

WILLIAM MORRIS 6TH FORM, ST DUNSTAN'S ROAD, LONDON, W6

PLANNING BRIEF

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1.0 PURPOSE AND STATUS OF BRIEF

- 1.1 This planning brief has been developed as part of the council's Building Schools for the Future (BSF) programme which has the objective of transforming education for secondary school age students through a programme of investment and change in the council's secondary schools.
- 1.2 The planning brief sets out the planning policies and principles that will shape the form and appearance of any new school development on the site to provide a high quality of layout and design that will help meet the school's educational aspirations and that will integrate sympathetically with the local townscape.
- 1.3 The brief is intended to help local people and other interested parties comment on and help shape the future of the school site and participate in the process of developing acceptable forms of redevelopment of the school.
- 1.4 The brief will provide clarification of expectations and guidance to potential bidders and the council's future BSF development partner to ensure that designs and any planning applications for the site are developed in light of the Council's planning policies and the consultation responses to the earlier consultation draft of this brief. The brief is also being developed in order to reduce the level of planning risk associated with the redevelopment of the site which in turn will help to reduce the timescale of the planning process and help provide greater certainty of costs.
- 1.5 This planning brief provides non statutory guidance and advice which supplements the Unitary Development Plan (UDP) (Amended version 2007), Supplementary Planning Guidance (SPG) to the UDP, Supplementary Planning Documents (SPD), the emerging Local Development Framework (LDF) Core Strategy and the London Plan. The brief has not been adopted as either SPG or SPD, but it will be used as a material planning consideration in determining any development proposals for the site either at pre-application stage or as part of a planning application.
- 1.6 As part of the Building Schools for the Future programme, the council's schools will be programmed in phases. The first phase schools will be Cambridge School and Sacred Heart and construction is expected to commence at these schools in Autumn 2011. Works are anticipated to commence at William Morris in summer 2012. Statutory consultation will take place as part of the submission of any planning application on the site.
- 1.7 A separate team at London Borough of Hammersmith and Fulham is in place and will work with the BSF schools to deliver the BSF programme. Further information about BSF in Hammersmith and Fulham and the Council's vision for education is available at www.lbhf.gov.uk.

2.0 SITE AND SURROUNDINGS

- 2.1 The site covers an area of 0.55has which includes the adjoining St. Dunstan's clinic site which is 588m². Both sites are owned by the London Borough of Hammersmith and Fulham though the clinic site is leased to the Primary Care Trust and is used for occupational therapy for children and young people. The site

plan illustrates the location of the school, St. Dunstan's clinic and the boundaries of the two sites.

- 2.2 The site is located to the south of Hammersmith Town Centre as defined in the council's Unitary Development Plan and the A4, just to the north east of London's Charing Cross Hospital and north of Hammersmith Cemetery. The site is bounded by St. Dunstan's Road to the south, Biscay Road to the north, part bounded by Beryl Road to the west and residential properties in Margravine Gardens to the east. The school falls just outside the Baron's Court Conservation Area which bounds the eastern and southern boundaries of the site.
- 2.3 The immediate surrounding area is predominately residential in character with the exception of Charing Cross Hospital and Hammersmith Cemetery. Residential properties in Margravine Gardens have rear gardens of only a few metres in length and no. 83 Beryl Road and 84 and 86 Biscay Road abut the western boundary of the site.
- 2.4 The existing school is a mixed sixth form community school for 16 to 19 year olds and currently caters for around 835 students.
- 2.5 The site is comprised of a main four storey teaching block to the north of the site which is a former London Board School dating from 1885, a lodge and student services centre both fronting St. Dunstan's Road, also built in the late nineteenth century, an arts block (early twentieth century), a maths block (1980s in traditional style), and a science/drama/dance building (part late nineteenth century and a modern northern extension). There are limited areas of outside spaces, no formal play or sports provision and soft landscaping is limited to a three medium sized cedar trees which are to the west and north of the maths block.
- 2.6 The existing primary vehicle access to the site providing access to the staff parking area is from St. Dunstan's Road, with service and emergency access provided from Biscay Road. Pedestrian and cycle access to the site are provided in a separate access from St. Dunstan's Road.
- 2.7 The accessibility of the site is indicated with the Public Transport Accessibility Level (PTAL) which measures the amount of public transport service available. The site has been assessed to have a PTAL of 5 with 6 being the highest level.

3.0 PROPOSED USE

- 3.1 The site is currently used for education purposes which falls within the Use Class D1 (non residential institutions). No change in the existing land use is proposed and any other use other than for educational purposes will not be acceptable.
- 3.2 It is envisaged that the new school facility will become a focal point for the local community (a 'community hub') with new opportunities for all members of the community to access the school for a range of uses such as family learning and a varied menu of out of hours and holiday activities. The specific uses still need to be developed in conjunction with the school and local community. (UDP policy CS12).

3.3 Whilst this brief touches on space requirements it does not prescribe internal space standards and other operational requirements which will be set out in detailed schedules of accommodation within other BSF documents which will be available from the Children's Services Department. However, the outline of what will be expected to be provided on site is:

- There are no proposals to significantly expand the existing number of 835 students, so proposals for the site must be able to accommodate in the region of 800-900 pupils.
- Developing facilities for training and support of other schools in developing the 14 to 19 curriculum offers including new diplomas and other areas to support the school's vision for future teaching and learning.
- Learning support facilities.
- Enhanced external landscaping to give a variety of hard and soft formal and informal outdoor space requirements as set out in Building Bulletins 93, 98 and 102.
- Required teaching spaces, staff and administrative areas and specialist facilities including some level of provision for sport to meet recommended space standards for the proposed size of schools and which is appropriate to the school's pedagogy.
- Kitchen and food serving areas, toilets and personal care facilities and storage.
- A range of extended services, some of which will be accessible to the local community.

4.0 RELEVANT PLANNING GUIDANCE

UDP Planning and Design Guidance

4.1 The Unitary Development Plan (UDP) for the borough was adopted in August 2003. On 27th September 2007 a number of UDP policies expired, but the majority have had their life extended following assessment by the Secretary of State. The UDP policies most relevant to this planning brief are:

EN2B Effect of Development on the setting of Conservation Areas and views into and out of them; EN6 Buildings and Artefacts of Local Importance and Interest; EN7 Nationally and Locally Important Archaeological Remains; EN8 Design of New Developments; EN8B Design of Extensions; EN10 Designing out Crime; EN12 Access and Design; EN13 Public Art; EN20A Control of Potentially Polluting Uses; EN20B Noise Pollution; EN20C Light Pollution; EN21 Environmental Nuisance; EN25 Protection of Trees; EN26 Tree Planting; G0 Sustainable Development; G3 Environment; G4 Transport and Accessibility; CS5 Premises for Community Groups; CS8 Availability of Land/Buildings for Community Services; CS12; Dual use of Community Service Facilities; TN 4 Transportation – Provision for Disabled People; TN5 Provision for Pedestrians; TN6 Provision for Cyclists; TN13 Transport Impact Assessment; TN 15 Vehicle Parking Standards.

- 4.2 In addition there are detailed standards in the UDP that will be applied, for example concerning car parking and servicing.
- 4.3 The UDP is supplemented by existing SPG (Supplementary Planning Guidance) and SPD (Supplementary Planning Documents) that have been adopted following consultation and which provide guidance on a number of policy matters. Key documents in respect of this planning brief are:
- Access for All
 - Energy
 - Storage of refuse and recyclables
 - Sustainable construction and recycling of building materials

Local Development Framework

- 4.4 The replacement plan for the UDP will be the Local Development Framework (LDF). The LDF will contain a number of planning documents, including those setting out policies for the borough against which planning applications will be considered. The UDP (as amended September 2007) will be replaced as the statutory local plan as, firstly, the Core Strategy and, secondly, the Generic Development Management DPDs (Development Plan Documents) are adopted. The Core Strategy Options document was published in June 2009 but the finalised document will not be adopted until late 2011. The Generic Development Plan DPD will not be adopted until 2012.

The London Plan

- 4.5 The London Plan (February 2008) is also a statutory plan for this borough against which planning applications for this site will be considered. In October 2009 the Mayor of London published his consultation draft replacement London Plan. This is scheduled for adoption in 2011. The policies of most relevance in the London Plan to this planning brief include:

- 2A.1 Sustainability criteria
- 3A.18 Protection and enhancement of social infrastructure and community facilities
- 3A.24 Education facilities
- 3C.3 Sustainable transport in London
- 3C.23 Parking strategy
- 3C.1 Integrating transport and development
- 3C.21 Improving conditions for walking
- 3C.22 Improving conditions for cycling
- 4A.1 Tackling climate change
- 4A.3 Sustainable Design and Construction
- 4A.4 Energy Assessment
- 4A.6 Decentralised Energy: heating, cooling and power
- 4A.7 Renewable Energy
- 4A.11 Living roofs and walls
- 4A.12 Flooding

4A.13 Flood Risk Management
4A.14 Sustainable Drainage
4A.20 Reducing Noise and enhancing soundscapes
4A.33 Bringing contaminated land into beneficial use
4B.1 Design Principles for a compact city
4B.2 Promoting world class architecture and design
4B.3 Enhancing the quality of the public realm
4B.5 Creating an inclusive environment
4B.8 Respect local context and communities
4B.11 Built Heritage
4B.12 Heritage Conservation
4B.15 Archaeology

Greater London Authority documents can be found at www.london.gov.uk

Planning Policy Guidance Notes/Statements

PPGs and PPSs set out the government's policies on different aspects of spatial planning. Those of most relevance to this planning brief are:

PPS1 Delivering Sustainable Development
PPS Planning and Climate Change – Supplement to PPS1
PPS 9 Biodiversity and Geological Conservation
PPS 13 Transport
PPG 15 Planning and the Historic Environment
PPG 16 Planning and Archaeology
PPG 17 Planning for Open Space, Sport and Recreation
PPS 22 Renewable Energy
PPS 23 Planning and Pollution Control
PPS 25 Planning and Noise
PPS 25 Development and Flood Risk
PPS 25 Development and Flood Risk Practice Guide

PPGs and PPSs can be viewed at www.communities.gov.uk

5.0 DESIGN OPPORTUNITIES

Retention of buildings

5.1 The following buildings, which are included on the Local Register of Buildings of Merit, must be retained, and refurbished where necessary, and any new development on the site should take into account the relationship with these retained buildings providing an enhanced setting to the buildings and incorporating them into the grain and form of any redevelopment.

