Design and Access Statement

for:

Ground Floor Extension Scheme

at

Heald Place Primary School
Heald Place
Rusholme
Greater Manchester
M14 7PN

On Behalf of:

Heald Place Primary School
Heald Place
Rusholme
Greater Manchester
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Bradbury CONSULTING CHARTERED SURVEYORS

1.0 Introduction

1.1 *Purpose of the Statement*

This Design and Access Statement has been prepared in support of a planning application for the extension and remodelling of an existing single storey-detached building within the grounds of Heald Place Primary School.

The proposed development will provide improved specialist accommodation for pupils with Special Educational Needs and Disabilities (SEND), comprising a dedicated SEND classroom and sensory space.

The Statement explains the design principles and concepts that have informed the proposals and demonstrates how the design has responded to the characteristics and constraints of the existing site and its surrounding context.

The level of detail provided is proportionate to the scale and nature of the proposed development.

1.2 *Design Approach*

The proposals have been developed having regard to the existing school buildings, the established character of the site and surrounding residential area, the operational requirements of the school and the need to provide an inclusive and appropriate learning environment for SEND pupils.

The design seeks to make efficient use of the existing developed school site, minimise the visual and physical impact of the extension and provide a high-quality addition which relates appropriately to the existing building.

The proposals have also had regard to relevant national and local planning policy and guidance, including the National Planning Policy Framework, the National Design Guide and the adopted Greater Manchester Places for Everyone Joint Development Plan.

2.0 Site Location and Context

2.1 *Site Location*

Heald Place Primary School is located within the Rusholme area of Manchester. The school occupies a site divided into two areas by Heald Place, with the principal teaching accommodation located to the west and additional external school facilities located to the east.

The site is located within an established urban area characterised predominantly by residential development.

The application site is identified by the red-edged area on the submitted Site Location Plan, drawing reference 2026.061.001. The proposed area of development is identified separately on the relevant application drawings.



Figure 1)
Aerial Image of existing site and immediately adjacent properties.

2.2 *Surrounding Context*

The school site is bounded by Claremont Road to the north, Heald Place to the east and Parkfield Street to the west, with residential properties located to the south.

The surrounding area is predominantly residential in character, comprising established terraced and other residential properties interspersed with community and educational uses.

The proposed extension is located within the existing developed part of the school site and will be read primarily in association with the existing school building to which it will be attached.

2.3 *Existing School Buildings*

The western part of the school site contains three principal buildings:

- An original three-storey teaching building, including basement accommodation, constructed principally in brick with pitched slate-covered roofs;
- A two-storey teaching building of more modern construction, with brick elevations and a flat roof; and
- The existing single-storey detached building which forms the subject of the application.

The existing single-storey building is constructed predominantly in brickwork and has a pitched, hipped roof finished with concrete tiles.

The buildings are surrounded by areas of hardstanding and external play space, with security fencing defining the school site.

The existing building and wider school site are well connected by pedestrian routes and hardstanding. Existing entrances are provided with level access or ramps.

2.4 *Site Constraints and Opportunities*

The principal considerations influencing the design are:

- The need to provide improved specialist SEND accommodation within the existing school site;
- The requirement to retain the operational use of the school;
- The established form, scale and material palette of the existing building;
- The relationship between the school site and surrounding residential properties;
- The need to provide inclusive and convenient access for pupils and staff;
- The need to make efficient use of the existing developed site; and
- The opportunity to improve the appearance and performance of the existing building as part of the extension works.

The location of the proposal within the existing developed area of the school site allows the required accommodation to be provided without extending into the wider playing field or other principal areas of open space.

3.0 Use and Need

3.1 *Proposed Use*

The existing building will be extended and remodelled to provide improved accommodation for SEND pupils.

The proposed extension will provide approximately 76m² GIA, comprising:

- One dedicated SEND classroom; and
- One dedicated sensory room.

The accommodation is intended to provide a calm, appropriate and accessible learning environment which better meets the needs of pupils requiring specialist educational provision.

The sensory space will provide a dedicated environment separate from the principal classroom, allowing pupils to access a quieter and more controlled environment where required.

3.2 *Relationship with Existing School Use*

The proposed accommodation will form part of the existing primary school and will remain within the established educational use of the site.

