Ysgol Gynradd Gymraeg
Rhosafan Primary

Design and Access Statement
26CC04-ARC-10-XX-T-A-00003

June 2025



Rhosafan

Llywodraeth Cymru
Welsh Government

Cymunedau Dysgu Cynaliadwy
Sustainable Communities for Learning

Neath Port Talbot County Borough
Bwrdeistref Sirol Castell-nedd Port Talbot

MORGAN SINDALL

ARCADIS

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Document Control Sheet

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P01	First Issue: PAC	2024.12.12	Margarita Janusevic	Ainslie Plews
P02	Revised Wintergarden and Issued to PAC	2025.03.14	Margarita Janusevic	Ainslie Plews
P03	Planning Issue	2025.05.02	Margarita Janusevic	Ainslie Plews
P04	Revised Planning Issue	2025.06.19	Margarita Janusevic	Ainslie Plews



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Section 1

Introduction

1.0 Introduction

1.1 Executive Summary

The design for a new build school in Sandfields, Port Talbot will provide additional pupil places to meet the evolving needs within the county. The ambition is to provide new, state of the art school with classrooms linked together with a 'winter garden'. Other initiatives will make the school more sustainable and integrate aspects of sustainable learning, so that the building is a working demonstration of the importance of sustainability.

Arcadis exists to find solutions to pressing challenges, improving quality of life for people around the world. You can see this in the work we do for our people and in our efforts to enhance the communities within which we live and work.

Our five behaviours are key to our aim of improving quality of life and is the driving force behind our commitment to sustainability.

1.2 Project Status Overview

The following report captures the development of the design, and emerging design principles, integrating the client's vision and requirements with site analysis and preliminary considerations. The report provides a comprehensive overview of the design direction, highlighting the key principles and strategies that will guide the subsequent stages of the project.

Key points included in the report:

- Project Brief and Vision
- Site Analysis
- Design Development
- Key Design Principles
- Proposals
- Key Strategies
- Stakeholder Engagement

1.3 The Wellbeing School

Our proposal works to support the objectives set out in the Wellbeing of Future Generations Act (2015) and puts Wellbeing and community at the heart. Pupils, staff and the community benefit from a community wide approach that challenges the future learning, behaviour and wellbeing.

In addition to the WFG Act, our proposal has considered the New Economic Foundation's 'Five Ways to Wellbeing' as a sound platform to creating 'The Wellbeing School'. The core design elements that improve physical, mental and environmental wellbeing - at three levels; Meso (placemaking), Macro (school), and Micro (material).