- (i) The main four storey teaching block to the north of the site along Biscay Road.
- (ii) The art block which bounds the back of the gardens of residential properties in Margravine Gardens.

5.2 Consideration should be given to the retention and refurbishment of the following buildings which are included on the Local Register of Buildings of Merit.

- (i) The Student Services Centre fronting St. Dunstan's Road (late Victorian)
- (ii) The southern part of the science/drama/dance block which dates from the late nineteenth century just to the north of the Student Services Centre.

5.3 Any proposals for demolition of any of these buildings would need to be supported by a justification that: the building is no longer of capable use and its fabric is beyond repair; the proposed replacement would bring benefits that would outweigh the loss and the proposed development cannot reasonably be adapted to retain the building. In addition, if any of these buildings are demolished then it would be expected that the building is fully recorded, including monitoring of demolition and construction works to ensure a competent record is made of any features of interest that are to be lost or damaged.

Other buildings

5.4 There are a number of other buildings on the site which are not on the Local Register of Buildings of Merit.

- (i) The Lodge (Late Victorian building at the junction of St. Dunstan's Road and Beryl Road)
- (ii) St. Dunstan's Clinic (Late Victorian building along the St. Dunstan's Road frontage)
- (iii) Maths block - (modern building attached to the arts block)
- (iv) Modern timber and concrete clad part of Science/Drama/Dance building.

5.5 There would be no objection to the demolition of the two modern buildings (maths and northern arm of the science/drama/dance block) as these are not of any architectural or historic interest and in fact the demolition of the latter would be welcomed. Although The Lodge and St. Dunstan's clinic are Victorian buildings and thus have some historical interest, they are considered to have limited architectural merit as individual buildings and provide a limited contribution to the streetscene. St. Dunstan's clinic is obscured by a temporary building and cannot really be seen from the street and the only available views of the Lodge from the street are the steeply pitched roof and blank elevations to the Beryl Road and St. Dunstan's Road. If proposals came forward for demolition of The Lodge and St. Dunstan's clinic, then they would be expected to be recorded as described in 5.3 above.

5.6 Where appropriate, possible opportunities to use demolished materials within the new development should be explored as should offering the materials to projects elsewhere.

Built Form and Site Layout

5.7 The main four storey teaching block to the north of the site has significant townscape value and is an impressive and important prominent local landmark. Glimpses of the building can be seen moving along St. Dunstan's

Road which provides substantial visual interest to the local streetscene. This building must be retained, public views to the front elevation of the building should either be retained or new ones created, and detailed consideration given to how this primary building can be refurbished to meet the school's educational needs.

- 5.8 In order to optimise the opportunities for improvements to the school, it is considered that efforts should be made to re-incorporate the St. Dunstan's NHS clinic site back into educational use. This site historically formed part of the school and the amalgamation of this site would give significant advantages for the re-modelling of the site and providing an improved site layout and street presence to St. Dunstan's Road. However, it is accepted that this may not be achievable within the timescale for the improvement of the site and if possession of the clinic site cannot be obtained this should not prevent improvement of the remainder of the site.
- 5.9 A comprehensive approach needs to be taken to reviewing the whole site. Subject to the demolition of some of the buildings on the site, it is considered that the main opportunities for development within the site should be concentrated along the western and southern boundaries of the site. These areas are identified on the plan within Appendix 1. However, careful consideration would need to be given to the footprint and height of any new buildings to the west of the site in relationship to the residential properties in Beryl Road particularly no. 83 and 85 Beryl Road. Due to the close proximity of residential properties to the east of the site, any further development along the eastern boundary of the site would be more problematic due to the potential impact on properties in Margravine Gardens.
- 5.10 Detailed consideration should be given to the footprint of any new building on the corner of Beryl Road and St. Dunstan's Road as there may be the opportunity to improve sightlines on this corner which currently is a 'blind' corner as a result of the high brick boundary wall. The opportunity to widen the footpath at this junction and along part of St. Dunstan's Road to improve pedestrian movement should be explored. The opportunity should be taken to provide an obvious, legible and welcoming pedestrian entrance point and reception area to the school site from either St. Dunstan's Road or Beryl Road or at the junction of the two roads. An attractive, welcoming and high quality boundary treatment to the site should be provided integrating where possible any original railings, gates and walls, in particular the original girls and boys entrances along St. Dunstan's Road and the railings in front of the Student Services Centre.
- 5.11 Any new buildings on the site should be distinctive and welcoming in appearance providing a civic presence, offering an exciting learning environment for pupils and the community and offering visual quality and interest for users of the site as well as in views and from neighbouring streets and buildings (see UDP policies EN2B and EN8). Uninterrupted solid walls to the street should be avoided and broken up with fenestration with potential for views into and from the street.

- 5.12 Breaks in the massing of any new proposed buildings will be expected and help reduce the bulk of any development and help prevent problems of overshadowing. The provision of interesting, stimulating, light and attractive outdoor passive and active social and play spaces within the site are very important integral elements of the overall layout of the school.
- 5.13 New buildings should follow the principles of good design and use of materials as set out in UDP policies EN2, EN8 and London Plan policy 4B.1. Any proposals must respect the context of the area including the scale, massing and building lines of surrounding properties. Any redevelopment proposals should also meet sustainability objectives (see paras 5.27 to 5.29) and should respect the principles of good neighbourliness. Buildings should be orientated to make the most of solar energy and natural daylighting without allowing overheating and use natural ventilation where possible to minimise the need for the use of mechanical ventilation and heating and cooling.
- 5.14 The design and construction of new buildings should be practical, robust, flexible, capable of easy maintenance and include scope for future expansions and future change in pupil and support needs. The requirements of the internal layout of the school will be addressed in other documentation provided by the council's Children's Services Department.
- 5.15 Any car parking on site should be carefully sited so as to not detract from the appearance of the overall site and to minimise any increase in noise and disturbance to existing residents.
- 5.16 All refuse bins and stores should be sensitively located on site so as to not detract from the school environment or the street scene and must prevent an adverse impact on the amenities of neighbours. On site waste separation and storage for collection of recyclable materials will be required.

Building Heights and Massing

- 5.17 The height and massing of any new buildings must have regard to the relationship with residential properties around the site in Beryl Road, St. Dunstan's Road, Margravine Gardens and Biscay Road. The Council considers that given the surrounding built form including the main teaching block, which should be retained as the primary significant building on the site, the appropriate building height along the southern and western parts of the site would be predominantly two storeys though an additional storey set back from the front building line may be acceptable depending on the relationship with the street scene and surrounding residential properties. This obviously needs to take into account the requirement for lift access to the school, which may require lift overruns.

Daylight and Sunlight

- 5.18 Natural daylight should be utilised where possible for all teaching areas, breakout spaces, principal circulation spaces and outside areas. Light, including sunlight, is a material consideration which will be assessed having regard to the guidelines in 'Site Layout planning for Daylight and Sunlight: A Guide to Good Practice'

published by the Building Research Establishment. The potential shadowing and provision of daylight and sunlight to any central outside space between the main teaching block and the St. Dunstan's Road frontage needs to be given very careful consideration. The internal and external spaces of the school will be expected to have good light conditions including reasonable levels of sunlight and daylight.

- 5.19 A daylight and sunlight assessment of the impact on nearby residential properties will be expected to be submitted with any significant development proposal to make sure that residential amenity is safeguarded. Levels of daylight and sunlight to adjoining residential properties must be protected.

Views

- 5.20 Reference has already been made to the important views from St. Dunstan's Road through the built form on the site to the main teaching block to the north of the site. It is considered that it is important to maintain breaks in the footprint of any new development along the St. Dunstan's Road frontage so that these occasional exciting views of the Building of Merit are retained and improved where possible (see UDP policy EN6).

Landscape and External Environment

- 5.21 It is accepted that given the limited size of the site, that the amount of outdoor space that can be made available will not be significant in terms of quantity. Reference should be made to BBs 93,98 and 102. However, the quality of the external environment could be vastly improved and should play a significant role in delivering the vision for the school, working as an extension of the teaching and learning environment and offering social and recreational opportunities. A new central courtyard area could be created in the site provided that views to the main teaching block can be retained from St. Dunstan's Road which, although limited in size, could be designed to be inspiring and interesting giving the opportunity for seating and more active spaces. The integration of sun and wind shelters should be considered particularly if these seating and outdoor spaces are able to cater for disabled students. An improved outdoor space would help to contribute to the health and well being of students and staff as well as improving the setting of the existing and any new buildings.
- 5.22 There are only three trees of any note on the site which would require 3m Root Protection Areas (RPAs) if any construction activity occurred near the maths block and which should be subject of a tree survey (to BS 5837:2005) and incorporated within the proposed landscaping plan. Additional tree planting within the site should be included within any redevelopment (see UDP policy EN 26) and supplemented by other well considered soft landscaping. Particular care should be taken of the choice of type and location of trees in relation to formal sports areas and other hard surfaces as leaf fall and other tree material can lead to particularly high specification of maintenance regimes. Removal of the existing trees may be accepted if accompanied by a high quality replanting strategy accompanied by a comprehensive maintenance and management programme. Where possible new planting should be of native species from a local source. Details of hard

and soft landscaping will also be required and a high quality landscaping scheme will be expected (see UDP policy EN26).

- 5.23 A secure but attractive perimeter to the site needs to be provided (see Secured by Design for schools advice and para 5.10).