No change to the overall character or function of the school site is proposed.

The extension will enable the school to make more effective use of its existing accommodation and provide improved facilities without the need for a separate building elsewhere on the site.

4.0 Amount and Layout

4.1 *Amount of Development*

The application proposes a ground floor extension providing approximately 76m² gross internal area.

The extension has been kept to the minimum practical scale required to provide the identified accommodation and has been positioned to integrate with the existing single-storey building.

4.2 *Layout*

The internal arrangement has been developed around the operational requirements of SEND pupils and staff.

The principal classroom provides the main teaching and learning environment, while the dedicated sensory room provides a separate, quieter space for pupils who may require reduced sensory stimulation or a change of environment.

The extension will be directly connected to the existing school accommodation, allowing the new spaces to operate as part of the existing school while retaining clear separation between the different functions.

The layout also allows for convenient access and circulation for pupils, staff and visitors, with appropriate consideration given to inclusive access. The detailed internal arrangement is shown on the submitted proposed floor plans.

5.0 Design Principles and Response to Context

5.1 *Design Concept*

The fundamental design approach is to provide a simple and visually coherent extension which is clearly associated with the existing school building.

The extension has therefore been designed to reflect the principal characteristics of the existing building, including its:

- Single-storey scale;
- Pitched and hipped roof form;
- Brick external elevations;
- Window and door proportions; and
- Traditional material palette.

The extension is intentionally uncomplicated in form, reflecting both the character of the host building and the functional requirements of the accommodation.

The proposal therefore seeks to provide a sympathetic addition rather than introducing a visually contrasting or overly prominent architectural form.

5.2 *Relationship with the Existing Building*

The proposed extension will tie into the existing single-storey building and will continue the established building form.

The roof will be extended to provide a coherent relationship with the existing hipped pitched roof. The proposed roof arrangement will maintain the overall scale and proportions of the host building.

The works also provide an opportunity to improve the appearance of the existing building through replacement of the existing concrete roof tiles with a slate finish and replacement of associated fascia, soffit and rainwater goods.

6.0 Scale

The proposed extension is single storey and has been designed to remain subordinate to the wider school buildings and appropriate to the scale of the existing building to which it is attached.

The proposed roofline will correspond with the existing pitched roof form, ensuring that the extension reads as a coherent continuation of the existing building rather than as a separate or visually dominant structure.

The relatively modest footprint of approximately 76m² ensures that the proposal remains proportionate to the host building and the available space within the school site.

The extension will not introduce a significant increase in building height or alter the established hierarchy of buildings across the school site.

7.0 Appearance and Materials

7.1 *External Materials*

The external appearance of the extension has been selected to complement the existing school building and the wider site.

The principal materials will comprise:

- Red engineering brickwork to match the existing building;
- A pitched, hipped roof form;
- Slate roof covering to the extended roof;
- Replacement fascia and soffit boards;
- Rainwater goods to complement the existing building; and
- Windows and doors designed to reflect the character and proportions of the existing building.

The intention is for the extension to have a consistent and coherent appearance when viewed alongside the existing building.

Material selection will also take account of durability, ease of maintenance and suitability for a school environment.

7.2 *Architectural Character*

The proposal does not seek to introduce a new architectural character to the site. Instead, it responds to the existing building through the use of compatible scale, form and materials.

This approach reflects the established character of the school site while providing a modest opportunity to improve the appearance and condition of the existing single-storey building.

8.0 Landscaping and External Areas

The proposed extension is located within the existing developed area of the school site.

No significant alteration to the wider landscape character of the school is proposed.

The development does not require the removal of established playing field provision or principal areas of landscaped open space.

Existing hardstanding and pedestrian routes around the school will be retained.

Where areas of external surface are disturbed during construction, these will be reinstated to match the existing adjacent finishes.

No significant new external landscaping is proposed as part of the application.

9.0 Access and Inclusive Design

9.1 *Site Access*

Existing vehicular and pedestrian access to the school is provided from Heald Place.

The proposed development does not require any alteration to the existing vehicular access arrangements or the principal pedestrian access to the school site.

Existing parking arrangements, including accessible parking provision, will remain unaffected.

9.2 *Access to the Building*

The extension will be accessed from within the existing school site and will provide level access at the proposed external entrance.

