

**Elizabeth Garrett Anderson School
Risinghill Street
(Off Penton Street)
London
NI 9QG**

[Draft] Planning Guidance for Development Control
Purposes



Draft 08/01/2009



ISLINGTON

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PLANNING GUIDANCE FOR DEVELOPMENT CONTROL PURPOSES

Elizabeth Garrett Anderson School, Risinghill Street, (Off Penton Street), London, N1 9QG

1. Introduction

1.1 Purpose:

1.1.1 The purpose of this Planning Guidance for Development Control Purposes is to provide guidance on the redevelopment of Elizabeth Garrett Anderson School, as part of Islington's Schools for the Future initiative, and to assist in the determination of future planning applications.

1.2 Background to the proposal

1.2.1 Elizabeth Garrett Anderson School is a comprehensive secondary school for girls. It is one of nine existing secondary schools within Islington, and is to be redeveloped within Islington's 'Schools for the Future' initiative, under the Government's Building Schools for the Future initiative (BSF).

1.2.2 BSF is a national initiative aimed at lifting educational attainment through a complete transformation of England's secondary schools. This 10-15 year programme will see new schools built, and or existing schools upgraded to meet the needs of communities in the 21st century. Local Authorities working in partnership with the private sector and Government will undertake this investment in new and enhanced education facilities.

1.2.3 In June 2003 the Council's Executive agreed a vision and overall strategy for improving secondary education in Islington; 'Excellence For All –Promoting Diversity and Improvement in Islington Secondary Schools'. This document set out the educational case for Islington being included in the national BSF programme. In November 2004 the Council was informed by the Government that its application had been successful and it was approved as a 'wave 2' authority with indicative capital funding of over £100million provisionally earmarked for investment in Islington secondary schools through the BSF programme.

1.2.4 In May 2005 the Executive approved an ambitious education vision for secondary schools in Islington which has at its centre the needs of every child. This vision for secondary schools sits at the heart of the overarching Council's vision of "One Islington" as a place with thriving, active and cohesive communities, and builds on previous education vision and strategy statements. The Vision states that BSF presents significant opportunities for Islington to design and build schools or, more aptly learning environments, that will deliver integrated services focused on the needs of children and parents and which will promote the health and well-being of all its community of users.

1.2.5 It is proposed over a five-year period commencing in 2008 that every secondary school will be substantially refurbished and some will be completely

rebuilt. Over the past two years and over the coming months the Council, CEA@Islington, and secondary schools will be working together on plans that will transform school buildings.

1.2.6 At the meeting of the Executive Committee on 8 September 2005, the Council approved the Strategic Business Case (SBC) for Islington's Schools for the Future initiative. The purpose of the SBC was to appraise the strategic vision for secondary education and link it to the strategic asset planning for the area, having regard to assessments of current educational attainment records, the condition of the existing building stock, and potential community use on the site. The SBC produced ranked strategic options that considered an overview of the existing estate and how this could be transformed to meet the future vision for education provision. Three phases of implementation of the programme were identified as part of the SBC process, as set out below.

1.2.7 The phasing is set out below:

First Phase Schools – January 2008 proposed commencement of construction

- Highbury Grove School and the co-location of the secondary department of Samuel Rhodes School (Special Education Needs (SEN))
- Holloway School
- St Aloysius College

At the time of writing, planning applications had been submitted in relation to these school redevelopments and decisions were pending.

Second Phase Schools – July 2009 proposed construction commencement

- Central Foundation Boys School
- Elizabeth Garrett Anderson Language College
- Islington Arts and Media School
- New Pupil Referral Unit

Third Phase Schools – July 2011 proposed commencement of construction

- Mount Carmel Technology School for Girls
- Highbury Fields School

1.2.8 The SBC and Education Vision are available on the council's website at www.islington.gov.uk

1.2.9 The redevelopment of Elizabeth Garrett Anderson School falls within Phase 2 of Islington's 'Schools for the Future' initiative, along with Islington Arts and Media School and Central Foundation Boys School.

1.2.10 A team has been selected by the Council to redevelop the school as part of the BSF initiative. This is 'Transform Schools', who were recommended as Preferred Partner at Council Executive meeting in May 2007. Accordingly, it is proposed that in due course Transform Schools would submit a planning application for the school's redevelopment. This planning guidance would set out the planning issues that would guide the proposed redevelopment and would be a material consideration in assessing any future planning application

1.3 The proposal

1.3.1 Whilst the school has sought to optimise use of its existing buildings,

Children's Services have advised that the piecemeal adaptation and modification of the buildings over the years has led to a collection of buildings that are no longer suitable for the delivery of 21st Century teaching, and in particular present significant obstacles to the implementation of Islington's Education vision. In addition the existing school buildings are considered to have significant maintenance issues and are consequentially expensive to run and maintain.

- 1.3.2 It is anticipated that an application for planning permission for the site would be submitted Jan/Feb 2009. At this stage, commencement of work on site is likely to be in July 2009. Pre-application public consultation on proposals for the site will be an integral part of the BSF programme. In addition statutory consultation would occur as part of the planning application process and a minimum of 13 weeks should be allowed for the processing of any major planning application. At this stage it is unclear whether the application would be referable to the Greater London Authority and Government Office of London. This would depend on what the proposed gross floor area and also on whether the application involves a departure from the UDOP policies. If referable this could add 21 days.
- 1.3.3 The proposal is therefore to establish a new purpose built secondary school to replace the existing Elizabeth Garrett Anderson School on its present site. It is expected that there will be a reduction in the school roll to 900 students, however this is subject to consultation. The intention of redevelopment of the site would be to provide a good learning environment for students and teachers, and which would meet relevant building and environmental guidance, with ancillary community uses.
- 1.3.4 From a planning perspective, it is envisaged that the redevelopment on the site could encompass :
- Demolition of the school buildings, with the possible exception of the former City Learning Centre, and the Victorian building (Seacole Block A).
 - Construction of a new school
 - Complete new external works
 - The school would continue to specialise in languages
- However, the Council would welcome other proposals that achieve the objectives of this planning guidance.
- 1.3.5 The former City Learning Centre (CLC) which was in operation on the site is no longer in use as such. The building is now part of the school and is used for school purposes as well as community classes offered by the school.
- 1.3.6 It is intended that the new school should be a valued local community resource, to maximise the use of the school buildings and facilities throughout the year.
- 1.3.7 This planning guidance therefore provides planning and design advice for the development of the school site and to assist in the determination of future planning applications.

1.4 Scope:

1.4.1 This brief draws together all the relevant planning policies for this site including national planning policy guidance, the London Plan, Islington's Local Development Framework and its Adopted Unitary Development Plan (UDP) June 2002. These documents are set out in more detail in Part 3 below.

1.5 Role of Council:

1.5.1 The Council is currently the freeholder of the site. Islington Council is also the Statutory Planning Authority for this area, and has the decision-making authority for any planning applications on the site.

1.5.2 If the scheme involves the development of more than 15 000 sq m of gross floor area, then the planning application would be referable to the Greater London Authority, who would have the authority to direct the refusal of the application.

1.6 Status

1.6.1 This planning guidance is non-statutory advice for development control purposes, which supplements the London Plan and the policies and proposals of Islington's Unitary Development Plan, adopted in June 2002. It will be a material consideration in assessing any planning applications for this site. The Development Plan should be referred to for the Council's policies and proposals for the use of land in the Borough. Other documents prepared by the Council are also relevant to this note, including Supplementary Planning Guidance.

2. Site Description and Location

2.1 Surroundings

2.1.1 The surrounding area is mainly residential with some commercial use. The site is located just west of Penton Street with vehicle access running directly off Rising Hill Street, which terminates at the school gates. This access is primarily used for staff and visitors and is gated. The school is located within approximately 430 metres of the Angel Tube station and is directly west of Chapel Market Road providing a direct thoroughfare from Rising Hill Road through to the Angel town Centre via Chapel Market. EGA school is very accessible, located within easy walking distance of Angel Tube station and a number of Bus Routes including buses 30, 73, N73, 476, 205 and the 153 which have stops along Pentonville Road, located one block south of the school site.

2.1.2 To the South of the site is Donegal Street which provides the principle pedestrian entrance for students and visitors to the school. Across Donegal Road to the south east of the site are the offices of the Public Carriage Office (part three storeys and part two), and Prospect house which is a ten storey residential block. The offices and the block of flats are surrounded by parking, circulation and estate open space areas. To the western end of Donegal Street is Rodney House which consists of a four storey residential block punctuated by three circulation stairwells.

2.1.3 Along the western boundary is Rodney Street which has a vehicle entrance

point at mid way along the site boundary which is gated and provides a service entrance. On the opposite side of the road is an eight storey block of flats which are part of the Priory Green estate.

- 2.1.4 The school site is bounded to the north by the Half Moon Crescent Estate comprising of a four storey pitched roof terraced houses at right angles to the boundary. This estate is separated from the school by a high 2 metre brick wall which also acts as a retaining wall as ground level entrances to the residential terraces are substantially lower than the schools ground.
- 2.1.5 Adjoining the eastern boundary is the Whinfield Estate which is located within the Chapel Market/Baron Street Conservation Area. These comprise of three storey terraced buildings with relatively low pitched roofs. These terraces face Rising Hill Street projecting a blank side elevation adjoining the school. The terraces turn right angles fronting Penton Street and rear gardens adjoining the school. To the north of Rising Hill is St Silas with All Saints and St James Church which is a Grade II Listed building. Adjoining the Church is a four storey residential terrace with south and north orientated balconies, divorced from the school through a 2 metre high brick wall. This is repeated to the north with additional terraces facing a central court yard.
- 2.1.6 To the south west of the site there is an open space park – Joseph Grimadi Park. To the east of the site on the corner of Penton St and Donegal St is a pub of three storeys, and three storey housing which fronts onto Penton Street and which backs onto the eastern school boundary.
- 2.1.7 To the south west of the site there is an open space park – Joseph Grimadi Park. To the east of the site on the corner of Penton St and Donegal St is a pub of three storeys, and three storey housing which fronts onto Penton Street and which backs onto the eastern school boundary.
- 2.1.8 The site is located within Barnsbury Ward.

