newly built and of similar age to the existing school.

- The site is located within Flood Risk Zone 1 (ie. land with the lowest probability of flooding).

Application site area : 7670sqm / 0.767ha

3.03 LOCAL MATERIALS

- The character and materials of the properties in the immediate vicinity, are a mixture of red coloured masonry brickwork with punched window openings and dormer windows. Roofs are predominantly pitched with tile coverings. The surrounding buildings are predominantly 2 storey with the exception of the apartments on Rawsthorne Avenue that are 3 stories.
- The existing site boundary treatment comprises of coloured weldmesh fence with areas of soft landscape behind.
- External hard landscape and car park finishes are black tarmacadam, with the main external entrance path in concrete paving slabs. The soft play and playing fields are grassed with a three pitch MUGA on the playing fields adjoining Bratton Drive



A - Site Aerial Photo showing
proposed building footprint





A_ View from car park towards the existing entrance with canopy that is to be relocated
B_ View from across car park towards apartments on Rawsthorne Avenue
C_ View from across car park towards North Wing
D_ View from across car park towards apartments on Rawsthorne Avenue
E_ Aerial view of school, proposed site and car park



A



B



C



D



E



*F_ View from site entrance towards school
G_ View from Wembley Road towards school
H_ View from Wembley Road towards school
J_ Aerial view of Gorton Education Village
K_ View from car park of 66 Rawsthorne Avenue towards school*



F



G



H



J



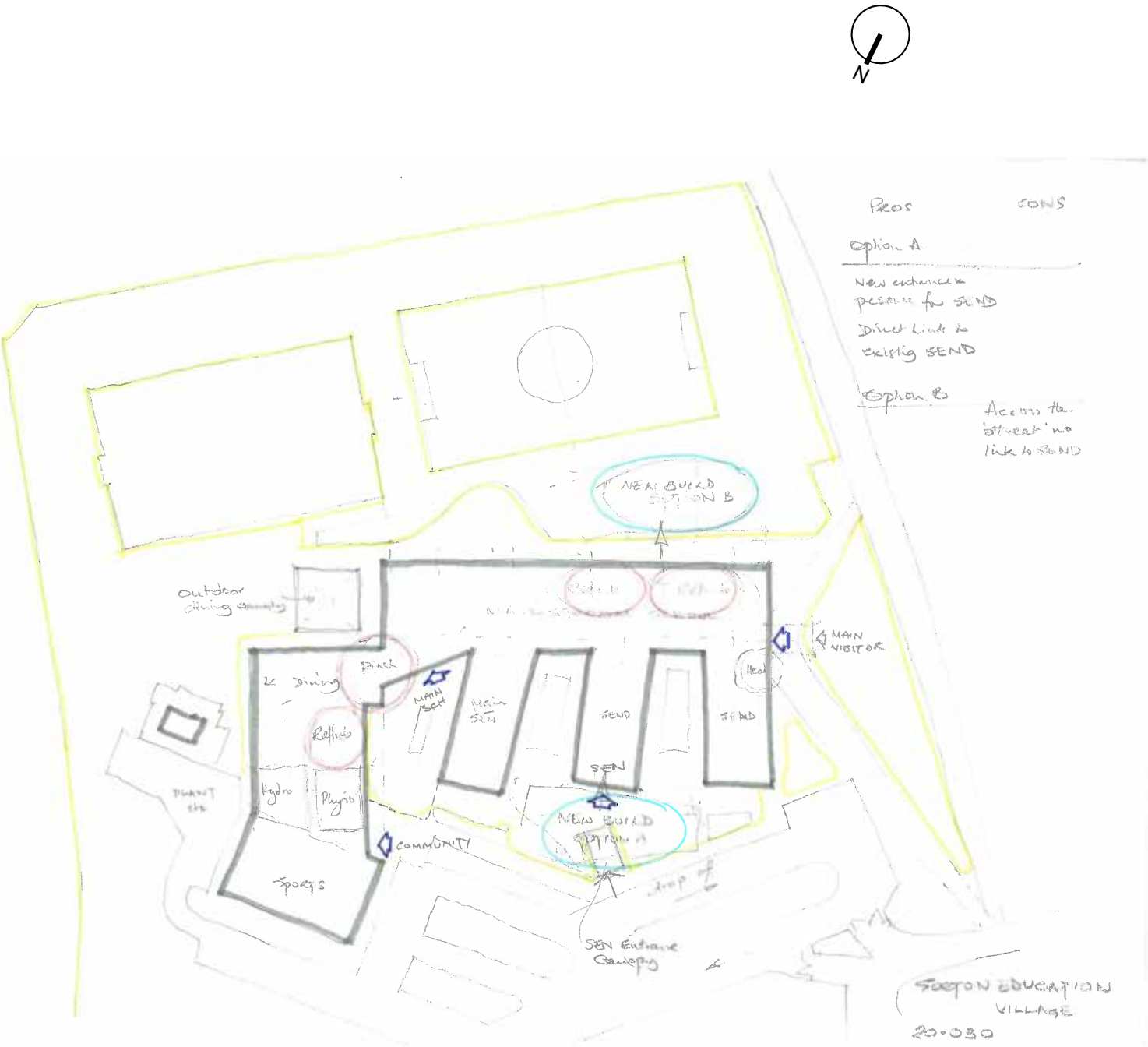
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4.0 DESIGN DRIVERS