A PROSPEROUS WALES

A RESILIENT WALES

A HEALTHIER WALES

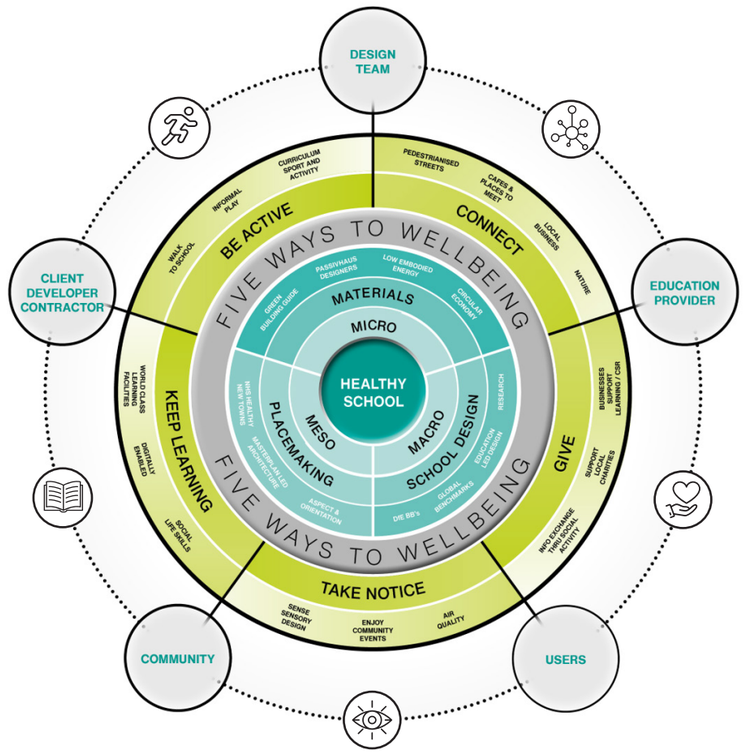
A MORE EQUAL WALES

A GLOBALLY RESPONSIBLE WALES

A WALES OF COHESIVE COMMUNITIES

A WALES OF VIBRANT CULTURE AND THRIVING WELSH LANGUAGE







YGG Rhosafan Aerial View (Google Earth)

Section 2

Schedule of Accommodation

2.0 Briefed SoA

2.1 Schedule of Accommodation

The Schedule of Accommodation has been developed through consultation with the NPTCBC Education Team. The basis for the baseline SoA prior to consultation was Building Bulletin 99 and the Community Adult Learning requirements provided by NPTCBC.

The area dedicated to the 'Winter Garden' space has been agreed to sit outside of the core SoA.

2.2 Occupancy Numbers

The School occupancy numbers:

- 57 staff
- 527 pupils

Ysgol Gynradd Gymraeg Rhosafan
Briefed Schedule of Accommodation
Based on BB99 Guidance for a 2FE primary school with additional community accommodation
Revision: 01 - (09.04.24) Revised following NPT Review 27th March
02 - (23.04.24) Revised following NPT Review 17th April
03 - (30.04.24) Minor changes to community provision

Department	Room	Group Size	Qty	Area (m2)	Total	Comments
Community Accommodation						
	Reception / office		1	20	20	shared lobby - separate receptions
	Training rooms		3	60	180	1 to be used by school
	Meeting/ break out rooms (small)		6	12	72	incl. counselling room
	Admin/office spaces		2	9	18	
	Childcare community meeting room (for small groups of adults)		1	16	16	requires kitchenette
	Community Fridge area		1	6	6	Food bank
	Community Laundry		1	8	8	
	Bev Bay / tea point		1	6	6	
	Toilet facilities/ accessible toilets		4	3.5	14	
	Internal (essential) and external storage		3	4	12	
	Changing places		1	12	12	community only provision
					364	
			Circulation	23%	83.72	
			Partitions	5%	18.20	
			Plant	3%	10.92	to be reviewed by MEP
					476.84	
Shared Accommodation						
	Entrance lobby		1	5	5	shared lobby - separate receptions
	~~Community Room~~		~~1~~	~~0~~	~~0~~	
	~~Community store~~		~~1~~	~~0~~	~~0~~	
	IT Suite		1	0	0	not required
	Changing rooms		2	15	30	increase size based on 15 pupils
	Studio / small hall		1	50	50	folding partition between halls
	Main Hall		1	180	180	out of hours use
	Acc WC		1	5	5	located near hall
					270	
			Circulation	23%	62.1	
			Partitions	5%	13.5	
			Plant	3%	8.1	
					353.7	
School Accommodation						
Teaching						
	Childcare		1	118	118	incl. play area, pupil & staff WCs, store
	Nursery (2 x 45 place sessions am/pm)	30	1	90	90	
	Reception Classrooms	30	2	70	140	storage/teaching walls included
	Infants Classrooms	30	4	60	240	
	Junior Classrooms	30	8	60	480	
	Food/science/ DT	15	1	38	38	Nuture Room/life skills
	ICT Suite	30	1	68	68	space allowance to be used in winter garden
	Learning resource	15-30	1	40	40	space allowance to be used in winter garden
	ALN Unit/LSC	12	2	60	120	easily accessible - need their own toilets/external play (ASD/behavioural) separate access to winter garden - controlled. Folding wall between the two
	Welsh Immersion Unit	16	1	45	45	easily accessible - separate access to winter garden. Own toilets. ALN and WIU next to each other with folding wall
	Small Group Rooms	6	3	9	27	
	SEN Group Room	6	1	12	12	mainstream not SEN. Incl tea point
Staff and Admin						
	Reception / General Office		1	20	20	shared lobby - separate receptions
	Interview room		1	9	9	
	Head Teacher / meeting room		1	16	16	
	sick bay		1	0	0	in general office
	Staff Room/PPA		1	70	70	combined staff & PPA
	Repro / Copier		1	8	8	
	SEN therapy /MI room		1	12	12	ALN hygiene room
	PPA Room		1	0	0	
	Senior Management Office		1	0	0	not required
Storage						
	Specialist Stores		3	8	24	can these be used for ALN & WI?
	class stores (reception & nursery)		3	0	0	in classrooms
	class stores (infant and junior)		12	0	0	in classrooms
	Central Stock		1	8	8	
	Hall Store - dining		1	20	20	
	Hall Store - PE / stage		1	20	20	can this double up with hall PE? Plus a separate
	External PE Store		1	4	4	external store like a container
	Cleaners Stores		3	4	12	increased area based on equipment req'd
	Maintenance / Caretaker Store		1	9	9	office rather than store
	Nursery cloaks		1	9	9	
	Cloaks		15	4	60	Abbey primary good example
	ALN Cloaks/lobby		1	4	4	
	Welsh Immersion Unit Cloaks/lobby		1	4	4	
TOTAL NET AREA					**1727**	
			Circulation	23%	397.21	
			Partitions	5%	86.35	
			Plant	3%	51.81	
Non net area						
	Kitchen / servery (to main hall)		1	90	90	size based on abbey primary
	Nursery WCs		1	12	12	
	Reception WCs		2	6	12	paired
	Infant WCs		4	5	20	paired
	Junior WCs		8	5	40	years 5 & 6 separate access
	ALN WCs		1	8	8	
	Welsh Immersion Unit WCs		1	8	8	
	Laundry (childcare/nursery)		1	6	6	added based on abbey primary (not in bb99)
	Hygiene		1	12	12	mainstream
	Acc WC		1	5	5	
	Staff WCs		4	3.5	14	
SCHOOL TOTAL GROSS AREA					**2489.37**	
OVERALL TOTAL GROSS AREA					**3319.91**	