Public Art

- 5.24 The school will have an increasingly important place within the community that extends beyond the traditional role of schools. The opportunity for the incorporation of public art into the external or internal spaces would be welcomed. Artists can engage and involve students, staff and local communities and individuals helping to create a strong sense of identity, distinctiveness and sense of place. Public art could be provided either externally within the grounds and or internally within the school buildings. Public art should be taken in its broadest context including conventional features such as paintings, murals and sculptures together with incorporation within other features such as landscaping, lighting, the building fabric and street furniture.

Safety and Security

- 5.25 Safety and security are essential to create a quality teaching and learning environment. The objective is to incorporate sensible security measures into the re-modelling of any school site in order to reduce the opportunity for crime and anti-social behaviour and reduce the fear of crime in schools. Appropriate design features such as a legible layout of buildings, paths and entrances, welcoming reception areas, natural surveillance, a good quality landscaping and lighting scheme, good quality signage, control of access to individual and common areas and secure vehicle parking will help to instil a sense of ownership of the school.
- 5.26 The principles of Crime Prevention through Environmental Design must be taken into account when drawing up specific designs for the site taking into account the particular needs of the students of the school. The Design and Access Statement should explain if the re-modelled school will need any particular safety and security arrangements. Pre-development consultation must take place with the local Crime Prevention Design Advisor who will advise on all areas of crime prevention including Secured by Design (www.securedbydesign.com) accreditation of the development under consideration.

Sustainable Design

- 5.27 All proposals for new build and refurbishment should meet the Council's and Mayor of London's sustainable design objectives which should be incorporated within a Sustainable Design and Construction Statement to accompany any significant planning application. Sustainable design and construction principles should be incorporated at the beginning of the design process and continue as a key component of work on any development.

5.28 New development will require a Design and Procurement BREEAM for schools score of 'very good' as a minimum. A BREEAM for schools post construction review will be required to verify delivery of the specification.

5.29 For further information please refer to the Low Carbon Transition Plan, PPS 21 and 22 (and any subsequent revisions), the relevant Building Regulations including changes to part L and F, the London Plan, the London Plan Supplementary Planning Guidance – Sustainable Design and Construction, the council's SPD, and CIRIA's 'Sustainable Water Management in Schools'.

- **Re-use of buildings where practicable**

Buildings on the site should be re-used where there is the potential to meet the standards for energy, materials, biodiversity and water conservation. Existing roof space should be re-used where practicable to create new outdoor spaces, enhance biodiversity and integration of renewable energy.

- **Energy**

Heating, cooling and power systems should be selected to reduce energy use in developments, maximise energy efficiency and minimise carbon dioxide emissions including the incorporation of passive cooling systems utilised where possible including natural ventilation, appropriate use of thermal mass, external summer shading and vegetation on and adjacent to developments, such as green roofs and living walls. The use of green roofs are strongly recommended in school developments and an on line toolkit has been launched by the E.A which should be referred to at: www.environment-agency.gov.uk/greenroofs. An energy demand assessment should be carried out which should demonstrate carbon dioxide emission savings from energy efficiency and renewable energy measures. Implementation of the energy hierarchy outlined in the London Plan should maximise CO2 reduction through energy efficiency measures and help support the integration of renewable energy generation. The Council requires a 20% reduction in baseline emissions of CO2 via on-site renewable energy technologies, if this is feasible.

The London Plan is in the process of being amended, which could result in different energy policies being in place by 2010/11. There will still be heavy emphasis on minimising carbon dioxide emissions, but specific targets on CO2 reduction could be introduced to apply during 2010-2013, becoming more stringent thereafter. The current 20% target for renewables referred to above as the current policy could be amended so that there is no stand alone target, but it is likely that some contribution to CO2 reduction would be required from renewable energy generation, if this is feasible. If the overall CO2 reduction targets cannot be met on-site, a new policy is proposed to allow any shortfalls to be met off-site or through helping to fund CO2 savings elsewhere in the borough.

The proposed new policies are subject to change and guidance on their implementation is still under development.

Please contact the council if you require further information.

- **Materials**

Natural materials should be sourced sustainably where possible and inert and low emission finishes and furnishings and insulation materials should be used. Use of new aggregates should be minimised, for example through re-cycling of construction waste materials.

- **Water**

Manage water sustainably including incorporating Sustainable Drainage Systems (SUDS) in order to ensure that water run-off either soaks away on site for example through the use of permeable surfaces, or is re-used. Use water efficient appliances such as wash basins with aerated taps and low flush toilets to minimise water use. Consider rainwater harvesting and use of 'greywater' for toilet flushing. Developers should aim to achieve greenfield run off from their site through incorporating rainwater harvesting and sustainable drainage (London Plan policy 4A.14) Please also refer to CIRIA document 'Sustainable Water Management in Schools.'

- **Waste**

Minimise, re-use and recycle demolition waste on site where practical and provide re-cycling facilities on site.

Inclusive Design

5.30 Inclusive Design principles must underpin the project from the beginning of the design process and it is recommended that specialist advice should be sought to ensure the design of the school and site address the needs of disabled children and those with Special Educational Needs. Building Bulletin (BB)102 summarises the duties that under the Disability Discrimination Act 1995 (as amended by the Disability Discrimination Act 2005) that every local authority and school now must:

- not discriminate against disabled pupils
- plan to increase access to learning and to the physical environment
- promote equality of opportunity for disabled people.

5.31 BB102 states that BSF is a unique opportunity to transform our schools and provide innovative learning environments that will support and inspire pupils to achieve, in conjunction with a good quality inclusion brief for schools.

5.32 The design and access statement to accompany any planning application on this site must address how all users of the site, regardless of age, disability, ethnicity or social grouping can get to and move through the site including access to all buildings, approaches, spaces within buildings and the external environment including sports and play areas and BB102 should be used as the main reference point in describing how access has been accommodated within the proposals. All buildings must be actively designed to the highest quality of accessibility in order to assist all pupils to participate fully in all school activities.

5.33 The highest standard of inclusive design is to be achieved, which must be considered from the beginning of the design process, and provide for access for all students, staff, visitors and members of the local community. Disabled people including disabled staff, professional visitors, parents as well as disabled students and those with Special Educational Needs (SEN) must not be segregated and

must have use of the same entrances, corridors and rooms. Particular attention should be given to: the provision of ground level access; step free routes and access to facilities; appropriate door and corridor widths; sufficient circulation space; lobby space that gives independent mobility to disabled students around a school when door hold devices and power openers are in place; acoustics in all teaching, assembly and social spaces and rooms available for learning support. Activities located above or below ground floor levels should be accessible by lift with routes to back up these lifts when lift breakdowns occur and larger lifts designated for assisted evacuation of disabled students in emergency or flood situations.

5.34 BS 8300;2009, Part M of the Building Regulations and BB 102 Designing for Disabled Children and Children with Special Educational Needs (Dec 2008) are to be standard reference points. Sports England 'Access for Disabled People' is an essential specification for the detailed design of all indoor and outdoor sports areas, though there is almost no capacity to accommodate such facilities on site. Also refer to the London Plan SPG 'Accessible London: Achieving an Inclusive Environment' and the Council's SPD 'Access for All.' The addendum to 'Access for All' draws attention to other sources of advice drawn from DCSF and others. Further clarification of detailed design matters to plan for disabled students needs will be supplied by Children's Services and will refer schools and their designers to the most recently published information to plan for school accommodation such as lifts and approaches to school entrances.

Fire safety and building protection

5.35 Ensuring the correct assessment of the level of fire safety installations (both active and passive) in schools is an essential part of any design proposal. This is regardless of whether it relates to a new build or alteration to an existing building. This helps to ensure both the safety of the school users and the protection of the fabric of the school in the event of fire. There is a necessity to comply with the life safety requirements contained in the current Building Regulations and this can be accomplished by adhering to the advice contained in Building Bulletin 100 (Design for Fire Safety in Schools).

5.36 Early consultation during the initial design stages of any development proposals with the Specialist Fire Safety Team within the Council's Building Control Section is recommended. This will help to ensure that proposals achieve an environment that is as safe as is reasonably possible from the effects of fire, whether it is deliberate or accidental.

5.37 In assessing a proposal for adequate fire safety, a comprehensive evaluation of the following would be required:

- The occupancy type (disabilities, age, etc);
- The fire resisting structure;
- The fire alarm system;
- The fire suppression systems;
- Necessary facilities and access for the Fire Brigade;

- The emergency lighting;
- The emergency signage; and
- The fire strategy.

Noise

5.39 Consideration must be given to the siting of any potentially noisy plant or equipment on the site which should be sensitively designed within the building envelope and located so as to not cause disturbance to occupiers of near by properties.

5.40 Any new buildings need to be adequately insulated against any external noise, as well as from possible sources of noise from within the school itself. For further guidance, refer to PPG 24 (Noise), EN20B Noise Pollution, BS 8223:1999, LBHF 'Access for All', and Building Bulletin 93 (2003) that gives recommendations for the maximum levels of external noise that should fall on a school building, outdoor teaching space or playground area within a school site_ and ways of arranging buildings and noise barriers to reduce the impact of noise entering teaching areas from outside and from adjoining rooms. Where noise levels are such that natural ventilation is not possible, Building Bulletin 101 (2006) gives guidance on how much artificial ventilation may be required and how noise from mechanical ventilator plant should itself be muffled, so that the appropriate acoustics for communication and learning can be achieved.

5.41 Issues of noise and disturbance must also be considered when developing proposals for the overall layout of a school site including the location of any potential noisy outdoor areas to the site in order to:

- Minimise the impact of ambient and low frequency noise on external areas used for learning and social development including outdoor teaching areas, playgrounds/recreation areas and on internal teaching and socialising spaces.
- Minimise the impact of any potential noisy outdoor areas on adjoining residents and their garden areas particularly given the proposal for extended community use of the school.
- Minimise any adverse impact on adjoining residents in relation to any new pedestrian and vehicular entrance points. The school will continue to manage supervision of students at going home time to reduce any possible impact on adjoining residents.