4.01 KEY ASPIRATIONS

- Gorton Education Village opened in 2008 as the co-location of two local schools under the Building Schools for the Future initiative with the aegis of Manchester City Transformation in Education
- The original Melland High School on the Gorton site was incorporated into the new school and retained its name as a SEND secondary school consistently rated 'Outstanding' in all aspects of its work by successive Ofsted reports. MHS is also designated as a National Support School and is a national college for SEND cognition and learning.
- Cedar Mount Academy and Melland High School joined Bright Futures Educational Trust in August 2012, so becoming academies in a multi-academy trust. Melland High School is the Trust's strategic lead for SEND across all BFET's schools and is also commissioned by the local authority to provide SEND support for high schools in central and eastern Manchester.
- Melland High School is a specialist SEND secondary school, catering for children aged 11 – 19. The school currently has 23 teaching spaces spread across the ground and first floor of the North and central wings and first floor of the southern wing. The only connection of these floor plates is via the main corridor / street of the combined school. One of the key aspirations for the scheme is to connect the floor plates both horizontally and vertically so the school can operate more efficiently and safely.
- It is not only the school's aspiration to grow but Manchester Local Authority's wish to enable more local children with special needs to be able to access excellent educational facilities. By expanding the school facilities it enables additional staff to be employed with complementary skills that aren't currently available in the school elevating the school

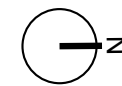
- further as a centre of excellence for SEND provision.
- Currently children with complex needs enter through the main entrance providing no separation from other students. This at times can be difficult for those with complex needs. This can then manifest through the day so in order to eradicate this problem the inclusion of a separate entrance for these students is essential within the plans for the expansion of the school.
 - The school and Trust are always looking to develop and improve the school further. The school requires additional capacity however the need to improve the facilities for children with complex needs is paramount whilst any expansion would enable the school to expand the post 16 provision.
 - The school vision is 'the best for everyone and the best from everyone'.
 - The proposals to extend the school will enable these aspirations to be achieved with new purpose built classrooms that meet the current needs of the school and enable more children to be part of the school.



Early consultation sketch



Option 1 Not preferred as links into main building with students having to cross main corridor to access main floor plates of MHS. This is a safeguarding issue for SEND students



Option 2 Preferred option linking directly into existing school floor plates of MHS and direct access to drop off space in car park

5.0 CONSULTATION

5.01 INVOLVEMENT

The development is driven by the need to provide more school places as mentioned earlier in this report.

5.02 PRE-APPLICATION CONSULTATION

A pre-application consultation was held with Manchester City planning officer Sue Willis on 16th December 2020 - see notes in Appendix 13.01

One of the recommendations was to carry out a letter drop to the local residents

- A letter drop to local residents was issued in November 2021 to approximately 900 residencies that are closest to the school.

Comments received following the letter drop & on line consultations were carefully considered & informed the evolution of the design where reasonably possible. We only received one resident response from the letter drop regarding the proposed development.

Key issues were:

- Parking drop off and pick up.
- Litter left by students from Gorton Education Village

List of responses and answers to the consultation are in Appendix in 13.02

During the design process a number of design meetings were held with the school team. Their response was enthusiastic and positive in line with their aspirations for a modern teaching facility that will benefit their pupils and staff.

The designs were also shared with the board of governors who also were enthusiastic about the proposals.



Map of letter drop consultation





6.0 PLANNING POLICY

Location and Policy Context

The school is located on the western edge of Gorton east of Levenshulme. There are no listed buildings on the site nor within the immediate vicinity of the school and it is not in a conservation area.