Section 3

Development of the Brief

3.1 Brief Overview

Brief Overview

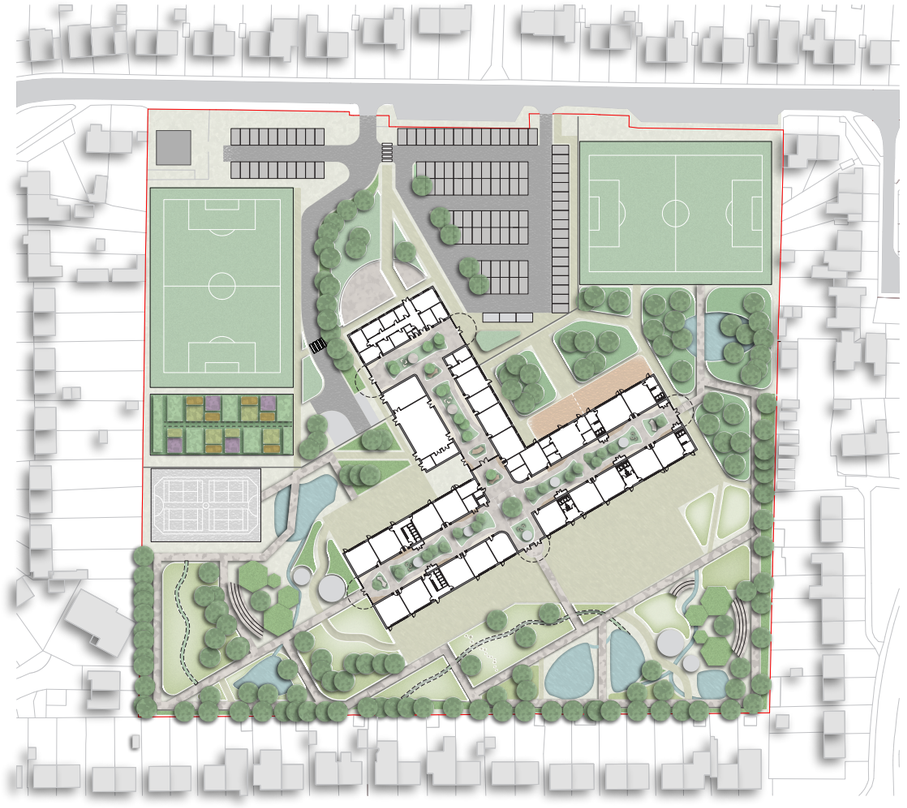
The project Brief is to design and construct a new primary school and community facility on the site of the Ysgol Gynradd Gymraeg Rhosafan to B.R.E.E.A.M. “Excellent”, “Secure by Design” and “Carbon Net Zero” Standards.