2.2 Physical description:

- 2.2.1 The site covered by this guidance is shown in Appendix 1 and the existing School Block Layouts are shown in Appendix 3.
- 2.2.2 It has an area of approximately 19,200m² (1.92 ha).
- 2.2.3 The site slopes down from east to west, with buildings and outdoor play and sports areas arranged in tiers cascading down the site with elevation drop of up to four metres in height.
- 2.2.4 There are a number of buildings and playing areas on site, as follows.
- Four storey original Victorian Board School Building which is to the north of Risinghill St and sits perpendicular to the eastern boundary. The Victorian building is in a position to the north of Rising Hill Road and is therefore partially screened by the existing residential blocks. However due to the elevation changes the building is visible from Rodney Street although partially obscured by the existing school buildings. This building is one of the only remaining school building as the majority of the site has been redeveloped.
 - There is a centrally located building (Fitzgerald Block) which is situated at

the end of Rising Hill Street and is used as a teaching block and is three storeys in height.

- To the east of the Fitzgerald block is block J and block H which are three storeys, block H is located parallel to the eastern boundary.
- There is a single storey building facing Rodney St, to the west of this is the recently improved tennis courts (see application history). Adjoining this on the corner of Donegal and Penton Street is a two storey gymnasium which has an “L” shaped building footprint which is hard up against the boundary of the site. This building does very little to address the street with blank brick walls enclosing the street with high level glazing at upper levels.
- The principal teaching block E is a rectangular building of 4 storeys in height building around a central courtyard. This building has a frontage with Donegal St and the principal pupil entrance is located outside this block.
- Two storey former City Learning centre (CLC) which is now known as the Garret Anderson Building at the eastern end of the site fronting Donegal Street which provides the main entrance and reception area to the school.
- There is a series of outdoor play areas around the buildings which are of varying levels and connected through stairs and ramp systems.
- There is no definite defined car parking on the site, however the majority of the on site parking is accessed via Rising Hill Street located directly behind the Victorian Seacole building adjoining the eastern site boundary. The school has indicated that there are 56 car parking spaces provided on site mainly for staff members and some limited parking for visitors (4 to 5 spaces indicated in the School Travel Plan).
- The School Travel Plan indicates that there are currently two cycle shelters, but no showering facilities or lockers for the storage of cycling equipment.
- Vehicular access including servicing and deliveries are currently made from the Risinghill entrance to the site.

2.2.5 EGA is a full service extended school, providing community learning facilities. As mentioned under paragraph 2.2.4 above the Garrett Anderson building provides the primary entrance to the school and is used for community activities. EGA’s overall vision is to ‘export’ the schools products and facilities to the community as well as bringing other products and facilities from the community to the students. EGA is keen to enter into co-operative relationships with partners from other schools and local community groups to achieve this vision.

2.2.6 EGA currently provides a range of sporting activities making best use of a relatively constrained inner-city site which has been developed in an ad-hoc fashion with limited areas of continuous and level play space. There is a sports hall (not full size), multi gym and dance studio. Adjoining the sports hall are two multi use games areas. Recent upgrades have been made to the tennis courts located on the western boundary adjoining Rodney Street. Swimming is taught off site, which is walking distance away, and other activities take place at the Sobell Centre on Tollington Rd, to which the students are bussed.

2.2.7 There are a number of large mature trees on the site. These tend to be stand alone feature trees as the site is predominantly concreted with a number of retaining walls as a result of level changes on the site. The most significant

trees on the site are those growing closest to the main teaching block E at the main student entrance to the school along the southern boundary with Donegal Street. These consist of two very mature London Planes which have had their canopies pruned. Next to these is an evergreen oak which has been incorporated into the landscaped area around the Fitzgerald Block. There are some mature London Plane trees located to the front of the CLC building and three silver Birch trees to the south of block E. There are a number of mature trees located against the northern boundary of the site including a large evergreen Oak on the elevated side of the existing retaining wall adjoining Block H. There is also a large Silver Maple located along the north-western boundary. Existing landscaping along the southern site boundary comprises of a number of semi-mature trees.

2.2.8 There are also a large number of mature trees both on site and also located on the footpaths surrounding the site. These are shown on the map in **Appendix 2**.

2.3 Relevant recent planning history:

- Planning permission granted 2004 for extension of length of two existing tennis courts northwards by 1m and re-positioning the chain-link fencing.
- Planning permission granted Aug 2001 for erection of two storey building for dual use as library and ICT block for Elizabeth Garrett Anderson School and as a community ICT training centre, and of an associated small single storey crèche
- Planning permission granted 1998 for minor extension to Food Technology Room
- Planning permission granted 1988 for construction of a weldmesh fence to increase the height of part of the north boundary wall.

3. Policy context:

3.1 Planning policies

3.2 Islington's Local Development Framework, including the Unitary Development Plan (UDP), approved in June 2002, and the London Plan, comprise the Development Plan for the purpose of deciding planning applications in Islington.

3.3 National and Regional Guidance

The following national and regional guidance is considered particularly relevant to this application:

PPS1 Delivering Sustainable Development

PPG13 Transport

PPG15 Planning and the Historic Environment

Secured By Design

British Research Establishment (BRE) Guidelines: 'Site Layout Planning for Daylight and Sunlight'

3.4 London Plan

3.4.1 The Mayor's vision is to develop London as an exemplary sustainable world city, based on three interwoven themes:

- Strong, diverse long term economic growth
- Social exclusivity to give all Londoners the opportunity to share in London's future success

- Fundamental improvements in London's environment and use of resources.

3.4.2 The London Plan sets out how borough councils should make provision for education needs (Policy 3A.21). In particular, the policy refers to the need to have regard to other London Plan policies such as inclusive design, sustainable design and construction, safety, enhancement of the public realm and protection of open spaces.

3.4.3 Other relevant London Plan policies are as follows:

London Plan	Spatial Development Strategy for Greater London
- 3A.21	Educational Facilities
- 3C.1	Integrating Transport and Development
- 3C.22	Parking Strategy
- 4A.7	Energy Efficiency and Renewable Energy
- 4A.8	Energy Assessment
- 4A.9	Providing Renewable Energy
- 4A.11	Water Supplies
- 4A.14	Reducing Noise
- 4B.1	Design Principles for a Compact City
- 4B.3	Maximising the Potential of Sites
- 4B.5	Creating an Inclusive Environment
- 4B.6	Sustainable Design and Construction
- 4B.7	Respect Local Context and Communities
- 4B.11	Heritage Conservation

3.5 Local Development Framework

3.5.1 The Council is in the process of producing a new development plan for the Borough called a Local Development Framework (LDF). This will ultimately replace the Unitary Development Plan (UDP) as the statutory development plan for Islington when it is fully adopted. The Draft Core Strategy was adopted by the Council as non-statutory development control advice note in June 2007 and is a material consideration.

3.6 Islington's Adopted UDP 2002

3.6.1 Adopted Unitary Development Plan 2002 designations on the site are as follows:

- Rail Safeguarding - Within 200m of area subject to consultation
- King's Cross Special Policy Area
- Any trees on the site are afforded the same level of protection, because they are on Council owned land, as if they had Tree Preservation Orders
- Strategic Local Views – There are protected views of St Paul's from Archway Road and from Archway Bridge (LV4 and LV5) that cross part of the site and impact on the heights of new buildings.

In terms of the setting of the site, the following designations are relevant:

- The Priory Green Conservation Area (CA37) is located on the opposite side of the site to the west, the boundary being Rodney Street.
- Chapel market/Baron St Conservation Area (CA33) is located to the east of the site, and includes those properties fronting Penton Street.
- The property on the north-west corner of Penton Street and Risinghill St, St Silas With All Saints and St James's Church is Grade II listed.

3.7 Islington Unitary Development Plan (2002) The following policies of the Islington Unitary Development Plan (2002) are considered relevant to this site and possible redevelopment.

3.8 Education policies The strategic policy seeks to support educational services of the highest quality through the provision of adequate sites and buildings to meet current needs, and improving the quality of educational buildings. In particular, Policy Ed 3 reads as follows:

'Ed 3 Proposals for new education establishments or extensions to existing establishments will be considered in the light of such factors as:

- i) whether the proposals form part of a wider strategy to improve educational opportunities in the borough;*
- ii) the availability of alternative accommodation;*
- iii) places/demands across the borough as a whole and within an accessible distance;*
- iv) internal and external space standards, including access for people with disabilities;*
- v) the amenity of nearby property in terms of such factors as noise, traffic, evening use etc.*

The explanatory text at paragraph 9.1.1 states that, 'Some of the school sites in Islington fall below desirable standards. Where opportunities arise to meet deficiencies in sites, buildings and facilities, priority should be given to bring sites up to a good quality standard.'

This policy is reinforced by Policy Ed 5 which states that,

'Ed 5 The Council will promote improvements to school sites, buildings and facilities, and to the general environment and functioning of schools'.

3.8.1 Other education policies deal with improvements to school sites, buildings and facilities, and to the general environment and functioning of schools; seek to resist the loss of useable play space; maximise the access to educational facilities by local residents for recreational and community activities; seeks to ensure that educational facilities have regard to the need for efficient use of land and buildings, and are listed as follows.