Design Quality Indicator (DQI) for Schools

5.42 The DQI for Schools is a process for evaluating the design quality of school buildings from the inception of school buildings through the design stages and once the building is complete. It measures design according to three criteria:

- **Functionality:** The building should provide access for all to both teaching and non teaching activities and should adapt to changing needs.

- **Build Quality:** The building's finishes should be durable; design should minimise the requirements for mechanical ventilation (cooling and heating) and the layout, structure and engineering systems should be well integrated, using sustainable materials and systems.
- **Impact:** The building(s) should be well sited and display character and innovation; forms and materials should be well detailed; and the facility should contain pleasant circulation spaces, common areas and natural light.

5.43 The DQI process will be used for Hammersmith and Fulham's BSF programme. Involvement of the wider school community, including pupils, parents and governors, in the design process will take place by means of a schedule of design workshops, including DQI, at each school in the programme.

6.0 FLOOD RISK

Please refer to the council's draft Strategic Flood Risk Assessment (SFRA). This document must be referred to in order to inform the design of the development.

6.1 The site is located within flood risk zone 3 (this equates to a flood event with a greater than a 0.5% chance of occurring each year) which is the highest flood risk zone. The educational use of the site means that the Flood Risk Vulnerability Classification is 'More Vulnerable.'

6.2 It should be noted that there may be constraints to development and developers should seek advice from the Environment Agency at the earliest opportunity as to the specific requirements for assessment. It would be expected that some form of SuDS technology would be demonstrated in the design proposals (see section within brief on design).

6.3 Any proposals for development on this site will require developers to undertake a more detailed site specific Flood Risk Assessment (FRA) which must be undertaken by a suitably qualified consultant and to pass the Exception Test as described in PPS25. The FRA will need to incorporate the following:

- An assessment of the current level of flood risk as well as the level of flood risk following development.
- A demonstration that flood risk can be effectively and safely managed without increasing flood risk elsewhere.
- A demonstration that safe access and egress to all parts of a development can be maintained during an extreme flood event and that residual risks are managed to acceptable levels. For instance, lifts from designated routes of escape may need to be tanked.
- A detailed assessment of the residual risks posed by the existing defences being breached or overtopped in an extreme event.
- The Sequential Test has been passed and evidence will need to be submitted as part of the planning application. This can be made available on request.

6.4 As part of any flood risk assessment prepared for the school, consideration should be given as to how emergency planners would be involved in the event of a flood or breach in the flood defences. Consideration should also

be given to the use of flood evacuation posters and to signing up to the Environment Agency's flood warning system.

7.0 ARCHAEOLOGY

7.1 The school is not within an Archaeological Priority Area however The Greater London Sites and Monuments Record indicates medieval and post-medieval activity in the vicinity. The locally listed school buildings are of historic architectural interest.

7.2 An archaeological desk based assessment of the archaeological potential of the site as required by PPG 16 must be submitted as part of any planning application (see UDP policy EN7). The report will be sent to GLAAS for comments who will confirm the scope of any further archaeological work necessary to assess and/or mitigate the impact of development. Where it is accepted that physical preservation in situ is not merited, planning permission may be subject to conditions and/or formal agreement requiring the developer to secure investigation and recording of the remains, post excavation assessment and publication of the results. The desk-based assessment report should include an appraisal of the significance of the school buildings in order that an appropriate mitigation strategy can be confirmed. This may comprise of a programme of historic building recording prior to any demolition/alterations.

7.3 The council also encourages developers to inform local archaeological and historical societies of the start of any archaeological excavation and to make arrangements for public viewing of excavations in progress, wherever possible, and for subsequent analysis, interpretation and presentation to the archaeological societies and the public of any archaeological results and finds (policy EN7).

8.0 CONTAMINATION

8.1 The council has undertaken a preliminary review of current and historical land uses in the borough, which showed potentially contaminative land uses having occurred near to the site. Potentially contaminative land uses identified within an 80m radius of the school include a cemetery, a petrol station, a hospital, a former electricity generating station, former repair workshops for bakers' ovens and kilns and a former workshop for the repair and servicing of motor vehicles. Potentially contaminative activities identified within a 300 metre radius of the school comprise a laundry, aerated water works, pipe factory and a mortuary. The site is not on the Council's Contaminated Land Register. However, this does not guarantee that the land is free from contamination or risk from harm.

8.2 Any intrusive works (including redevelopments, extensions and re-landscaping) on this site will require a detailed site investigation scheme and risk assessment to be submitted and approved. This site investigation is to be completed in order to establish the degree and nature of contamination on site. An appropriate method statement for any remediation works will need to be written, submitted and approved. The approved remediation works will then need to be validated and a

validation report submitted to the Local Planning Authority detailing the works that have been undertaken.

- 8.3 In the event that any buildings on site are demolished, an asbestos survey should be submitted with any planning application and submitted with the strategy for dealing with its removal prior to any work commencing on site.
- 8.4 Further information about past land uses may be obtained from the Archive and Local History Centre at 191 Talgarth Road, W6 8BJ (020 8741 5159 to make an appointment).

9.0 CONSTRUCTION IMPACT DURING DEVELOPMENT WORKS

- 9.1 The council will expect the contractor to give early consideration to construction of the site including access, phasing, and ways of mitigating the impact on the surrounding residential roads and adjoining residential properties. The contractor will be expected to minimise the amount of construction traffic, reduce vehicle emissions, noise, dust and traffic flow in order to minimise any adverse impact on air quality and quality of life for the borough's residents. Most of these points will need to be addressed in any Transport Assessment that is submitted.

10.0 NATURE CONSERVATION

- 10.1 The site does not form part of a nature conservation area as identified on the UDP Proposals Map. However, the school is opposite Hammersmith Cemetery which is a nature conservation area of local importance with a wide range of mature trees, shrubs and grassland with common herbaceous plants. Any new educational buildings on the site should seek to improve local conditions for wildlife and encourage the provision of access to wildlife habitats. New buildings should include features of nature conservation such as bird nesting cavities, bat roosting boxes, climbing plants, window boxes and other planted areas that are attractive to flora and fauna (see UDP policy EN29).

11.0 TRANSPORT

- 11.1 St Dunstan's Road is a known rat-run between Fulham Palace Road and Margravine Gardens. It is two-way with heavily used shared use parking bays on both sides of the road. The available carriageway width at points is insufficient to accommodate two-way traffic and occasionally vehicles have to wait to pass. There is no traffic calming installed along its length but the narrow width means that traffic speeds are generally low.
- 11.2 Charing Cross Hospital is located approximately 500m from the school entrance and the ambulance access for the Accident and Emergency Department is also located on St Dunstan's Road.
- 11.3 The school site is within easy reach of public transport and given the age of the school's pupils the majority journey to and from school unaccompanied by this means. Therefore the number of cars dropping off and picking up pupils is low.

11.4 The accident record for the roads surrounding the school site is good with only three personal injury accidents recorded over the past 3 years. Of these two involved pedestrians but neither were children of school age.

11.5 The current arrangement of providing vehicular access via St Dunstan's Road is preferable to using Beryl Road. It is only possible to enter Beryl Road from Fulham Palace Road so any drivers approaching from the east of the school would have to continue along St Dunstan's Road to join Fulham Palace Road before turning right in to Beryl Road across the southbound traffic flow. This increases the chances of conflicts and may lead to non-compliance of the one-way system on Beryl Road by visitors to the school unfamiliar with the road layout.

11.6 A major redevelopment of the site will require a transport assessment. This should follow Transport for London guidance "Transport assessment and best practice" (May 2006). It is recommended that the scope of the transport assessment be agreed with relevant Borough (and potentially also Transport for London) officers prior to preparation of the transport assessment.

11.7 The transport assessment should be set out according to the suggested headings within the Tell guidance. Specifically:

- Introduction;
- Assessment of data;
- Trip generation analysis;
- Car parking;
- Cycle and motorcycle provision;
- Servicing;
- Construction;
- Transport infrastructure;
- Mitigation and travel plan.

Please note that as it is proposed that the redeveloped site will act as a community facility as well as a school, it is therefore important that both types of intended use are examined by the transport assessment.

11.8 Planning policy encourages the use of more sustainable transport and integration with development to reduce the need to travel by car. The provision of safe and convenient cycle and pedestrian routes to the school should be encouraged. Pedestrian routes to Baron's Court station and Fulham Palace Road should be considered in particular for improvement. The provision of sufficient, secure cycle parking facilities is a requirement with a minimum of 1 secure cycle space per 10 staff / students. Cycle parking should be positioned in location(s) that are easily accessible from the site entrance. The provision of appropriate changing facilities for cyclists including showers and lockers is beneficial as it would encourage the use of cycles and reduce car trips to the site.

11.9 Planning policy also promotes a restraint based approach to car parking. On site parking should be the minimum necessary having regard to the public transport accessibility level (PTAL) for the site. The PTAL for this site is 5

which is considered high and would support provision of minimal parking for cars. Particular reference should be made in the transport assessment to the level of parking stress in the surrounding streets, the particular needs of children that will be attending the school and how this impacts on setting down provision, Blue Badge visitor and staff parking.

11.10 The School Travel Plan must meet the minimum standards as set out by the Department for Children, Schools and Families/DfT 'Travelling to School Project' which can be found on www.teachernet.gov.uk. The Borough has a School Travel Plan Co-ordinator who will be able to advise and assist in its preparation / amendment of the existing school travel plan to meet the needs of the proposed redevelopment.

12.0 PLANNING APPLICATION REQUIREMENTS AND SUPPLEMENTARY INFORMATION

Pre-application advice

Hammersmith and Fulham offers a planning application advice service to advise applicants prior to submission of complex planning applications. This can help applicants identify the key planning issues, avoid abortive work and speed up the statutory process. For the council to provide pre-application advice, a 'Request for a Pre-Application Advice Form' must be completed, an initial fee depending on the complexity of the proposals and further information set out in the pre-application advice note.