Local planning policy is set out in Manchester's Local Development Framework - Core Strategy Development Plan document and appendices (2012)

National policy and guidance is set out in the National Planning Policy Framework (NPPF) 2019.

Policy R5: Open Space, Sport and Recreation states that the Council will seek to address existing deficiencies in the Borough through (inter alia):

- Protecting existing and securing the provision of areas of open spaces and outdoor sports facilities;
- Protecting and improving the quality of open space and outdoor sports facilities so they are fit for purpose;
- Making the best use of community buildings, schools and other suitable assets to provide facilities and promote participation in a range of leisure activities.

Policy L7: Design addresses the design issues to be considered in any development proposal including design quality, functionality, protecting amenity, security and accessibility.

Policy L8: Planning Obligations sets out that the Council will seek to negotiate appropriate planning obligations where a proposed development will create a need for a particular facility or generate specific adverse impacts that cannot be mitigated through the use of planning conditions, to make the development acceptable and sustainable.

National Planning Policy Framework (NPPF)
The NPPF (February 2019) contains the Government's policy guidance on planning matters and forms a material consideration of significant weight in the determination of planning applications.

Paragraph 8 states that there is a presumption in favour of sustainable development, identified as having three over arching objectives (social, economic and environmental) 'which are interdependent and need to be pursued in mutually supportive ways.' At the heart of the Framework is the 'presumption in favour of sustainable development' which, for decision making, means 'approving development proposals that accord with an up-to-date development plan without delay.'

In relation to education development, to promote healthy and safe communities, paragraph 94 of the NPPF states that:

'It is important that a sufficient choice of school places is available to meet the needs of existing and new communities. Local Planning Authorities should take a proactive, positive and collaborative approach to meeting this requirement, and to development that will widen choice in education. They should:

- Give great weight to the need to create, expand or alter schools through the preparation of plans and decisions on applications; and
- Work with schools' promoters, delivery partners and statutory bodies to identify and resolve key planning issues before applications are submitted.'

Paragraph 97 states that in respect of open space, 'existing open space, sports and recreational buildings and land, including playing fields, should not be built upon unless:

- An assessment has been undertaken which has clearly shown the open space, buildings or land to be surplus to requirements;
- The loss resulting from the proposed development would be replaced by equivalent or better provision in terms of quantity and quality in a suitable location; or
- The development is for alternative sports and recreational provision, the benefits of which clearly outweigh the loss of the current or former use'.

Further Material Policy Guidance

Should it be considered that the proposed development result in the loss of existing playing fields, the Sport England 'Playing Fields Policy and Guidance' would be a material consideration. This guidance sets out Sports England's approach to considering development on playing fields and identifies relevant exception tests where improved quality and provision can be provided.

'Sport England will oppose the granting of planning permission for any development which would lead to the loss of, or would prejudice the use of:

- all or any part of a playing field, or
- land which has been used as a playing field and remains undeveloped, or
- land allocated for use as a playing field unless, in the judgement of Sport England, the development as a whole meets with one or more of five specific exceptions.'

Sport England's Playing Fields Policy and Guidance document can be viewed via the below link:
https://www.sportengland.org/how-we-can-help/facilities-and-planning/planning-for-sport#playing_fields_policy

We believe the proposed school extension will meet Exception 3 of the playing fields policy, in that:

'The proposed development affects only land incapable of forming part of a playing pitch and does not:

- reduce the size of any playing pitch
- result in the inability to use any playing pitch (including the maintenance of adequate safety margins and run-off areas);
- reduce the sporting capacity of the playing field to accommodate playing pitches or the capability to rotate or reposition playing pitches to maintain their quality;
- result in the loss of other sporting provision or ancillary facilities on the site; or
- prejudice the use of any remaining areas of playing field on the site.'