Ed 3	Sites and Buildings
Ed 5 & 6	Improvements to Schools
Ed 7	Loss of Play Space
Ed 8	Green Space
Ed 11	Distribution of Education Services
Ed 14 & 15	Community Use

3.9 Environment Policies: Strategic Policy – To encourage sustainable forms of development which respect and enhance the environment:

Env 1 & 2	New Development
Env 6	Protecting Trees
Env 8	Vacant Sites and Buildings
Env 10	Street Furniture, Paving and the Street Scene
Env 12	Community Safety
Env 15	Small Children and their Carers
Env 16 & 17	Protecting Amenity

Env 30	Energy
Env 38	Waste and Recycling

3.10 Economic Regeneration Policies – Strategic Policy - To improve job opportunities for local residents, especially those who are disadvantaged in the labour market, and to encourage a good quality working environment with suitable facilities for workers:

E16	Local Recruitment and Training
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3.11 Sustainable Transport Policies: Strategic Policy – To improve the quality of the local environment through a sustainable and progressive reduction in the volume of motor traffic on all roads:

T4	Reducing the Need to Travel
T6	School Transport Plan
T15	Traffic Reduction on the Borough Road Network
T18	Parking and Traffic Restraint
T19	Hierarchy of Parking Need
T21	Non-Residential Off-Street Parking and Servicing
T32	On-street Servicing
T34	Cycle Parking
T45	Land Use Planing
T49	Meeting the Needs of People with Mobility Problems
T55	New Development

3.12 Recreation Policies: Strategic Policy - To provide sufficient open space distributed adequately throughout the borough, and to improve access to open spaces in adjacent areas:

R 1	Recreation Facilities
R 9	Changes of Use
R 11	Design of Open Spaces
R 17	Indoor Sports Facilities

3.13 Conservation and Design Policies: Strategic Policy – To ensure that all new development, including alterations and additions to buildings, are well designed, respect their context, and improve the appearance of the borough:

D1	Overall Design
D3	Site Planning
D4	Designing in Context
D5	Townscape
D6	Landscaping and Facilities
D8	Boundary Walls, Paving and Street Furniture
D17	Local Views
D31	Boundaries

3.14 Implementation Policies: Strategic Policy – To secure the effective implementation of the policies set out in this plan and to encourage community involvement in the planning process:

Imp 6	Efficient Use
Imp13	Community Benefits

3.14.1 This planning guidance seeks to set out clearly the parameters for redevelopment of the Elizabeth Garrett Anderson School site within a context where an opportunity has arisen to improve the teaching facilities and delivery

of education at this site, in accordance with the foregoing policies.

3.15 Supplementary Planning Guidance The Council's following Supplementary Planning Guidance were also considered relevant
Core Strategy non-statutory development control advice note;
Islington Urban Design Guide;
Green Construction;
Green Travel Plans;
Section 106 Community Benefits; and
Sustainability Assessments

3.16 Sustainable Transport Strategy - Building on the One Islington vision, the objectives of the STS are to make Islington's transport environment. Any new development must achieve the objectives under this strategy.

- **Safe** – reducing the number of people killed and injured on Islington's roads
- **Accessible** – ensuring that Islington's transport system is accessible to residents and visitors to the borough.
- **Green** – reducing the impacts of transport on the local and global environment, especially by reducing car commuting and increasing walking, cycling and public transport use.
- **Efficient** – reducing journey times and ensuring the transport network is reliable.
- **Secure** – increasing personal security on Islington's streets and around stations and bus stops.
- **Attractive** – improving the cleanliness and attractiveness of the transport environment, particularly Islington's streets.

4. Development objectives and Land Use

4.1 Key planning objectives

- To provide new high quality purpose built and environmentally sustainable school buildings and associated facilities that will assist in the delivery of an improved school.
- The new school should integrate with the surrounding local community both in terms of the design approach and extended school uses and ancillary community uses.
- To provide a fully accessible environment.
- To maximise the space available to pupils for play, sports and other cultural activities.
- Development that integrates with the urban fabric and contributes to the quality of the streetscape as well as respecting the light, privacy and outlook of nearby properties.
- To provide a pedestrian friendly environment with building frontages that engage with the street and provide natural surveillance.
- To achieve development that addresses wider community issues, specifically crime reduction, community safety, neighbourhood renewal, traffic safety, community cohesion and social inclusion.
- To provide facilities/measures to encourage cycling and walking and promotes more sustainable travel.
- To achieve car-free development whilst accommodating the needs of essential users (i.e Essential users' for the school are defined as registered disabled persons, those who need to make three or more return journeys in the same

day (excluding the journey to and from work); and those who regularly need to carry heavy or bulky goods).

- To support and develop biodiversity in the Borough through both construction and planting schemes within the overall development.
- To minimise the impact on the environment through sustainable design including energy efficiency, re-use of existing buildings where practical, provision for use of on site renewable energy resources, and other measures such as green roofs and sustainable urban drainage systems.
- To ensure that the construction of the development does not create adverse transport or amenity issues.

4.2 Key planning issues

- Character and appearance
- Contribution of trees – visual amenity and biodiversity
- Access and transport management.
- Impact on residential amenities
- Potential construction impacts

4.3 Land uses

4.3.1 The existing land use is education and it is proposed that the education service be maintained on the site. Continued education and community use would be the expected use for the site and it should therefore be developed as a high quality school with appropriate ancillary community uses.

4.3.2 Planning polices would encourage the new school to be a local community resource, to maximise the use of the school buildings and facilities throughout the year. The precise form that this community learning could take and how and when these facilities may be accessed is yet to be determined but the Council would encourage further consultation on this matter as detailed plans are developed.

4.3.3 At this stage it is not known whether the Garrett Anderson Building (Old CLC building) on the site would be retained. In any event, community uses should be provided for within the site development both as part of the reuse of the Garrett Anderson Building if it is retained, and to make efficient use of the new buildings and facilities.

4.3.4 The facilities provided should be multi-purpose to maximise their use by a wide variety of users from the community at differing times. Any new facilities within the school should facilitate the surrounding community needs and be available and accessible. To achieve this any community uses proposed should be integral to the preliminary design of the school building and thought should be given to the management of these facilities with minimal disruption to the operations of the school. Council would typically support activities such as the following:

- Adult education
- Community sports
- Access to computers and the internet
- Language support
- Community meetings and social events
- Community drama groups
- Multi-faith religious groups

- 4.3.5 The applicant must thoroughly assess any additional uses proposed on site and the transport and accessibility implications associated with these uses. This would be addressed in the Transport assessment and any other required documents (Access Management Plan, Green Travel Plan etc.).

5. Scheme Design

5.1 Design approach

Overall, the Council expects all new premises to be fully accessible and demonstrate a high standard of architecture. Development should have regard to the setting of the adjoining conservation areas to the west and the east. New developments should be in line with the aims of the Commission for Architecture and Built Environment (CABE) which include that every child should be being educated in a well-designed school.

5.2 Inclusive and participative design approach

The Council would expect that developers would adopt a participative and inclusive design approach, including end users, and involving the school community including young people, and the local community at pre-application stage. Statutory consultation would occur as part of the planning application process.

5.3 Demolition of existing Buildings

There are no planning objections to the loss of the majority of the buildings on site with the exception of the existing Victorian school building and the recently constructed Garrett Anderson building. The Seacole Block is a four storey Victorian building visually distinct within the surrounding built environment which is predominantly 1970's style school builds and residential terraces. This building is situated to the eastern boundary and subsequently occupies an elevated position and would have been one of the original school buildings. This building differs in its internal floor layout from the surrounding school building however appears to be one of the only remaining original school buildings comprising of high ceilings and classrooms connected by internal circulation corridors. The school have indicated that this building is difficult to maintain and its internal layout does not meet adequate teaching standards. Subsequently the school would like to see the building demolished. However, it is considered that this building contributes positively to the character of the site and surrounding area. For this reason, and in sustainability terms which would encourage reuse of an existing adaptable building, the planning department would seek the retention of the Seacole Block provided that it is found that this building is found to be adaptable. It is recognised that, if retained, the building may require modification having regard to considerations under the Disability and Discrimination Act and/or to meet other education aspirations. Internal and/or external refurbishment and extensions would be likely to be acceptable, such as the installation of lifts, wider corridors and such like, subject to detailed design. A case would have to be made for the demolition of the building if this was integral to a comprehensive redevelopment of the site. The CLC building has been recently constructed and designed for community use; as such this building should be incorporated into any new build. The Garrett Anderson building is appropriately located on the perimeter of the site and would be easily incorporated into a perimeter block.

5.4 Trees

- 5.4.1 The trees along the Donegal St elevation of the site have a positive impact on the streetscene and the scheme should be designed to ensure that they can be retained. Please refer also to Part 8 of this report for details on what is expected with any new development. There are large London Plane trees located along the southern Boundary with Donegal Street. These should be retained, including the Silver Birch trees in front of Block E, as they provide much needed greening to Donegal Road as well creating a buffer between the street and any new building footprint. These trees are mature and therefore can provide essential shading for not only students but also help to naturally shade any new building. An integrated design should include passive solar shading, reducing the need for air conditioning units which are environmentally unsustainable.
- 5.4.2 There are three significant trees located at the main pupil entrance off Donegal Street to the west of the main teaching block E. These are two mature London Planes and an Evergreen oak which has been integrated into an existing landscaped area. These trees are significant and must be retained as part of any new development. The retention of these trees could create a natural break in the perimeter block along Donegal Street providing street amenity values as well as a landscaped outdoor area for students and staff. Any new building footprint would have to be built well away from these trees and must consider the future growth of these trees. Construction of any new building must not compromise these trees and should be in line with British Standards accompanied by an arborist assessment covering construction methodology, location of services and building footprint well outside of the canopy spread.
- 5.4.3 There are a number of trees located against the north western boundary including another evergreen oak and a very large Silver Maple close to Marie Curie (Block H). These trees should be retained with any new build and care taken to ensure their future growth is not compromised.
- 5.4.4 Recent landscaping has been established along the Rodney Road frontage consisting of a number of semi-mature trees which provide a buffer along this street elevation. A new building parameter block should be set back from the street frontage and should attempt to retain as much landscaping along this boundary. In addition to an improved street environment, setting the building away from existing landscaping allows for better circulation and pedestrian movements along Rodney Road. If the main entrance to the school is located off Rodney Street this building set-back and retention of existing trees would prevent congestion at the beginning and ending of school days and provide an attractive and safe entrance to the school.
- 5.4.5 Due to the changes in levels there are a number of retaining walls close to existing trees. Any new development must ensure that retaining walls are no closer to these trees.