The proposed entrance and associated circulation areas have been designed to provide convenient and inclusive access for pupils, staff and visitors.

The design will have regard to the principles of inclusive design and the requirements of the Building Regulations, including relevant provisions of Approved Document M.

9.3 *SEND and Inclusive Access*

As the accommodation is specifically intended for SEND pupils, accessibility has been considered as an integral part of the design rather than as an additional requirement.

The proposed accommodation will provide:

- Level and convenient access;
- Clear circulation routes;

- Appropriate door widths and thresholds;
- Suitable manoeuvring space;
- Accessible routes between the classroom and sensory space; and
- An environment capable of accommodating pupils with a range of physical, sensory and learning needs.

The sensory room has been provided as a dedicated space to enable the school to respond to pupils who may require a quieter or more controlled environment.

The detailed design will be developed and constructed in accordance with the applicable Building Regulations and relevant inclusive design guidance.

9.4 ***Emergency and Servicing Access***

Emergency access to the school site will remain via the existing arrangements.

The proposal does not introduce a requirement for new servicing arrangements or alter the established operational access to the school.

10.0 Sustainability and Environmental Considerations

The proposed development seeks to make efficient use of the existing school site and building infrastructure while improving the quality and performance of the educational accommodation.

The extension will incorporate measures appropriate to its scale and use, including:

- Enhanced insulation to the new building envelope;
- Energy-efficient glazing;
- Energy-efficient LED lighting;
- Efficient heating and controls;
- Consideration of daylight and natural ventilation within the design;
- Durable materials appropriate for a high-use educational environment; and
- Material selection which considers maintenance, longevity and, where practicable, future reuse or recycling.

The extension will be designed to meet or exceed the relevant requirements of the Building Regulations, including the applicable energy efficiency requirements of Approved Document L.

The proposal also represents an efficient use of an existing developed school site and avoids the need for a separate building elsewhere within the school grounds.

Given the modest scale of the development, no significant additional external land or green space is required.

Any detailed sustainability measures required by Manchester City Council as part of the planning process will be addressed through the relevant supporting information and detailed design.

11.0 Planning and Design Policy Considerations

The design has been developed having regard to the principles of the National Planning Policy Framework, the National Design Guide and the adopted development plan for Manchester.

In particular, the proposal has regard to Policy JP-P1: Sustainable Places of the Places for Everyone Joint Development Plan, which seeks to achieve distinctive, socially inclusive, safe and sustainable places and requires development to respond appropriately to local character, including through consideration of design, siting, size, scale and materials.

The proposal responds to these principles by:

- Making efficient use of an existing developed educational site;
- Responding to the established character of the existing school building;
- Using a compatible scale, form and material palette;
- Providing an inclusive environment for SEND pupils;
- Retaining existing site access arrangements;
- Avoiding unnecessary loss of wider school open space; and
- Incorporating measures to improve the environmental performance and longevity of the accommodation.

The design approach is also consistent with the principles of good design identified within the National Design Guide, particularly in relation to context, identity, movement, use, buildings, resources and longevity.

12.0 Consultation

No formal public consultation has been undertaken prior to the submission of the planning application.

The proposals have, however, been developed in consultation with the school to establish the operational requirements of the proposed SEND accommodation and to ensure that the design responds to the needs of pupils and staff.

The school's requirements have informed the proposed accommodation, including the provision of a dedicated classroom and separate sensory space.

Access considerations have similarly been incorporated into the design from the outset, reflecting the specialist nature of the proposed accommodation.

13.0 Conclusion

The proposed development provides a modest extension to the existing Heald Place Primary School to create improved specialist accommodation for SEND pupils.

The design has been developed in response to the existing building, the character of the school site and the surrounding residential context. The extension remains single storey, reflects the form and materials of the host building and has been carefully positioned within the existing developed area of the school site.

The proposal provides approximately 76m² of additional accommodation comprising a dedicated SEND classroom and sensory room, allowing the school to provide a more suitable and inclusive learning environment.

Existing site access arrangements will be retained, with level and inclusive access provided to the proposed accommodation.

The scheme therefore represents a proportionate and contextually appropriate addition to the existing school, making effective use of the existing site while improving the quality and suitability of specialist educational provision.