7.0 DESIGN_LAYOUT

7.01 SITE ARRANGEMENT

- The site is accessed via the existing vehicular entrance off Wembley Road. There is no proposal to add an additional permanent vehicular access point. Pedestrian access is via the gates on Wembley Road and footpath from Mount Road giving access to the main entrance area of the school for pupils and visitors. It is not proposed to add any additional pedestrian accesses
- The existing school is a linear layout with a central street corridor running down the centre. Cedar Mount is predominantly to the West side of the corridor whilst Melland High School is to the East in the wings of accommodation.
- The site is relatively large however there is limited space to relinquish for new buildings as the requirement for external soft and hard play areas is important. The formal games pitches to the rear of the buildings is protected by Sport England policies so more appropriate sites were considered.
- The site for the two storey block was identified as the most suitable based upon connectivity to the school rather than most suitable piece of land. Currently it is used as external play area and entrance area. The space is compromised by the external fire escapes on the end of the North and Central wings. The building sits between the existing building and the car park. The building will be visible by the neighbours in the apartments on Rawsthorne Avenue however enhancements to the landscape across the car park will improve the visual amenity of these properties. The new building is screened from view by the existing building from the southern and western boundaries.
- The current car park is accessed off Wembley Road with vehicular access controlled by a barrier and manned gatehouse. The vehicular and pedestrian accesses are separated therefore safeguarding the children.
- The new extension will necessitate additional parking for new members of staff. This is proposed away from residential properties on the southern boundary.
- Access for maintenance and emergency vehicles remains unchanged.





7.02 PARKING

Parking is an important issue for local residents & a separate report has been prepared by Flinders Chase that should be read in conjunction with this report & the Green Travel Plan.

The scheme requires amendments to the existing car park that removes 8 parking spaces. The proposal also incorporates an area of car parking on the southern boundary alongside the energy centre and this creates 19 car spaces making an overall increase of 11 spaces.

Community Use:

- The current usage of the school by the community will not be affected once the construction work has been completed.



Proposed Site Plan
NTS

7.03 PLANS:

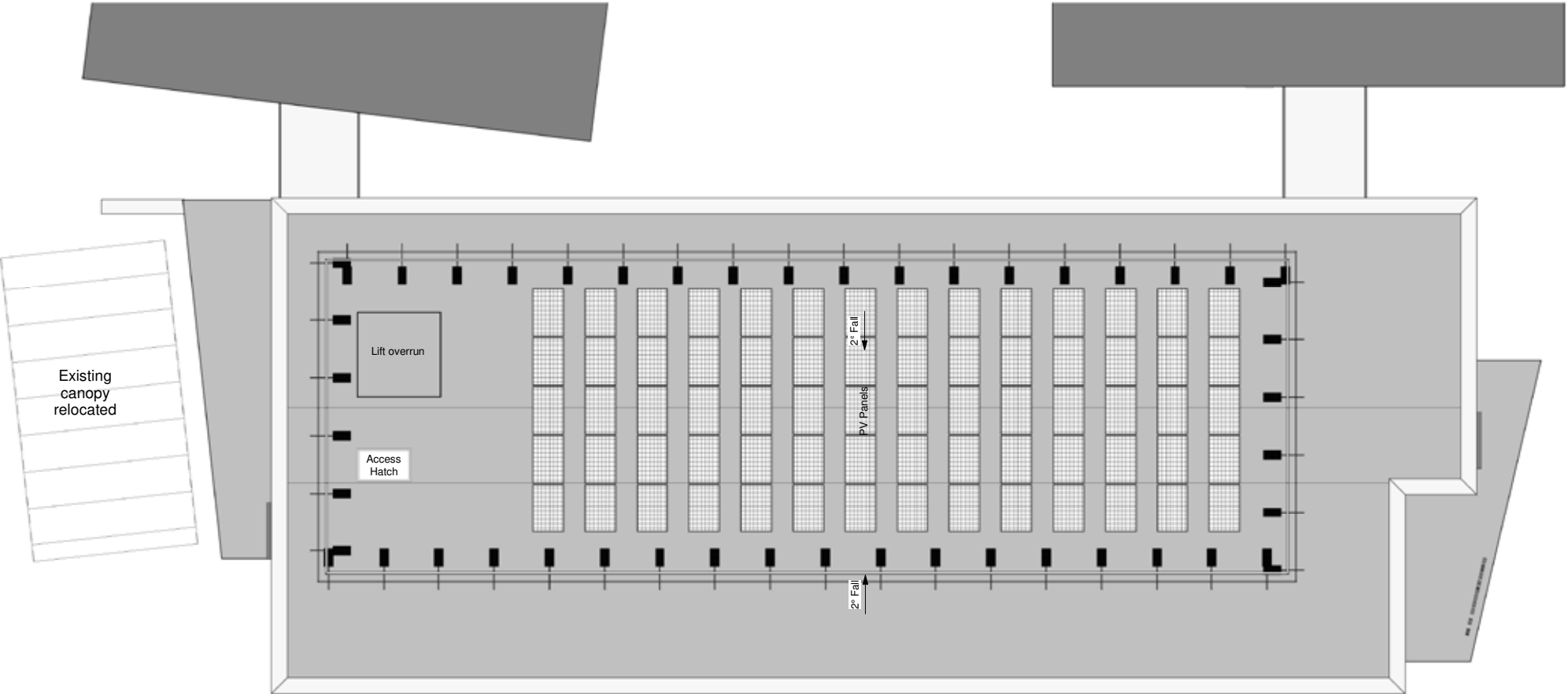
- The development consists of a two storey classroom block to the North East corner of the existing school building together with car park amendments to meet the increased need for spaces and also re-alignment of the drop off area to enable the extension to be built.
- The ground floor provides a new entrance lobby that serves just Melland High School. Currently the students enter into the end of the building through what originally was a fire escape door and then have to go through into the street to access either the north wing or first floor rooms.
- The four ground floor teaching spaces in the extension are for the use of the complex needs students. These students also now have their own dedicated entrance so that they don't have to cross over with other students alleviating conflict complications.
- The ground floor also accommodates a nurse's room, that they don't currently have in the school.
- Each new floor plate provides the support spaces required to support the schools needs. These are hygiene room, wcs and safe rooms. The later are spaces where students can take time away in a calm quiet space.
- The first floor is almost a mirror copy of the ground floor. There is a living skills teaching space above the nurse's room where students can learn to cook.
- The new building extension GIA footprint will be 1174sqm,