5.5 Site Layout

- 5.5.1 The existing original Victorian school building is not locally or statutorily listed but is considered to have architectural and historic interest within this area. For this reason, and in sustainability terms which would encourage reuse of an of the building if it is found to be adequately adaptable for teaching uses, there

is a preference for it to be retained. Any proposal for its demolition would need to be made having regard to considerations such as the suitability of the existing building for continued education purposes, its fit within a comprehensive site development for education purposes, the overall sustainability of the proposed redevelopment, and including considerations of the efficient use of the site and the quality of the resultant development, which should be of a high standard.

- 5.5.2 It is recognised that the Victorian building, if retained, may require modification having regard to considerations under the Disability and Discrimination Act and/or to meet other education aspirations. Internal and/or external refurbishment and extensions would be likely to be acceptable, such as the installation of lifts, wider corridors and such like, subject to detailed design.
- 5.5.3 Other buildings on the site are not considered to be of historic or architectural interest and could be demolished in the interests of a comprehensive and high quality site development.
- 5.5.4 It is considered that the site would lend itself to a street based perimeter block development located along Rodney Street and Donegal Street, leaving space for play areas either on one or more street frontages, or within a courtyard arrangement. Modest defensible space should be provided on the street frontages. This would afford some protection and privacy for classrooms from on street activity. Building setbacks will also need to be designed to take into account the need to avoid harm to the health and appearance of any existing trees both on the site and on the footpath. A new entrance should establish a positive and welcoming relationship with the surrounding area.
- 5.5.5 The final site layout may result on the development of some of those areas which are presently un-built, and some existing developed areas becoming open spaces. In planning terms this is likely to be acceptable provided that the resultant buildings and layout are of a scale and massing which respects that of the surrounding street pattern and are designed to take into account any impacts on the privacy of surrounding residential properties, as well as avoid creating an undue sense of overshadowing or enclosure relative to nearby residential properties. Access must be considered as integral to the arrangements of the buildings and entrances to ensure the best possible environment for all children, staff and visitors to the school.
- 5.5.6 The design should seek to break up the new elevations into elements of human scale, which express the function of the new buildings as school and community buildings. Care should be taken in the articulation of all street frontages to create both interest and a sense of rhythm/ order. Consistent building lines will also be sought.
- 5.5.7 Care should be taken to ensure that any new perimeter block provides adequate sunlight into the open spaces within the site, and with regard to the amenities of the adjoining properties.
- 5.5.8 The school should be designed and maintained with security as a key consideration both for individuals on the school, and with respect to its interface with the street. Buildings should foster a sense of safety and promote well being. There should be a main school entrance which is clearly

identifiable, and entrance points for school visitors should also be clearly marked. There should be no 'blind spots' or hidden recesses which make inappropriate behaviour difficult to detect. Please refer also to 'Secured by Design for Schools' guidelines.

- 5.5.9 The school must also be designed around accessibility requirements and key transport considerations including pedestrian/cyclist travel, on-site servicing and potential pedestrian/vehicle conflict.

5.6 Building heights

- 5.6.1 Any new development should have regard to the Local View protection designations which cross part of the site (LV4 and LV5) which protect views of St Paul's from Archway. By way of example, the maximum height that a building could be is listed as metres Above Ordnance datum (AOD). An applicant would need to take off the surveyed ground level height from this to get the maximum height a building could be above that ground level. From the OS map, we can see that that the ground level was from 26m-38m AOD.

View from Archway Road maximum height = 57m AOD

View from Archway Bridge maximum height = 68m AOD

Thus if the ground level was 38m the view protection height limit from Archway Road would mean that a building could not be more than 19m above ground level. The height limit will vary depending upon the ground level at different parts of the site – where the ground level is higher the height limit will be correspondingly lower to ensure that the views are protected.

- 5.6.2 New development in the north, north east and eastern parts of the site would also need to take into account the mainly three to four storey developments within the surrounding streets to the north and east. For any new development along the western and southern boundaries along Rodney St and the lower (western) part of Donegal St, development at between three to five storeys would be most appropriate having regard to the scale of the buildings opposite and adjoining. This includes all tanks, lift over-runs and plant.

5.7 Residential amenities

- 5.7.1 Sunlight/ daylight studies would be required to ensure that there would be no adverse impacts on surrounding residential properties in terms of loss of light, in particular to those properties to the north and north-east. The impact on overshadowing on the open space/ play areas within the site also needs to be taken into consideration. Design should take into account the effects on other amenities such as privacy and sense of outlook.

5.8 Materials and boundary treatments:

- 5.8.1 Adopted UDP policies and supplementary planning guidelines seek to avoid a 'fortress' type approach to school boundary treatments. The use of high fencing around the perimeter of the school should also be avoided having regard to the character and appearance of the Priory Green conservation area opposite to the west. Materials, external and boundary treatments should be of demonstrably high quality, relate well to the chosen architectural style in colour and texture and provide an appropriate relationship to the surrounding area. Design should refer to the Secured by Design for Schools guidance,

5.9 Lighting and noise

5.9.1 It is considered that the provision of a floodlighting system for outdoor sports areas would be appropriate in order to achieve the optimum level of use of such facilities and ensures greater leisure and recreation facilities for the school and the local population, in accordance with both recreation and education policies. Extended evening use can impact on the amenities of nearby residents however. Therefore, any pre-application consultation should include discussions with local residents about the location of outdoor sports areas and proposals for lighting and the hours of use. Any planning application should include a noise assessment as well as details of the design of any floodlighting so as to avoid creating a noise nuisance or light pollution nuisance for neighbours.

5.10 Temporary accommodation and construction impacts

5.10.1 Children's Services have advised that it is likely that there would be limited or no off-site decant space available during the construction period. As such, temporary buildings may be necessary. A planning application would need to be submitted for any temporary accommodation on the site which is required whilst the substantive redevelopment works are carried out.

5.10.2 There would be space available on the existing hard and soft games areas for temporary buildings but buildings would need to be set back from any existing trees. The location of temporary classrooms would also need to be carefully considered with respect to impacts on surrounding residential properties.

5.10.3 It is likely that opportunities to provide temporary accommodation on site may be limited without adversely reducing the amount of available hard play area. Planning policies would not normally allow the loss of open space on school sites but it is considered that in the event of the school being rebuilt and there being no off-site decant space available, that a temporary loss of open space would be acceptable in planning terms, subject to there being no net loss following the completion of development from that which presently exists, and subject to the finished layout providing for efficient use and useable layouts for the available open space.

5.10.4 Careful consideration needs to be given to the way in which development works on the site would be carried out to avoid disruption to students' education, for example by the phasing of works, particularly as it is envisaged that education provision would be continued on site while redevelopment is carried out. This is not however a material planning consideration but would need to be a matter for the developer to discuss with the school.

6. Access and inclusive design

6.1 The site's topography and the ad hoc development of the site have led to a collection of buildings and external spaces that present difficulties for mobility impaired people to get around easily. For example the gym at the south western end of the site is at a much lower level than the majority of the site, with no lift access.

- 6.2 Islington Council expects an inclusive and best practice approach to the design of school buildings, and would expect that there would be considerable improvements to inclusive design as a result of the redevelopment of the site.
- 6.3 The planning authority will expect to see all new buildings to be designed to the highest quality of accessibility, and actively designed to assist all pupils to participate fully in school activities. BS8300, Part M of the Building Regulations and Building Bulletin 77, Designing for Pupils with Special Educational Needs and Disabilities in Schools (2005 ed) are the standard reference points for accessible design. Sports England 'Access for Disabled People' provides valuable additional material for sports facilities. Refer also to part 11.4.1 of this report under 'Access Statement'. Further information is available on the Council's website at <http://www.islington.gov.uk/Environment/Planning/PlanningPolicy/AccessibleDesign/>
- 6.4 An Access Statement would be required with any planning application. This would need to show how the principles of inclusive design, including the specific needs of disabled people and pupils with special educational needs, have been integrated into any proposed developments and how inclusion would be maintained and managed. Key principles which should be addressed are:
- Identify any other special needs group that the school plan to cater for, and indicate how their needs will be catered for.
 - Outline the procedure and outcomes of consultation about their needs undertaken with staff, parents, and other relevant interest groups.
- 6.5 The school buildings, routes between buildings and external sports and play areas should be wheelchair-accessible; and provision made for washrooms and specialist facilities to be wheelchair-accessible. Lift access should be provided within the school and community facilities for any facilities above ground floor level.
- 6.6 Existing and new buildings should demonstrate a high quality acoustic environment, including sound insulation between rooms and corridors in accordance with Regulation E4 of the Building Regulations which also refers to Building Bulletin 93 (Acoustic Conditions in Schools). Room layouts should prevent teachers having to stand with their backs to the window.
- 6.7 Arrangements for means of escape should rely as little as possible on assistance for disabled staff and pupils. Where independent means of escape is impossible, refuges and emergency communication arrangements should be designed in from the start.
- 6.8 If the school has been designated as a centre of excellence for pupils with a specific SEN or disabilities (e.g. visually impaired or hearing impaired pupils), then the statement should include a description of how their needs will be met. Details of how consultation with disabled people will be undertaken should also be included. Refer to p43 ODPM Good Practice Guide 'Planning and Access for Disabled People'.
- 6.9 Any facilities that are open to the public must meet the requirements of the Disability Discrimination Act, including facilities within the school that would be

available for community use or for school events such as drama productions.

7. Sustainability, energy efficiency and green construction

7.1 Islington will require that the project be designed and built with due attention to environmental impacts. In order to promote sustainable development, new developments should take account of the impact they have on London's natural resources and environmental assets. Developments can achieve this by improving energy efficiency, increasing the proportion of energy use from renewable sources, minimising the use of treated water, using rainwater harvesting and grey water recycling schemes and incorporating sustainable urban drainage systems (SUDS). SUDS should be particularly applied to introduce permeable paving materials instead of large areas of impermeable hard landscaping and green roofs over new build areas.