Environmental Impact Assessment

Depending on the nature and scale of the proposals, prospective applicants may be encouraged to seek a screening opinion from the Council under the provisions of the Town and Country Planning (Environmental Impact Assessment) Regulations 1999 to determine if an Environmental Impact Assessment is required.

Detailed planning application vs. outline planning application

Any planning application submitted will be expected to be a detailed planning application. An outline planning application will not be acceptable.

Accompanying information

Any significant planning application relating to the site must be accompanied by the following information:

(i) **Design and Access Statement** (see CABE guidance on Design and Access Statements) to include:

- Socio-economic context, townscape context, site analysis, design objectives, design proposal, massing illustrations, street scene analysis, materials, assessment against design policy;
- Heritage assessment;
- BRE compliant daylight and sunlight assessment;
- Safety and security/secured by design assessment
- Ecological assessment (see CABE guidance on Design and Access Statements)

- Inclusion assessment (covering issues raised and solutions proposed to access and inclusion issues;

N.B In order to cover inclusion aspects of this statement, there should be an inclusion briefing incorporated as suggested in BB 102 (pages 20-21). This should give a full assessment relating to inclusive access of the new proposals for the site and should include reference to the relevant parts of the transport assessment. Where existing buildings or external areas are being retained, there should be an Access Audit carried out by a professional auditor or consultant attached to the Design and Access Statement, and this should explain the intended relationship and any further proposals to update buildings and spaces to the development proposed for the whole site.

(ii) **Supporting Planning Statement to include:**

- Description of proposals, policy context, compliance with policy and S106 obligations.
- School management issues including hours of operation and proposed types of community uses, management of pupils and educational need case.
- Results of consultation on how the community (including residents and local groups) and the school have been involved in the development of the proposals. The applicant should contact the Planning Department for details of groups that should be involved in this process.
- Statement on Refuse Storage/Recycling/Waste Management Strategy

(iii) **Sustainable Design and Construction Statement** (including energy conservation, sustainable design & construction, renewable energy assessment of options and % achievable, - see paras 5.27-29)

(iv) **Flood Risk Assessment** (see para 6.3)

(v) **Arboricultural survey (refer to BS 5837 2005) and Landscape Strategy/ Plan**

(vi) **Archaeological desk based assessment** in accordance with IFA and English Heritage GLAAS guidance

(vii) **Desk Top Report - contamination** including an asbestos survey- (desk based evaluation of existing information and any initial site investigations)

(viii) **School Travel Plan and Transport Assessment** (see paras 11.6, 11.7 and 11.10)

(ix) Noise and vibration survey and assessment

(x) Method of Construction statement (see para 9.1)

The Environment Agency must also be consulted with regard to matters including flood risk and waste regulation.

For any planning application relating to minor development of the site, it is advised that contact is made with the planning department to discuss the level of accompanying detail that may be required.

13.0 CONTACT DETAILS

13.1 The Planning Brief is intended to be used as guidance for pre-application discussions regarding future plans for the site. Specific enquiries should be directed to the relevant officers listed below.

Principal Contacts

For further advice on planning matters in this brief

Christina Parker – Planning

020-8753-3503

Christina.parker@lbhf.gov.uk

For advice on the BSF programme

Tracey Coventry – BSF team, Children’s Services Department

020-8753-3796

Tracey.coventry@lbhf.gov.uk

Other Contacts

For highways and parking issues

Graham Burrell – Projects and Development Manager – Highways and Engineering

020-8753-3461

Graham.burrell@lbhf.gov.uk

For heritage and conservation issues

Adam O’Neill

020-8753-3318

Adam.o’neill@lbhf.gov.uk

For renewable energy

Paul Baker – Environmental Policy and Projects

020-8753-3431

Paul.baker@lbhf.gov.uk

For contaminated land issues

Elizabeth Fonseca – Environmental Quality Manager

020-8753-3454

Elizabeth.fonseca@lbhf.gov.uk

Martin Barnard – emergency planning

020-8753-2276

Martin.barnard@lbhf.gov.uk

For issues relating to the UDP and LDF
Trevor Harvey– Leader - Development Plans Team
020-8753-3039
Trevor.harvey@lbhf.gov.uk

Gavin Simmons – Principal arboriculturist
020-8753-3046
Gavin.simmons@lbhf.gov.uk

Richard Evans – School Travel Plan Co-ordinator
020-8753-3344
Richard.evans@lbhf.gov.uk

Peter Monk – Access officer
020-8753-3429
Peter.monk@lbhf.gov.uk

Environment Agency
Candice Beard
020-7091 4042/5
Candice.beard@environment.agency.gov.uk

English Heritage
Diane Abrams- Archaeology Advisor
020-7973-3732
Diane.abrams@english-heritage.org.uk

For crime prevention/secured by design
Dave Hinton
Metropolitan Police
020-8246-2694
David.hinton@met.police.uk

Archive and Local History Centre
020-8741-5159

FURTHER REFERENCES

British Standards Institution

B.S 5837:2005 Trees in relation to construction, 2005
B.S 8300:2009 Design of Buildings and their approaches to meet the needs of disabled people, Code of Practice, 2009

Construction Industry Research and Information Association (CIRIA)

‘Sustainable Water Management in Schools (WO12)’, CIRIA, 2006

Commission for Architecture and the Built Environment ('CABE')

Assessing Secondary Schools Design Quality - Research Report, CABE, 2006

Design and Access Statements, How to write, read and use them, CABE, 2006

Schools Design Quality Programme, Building Schools for the Future, CABE, 2007

Creating Excellent Secondary Schools, A guide for clients, CABE, 2007

Being Involved in School Design, A guide, CABE, 2007

Successful School Design, CABE, 13 May 2009

Dept for Communities and Local Government

Building Regulations – Part M Disabled Access to and use of Buildings, 2006

Building Regulations – Part F (Means of Ventilation)

Building Regulations – Part L Conservation of Fuel and Power

Guidance on the emergency use of lifts and escalators for evacuation and fire and rescue service operations: BD 2466, Dept for Communities and Local Government, 2009

Department for Children, Schools and Families

Building Bulletin (BB) 98, Briefing Framework for secondary school projects, Department for Education and Skills (now called Department for Children, Schools and Families), 2006

BB 93 Acoustic Design of Schools, a Design Guide, Department for Education and Skills, 2003

BB 95 Schools for the Future, Designs for Learning Communities, Department for Education and Skills, 2002

BB 100 Design for Fire Safety in Schools, Department for Children, Schools and Families, 2007

BB 101 Ventilation of School Buildings, Department of Children, Schools and Families, 2006

BB 102 Designing for Disabled Children and Children with Special Educational Needs, Department for Children, Schools and Families, 2008

Schools for the Future, Designing School Grounds, Department for Education and Skills, 2006

Schools for the Future, Design of Sustainable Schools - Case Studies, Department for Education and Skills, 2006

Department for Children, Schools and Families (DCSF), Partnerships for Schools (PFS)

An introduction to Building Schools for the Future, DCSF and PFS, 2008

Department for Energy and Climate Change

The Low Carbon Transition Plan, DECC, 2009

Dept for Transport

Inclusive Projects: a guide to best practice on preparing and delivering project briefs to secure access, Disabled Persons Transport Advisory Committee (DPTAC), 2003

Disability Discrimination Act 1995 (as amended by the Special Education Needs Act 2001 and the DDA Act 2005)

English Heritage

Heritage Works, The use of historic buildings in regeneration - a toolkit of good practice, English Heritage

Easy Access to Historic Buildings, English Heritage, 2004

Conservation Principles – policies and guidance for the sustainable management of the historic environment, English Heritage, 2008

The Future of Historic School Buildings, English Heritage, 2005

Greater London Authority

The London Plan: Spatial Development Strategy for Greater London Consolidated with Alterations since 2004, 2008

Consultation Draft Replacement London Plan

Greater London Authority, 2009

London Borough of Hammersmith and Fulham (LBHF)

Unitary Development Plan, LBHF, 2007

Draft Strategic Flood Risk Assessment, JBA Consulting and Entec for LBHF and RBKC, 2008

Statement of Community Involvement, LBHF, 2006

Building Schools for the Future (BSF) Strategy for Change (SfC) Part 1 LBHF, 2008

Building Schools for the Future (BSF) Strategy for Change (SfC) Part 2 LBHF, 2009

Strategy for transforming learning opportunities and provision for pupils with Learning Difficulties and Disabilities/Special Educational Needs (LDD/SEN) through Building Schools for the Future (BSF) investment, LBHF, 2008