Ground Floor Plan
NTS



- The new build plan provides the minimum areas required by the Department for Education (DfE) for general Teaching. The proportions have been designed to promote good levels of daylight and ventilation that are of paramount importance in providing a conducive learning environment.
- The ground floor classrooms on the western side have direct access to the external courtyard.
- The positioning of the plan also needed to consider the flow of the school and be directly linked rather than children having to exit the building to get to other areas of the school.
- The new building creates the link between the north and central wings both horizontally and vertically. The external metal fire escape staircases have been replaced with internal, secure staircases that are safer to use due to being protected from the elements.



The building has a flat roof to reduce the scale of the building and keep it in scale with the existing building wings. It also enables photo voltaic panels to be positioned on it without effecting the aesthetics of the building. A guard rail has been shown to protect maintenance staff whilst they are on the roof.

RoofPlan
NTS

8.0 DESIGN_APPEARANCE

8.01 MASSING / SCALE / FORM

- The existing site is relatively flat with only small changes in level across the main body of the school building. The main building has a consistent level throughout and has level thresholds
- The existing building consists of a four storey block running north to south with three two storey wings along its eastern side. The southern end has the double height refectory and sports hall. The wings create external courtyards that are utilised for external play areas for Melland High School. The access to these spaces is from the wing to the north of each area or from the main corridor / street of the combined school building of Gorton Education Village.
- The new building sits alongside the north and central wings linking them horizontally and vertically requiring the floor levels to line through. The height of the new 2 storey block aligns with the average height of the adjoining blocks that have low profile mono pitched roofs. The new block has been designed with a parapet roof keeping the overall height down. The extension sits in front of the existing wing blocks enabling it to be visible from Wembley Road. In order to mitigate the visual impact of the new building additional landscaping is proposed in front of the building and in the car park. This will also soften the existing car park from the residential properties on Rawsthorne Avenue where the three storey apartment blocks look across their own car park onto the school's one. This will also improve safeguarding through reduced visibility.
- The building has been arranged on a North to South axis to match the existing school and enable the teaching spaces to be shaded during the middle of the day. The design of the block is set by the size of the teaching spaces and the positioning of the doors into the corridors of the existing building wings. It is rectangular in shape generating a efficient plan that limits the impact on the available space around the



A_Axonometric looking to the South



B_Axonometric looking to the North West

C_View of the existing building

school.

- The overall height of the two storey block has been set out in accordance with DfE guidelines to ensure ceilings are at 2.7m to enable suitable daylighting spreads across the whole classroom whilst also lining through with the existing floor levels. To enable a more sustainable ventilation system to be incorporated into the scheme the ceiling void is deep enough to accommodate a natural ventilation system. This has been kept to a minimum to ensure the height of the block is kept as low as possible. We have also proposed a flat roof to the new extension rather than a pitched roof that would add further volume to the extension.
- The combination of these elements has driven the scale of the new building.