7.2 **Sustainability Assessment** – must be submitted as part of the planning application. The Assessment should demonstrate how the impacts of any new development as well as refurbishment on environmental, social and economic factors have been taken into account, including how the above measures would be incorporated into the development proposal. Refer to the Green Construction SPG, and to CIRIA and the Environment Agency for details of SUDS best practice manuals.

7.3 The sustainability assessment should address matters such as:

- 'Green' roof to a biodiverse specification
- Creation of new habitat areas such as a pond and micro-habitats such as log piles, and installation of bird boxes
- Use of sustainable materials, including good targets for responsible sourcing and low impact materials,
- Proposals for rainwater harvesting and low water devices, which together with green roofs, landscaping, retention tanks, porous surfaces and sub-surface drainage will form a good sustainable urban drainage system,
- A detailed construction and operational waste management strategy to be developed to ensure that the demolition materials are sustainably managed,
- Water use – targets for percentage of water flushing demand or toilet flushing and irrigation of planting and landscaping demand to be met by rainwater collection, and targets for water use
- Optimise the use of reclaimed materials, aiming for best practice which outlines a target of 20% recycled material content.

7.4 **BREEAM** - In accordance with the council's key priority of sustainability, the Council will require that new development delivers a Design and Procurement BREEAM for Schools score of Excellent. A BREEAM for Schools post construction review will be required to verify delivery of specification.

7.5 **Energy** - Any scheme for the site should be consistent with the London Plan and the Mayor's Energy Strategy, as well as Adopted UDP policy and Supplementary Planning Guidance (SPG) such as the Council's 'Green Construction' SPG and the Mayor's Sustainable Design and Construction

SPG. Pursuant to the London Plan developers and builders should:

- reduce energy use in developments (construction and operational phases);
- increase energy efficiency in buildings;
- reduce CO₂ emissions from developments;
- increase the use of renewable energy technologies in developments.

7.6 The London Plan energy policies 4A.7-4A.9 aim to reduce carbon emissions by requiring the incorporation of energy efficient design and technologies, and renewable energy technologies where feasible. An energy demand assessment is expected along with demonstration of how heating and cooling systems have been selected in accordance with the Mayor's hierarchy. The proposal should be accompanied by an energy assessment that demonstrates the steps taken to apply the Mayor's energy hierarchy set out in the London Plan and the Energy Strategy. Heating and cooling systems should be selected in the following order of preference: passive design; solar water heating; combined heat and power, preferably fuelled by renewables; community heating for heating and cooling; heat pumps; gas condensing boilers and gas central heating.

7.7 In line with London Plan policy 4A.8 on 'Energy assessment', the applicant should prepare an energy statement in accordance with the Mayor's energy hierarchy. The applicant should model the predicted energy demand for the proposed school buildings using the approved simplified building energy model (SBEM) to demonstrate how the proposed scheme goes beyond the requirements of Part L of the 2006 Building Regulations.

7.8 The draft further alterations to the London Plan require developments to make the fullest contribution to tackling climate change by minimising carbon dioxide, adopting sustainable design and construction and prioritising decentralised energy including a demonstration of how the scheme meets a proportion of its energy demand from on site renewables with a target of 20% reduction in on site carbon emissions.

7.9 The applicant should provide clarification on the potential operation of a site-wide heat network and should examine the potential of linking this system with existing systems in the surrounding community. In particular, the applicant should examine the possibility of linking the school's CHP plant and site-wide heat network with the City Learning. Such an approach would be consistent with the policies set out in the Further Alterations to the London Plan for promoting decentralised energy generation and the introduction of community heating systems.

8. Landscaping/Greening requirements

8.1 Effects in terms of impact on trees, general landscaping and open space implications on the re-development of the site would need to be addressed. In the first instance, the scheme should be designed to ensure that as many as possible of the existing trees would be retained on the site. The scheme should be informed by, and the planning application accompanied by, a Tree Survey undertaken by a suitably qualified professional, including trees both on and adjoining the sites. Servicing requirements e.g. for underground utilities, will need to be considered at the outset and planned to avoid harm to street

- trees and trees on the site. Refer to Part 11.4 of this report for further information on this matter.
- 8.2 Where it is not practicable for trees to be retained, for example those trees which are centrally located within the site, and/or on land enclosed by existing buildings, provision should be made within the development for commensurate replacement planting, to ensure that varied landscaping and habitats are maintained overall across the site.
- 8.3 To mitigate impacts on trees, and in order to ensure a good standard of landscaping and to enhance biodiversity, landscaping could be addressed in a variety of ways. For example, tree protection measures during construction on site, ensuring that where loss of trees is unavoidable the scheme makes provision for commensurate replacement planting, and the inclusion of biodiversity enhancements within the built environment. This could include providing new, varied planted areas on the site and the inclusion of, for example, trees in the playgrounds and nesting sites around the building, as well as green roofs and walls to new buildings, well planned to ensure that they make a meaningful contribution to biodiversity objectives.
- 8.4 The existing external layouts are awkward in that there are generally small, and scattered around the site. There are only a few habitat areas but these do contain some mature trees. Improvements to the landscaping should be therefore be considered as an integral part of the school's design. The landscaping/ amenity space/ outdoor play areas should create an attractive environment for future users of the site, by providing an attractive setting for the school building(s) and places to be used and enjoyed by future users. High quality play space/s with a variety of different areas (treed, formal, informal, grass, tarmac, play equipment) should be provided.
- 8.5 A landscape architect with experience in playground design should be appointed to work with the scheme's overall architect and pupils and staff from the existing school.
- 8.6 All landscaped areas and play areas should be fully accessible.
- 8.7 The scheme will need to refer to and support the Borough's Adopted Biodiversity Action Plan.

9. Traffic and transportation

- 9.1 The priorities for traffic management for the development site should be:
- ensuring safe access for children, staff, community users and others to and around the school, and
 - ensuring that the operational needs of the school and any additional land uses, including community uses, on the site are met efficiently and in a sustainable manner.

9.2 Transport assessment

- 9.2.1 Development of the site will need to be informed by and planned having regard to a prior Transport Assessment, should be prepared in accordance with the requirements of Part 11.4 of this report.

9.3 Access and egress points

- 9.3.1 There is existing vehicular and pedestrian access from Risinghill St. There is a secondary vehicle access off Rodney Street which is primarily used for services. The main student entrance to the school site is from Donegal Street approximately in the middle of the site to the west of the Main teaching block (Bronte Block E). Visitor entrance is to the south eastern side of the site in the new CLC block. The proposed pedestrian, cyclist and vehicular entrance points would need to be assessed having regard to traffic and transport assessments which would need to take into account impacts on pedestrian/cyclist safety, the on-street network, convenience and residential amenities. It is likely that entrances would be acceptable from Risinghill St, Rodney St or Donegal St, however due to the close proximity of Penton Street, which is a busy road and the undesirable effect of students funnelling into Chapel Market the school has indicated that Rising Hill is not a preferred entrance. Any proposed entrance would be subject to assessment of impacts such as the need for school keep clear (zig zag) markings outside main entrances to prevent drop off, any potential for pedestrian/cyclist/vehicle conflict, and any consequential impacts on the availability of kerbside parking.
- 9.3.2 Ideally there should be covered access between any drop off points for people with disabilities and the school entrance/s. Pedestrian routes within the site should be designed to be accessible by people with disabilities. There should be level access from the street to all buildings, other facilities on the site and outdoor facilities.
- 9.3.3 Any servicing, access, manoeuvring and parking areas should be kept separate from and not too close to the main pedestrian/cyclist entrances, play or circulation areas and must be sufficiently managed in the interests of safety. The access arrangement for all vehicles, cyclists and pedestrian must be detailed in the required Access Management Plan (refer to Part 11.4 of this report).
- 9.3.4 Visitor access to the site should be addressed in the Green Travel Plan, prepared in accordance with the requirements set out in Part 11.4 of this report.

9.4 Control of pupil drop-off

- 9.4.1 The drop off of pupils to the school is a particular concern. Interventions to minimise drop-off should be detailed in a School Travel Plan which will be required to be developed more fully in conjunction with the Schools Traffic and Safety Department of the Council. Such initiatives as walking buses and improved pedestrian and cycle facilities (including Safer Routes to Schools and covered, secure cycle parking) can encourage pupils to travel to school using alternative methods.
- 9.4.2 Pick up points and lay-bys would not be encouraged on any of the streets adjoining the site. No dedicated general drop off area should be provided on street or on site with the exception of a drop off point for children with disabilities. Such drop off/pick up arrangements should however be designed to avoid any potential for vehicular/pedestrian conflict. The School Travel Plan should contain specific proposals, commitments and targets to keep drop off to an acceptable level and also include details of monitoring and enforcement measures to ensure compliance. School Keep Clear zones (zig zag markings) may be required. Drop off options for pupils visiting from other schools (i.e.

bus drop off) will need to be carefully considered.

9.5 Servicing

9.5.1 Adequate loading bays for deliveries and servicing requirements, as well as emergency vehicles, ideally should be provided within the site and not on the street. On-site servicing should be located away from the main pedestrian/cyclist entrances to the school and there must be adequate service vehicle manoeuvring area to enable vehicles to enter and exit the site in forward gear. Servicing must be managed and restricted to occur in hours when conflict with children is unlikely. This would be covered in the Access Management Plan.

9.6 Car parking

9.6.1 Given that the site is very well located in relation to the public transport network and local amenities planning policies states that there should be no car parking provided on site for staff or visitors, with the exception of essential users (i.e disabled staff and disabled visitors).

9.6.2 'Essential users' for the school are defined as registered disabled persons, those who need to make three or more return journeys in the same day (excluding the journey to and from work); and those who regularly need to carry heavy or bulky goods. Justification of essential users must be submitted with the final planning application for development of the school.

9.6.3 Any planning application should be supported by a Transport Assessment which has informed the design of the school, and which should include information on the nature of each staff member's work (to determine whether they are an 'essential user'). Any 'essential user' parking provided in accordance with the above definition will need to be strictly controlled by the school to prevent misuse. Details of this must be set out in the required access management plan. It is imperative that these spaces are not used for pupil drop-off and are only available for the use of authorised users. Access and on-site servicing areas must also be carefully considered and managed to prevent use for car parking. These issues must be addressed in the Access Management Plan.

