



South Tyneside Council

DESIGN & ACCESS STATEMENT

MODULAR ACCOMMODATION

Hedworth Lane Primary School,
Hedworth Lane,
Boldon Colliery
Tyne and Wear
NE35 9JB

Project Number – 5701/3

Date – 21st May15

Produced For – Full Planning Application for Permanent Siting

Prepared By – B.Phillips

Address –

Hawthorne, Rolling Mill Road, Viking Industrial Park, Jarrow.
NE32 3DP

Tel - 0191 424 7488

E-mail – brian.phillips@southtyneside.gov.uk

Hedworth Lane Primary School.

Modular Accommodation & Siteworks.

Statement of use, design and access.

General

This Application is to permanently retain the existing single storey modular classroom building which has been located for approximately six years within the School curtilage and referred to in Planning Application ST /0926/09/LAA, dated 20th July 2009.

The Modular classrooms provide essential teaching space to enable the school accommodate existing and projected pupil numbers, which are to remain stable until 2016.

There are insufficient places available at neighbouring schools.

Retaining these classroom facilities on site is essential to the efficient operation of the School.

Use

The existing use of the modular accommodation provides;

- 2 No classrooms together with entrance lobby and storage areas, approximately 160m² floor area.

Amount of Development

The unit is located in it's original position within the school yard and set well back from the main highway.

This unit was originally positioned on the site to minimise views of the classrooms from surrounding properties overlooking the site.



Layout

As Drawings 5701 L (2-) 05B, 06B & 51B.

Scale

As existing - Single storey, modular unit with flat roof.

Landscaping

As existing - Building sited in school yard area.

Appearance

- As existing -
- Plastisol sheeting in light grey,
 - White mupvc double glazed windows,
 - Plastisol sheet material fascia in dark grey,
 - Mupvc black guttering and rwp's.

Access

Timber ramp and steps with handrails.

Location & Proximity

Pedestrian access to the main school building is from Hedworth Lane, situated on the eastern site boundary.

The modular building is located to the left of the approach/staff entrance. It is sited on the school yard, but set back and bounded by the main school buildings and adjoining brick boundary wall .

An important consideration of this strategic location is the essential and direct interaction it affords with the established main school complex, which is not readily achievable from the other sides of the building.



Supportive information by the school for permanent retention of the existing modular classroom unit.

The negative impact the loss of teaching space would now have on the children, school and educational opportunities would be immeasurable.

Hedworth Lane School is 101 years old and is the second oldest school in the Borough of South Tyneside. The classrooms are small and inadequately sized to deliver an effective 21st century curriculum. The construction of the school does not offer spaces suitable for the delivery of a modern curriculum. Main school classrooms have no storage cupboards and no hot water, only cold.

The modular unit is the most modern class space the school has with adequate storage for teaching materials with walk-in cupboards.

It is well lit to a modern standard, has its own fire exits, (only one class in the main school has an exit to the outside of the building) and maintains its internal temperature throughout the year. Something the main school has difficulty with.

The modular unit is split into two class units.

Part 1 is permanently occupied by a class of children and Part 2 is used 90% of curriculum time, with whole class to small teaching groups.

The school cannot accommodate the single class of pupils currently using Part 1 within the main school, as there is no spare classroom space available to them. Loss of this facility would cause hardship by splitting the 30 pupils between two class rooms of existing pupils.

The group could not be absorbed into other established classes as this would create an untenable situation whereby pupils of vastly different age ranges would be in the same class educated together.

If they were forced to relocate out of Part 1 of the prefab then to classes of 30 pupils would rise to a potential maximum of 45 pupils per class.

This is impossible to educate and even if it were, impossible to accommodate in any single classroom in the main school.

No ancillary class spaces available, other than the Part 2 room of the unit.

Without this flexible space it would not be possible to split 3 classes into 4 teaching groups for phonics for example. Strategic small group teaching could not take place and standards would fall.

Individual pupils, particularly those who need strategic intervention, would be disadvantaged.

The Part 2 room is also used as a breakfast club. This supports 40 pupils per day. There is no other space, such as an internal classroom, as the teachers need to set out lessons prior to the day. This could not happen if it were required as a breakfast club space. The breakfast club supports free places typically to support our most vulnerable pupils. Such pupils may be subject to child protection and child in need plans. The breakfast club ensures their good attendance and punctuality and thus raises their educational attainment.



Without this space we could not support a breakfast club. This would have a detrimental effect, particularly on the school's most vulnerable pupils.

The unit serves many purposes throughout the year, outside of its timetabled teaching function. It serves as a meeting space where professionals and parents can come together for a variety of purposes. All child protection, child in need and early help meetings are held in the prefab. There are no meeting places in the main school other than the head teacher's office which can only practicably and comfortably hold fewer than required for these meetings. In order to support our most at risk young people we need a space to meet and support their families in need. Part 2 is also used for parental classes. Without this space there could be no partnership working with parents and pupils as we would have no space to withdraw such groups. In the last few weeks we held 6 workshops with groups of up to 12 parents and their children, demonstrating how they can support them at home in their reading.

For the next ten weeks SAFC community team are delivering a healthy eating/cooking class one afternoon per week, for pupils and parents together. This is aimed at raising awareness of healthy lifestyles and reducing obesity. On a separate afternoon once per week for the whole of the school year the prefab is used for our social nurture group. This opportunity targets pupils who are having difficulty in making/maintaining friendships. Without this facility these groups could not go ahead and we could not envisage such opportunities without this space.

• Retaining the existing modular unit on the site, as a permanent asset to the school and community, would afford the following benefits:

Permanency would give us stability in all those necessary reasons for retaining the additional classrooms.

Future development planning will be jeopardised if such a strategic and integral function were no longer available to the school.

We are a school who believes in spending its resources on the pupils within the school. We have no financial reserves whatsoever. However, we are effective in our deployment of resources to ensure we are not overdrawn. This takes delicate management of the budget. We have an overall annual budget of £1.2 million but we are anticipating an outturn to the closing financial year close to 3-4K. This represents less than 0.3% of the budget. In comparison to all the primary schools within South Tyneside we are one of the few schools who manage the resources so closely. Having to make repeated submissions for temporary planning will put a financial strain on the school. This pressure will be repeated each and every time planning re-application is sought. This money would certainly be put to supporting pupils. To put this in perspective, the costs attributed to this current planning application exceeds the total annual spend on the history, geography, RE, French and science budget areas combined.



The unit has been on site for 6 years and was sited in our school when our soon to be school leavers were only 5 years old. Therefore it has become part of our school provision, aesthetic look of the school and day to day function. Removing the planning permission or even granting temporary permission would greatly reduce the effectiveness of the school in some areas, remove some opportunities and affect all pupils particularly those disadvantaged pupils.