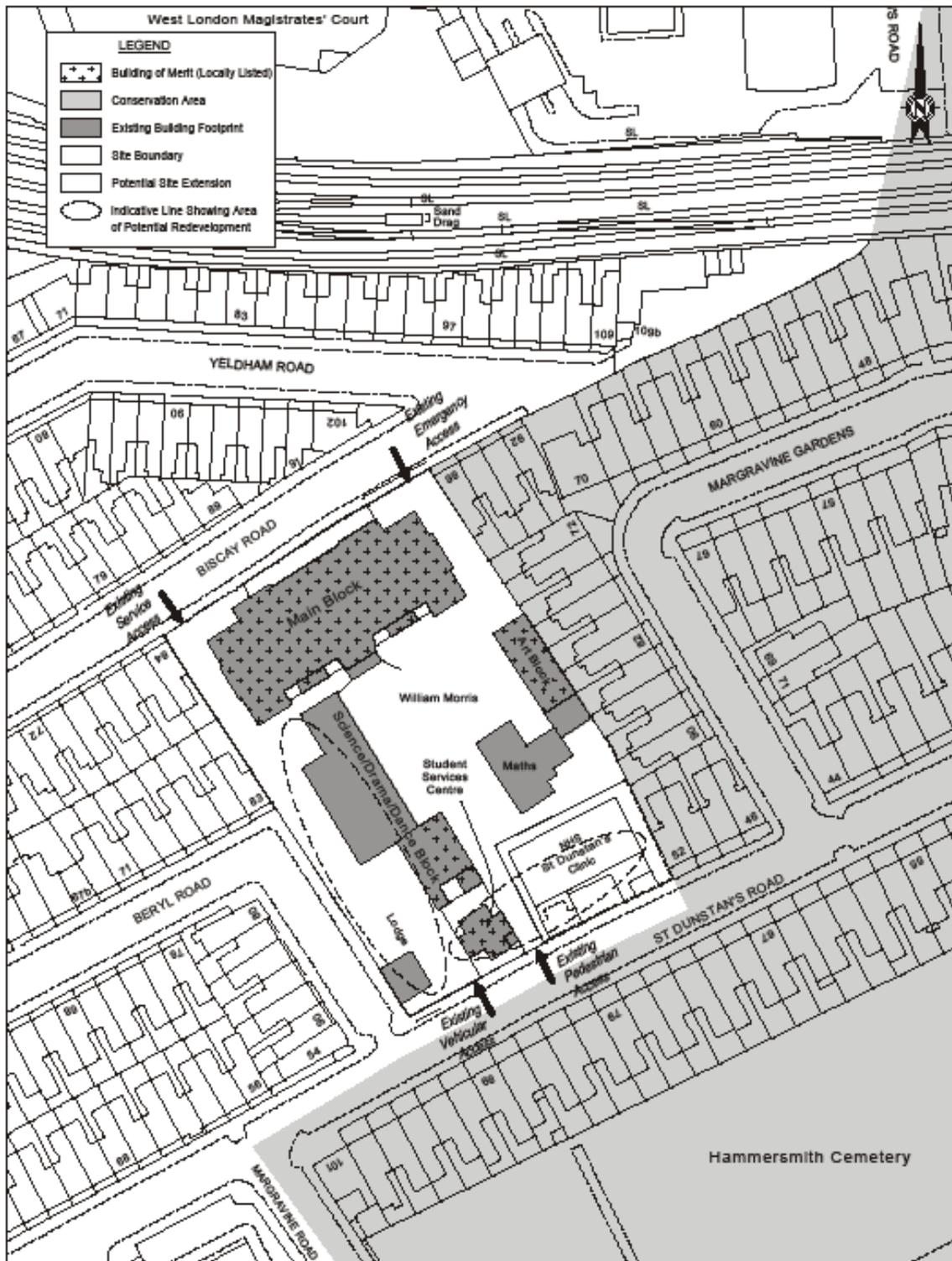
Community Strategy 2007-14, LBHF, 2007

14-19 Education Plan 2008-13, commissioned by Ian Heggs, produced by Jan Parnell for LBHF,

Streetsmart 2 - A Guide for Designing and Maintaining our Streetscape, LBHF, 2007

Sport England

Active Design, Sport England, 2007
Access for Disabled People, Sport England



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Drawn	Checked	Approved
BJN	WAS	CP
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PROJECT
BUILDING SCHOOLS FOR THE FUTURE
WILLIAM MORRIS 6th FORM
ST DUNSTAN'S ROAD, W6
PLANNING BRIEF

NOTES	Date	Rev	Init
Site Name Change	SEP. '09	A	HC
Areas Amended	NOV. '09	B	BJN

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PS 32258

WILLIAM MORRIS , ST. DUNSTAN'S ROAD - CONSULTATION RESPONSES TO DRAFT PLANNING BRIEF OCT09

RESPONDENT	RESPONSE MADE	BRIEF MODIFIED
<p>Residents and Residents Associations</p>		
<p>397 neighbours were consulted around William Morris 6th form within the following roads: St. Dunstan's Road, Margravine Gardens, Beryl Road (east), Biscay Road (east), and Yeldham Road (east).</p>		
<p>BERYL ROAD, MR. ALLINGHAM</p>	<ul style="list-style-type: none"> • Access points to Biscay Road should be re-opened for use by students to allow for more even dispersal of students. Noise and disturbance and anti-social behaviour is a real issue along St. Dunstan's Road and Beryl Road. At present, the noise, screaming and yelling, swearing, litter and general antisocial behaviour from emanating from the St Dunstan's exit is too highly concentrated in a small area to be acceptable. • Resist any new access from Beryl Road and support vehicular access staying from St. Dunstan's Road. • Were there any accidents along Biscay Road when used for 	<p>The question of accesses and use of the Biscay Road for vehicles only is largely an operational matter for the school. The school is seeking to have a single pedestrian access for the school for students in order to try and ensure a degree of security over who enters and leaves the premises as well as trying to separate pedestrian movements from those of service vehicles. Any future revisions to the access points to the site and car parking on the site will need to be reviewed in detail in conjunction with the form of any new development on the site. Officers will work closely with the school and the architects once appointed to try and ensure that the designs do address the need to cater for pedestrian movements whilst taking into account surrounding residential amenity.</p> <p>The brief states that vehicular access from Beryl Road would probably not be acceptable at para 11.5 and provides an explanation why.</p> <p>The school have advised that in recent time the entrance</p>

	<p>pedestrians and vehicles?</p> <ul style="list-style-type: none"> • What does an 'active frontage' mean • Support noise section of the brief but no reference to noise and litter resulting from students. • St. Dunstan's Rd is not used as a rat run. • Support use of site for out of hours activities • Brief presents good opportunity to reduce existing impact of the school. 	<p>onto Biscay Road was only used as a temporary facility whilst works were in progress.</p> <p>It means that any new building frontage to either Beryl Road or St. Dunstan's Road should avoid blank or solid walls to the street and should be broken up with fenestration (windows) to allow views from the buildings into the street and vice versa, dependent on the uses occurring in these buildings. This term has been deleted from the brief in order to avoid confusion.</p> <p>The noise and litter problems resulting from students behaviour is not really something that can be covered in a planning brief as these sorts of issues need to be addressed by school operational and management procedures and by the council's anti-social behaviour co-ordinator and the Safer Neighbourhood Team.</p> <p>Our highways advice and other residents is that this road is uses as a rat run at certain times.</p> <p>Noted.</p> <p>Agreed. The expectation is that if the school facilities are improved and environment is made more attractive, then students will feel less inclined to leave the site during breaks and lunchtimes, thus reducing the risk of noise problems occurring.</p>
<p>BISCAY ROAD, JENNIFER PORTER</p>	<ul style="list-style-type: none"> • Live next door to WM and am concerned about plans to extend the use of the facility outside normal school hours. The noise when the 	<p>The nature of the community uses of the school is still to be determined but is a requirement of Partnership for</p>

	<p>students are in the school grounds is excessive as it is, but at least it is quiet when they leave. Appalled at the thought of any form of noise extending to evenings, week-ends or school holidays in this concentrated residential area.</p> <ul style="list-style-type: none"> • Would strongly object to any pedestrian or vehicular entrance points being made in Biscay Road. There is a car wash at the end of the road and you should certainly be made aware of the speed of vehicles going into and come out of that area. It would be highly dangerous to have pedestrians or vehicles coming out of the school which is also close to the junction with Yeldham Road - a completely blind corner. • Apart from the above comments, am in favour of the LBHF improving the local facilities and, in general, have always been impressed by the activities and services in the borough. 	<p>Schools funding of the BSF programme. The community uses will only be of the school facilities, such as IT, rooms for meetings, and any facilities for physical activities that form part of the proposed scheme.</p> <p>There is obviously a variety of opinion of local residents in relation to which access the school should ideally used depending on the location of the resident and what impact each access would have on that individual property. See comments made above about school's operational decision on access points.</p> <p>Noted.</p>
<p>BISCAY ROAD DIANNA RHODES</p>	<ul style="list-style-type: none"> • Noise coming from the school is disruptive and can be heard from within my house and is impacting on living conditions. • Extending the use of the school site for extended community use such as social events or a gym is not appropriate and would exacerbate this noise problem, worsen the traffic problem, lead to light pollution after hours and worsen smells from the kitchen which I can smell in garden area. The area is already well served by gym and other sports facilities, such as Charing X hospital with sports facilities, Fulham Pools etc. • Anti-social behaviour a few years ago from students including 	<p>This is a school management issue and this comment will be forwarded to the school.</p> <p>See comment above about community uses. In addition, any planning application that is submitted will need to be accompanied by information detailing the uses that will take place on the site, though these could change over time, unless specifically excluded by imposition of a condition on any planning application.</p> <p>It is anticipated that an improvement of the existing</p>

	<p>suspected drug dealing in the surrounding streets. Extended opening hours could lead to re-occurrence of this problem.</p> <ul style="list-style-type: none"> • Please take into account light issues with any new building works as this could have serious impact on garden area. • I would like to be involved in any decisions about planting near boundary of house and the school. • Concerns about wider public access to the school and grounds and crime issues. As an example, the new bike shelter next to my boundary means that security to my property has been compromised 	<p>school site should help to reduce anti-social behaviour outside of the school site.</p> <p>The brief states at para 5.17 that 'A daylight and sunlight assessment of the impact on nearby residential properties will be expected to be submitted with any significant development proposal to make sure that residential amenity is safeguarded.'</p> <p>Noted. This request should be re-iterated within comments to a planning application.</p> <p>The planning brief states that the crime prevention design advisor should be consulted during the design development phase so that these issues are taken into account when a proposal is put forward.</p>
<p>BRONSART RD PAUL HONOR</p>	<ul style="list-style-type: none"> • Please ensure that any works get rid of the Tannoy system employed at the school – can hear it in my house and through double glazing. 	<p>This is a detailed operational and management issue. Comment to be passed to school for reply to resident.</p>
<p>ST. DUNSTAN'S ROAD MICHAEL DELOUGHERY</p>	<ul style="list-style-type: none"> • Complaint that consultation letter was only addressed to 'The occupier' and not the name of the occupier. Many local people are not aware of the proposals including a residents association. Please can residents be kept properly informed and make sure that all residents are contacted and views heard before any decisions made. 	<p>It is not possible to personally address letters to individual names of occupiers as the council does not keep this information. It is also a residents own responsibility to open and read their letters. The BSF website has up to date news on developments within the BSF programme. Further consideration will be given by the BSF team to how to keep residents around specific schools up to date. This would then be a requirement of the LEP (Local Educational Partnership) once established.</p>