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8.02 MATERIAL ANALYSIS

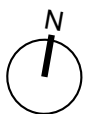
The development adjoins the existing brick built wings of the Gorton Education Village building. It has been necessary to consider adjacencies and materials.

- **Brick:** The neighbouring houses around the site are all red brick. Looking at the three separate areas of development:
The two storey block lends itself to being brickwork and it matches the existing building providing a robust finish that requires little maintenance thus maintaining its appearance for many years without change. Site context considerations (& value for money regarding the external treatment costs) versus the budget needed to provide a robust, safe & quality internal learning environment for the students were also factors to consider in the material choice.
- **Profiled Metal cladding:** This has been utilised on the existing building on the roof. Although this would provide 'best value for money' for the school, it was deemed not to be visually suitable for the new buildings as it gives a more industrial look.
- **Flat Cladding panels:** This option was considered looking at through colour panels. These are not as light as other metal type claddings but can form part of a lightweight structure. If used in large areas could be too monolithic. This material is also fairly robust and quick to erect.
- **Render:** Although affordable, concerns over how it will look over time were considered. It was deemed as unacceptable for this location.
- **Living wall:** Installation; maintenance costs & high water usage ruled out this as an option
- **Tiles:** Tiles were considered for the scheme. Hung tiles are lightweight and quickly installed. Timber tiles were considered however the current availability and rising costs and fire issues deem them not suitable for the project as they could delay the completion of the building and start of the academic year. Slate tiles were also considered a viable option especially lightweight ones however they aren't robust from impact and not in keeping with the existing building.

The flat cladding is cost efficient in consideration of the challenging budget and tight programme in order to deliver the new buildings ready to receive the children for the new academic year commencing in September 2023. Considering the programme it was considered that the best choice of materials was the combination of a robust brick plinth with flat cladding panels at the upper level to the 2 storey extension.

8.03 MATERIALS:

- The new two storey proposal is for a flat panel clad building to the first floor with a masonry plinth for robustness. The joints in between the flat panels will breakup the facade and create a horizontal upper emphasis similar to the way the metal cladding is on the existing four storey section of building. The overall construction of the building is to be lightweight and quick to assemble allowing it to be built in a very short space of time with elements of it being prefabricated to reduce the time on site in the school. The lightweight frame is to be clad on the first floor with the flat coloured cladding panels as a material that contrasts the materials that it adjoins and matches the finish to the stand alone building to the south of the site. The overall scale of the new build elements will help it sit more comfortably against the existing buildings and addresses the car park rather than turning its back on it. The flat panel cladding will maintain its visual appearance with a very low maintenance regime
- The masonry plinth relates to the domestic vernacular context whilst matching the existing buildings of the school.
- Installing cladding above the masonry will give a feeling of 'lightness' on the upper level and contrast to the harsh ends to the existing wings.
- The fenestration will be powder coated aluminium curtain walling or slot windows. They will be sized to satisfy the DfE* daylight criteria for the room use. Louvred panels to the windows will be specified to allow greater natural ventilation. The ground floor windows will have manifestations applied for safeguarding and also prevent distraction of the students that causes them distress.
- A single ply roof is proposed to the roof
- Colours will be chosen to be coherent with the existing building





West Elevation



East Elevation



North Elevation



South Elevation

- KEY
- 1_Blue brick
 - 2_Flat cladding panel
 - 3_Aluminium windows with integrated louvres
 - 4_Curtain walling
 - 5_PPC aluminium coping
 - 6_PPC projecting aluminium flashing
 - 7_Canopy roof with PPC aluminium flashing
 - 8_Weld mesh fence
 - 9_Roof guarding



View of site from car park



Aluminium window with louvres



Projecting aluminium window surround



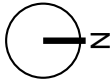
Aerial view of Site



Cladding panel



Proposed brick



9.0 DESIGN_LANDSCAPING

9.01 STRATEGY

Works to the existing landscape are limited to the following:

- To reduce the impact of the new building on the visual amenity additional landscaping is proposed in the car park and immediately in front of the extension.
- The car park is to be amended to allow for the new building moving parking spaces to the southern boundary of the site away from residential area.
- New hard landscaping providing access to the main entrance and around the building
- The car parking markings will be amended to suit new layout and accessible parking spaces moved near to the main entrance.
- Additional low maintenance native hedging to be planted to southern and northern boundaries to enhance bio-diversity.
- Low maintenance areas of scrub vegetation to be introduced for bio-diversity.
- The new planting will enhance the existing car park & soften the hard edges of the new build.
- Existing planting within the car park to be modified to give greater bio-diversity and interest.
- Tree survey has been undertaken and area of small trees where the new building is sited will be removed and replaced with higher quality trees.
- Where possible topsoil from excavations to be retained on site
- A landscaping scheme has been produced by Saville Landscape Design in line with recommendations from the Ecologist Rachel Hacking Ecology