9.6.4 Additional measures to encourage the use of sustainable transport options will be encouraged, such as additional cycle parking, car club facilities, and a Green Travel Plan will be required if visitor use is proposed. The travel plan should contain measures to discourage vehicle use.

9.6.5 The School has already developed a School Travel Plan (approved this year), with targets and initiatives already set. The school needs to adhere to the School Travel Plan process and monitoring as it is a working document.

9.7 Cycle parking

9.7.1 Covered secure and visible cycle storage facilities must be provided for school pupils, staff and visitors. This must be provided at the minimum ratio specified by TfL and the London Cycling Action Plan which is for cycle parking at a ratio of 1 space for every 10-staff/ pupils. Cycle parking must be directly, conveniently and securely positioned in relation to school entrance points to encourage use and avoid theft. Staff and pupil cycle parking should also be

separate. Additional convenient and visible cycle parking should also be provided for other visitors, e.g. in relation to community uses. Adequate easily accessible storage and shower facilities should be provided for staff and visitors to the school.

9.8 Local area improvements

- 9.8.1 The Transport Assessment should include the results of the required walking cycling and safety audits of the surrounding streets to identify possible necessary improvements. Local area improvements may be required to be implemented on the streets surrounding the school to provide for safer routes to school. Such measures may include pedestrian crossings, upgrades to walkways including widening, appropriate resurfacing, lighting (to enhance safety for pupils), safety measures, cycling improvements, etc. The proposed entrances may also need to be upgraded with measures such as zig zag markings and guard railing may need to be implemented. Funding for such measures will be secured through a legal agreement. Any costs associated with the required improvement works must be borne by the applicant.
- 9.8.2 At the time of writing, funding had been received from Transport for London for a new pedestrian crossing on Donegal Street, to relate to the main entrance to the school. These works are to be carried out to ensure the safety of students, staff and visitors to the school. If, as a result of the proposed development, a new crossing is needed in an alternative location to that which is currently proposed and to be implemented, the developer should be prepared to fund the consequential works as part of a legal agreement. The developer should also take account of the new crossing to determine whether any associated works (e.g. traffic calming measures) would need to be removed to enable construction access to the site. Again any such works should be funded by the developer.
- 9.8.3 All work to roads surrounding the site should complement works being carried out by the Council. A catchment plan should be included within with the Transport Assessment to ensure that any necessary improvements to enable safer routes to school are targeted to the main likely routes to and from the school.
- 9.8.4 Existing cycle routes on the surrounding and nearby streets should be retained and enhanced where possible.

10. Community Benefit

- 10.1 It is important to ensure that the benefits of this scheme are passed onto local people and businesses in accordance with London Plan policy 3B.12 and the objectives of the Mayor's Economic Development Strategy.
- 10.2 The commitments which were agreed with 'Transform Schools' as part of the legal agreements associated with the first phase schools within the BSF initiative, for example to commit to and involve several local employment and training initiatives, in particular Islington's local procurement code, are welcomed and should be carried through to all second phase schools which includes EGA. The various initiatives and plans for community involvement proposed for the school would ensure that the benefits of this redevelopment would contribute to the wider regeneration of the area. Council

encourages community facilities within the school such as use of sports facilities or adult learning activities. A strategy outlining the types of community uses and how these uses will be managed or carried out should be submitted with any planning application. Early consultation/involvement with the local community must be carried out to address local need and help facilitate access and management. To ensure the identified targets are successfully managed and monitored after planning permission, an employment and training strategy must be included within the proposed Section 106 Agreement or equivalent legal agreement and should be submitted with any planning application.

11. Planning requirements

11.1 Observance of Council Planning Policies

11.1.2 Supplementary Planning Guidance

The Unitary Development Plan was approved in June 2002. The following Supplementary Planning Guidance documents (SPGs) would be applied to development here:

- Green Travel Plans, June 1999
- Ground Water, June 1999 (updated Aug 2002)
- Planning Standards Guidelines, Revised August 2001
- Sustainability Assessments, (updated Aug 2002)
- S106 Community Benefits, April 2003
- Green Construction November 2003

11.1.2 Construction impacts

11.1.2.1 The Council has a **Code of Good Practice for Construction Sites** that it wishes to be applied to all development in the Borough. In this case, the Council will be particularly concerned with the routes used by vehicles removing spoil and delivering materials and the timing of those vehicle movements; and with the hours of building work on site. The Council will also expect that a contribution is paid towards the cost of monitoring and facilitating compliance with this code.

11.1.2.2 A construction management plan would be required with any planning application in order to mitigate impacts on nearby residents and the surrounding street networks. This should be in the form of a site specific 'Response Document' to the Council's standard Code of Construction Practice and would be secured through a legal agreement in relation to any planning permission granted. This must address how construction traffic can be managed safely particularly if an operational school is maintained on site while the construction works take place.

11.1.2.3 During construction the Council would expect the developer to minimise the amount of construction traffic, to reduce vehicle emissions, noise, and traffic flow on the Borough's roads. This will contribute to improving both air quality and quality of life for residents.

11.2 Refuse collection requirements

11.2.1 Provision should be made within the site for secure and easily cleaned refuse

storage. Provision should also be made for storage of refuse for recycling as set out in the Planning Standards Guidelines and the UDP. Waste collection arrangements should accord with Building Regulation H6. The Council's Street Environment Service, (telephone 020 7527 5000) should be consulted about refuse storage arrangements. Full details of proposals should be included on all plans submitted and advice can be obtained from the Street Environment Services at any stage during design works. A document is available from the Street Environment Services giving details of Council Requirements for storage and collection of refuse. Applicants should also consult the Council's Building Control Division on 020 7527 5999.

11.3 S106 items

11.3.1 A key purpose of s106 is to mitigate the impact of development schemes. Having regard to the nature of the likely development, it is likely that the Council would seek to enter into a planning obligation (S106 or equivalent legal agreement) to secure community benefits, with the developer which may include the following:

- Highways maintenance following construction - Payment for the Council's reasonable costs incurred in repair and reinstatement of the footway and highway adjoining the development where necessary including lighting and removal of redundant crossovers. Before and after condition surveys will be required.
- Local environmental improvements - this may include landscaping (including trees), improvements to the existing pavements, lighting, street furniture and pedestrian improvements on roads surrounding the site.
- Traffic Regulation Orders if any are necessary to ensure a safe vehicular and pedestrian environment surrounding the site.
- Green Travel Plan- this will be required if visitor use is proposed. A draft travel plan must be submitted with any planning application and set out clear targets and measures to be in place before the development is occupied. A final travel plan must be submitted within 6 months of 90% occupation of the development and must include a monitoring programme and travel survey.
- Contribution towards the Council's Safer Routes to Schools programme and any identified highways / crossing works and improvements to the cycle network.
- Community access/use and management plan
- Site specific response documents to the Council's standard Code of Construction Practice and the GLA's Best Practice Guidance 'Control of Dust and Emissions'
- Construction Traffic Management Plan including assessment of haulage routes, traffic calming measures, air quality, and monitoring of vibration impacts.
- House condition surveys to be carried out prior to works commencing identifying whether it is necessary to undertake structural surveys of properties in the close proximity of the site likely to be affected by work activity or on any designated (agreed) haulage route as a consequence, for example, of traffic passing over traffic calming measures.
- A report to be submitted reviewing the existing traffic calming measures along the designated haulage route. If considered necessary by the Local Planning Authority the traffic calming measures could be modified,

repaired or replaced should there be a perceived reduction in noise and vibration.

- Contribution towards the cost monitoring of compliance with the response document to the Code of Construction Practice
- Compliance with Employment and Training Code of Practice and facilitation of construction placements for local residents to be agreed with LBI regeneration and compliance with code of local procurement.

11.3.2 Any planning application should be accompanied by a statement addressing brief draft heads of terms or setting out any unilateral undertakings, as appropriate. Applicants should clarify requirements with the Local Planning Authority in pre-application discussions, and confirm any planning obligations that they agree to provide in brief heads of terms, including contact details of any legal advisor who will be representing them.

11.4 Planning Application Requirements

Any planning application should be submitted in accordance with the information requirements set out on the Council's '[Notes for applicants for planning permission](#)' and the [Planning Advice Note – Validation of Applications](#). The validation checklist is set out below, with requirements specific to the site added as relevant.

VALIDATION CHECKLIST

A FOR ALL APPLICATIONS FOR PERMISSION

The application **MUST** include the following:

- 1 original and 2 copies of the completed planning application forms, signed and dated.
- 1 original and 2 copies of the completed, signed and dated Ownership Certificate (A, B, C or D). [Note: If you submit your application online via the Council's website or Planning Portal you do not need to sign your application form or the ownership certificate but you must indicate which Certificate you are submitting].
- If applicable, details of any letters, assistance or advice sought from a planning officer prior to submitting your application – please indicate dates of any correspondence or discussion and name of officer.
- 1 original and 2 copies of an accurate location plan (ordnance survey based), at a scale of 1:1250 or 1:2500 or larger showing at least two roads and surrounding buildings and showing the direction of North and the street numbers of properties. The application site should be clearly edged with a red line and a blue line must be drawn around any other land owned by the applicant. NOTE: An A-Z extract is not acceptable. NOTE: All drawings must be provided at a recognised metric scale.
- 1 original and 2 copies of completed Environmental Monitoring Form (for all applications except listed building consents, certificates of lawfulness, trees, and small advertisements. Hoardings will require a form to be completed). *(A template can be found on the Planning pages of the Council's website)*

- 1 original and 2 copies of completed 'Design and Access Statement' Template (for all applications except listed building consents (where there is an associated full planning application), conservation area consents, certificates of lawfulness (existing), trees, advertisements and extensions or refurbishments to private dwellings (unless any part of the dwelling is situated in a Conservation Area in which case a 'Design and Access' Statement must be provided. (*Templates for providing access statements can be found on the Planning pages of the Council's website*))
- The correct fee.