The school and community facilities must be kept operational until replacement premises are complete whilst the new school is built. Upon completion of the new school buildings, the contractor shall demolish the existing Primary School and training centre/ outbuildings and complete any outstanding external works in this location.

The school project shall be supported by the Welsh Assembly Government (WAG) funding and under the umbrella of Sustainable Schools Challenge Programme under Neath Port Talbot County Borough Council in line with the conditions for WAG finance support. The construction budget (excluding Employers contingency but including Contractor’s Pre-Construction Fee and Preliminaries) for the project is £16 million.

Key Components and Design Challenges

- Delivering a Net Zero Carbon School.
- Proposing built environment solutions that supports the 4 purposes of The Curriculum for Wales.
- Achieving a site phasing strategy that maintains operation of both the school and the community facilities.
- Site strategies that have the learner’s safety at their core managing the security and access of different groups.
- Consideration of the health and wellbeing of Learners, Staff and Community within the building and incorporating elements that enhance this; access to active travel; access to informal break out and coffee areas, biophilic design, modern, bright internal environment.



Proposed School Site Plan (Image from the Sustainable Schools Challenge Submission)

Llywodraeth Cymru
Welsh Government

Neath Port Talbot County Borough
Bwrdeistref Sirol Castell-nedd Port Talbot

Rhosafan

Cymunedau Dysgu Cynaliadwy
Sustainable Communities for Learning

3.2 Our Approach

Aims of the Sustainable Schools Challenge

CABINET STATEMENT

Written Statement: Sustainable Schools' Challenge

Jeremy Miles, Minister for Education and Welsh Language

First published:28 September 2022

"Innovative, sustainable primary school that is at one with the community and natural surroundings.

This is an excellent opportunity to incorporate the design and construction of a school into the curriculum.

Make a positive contribution to learners and staff, local communities and to the natural environment.

Involve learners in the development or implementation of sustainable and environmental solutions as part of their learning."



Her Ysgolion Cynaliadwy
Rhan o Raglen Cymunedau Dysgu Cynaliadwy
Sustainable Schools Challenge
Part of the Sustainable Communities for Learning Programme



Connections to nature

Learning landscapes
Biophilic design
Food generation
Biodiversity



User focused

Co-creation
Linked to curriculum
Building and User connection
Enriched pupil experience



Community

Building relationships
Supporting needs
Collaboration with other services
Shared spaces



Wellbeing

Active travel focus
Healthy confident individuals
Cross curricular enabling



Low impact

Low carbon
Enhanced biodiversity
Contribute to Circular economy

Links to the Curriculum for Wales

PRESS RELEASE

Three new net zero carbon schools to be built - with design help from school pupils

Education and Welsh Language Minister Jeremy Miles has today (Friday March 24th) announced three new net zero carbon schools will be built, one in north Wales, one in south-west Wales and a third in south-east Wales.