10.0 SUSTAINABILITY

10.01 LANDSCAPE

- Sustainability and negative impacts on the environment have been fully considered in both hard and soft landscape for educational benefit and the adjoining neighbourhood.
- The combination of hard and soft landscaping will be specified in an environmentally sympathetic manner. The scheme promotes proposals that are sustainable and which carefully balance the needs for landscape setting with concerns for long term management and maintenance.
- See landscape design by Saville Landscape Design
- See ecology report by Rachel Hacking Ecology
- See arboricultural reports by Mulberry

10.02 BUILDING STRATEGY

- A fabric first approach will be adopted to maximise the value for money for the school. Good thermal properties and solar performance of the building envelope are proposed (high performance double glazed windows.)
- Depths of classrooms have been sized to optimise natural daylight.
- Funding requirement of building to achieve BREEAM Excellent

10.03 WASTE MANAGEMENT

Bin stores are already located adjacent to the kitchen area with service area immediately alongside. We do not propose to amend this arrangement.

10.04 MECHANICAL & ELECTRICAL STRATEGY

- The two storey extension and the studio will be provided with a natural ventilation system where possible venting through wall louvres. These will discharge vitiated air from the rooms & introduce fresh air to meet the demand.
- The natural ventilation will be automatically controlled via wall mounted, combined temperature & air quality sensors. These will maintain the space temperature & air quality at pre-set levels. Staff will have the ability to override the controls locally & open/close vents as required.
- LED luminaires with PIR sensors will be installed to reduce energy consumption.
- External lighting will be limited to amenity/ security lighting.
- CCTV will be extended to cover the new areas.
- It is proposed to use Air Source Heat pumps to heat the new two storey extension.
- Controlled water flow taps & low water usage flush cisterns will be specified.
- A user friendly building that is zero/low maintenance is the aspiration for a more sustainable development.

Sustainability Report from S I Sealy in Appendix.

11.00 ACCESSIBILITY

The development will be occupied by pupils on a daily basis and periodically by pupils families (parents evenings and fairs,) of whom the School may have no control, or forewarning of their physical or sensory abilities. A management strategy will be put into place to ensure accessibility is suitably addressed.

11.01 STRATEGY

The scheme is being designed to maintain and improve the following:

- Access around the site in a manner to accommodate the levels in the most accessible way;
- Prominent entrances with level access;
- Clear routes and level horizontal circulation throughout;
- Considered floor and wall surfaces (both materials and finishes);
- Vertical circulation via compliant, accessible stairs and a lift
- Accessible general provision WCs, suitable for use by people with ambulant disabilities;
- Accessible shower and changing facilities in the hygiene rooms
- Reasonable provision shall be made for people to:
 - a) gain access to; and
 - b) use the building and its facilities.

11.02 WAYFINDING

The design of pedestrian routes will also assist with Wayfinding and orientation. Signage and lighting will also be incorporated to assist with Wayfinding and orientation.

11.03 ENTRANCE

- Mat-wells will be considered to assist with walk/roll off requirements.
- All other (non-emergency) entrances/exits to the building will also endeavour to meet the necessary requirements of BS8300: 6.5.2. These doors include: Fire Escape Doors – Level access with accessible route away from the building.

11.05 HORIZONTAL CIRCULATION

- Corridors will be sufficiently wide & doors will have a leading edge to facilitate wheelchairs users to manoeuvre adequately & with dignity.
- Lighting will be designed to consider the needs of disabled people, including people with hearing, visual and cognitive impairments.
- Consideration is also being given to all surface finishes.

11.06 VERTICAL CIRCULATION

- A lift is proposed to allow access for all to all rooms.

11.06 FINISHES

- Slip resistant floors will be provided in WCs, Showers & Cleaners room.
- General floor finishes will be vinyl however where carpets are to be specified, they will be a suitable floor finish for disabled people, particularly wheelchair users and will be considered for use in this development.
- Wall surfaces will be free from glare and reflection. Colours, tones and textures will be varied to assist people distinguish between surfaces, fixtures and fittings.
- Where provided, substantially glazed panels will bear suitable manifestations for safety and

visibility.