B FULL PLANNING APPLICATION

In addition to the information detailed in A above the following MUST be submitted:

- copies of the existing and proposed elevations to a scale of not less than 1:50*.
- copies of existing and proposed sections showing finished floor levels at a scale of not less than 1:50* (where relevant)
- copies of existing and proposed floor plans at a scale of not less than 1:50*
- copies of a site survey plan to a scale of not less than 1:200* showing existing and proposed (if any) features of the site including all buildings and structures (e.g. walls), garden, open spaces and landscaping and existing and proposed car parking arrangements
- copies of a plan showing any new or altered access to a public highway or a public right of way
- Details of the proposed building materials and the style, materials and finish of windows and doors (between 1:1 and 1:20).
- Design statement – including details of proposed materials to be used for walls, roofs, windows, doors, hardstanding and boundary treatments.
- Drawings showing each main elevations in the context of the streetscene must be provided (for example elevations and sections should include details of the heights of new buildings, relative to the height of buildings on the surrounding terraces.
- * Smaller scale drawings will only be accepted where this is necessary due to the size of the building/site. The drawings should explain the proposal in detail. Where existing buildings or walls are to be demolished these should be clearly shown. The drawings submitted should show details of the existing building(s) as well as those for the proposed development. New buildings/extensions should also be shown in context with adjacent buildings including windows. All sides of the proposal must be shown. Information is required concerning alterations to levels and the relative levels between existing and proposed buildings (in the form of contours, spot levels, long or cross sections as appropriate).

In addition to the information that must be submitted with your application, the following information will also be required:

- **Environmental statement** - may be required. An applicant should apply in writing to the local planning authority for a screening opinion in advance of the submission of a planning application.
- **Supporting planning statement** – to include information on how the proposed development accords with policies in the development plan and other relevant planning policy documents, details of consultations with the Council and wider community/statutory consultees undertaken prior to submission, as well as consultation with the school community.
- **Sunlight/Daylighting Assessment** - Applicable for all applications where there is

a potential adverse impact upon the current levels of sunlight/daylighting enjoyed by adjoining properties and building(s) - further guidance is provided in the Building Research Establishment's (BRE) guidelines on daylighting assessments

- **Design Statement** – A detailed design statement should be submitted (5 copies) which explains the principles of the design of the proposal, and which shows how the design of the proposal has taken into account the nature of the surroundings. Analysis of the significance of the character and appearance of the conservation area and details of how the proposal contributes to it.
- **Model** – Because any proposals will be of interest to the surrounding residents, a model of the development should also be provided which shows the form of the proposed building in its context (scale between 1:200 and 1:500). A block model of the current layout for comparison would be useful.
- **Photographs and Photomontages** - These provide useful background information and can help to show how large developments can be satisfactorily integrated within the street scene.
- **Regeneration Assessment** – statement of any regeneration benefits from the proposed development e.g. Details of new jobs created or supported; community benefits; reference to any relevant regeneration strategies.
- **Transport Assessment** –The Transport Assessment (TA) must be prepared in accordance with TfL's TA Best Practice Guidance and set out details of existing & proposed vehicular, pedestrian and cyclist movements to and from the site, baseline information (including accident data), details of the servicing and refuse collection arrangements (requirements, locations, frequency, vehicle types etc). It must also be demonstrated that all vehicles using the site can enter and exist in forward gear. The TA should describe and analyse existing transport conditions, how the development would affect those conditions and measure to overcome any problems. The TA must include the findings of the walking, cycling and safety audits (refer below).
- **Walking, Cycling and Safety Audits** – These audits of the surrounding area should be performed and the results submitted with the application (attached and referred to in the TA). This audit should identify any improvements that need to be implemented and the costs of these should be accounted for within the legal agreement. The Council may need to look at whether a monetary contribution should be provided for other local area improvements including safety provisions on surrounding streets. These may include (but not limited to) safe pedestrian crossings, improved footways, upgraded lighting, and traffic management. Please refer to the Royal Society for the Prevention of Accidents (ROSPA) website for further guidance on the safety audit <http://www.rosipa.com>.
- **Access Management Plan** – This plan should provide details of access to the site by all models of transport (pedestrians, cyclists, vehicles), and address issues such as management of the car parking/ servicing areas and access points, vehicle/pedestrian/cyclist conflict, management of servicing vehicles to avoid peak school times, preventing pupil drop-off etc.
 - Drop off/pick up of children – this is to be discouraged apart from any necessary requirements for pupils and staff with disabilities. The Green Travel Plan needs to include specific measures to keep this to an acceptable level and also include details of monitoring and enforcement measures to ensure compliance. If consent is granted a condition of approval would be included to ensure that monitoring and enforcement is implemented. How is this managed under the present school use? How would demands for visitor parking be controlled? Safe pedestrian and cycle access.

- **Draft Green Travel Plan** – if the school proposed to be available for use by the community, a Green Travel Plan is required to address visitor travel. This travel plan should consider a variety of pre-build elements, for example, sign posting and facilities for visitors to encourage sustainable travel (cycle shelters, availability of car sharing, provision of showers and changing facilities). It will also need to include clear targets, measures and a monitoring programme. The Travel Plan should address the following matters:
 - After hours/community use of the facilities, and all measures to encourage sustainable transport should be applied to these uses.
 - Any measures that may be necessary to mitigate the effects of any identified overspill as a result of parking demand which is not accommodated on site, eg as a result of use outside of normal school hours, including measures to reduce the parking demand.
 - How cycle parking is to be made available to visitors as well as staff/students.
 - Provide a dated timeline for relevant targets to be completed.
 - The Travel Plan should be 'iTrace' compliant.
 - There should be a Travel Plan Co-ordinator.
 - There should be a target to further decrease car parking in favour of sustainable transport modes.
 - A travel survey is required to ascertain how visitors are travelling.
 - Information on sustainable travel models for visitors (i.e. on schools website).
- **Access statement** - showing how the principles of inclusive design, including the specific needs of disabled people, have been integrated into the proposed development, and how inclusion will be maintained and managed; describe provision for entry to the building, parking and toilets for people with disabilities (NOTE: if your proposal involves a building which the public will use, then you must comply with Part M of the Building Regulations; any external alterations which will be necessitated by this should be included in the application). (Refer to p43 ODPM Good Practice Guide 'Planning and Access for Disabled People'). Also refer to Part 3.5 of this planning guidance.

Additional guidance on designing facilities that are accessible to all users (including disabled people) should be referred to. Please note that the Disability Discrimination Act 2005 imposes a new Public Sector Duty on schools relating to equality of opportunity for disabled pupils. Also refer to Part 3.7 of this report.

Other relevant guidance is as follows:

General

BS 8300:2001 – Design of buildings and their approaches to meet the needs of disabled people

Building Regulations, Part M 1998, Access and facilities for disabled people.

Residential

Schools

Building Bulletin 94 'Inclusive School Design'

Building Bulletin 91 'Access for Disabled People to School Buildings'

Building Bulletin 77: Designing for pupils with Special Educational Needs and Disabilities in Schools 2005

The Special Educational Needs and Disability Act 2001 (SENDA)

Sports facilities

Sport England design guidance note 'Access for Disabled People'

Children's play areas

Accessible and Inclusive Playspace (DDA Guide) (Orston Ltd)

- **S106 or equivalent legal agreement planning agreements** – brief draft heads of terms. Applicants should clarify requirements in pre-application discussions and confirm any planning obligations that they agree to provide in brief heads of terms, including contact details of any legal advisor who will be representing them.
- **Sustainability Appraisal** – outline the elements of the scheme that address sustainable development issues, including the positive environmental, social and economic implications.
- **Energy assessment** -The proposal should be accompanied by an energy assessment that demonstrates the steps taken to apply the Mayor’s energy hierarchy set out in the London Plan and the Mayor’s Energy Strategy.
- **Landscaping** – The applications should be accompanied by landscaping details and include proposals for long term maintenance and landscape management.
- **Tree survey/arboricultural statement** - The application should be accompanied by a Tree Survey undertaken by a suitably qualified professional. This should include all trees adjacent to the site boundary which are either within a distance equal to half the height of the tree or within the non-pruned canopy spread, whichever is the greater. For each tree the following information should be supplied:
 - Location, accurately plotted on a plan
 - Species
 - Height
 - Trunk diameter, measured 1.5m above ground level
 - Crown spread, measured from the trunk at the 4 compass points
 - Age relative to the lifespan for that species of tree
 - Condition assessment - noting defects, cavities, decay, disorders and overall structure.
 - Nature of ground surface below canopy spread.A statement in relation to the measures to be adopted during construction works to protect those trees shown to be retained on the submitted drawings may also be necessary. Further guidance is also provided in revised British Standard 5837 Trees in Relation to Construction 2005.
- **Noise impact assessment** - Proposals that raise issues of disturbance or are considered to be a noise sensitive development should be supported by a Noise Impact assessment prepared by a suitably qualified acoustician. Further guidance is provided in PPS 23. This should include assessment of noise generated by community spaces and sports areas after normal school hours.
- **Sound insulation requirements** - Advice should be sought from Public Protection (020 7527 5000) for requirements for sound insulation.
- **Ventilation/extraction and refuse disposal details**
- **Structural survey** of the property if the proposal involves substantial demolition.
- **Details of any lighting scheme including a light pollution assessment** where relevant, for example if the school and/or sports facilities may be used outside of normal school hours and which are close to residential properties.
- **Pollution:** The developer is expected to ensure that redevelopment does not pose any threat to the health of any Borough residents or workers and to investigate the existing buildings to identify any possible threats before work starts. Advice on these issues is obtainable from the Health & Safety Executive.
- **Construction Management Plan** - would be required with any planning application in order to mitigate impacts on nearby residents and the surrounding street networks.

11. Contacts

If you wish to obtain further copies of this note, or copies of the UDP, the Supplementary Planning Guidance documents, or any other Planning Service publications, you should contact: Janet Sheehan, 020 7527 2229 or by writing to: Development Management, PO 3333, 222 Upper Street, N1 1YA.