	<ul style="list-style-type: none"> • Query whether consultation was extensive enough. • The school has been opened up for community use at least twice before. The area became a traffic bottleneck when extended use of site on occasions clashed with football match traffic. • The site is adjacent to the Baron's Court CA. Residents want any new development to be in keeping rather than being distinctive. Architecturally, the Student Service Centre and lodge and the most distinctive and beautiful of all the buildings on the site and give the site much needed character – why would you want to destroy these? They should not be demolished. • You correctly identify St. Dunstan's Road as a rat run especially during rush hours which comes to a standstill at times. Could the Biscay Road entrance/exit be used also in order to help disperse the large flows of students out of the site and would make sense from a safety perspective. • I refute the figures you give about number of traffic incidents. I have recently seen two people hit by cars, and constantly hear the sound of screeching tyres and horns. • Height issue needs to be clarified further. Tendency in past to make maximum use of all available space. There needs to be space between buildings and allow light to adjoining properties. 	<p>It appears that not all the letters to all the consultation area were sent out and a further tranch of letters were sent out on 2nd November to additional residents.</p> <p>Noted.</p> <p>No specific proposals have yet been developed for the site. However, the council supports good modern development and would not expect a new development to be a pastiche Victorian replica. A good design can be both modern and in keeping with the historic environment. This will be subject to detailed design consideration once an architect has been appointed.</p> <p>Please see comments above re access issues.</p> <p>Noted. Information passed to Highways division.</p> <p>Height issue clarified in para 5.17. Predominant height should be 2 storeys but a set back to three storeys may be acceptable, dependent on appearance and location, along St. Dunstan's Road frontage.</p>
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	<p>There should be no building taller than 2 storeys.</p> <ul style="list-style-type: none"> The planning brief seems concerned with impact on properties in Beryl Road and Margravine Gardens but does not mention those opposite the site in St. Dunstan's Road. 	<p>Brief amended to make reference to residents in all surrounding roads in paras 5.17.</p>
<p>Margravine Gardens and St. Dunstan's Road Residents' Association</p>	<ul style="list-style-type: none"> Delighted to hear WM will enjoy a much needed improvement under the leadership of the current management team but have concerns about scale of the project. Three storeys would not be acceptable in the local area with small houses abutting the site and would only support new buildings of two storeys in height. Strongly held view among residents that any new buildings should be sympathetic to the surrounding Victorian architecture. Not encouraged by the recent H and F interpretation of what might blend sympathetically with the local area and completed BSF redevelopments which favour assertive modern architecture. Concern that the site is just outside a CA and not bound by restrictions of a CA. Local residents very concerned at proposal to transform school into a 'community hub' and are totally opposed to out of hours activities for the wider community (outside of St. Dunstan's Road, Margravine Gardens and Beryl Road) is not a suitable venue for borough wide activities which should be focused on other sites nearer tube stations. Such uses would increase traffic problems and parking pressure for residents, result in general nuisance, 	<p>Noted. Designs are still to be developed for the site, though it is acknowledged that the current facilities on site are not adequate.</p> <p>See above comment on building heights – see para 5.17.</p> <p>Any proposed development will need to take into account the setting of the adjoining Conservation Area. No review is currently planned of the boundary of the adjoining Conservation Area in the near future. See comment above about designs being 'in keeping' with the surrounding built form.</p> <p>See comments/query above about community use of school.</p>

	<p>devaluation of properties and the general appeal and amenity of the area. Past experience shows that opening school to out of hours activities has a damaging effect on local residents (various examples given).</p> <ul style="list-style-type: none"> • Local residents have expressed no interest in additional locally based out of hours activities beyond making meeting rooms available to local associations which the school already provides. • Brief is vague as to what new activities would be provided. There are already sports facilities within 10 mins walk. <ul style="list-style-type: none"> • Residents opposed to any changes which would cause increased traffic in the longer term and would like to be involved in the assessment process. • Impact of building work. The area is prone to subsidence and concern that heavy building work might cause long term structural damage. What provision has been made to assess impact of large scale building work? • 'We would be very supportive of a brief which had a primary objective to improve facilities with a view to further raising academic standards at the WM school and providing attractive 	<p>The nature of the community uses of the school is still to be determined but is a requirement of Partnership for Schools funding of the BSF programme. The community uses will only be of the school facilities, such as IT, rooms for meetings, and any facilities for physical activities that form part of the proposed scheme. any planning application that is submitted will need to be accompanied by information detailing the uses that will take place on the site, though these could change over time, unless specifically excluded by imposition of a condition on any planning application.</p> <p>Residents should be consulted as part of the pre-application consultation process.</p> <p>These are probably more Building Control issues. No assessment has yet been made as no detailed proposals have yet been developed. Building Control will be involved as part of any development scheme.</p> <p>BSF team are currently developing a communications strategy for its programme and have noted this comment.</p>
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	<p>lunch/social area which limit the appeal for students to hang around on the streets and in residents front gardens. Local residents are keen to be closely involved in this project and would like to be given an indicative timetable for the project.'</p>	
Beryl Road resident (Smith)	<ul style="list-style-type: none"> • 'I am a resident of Beryl Road and on a daily basis I am confronted by disruptive, loud, aggressive, rude, disrespectful and foul mannered students arriving or leaving the school site.' • Students throw litter on pavements and people's gardens. • The planning brief only concentrates on the buildings and students and there is no consideration for the residential area surrounding the site? • These students obviously need a place within the school grounds where they can socialise, smoke and eat rather than doing it (literally) in our front yards. • Would like to see teachers or members of the site patrolling the surrounding streets and moving the students on and away from the site and streets after they have finished their day there. • I look forward to seeing positive changes for everybody. 	<p>All comments regarding behaviour of students will be forwarded on to Children's Services Department, William Morris school and the council's anti-social behaviour co-ordinator and the Safer Neighbourhood Team.</p> <p>As above.</p> <p>The purpose of the planning brief is to focus on the built form and provide a framework for looking at future development on the site whilst taking into account neighbouring properties. It is not really a document to primarily address behavioural issues.</p> <p>It is anticipated that a suitable form of development would encourage students to stay on site rather than leaving site during breaks etc.</p> <p>The school have stated that school staff do patrol the exits and surrounding streets at peak times. This comment will be forwarded to the school.</p> <p>Noted.</p>
External agencies		
Victorian Society	<ul style="list-style-type: none"> • Request that the site is incorporated within the adjoining Baron's 	The council reviews boundaries of conservation areas

	<p>Court Conservation Area.</p> <ul style="list-style-type: none"> The site has a collection of particularly characterful late Victorian buildings with considerable townscape merit; request that brief amended to put more emphasis on the retention of the late Victorian school buildings ;the brief only says that consideration should be given to the retention of some of the Victorian buildings and no objection to demolition of the lodge, maths block and St. Dunstan's clinic; the starting point should be that all reasonable attempts should be made to incorporate new buildings into a development rather than a presumption to demolish them; they are well suited to adaption; retention would mean conserving existing resources and reducing the consumption of new resources 	<p>every 5-10 years. A review of the Baron's Court conservation area was last undertaken in 2005 and it is unlikely that there will be a future review in the near future.</p> <p>It is not considered that the Lodge or St. Dunstan's clinic have a particularly high streetscape value. Paras 5.1 to 5.4 have been amended to set out which buildings are very important, the other buildings of merit on the site to which consideration should be given to retention and the modern buildings on the site which have no architectural value.</p>
<p>Environment Agency</p>	<ul style="list-style-type: none"> We are satisfied with the Draft Planning Brief submitted. With regards to the Flood Risk section and the Sequential Test, the second bullet point in section 6.3 can be taken out of the brie as you have already carried out the Sequential Test. A detailed site specific Flood Risk Assessment would have to assess whether a basement can be included as part of the development. It would have to address the risks to people and property in relation to the flood waters and whether it is in a rapid inundation zone. It would also have to look at suitable uses of any 	<p>Noted.</p> <p>Section on flood amended accordingly.</p> <p>Noted.</p>

	<p>basement and then the escape routes from the basement.</p> <ul style="list-style-type: none"> We ask that basements are never self contained and that they have internal access to higher floors and safe places of refuge. The FRA should inform the design of any basement, if a basement is an option. 	Noted.
Crime Prevention Officer	<ul style="list-style-type: none"> Pleased to note the safety and security elements contained in the draft planning brief, particularly the requirement for developments to attain Secured by Design accreditation. SBD accreditation is the best and most comprehensive measure of how a design seeks to reduce crime and criminal opportunity. Happy to assist yourselves, architects & developers with the projects, both overall and on a case by case basis. 	<p>Noted.</p> <p>Noted.</p>
LAMAS	<ul style="list-style-type: none"> There are Listed Buildings on this site, abutting a Conservation Area. Scale and design are vital. The potential development areas shown on the map attached to the brief should not overlap the Listed Buildings. An Archaeological WSI is required in the Brief due to Medieval and post-Medieval potential. 	<p>There are no listed buildings on the site, though there are some buildings identified as buildings of local architectural merit.</p> <p>Indicative lines of potential redevelopment have been amended on the plan, but are only indicative and do not mean that buildings cannot be adapted and refurbished rather than demolished. The brief states that consideration should be given to the retention and refurbishment of these buildings and that any proposals for demolition of these buildings would need to be supported by a detailed justification.</p> <p>Para 7.2 of the brief requires that an archaeological desk based assessment of the archaeological potential of the</p>

		site should be submitted with any planning application.
Greater London Archaeological Advisory Service, English Heritage	<ul style="list-style-type: none"> Support the archaeological section of the brief. 	Noted.
William Morris 6th form		
	<ul style="list-style-type: none"> The school regards the adjoining St. Dunstan's clinic site as essential to maximise the development opportunities for the school. The text of the brief infers that only consideration should be given to re-incorporating the site back into use and that possession may not be achievable under the timescales for the re-development of the site. We would hope that the future of the clinic site would be determined well before any development works are commenced due to current site limitations as it would severely reduce the development potential along the southern boundary of the site. We would hope that reference to this development potential could be clarified and referred to more definitively in the adopted version. Welcome the reference that the school will be a community hub and recognise the potential to share much improved facilities through the development of extended services. Reference to student numbers in para 3.3 needs to be more flexible. Currently have 835 students on roll and see this settling down to between 800 and 900 students post BSF. Although we see BSF as an opportunity to develop buildings and facilities to improve the teaching and learning, rather than an opportunity to increase student numbers, we need some flexibility to expand slightly if student demand or course provision dictates. 	<p>Children's Services and the PCT are actively pursuing other sites in order to enable this site to be incorporated into the site. It is considered that the issue is dealt with from the planning point of view adequately given that this is a land ownership issue.</p> <p>Noted.</p> <p>Para 3.3 has been amended to reflect these comments.</p>