- Acoustic properties will be considered and take into account open spaces within the design. It is recognised that noise reduction is a key factor in the successful design and effective use of such facilities.
- Colours will be included as features to assist wayfinding.

12.00 CRIME IMPACT

A separate Crime Impact Assessment Report forms part of this application & will inform the design. See separate report.

The report was not available whilst writing this statement.





13.01_Pre-application consultation notes
13.02_Public Consultation comments & notes
13.03_Sustainability Report



13.0 APPENDIX

13.01 PRE-APPLICATION CONSULTATION NOTES

Notes of telephone consultation	Design Team Comments
Gorton Education Village Job 20-030 File Note on telephone call from Sue Wills Principal Planner Manchester City 16th December 2020. - Planners have received a pre-app advice request from Bowker Sadler Architecture, and verbal advice has been provided by Sue Wills, Principal Planner Development Manager North that should guide BSA on the nature and level of information to be submitted to give comfort to the statutory consultee bodies who will be consulted once the scheme is submitted. There may be concerns which are raised during the application process by local residents and consultees which will need addressing. See also paras 3-6 below. - Planners have noted that BFET will not be building a new Trust office on GEV site. - Whilst BREEAM methodology not required, planners look to compliance with Core Strategy on sustainable building and in particular EN6 target reductions for Carbon Reduction, and EN8 Adaptation to Climate Change – but applicants will note the documents refer to Building Regs 2010 (less onerous than current regs). - Car parking numbers to be determined and transport statement will help the application. Planners note high level of SEN staff / student ratio. - Landscaping scheme needed to replace any loss of green space (as the semi-mature trees adjacent existing MHS wings). - Community involvement – accepted that an Open Day not practical under Covid restrictions, but GEV should set up a website and invite parents, staff and by mail-drop residents. - If a formal written response is needed from Manchester City Council, further time will be required for the planners to respond, so BFET should consider instructing BSA to make a FULL application, given the above advice.	“ <i>Noted</i> <i>BREEAM Excellent is part of the grant funding so the building is being assessed under this criteria This will ensure EN6 and EN8 will be addressed</i> <i>See transport statement</i> <i>See landscape scheme</i> <i>A letter drop was undertaken to local residents that returned one response. See details in 13.02.</i>

13.0 APPENDIX

13.02 PUBLIC CONSULTATION NOTES

Issue raised by Consultee	Design Team Comments
1 - The students at your school have been causing a littering problem which I'm afraid can get worse if student uptake increases in line with the proposed expansion of the school. - I love the idea that children who require additional support will be able to get it, however this also means that overall student count will go up and we are barely coping with parents parking and clogging up our roads. - We actively avoid leaving the house at that time due to unsafe and aggressive driving by the parents. - The children have been throwing their school projects in the streets and at our homes.  - It does not reflect nicely on the school. - I have noticed the amount of rubbish thrown outside increases as the students finish their school day, thus suggesting the students tend to throw whatever wrappers and junk they have on the roads. - My primary concern is that increased student numbers will lead to increased rubbish in the area. 	<i>"Bins are provided throughout the site. The School endeavours to regularly encourage their students to disposal of rubbish responsibly."</i> <i>We do understand that most schools generate a certain amount of parking on the public highway in close proximity to the school, at the start and finish of the school day. This can be disruptive to residents that live close to the school in question. This is usually associated with parents picking up and dropping off children. However, Melland High School caters only for those children and young people with special educational needs; with the vast majority of those children needing to be transported from their home directly to the school main entrance, and with assistance needed to help them to move between the school and their designated vehicle. Consequently, any vehicles which pick children up or drop them off at Melland High School, must do so from the school car park or the designated drop-off area within the school grounds. Consequently, we are confident that the expansion of Melland High School should not increase the quantum of vehicles which park at the kerbside of Wembley Road or Holmcroft Road (this parking is most likely associated with Cedar Mount Academy, which is not being expanded).</i> <i>To support the planning application we have prepared a Transport Statement, which reviews the anticipated increase in transport demand across all modes of transport as a result of the school expansion. We are confident the overall impact upon the highway network will be negligible.</i>



13.0 APPENDIX

13.03 SUSTAINABILITY REPORT

*See report as separate file titled:
13218-SIS218-ZZ-ZZ-RP-Z-0003_P01
Sustainability Assessment & Energy Statement*

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