If you require further advice on other planning matters contained in this document, then you should contact: Ross Ashby, Senior Planner (Projects), phone 020 7527 8091 e-mail: ross.ashby@islington.gov.uk

Requests for advice on planning applications for this site should be referred to Kevin Henson, Team Leader, Major Applications, phone 020 7527 2962 e-mail kevin.henson@islington.gov.uk

Advice on urban design issues should be referred to Michael Asselmeyer, Senior Urban Designer 020 7527 2380 e-mail michael.asselmeyer@islington.gov.uk

Advice on the education requirements for the school and overall Islington education vision should be referred to Fran Stewart, Assistant Director BSF, phone 020 7525 5954 or e-mail fran.stewart@islington.gov.uk

For queries about access and inclusive design please contact Access Officer Clare Goodridge on 020 7527 2394 e-mail: clare.goodridge@islington.gov.uk

Further advice on Sustainability requirements and how to achieve them can be obtained from Maxine Holdsworth, Head of Sustainability, on phone 020 7527 3517 e-mail: maxine.holdsworth@islington.gov.uk.

Further advice on Energy requirements and how to achieve them can be obtained from Lucy Padfield, Energy Centre Manager, on phone 020 7527 2501 e-mail: lucy.padfield@islington.gov.uk.

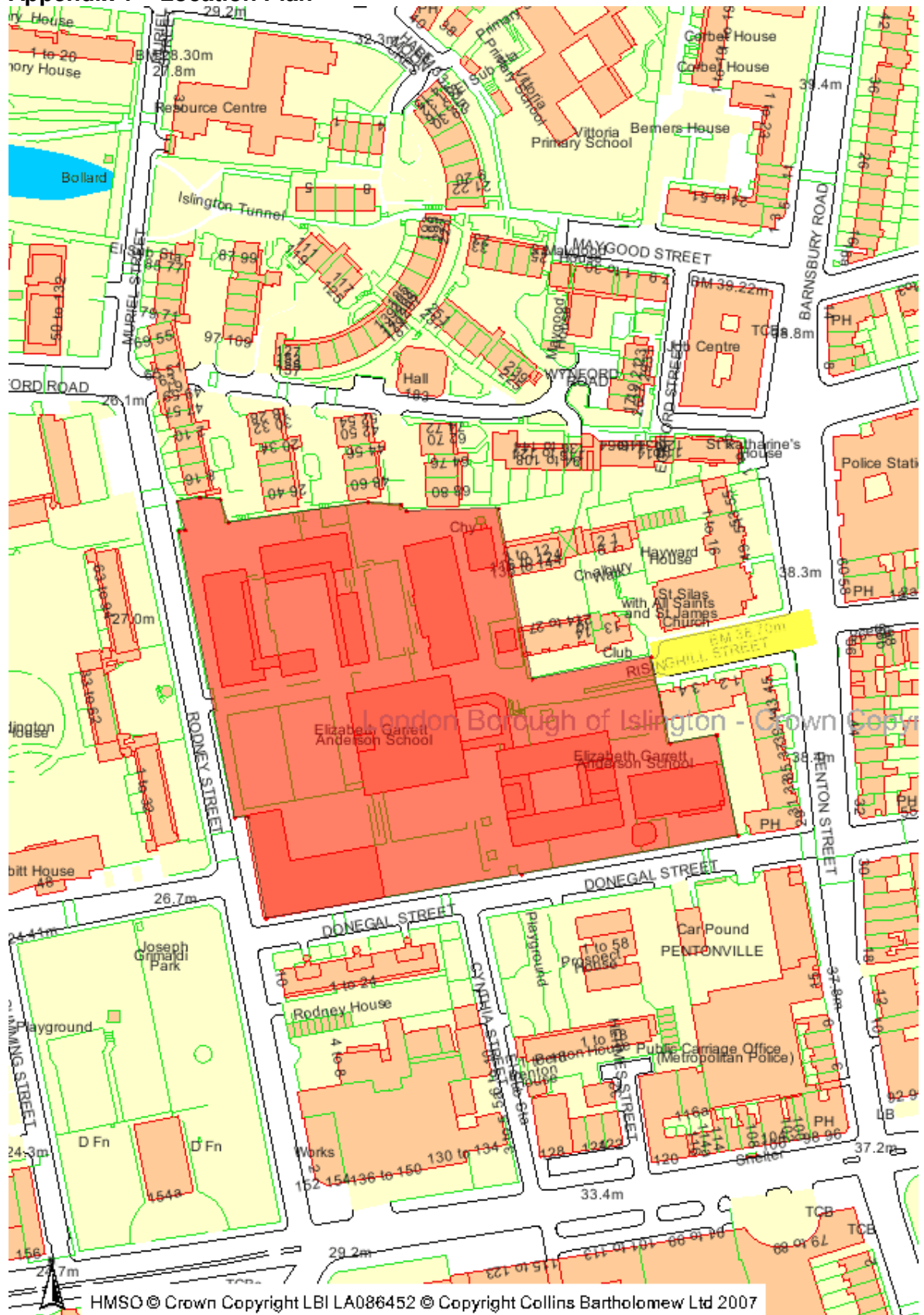
Traffic and Transport issues should be discussed with eshwyn Prabhu, team Leader – Partnerships and Projects on eshwyn.prabhu@islington.gov.uk or on ph: 020 7527 2450 or Hayley McNicol, Senior Transport Planner on Hayley.mcnicol@islington.gov.uk or on ph: 020 7527 3520.

Requests for advice on trees should be discussed with Philip Wood, Tree Officer, phone 020 7527 2383 e-mail philip.wood@islington.gov.uk

For queries about ecology and nature conservation of the site, please contact Andrew Bedford, Ecology and Ranger Manager, on phone 020 7527 3287 or e-mail andrew.bedford@islington.gov.uk

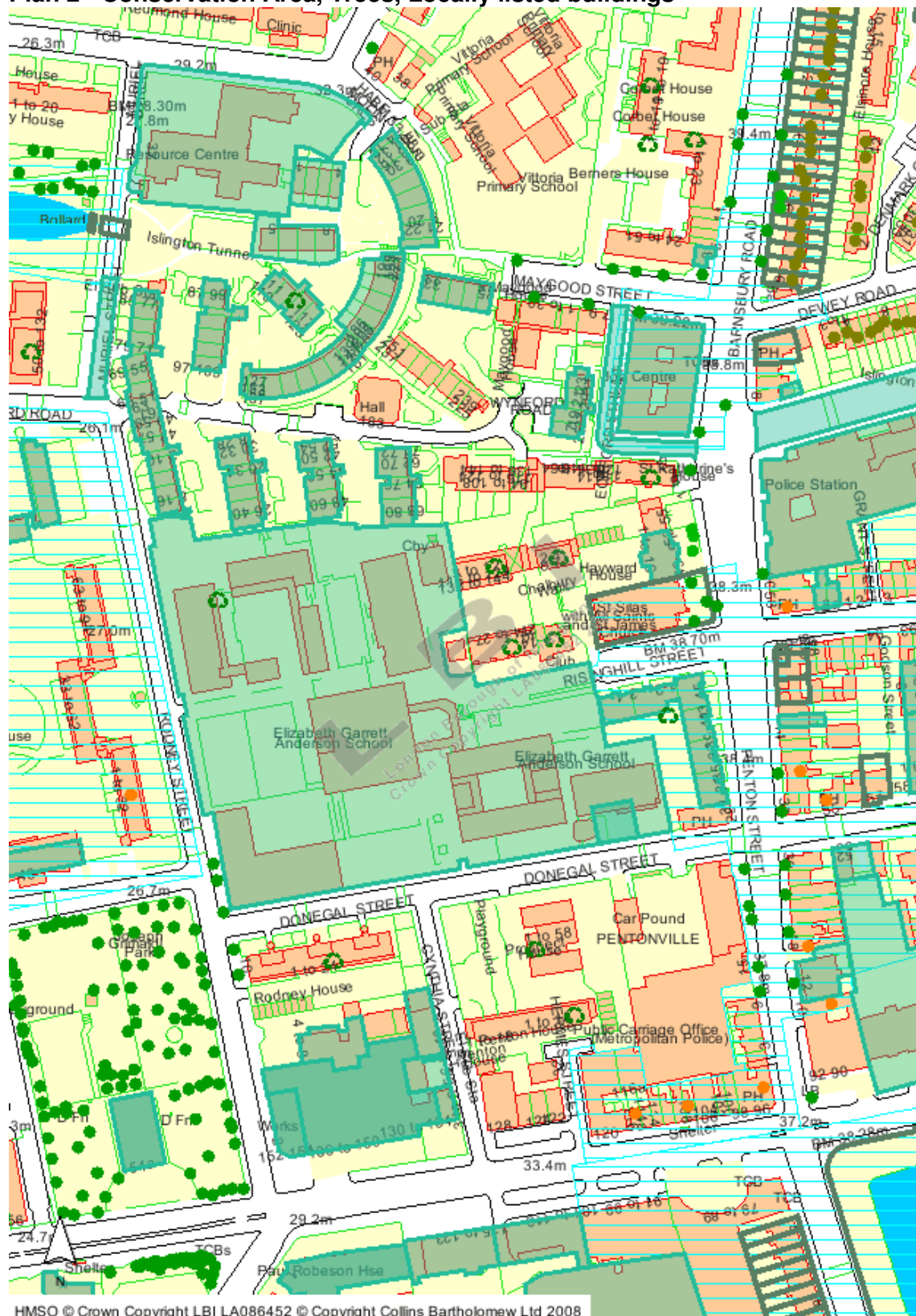
For requests for advice on designing out crime please contact the Council's Crime Prevention Design Advisor, PC Ian Lewis, by phone on 0207 421 0607 or e-mail ian.lewis@met.police.uk

Appendix 1 – Location Plan



Appendix 2 - Islington's Adopted Unitary Development Plan 2002 - Designations

Plan 2 - Conservation Area, Trees, Locally listed buildings



Appendix 3 – School Layout