	<ul style="list-style-type: none"> • Aspirations are for the school to offer improved and larger facilities which would allow for students to interact to a greater degree socially and through personalised learning provision on the site. This will attract more students to stay within the school during breaks and lunchtimes, reducing the consequences of students socialising outside the school site, in particular with regards to noise and litter. • Re 5.10. We consider that a re-designed school entrance is a positive opportunity to better integrate the flow between school users and the surrounding highway environment and to reduce impact on local residents during busy periods of the day. One particular concern is the narrow pavement outside the school along St. Dunstan's Road which could be addressed as part of a design solution. • We recognise the opportunity in para 5.18 to retain and enhance the views from St. Dunstan's Road through to the main teaching block. • However, the school has identified need for some externally covered areas and has an aspiration to create covered courtyard spaces to offer social, recreational and performance space opportunities. • Agree with para 5.38 and need for layout of school to reduce noise and disturbance to local residents. Current operational arrangements aim to try and separate pedestrian and vehicular movements and manage supervision of students in and around the school at peak times. 	<p>Noted.</p> <p>Noted. Section on design altered to include the possibility of widening the footpath. This would be a detailed design consideration for the architect of the site to consider once appointed.</p> <p>Noted.</p> <p>This is noted, but it is also important that any covered areas do not have the effect of obscuring the whole front elevation of the main teaching block and that views of this important landmark building are retained. Para 5.20 has added an additional reference to this effect.</p> <p>Noted.</p>
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	<ul style="list-style-type: none"> • In relation to section 6.0, we would like the possibility of considering limited development below ground such as for dance, drama or large hall use to minimise the overall height of development and impact on surrounding residents. • Would like to see the current traffic calming arrangements reviewed in relation to any new development. • Following a site meeting, the school better appreciates the difficulties and challenges of potentially progressing an additional pedestrian or vehicle entrance in Beryl Road. • Request that plan should be amended to reflect their being development potential along the eastern boundary, notwithstanding the desire to retain the art block. This would allow future redevelopment to maximise the potential of the whole site. 	<p>The EA have been contacted on this matter and have stated that that basements should never be self contained and that they have internal access to higher floors and safe places of refuge. The FRA should inform the design of any basement, if a basement is an option.</p> <p>The transport assessment to accompany any planning application would cover this issue.</p> <p>Noted.</p> <p>The WM site is a tight urban site with residential properties close on both the eastern and western boundaries. Although it is considered that there are development opportunities on the site, the fact remains that any development of the site must retain some outside space for students, must retain views to the main teaching block and must include breaks in the footprint of proposed new buildings to reduce the bulk of any development and avoid creating an overdeveloped and cramped form of development. The indicative areas of development opportunity indicate the main zones of opportunity but does not preclude other opportunities coming forward. Identifying a whole area of development potential along the eastern part of the site, as well as the western and southern parts of the site is not therefore considered appropriate.</p>

Local amenity groups		
Fulham Society	<ul style="list-style-type: none"> • Delighted that all listed buildings and buildings of merit will be retained. • Delighted that all have proposals to retain trees etc and to expand the green environment. • Pleased that archaeological assessments will be carried out and assume that local archaeological and amenity societies will be made aware of when they are taking place and given full details. • Assume that any proposals for redevelopment of any parts of the school sites will go through the normal planning procedure and that the Fulham Society will be properly consulted along with others. 	<p>There are no proposals currently and therefore it is not clear whether all buildings of merit on this site will be retained.</p> <p>Noted.</p> <p>The brief makes reference in para 7.3 that the council encourages developers to inform local archaeological and historical societies of the start of any excavations.</p> <p>The Fulham Society would be consulted on any planning application for the site.</p>
Hammersmith and Fulham Historic Buildings Group	<p>General comments relevant to all briefs</p> <ul style="list-style-type: none"> • Welcome production of these briefs but concerned about their satisfactory implementation. Are there adequate resources to ensure briefs explained, proposals evaluated in detail and execution complies with agreed proposals. • A master plan is needed for each site to avoid piecemeal alteration and ensure any incremental changes fit a long term vision for the site. 	<p>Planning officers will be fully involved in development of proposals for each site and in discharging planning conditions. Once a development partner is chosen through a long period of competitive dialogue and the LEP is established they will be the responsible body for delivering high quality schemes.</p> <p>Children's Services have no plans, or funding, to produce master plans for each site. The planning brief should be able to set the context of what is acceptable or not acceptable for the site in the long term.</p>

	<ul style="list-style-type: none"> • EH document 'The Future of Historic Buildings' (2005) should be referenced. • Welcome the use of the DQI for schools to take into account users views of their school. • Landscaping is important in creating a pleasant and welcoming environment. Brief should make reference to requirement for full landscaping scheme. • Welcome proposed use of school for community use. Brief should include more detail as to how this can be achieved in relation to access and security. • Welcome detailed attention to archaeology, contamination, flood risk, energy saving, transport, design, nature conservation, construction impact and planning app requirements. HFHBG would want to be informed as one of groups of any archaeological finds. • Keen to encourage greater awareness of the history of the school amongst staff, students and the public, particularly at a time of major physical redevelopment to the education estate. This could be done through a history board or story board showing the history of the school and its buildings being displayed within each school. Before any demolition or re-planning a full photographic record should be made of the school and lodged with Borough Archives. Any historic details from a demolished building should be 	<p>This document is already referenced.</p> <p>Noted.</p> <p>The brief already states in para 5.30 that 'Details of hard and soft landscaping will be required (see UDP policy EN26) and a high quality landscaping scheme will be expected.'</p> <p>Details of the type of community uses have not yet been developed and detailed design matters will need to be developed at the design stage.</p> <p>Noted.</p> <p>The comment re displaying history of the school can be forwarded to the school for information and could be discussed with the LEP as part of the negotiations when a planning application is submitted.</p>
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	<p>incorporated into the new building.</p> <ul style="list-style-type: none"> Schools are 'beacons of learning' and provide incentives and opportunities for education. Hope this will continue in re-planning of secondary provision in the Borough. Where there is a major historic building, views of this should be maintained/created where possible. Group has now formed a working party to deal with BSF proposals and hope that views will be sought early on as proposals develop for each school. <p>Comments specific to WM</p> <ul style="list-style-type: none"> The site is just outside the Barons Court Conservation Area. We believe that the Conservation Area should be extended to include the William Morris site. We agree- para 5.1- that the Main and Art Blocks should be retained. Both are attractive externally and are well sited on the perimeter of the site. The view of the imposing south facade of the main block is significantly undermined on the site generally and almost totally obscured at the west end by the new Science/ Drama/ Dance Block. Feel that the Maths Block was a sensitive infill but it was not critical to retain; agree that the new Science/ Drama/ Dance Block is a major anomaly in both construction and siting; the NHS Clinic also provides an excellent site for redevelopment on the perimeter fronting the relatively wide St Dunstan's Road; the remaining buildings-the Lodge, the Student Services Centre and the 	<p>Noted. Para 5.20 already covers issues relating to views.</p> <p>Noted. However, during the confidential competitive dialogue stage it will not be possible for early community dialogue to take place in relation to the sample schools due to the confidential nature of the tendering process.</p> <p>See comments made to Victorian society comments above.</p> <p>Noted.</p> <p>Agree and noted.</p> <p>Noted.</p>
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	<p>southern end of the Science/ Drama/ Dance Block each have interesting architectural and historical features and we would normally have wished them to be retained - however we accept that some may be lost if the overall site is to be more open with an improved entrance and good pedestrian and vehicle circulation.</p> <ul style="list-style-type: none"> • With such a restricted site, it is vital that a whole site approach is adopted and we recommend that para. 5.10 should contain a requirement for a whole site plan with landscaping details and elevation illustrations should be submitted at the same time as the development proposals. 	<p>Reference to a comprehensive approach has been added to para 5.9, but as a scheme is developed for the site, the whole site will need to be considered comprehensively including landscaping and elevational drawings.</p>
Internal comments		
Contamination team	<ul style="list-style-type: none"> • Minor clarifications required to text. 	Minor amendments made.
Policy and Spatial Planning	<ul style="list-style-type: none"> • The London Plan is currently being reviewed which, which could result in different energy policies being in place by 2010/11. • Make reference to the London Plan in para 1.5. • Updated position in para 4.4 re the LDF. • Updated position in para 4.5 re the London Plan 	<p>The brief has been amended to reflect these possible changes (para 5.24 – energy) and that these are still subject to further review and change.</p> <p>Reference now added. Amendments made. Amendments made</p>
BSF team, Children's Services	The BSF team has been fully involved in, and consulted on, the production of the planning brief.	
Tree section	The only trees on this site are 3 medium sized cedars which are to the west and north of the maths block and well away from the indicative area of potential redevelopment. They would require 3m RPAs if any construction activity occurred near the maths block.	Appropriate clarifications made to paras 2.5 and 5.22.