First published:23 March 2023

"Learning about sustainability is mandatory within our new Curriculum for Wales. The three projects present a great opportunity to inspire learners and realise the Curriculum's aim to develop ethical, informed citizens."

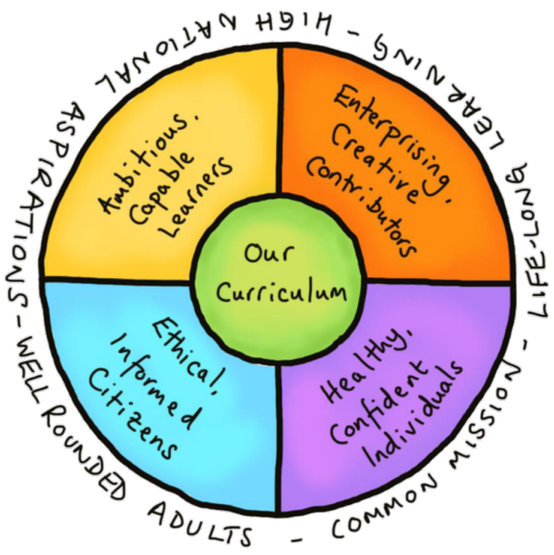
"Benefits of outdoor learning."

Welsh Government explains the benefits of outdoor learning and connecting to nature in their curriculum guidance:

"Learning outdoors can lead to high levels of well-being, confidence and engagement. Being outdoors supports social, emotional, spiritual and physical development, as well as providing authentic opportunities for learners to develop and consolidate cross-curricular skills."

"The outdoors provides opportunities to inspire awe and wonder, and allows learners to be themselves in open, relaxed and stimulating spaces."

Cyfoeth Naturiol Cymru
Natural Resources Wales



3.2 Our Approach

Responding to Climate Change

CABINET STATEMENT

Written Statement: Protecting our water environment in a changing climate

Julie James, Minister for Climate Change

First published:17 May 2023

"Climate change means that over the next 20 years Wales faces wetter winters, hotter drier summers, rising sea levels, and more frequent and intense extreme weather events. Winter rainfall has increased in Wales in recent decades, and the Met Office predicts that it will increase further as a result of global."

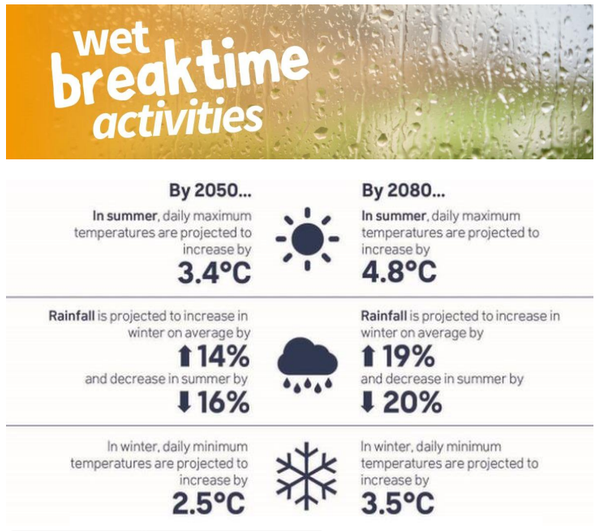


IMAGE SOURCE, WELSH GOVERNMENT

Climate change projections for Wales from a medium emissions scenario.

Circulation and Learning beyond the Classroom Walls

BUILDING GUIDANCE

Published Documentation: Building Bulletin 99 – 20% net circulation space for primary schools

First published:11 March 2014

UNIVERSITY RESEARCH PUBLICATION

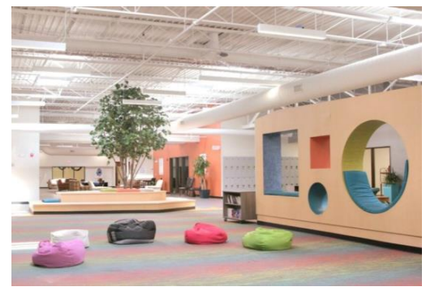
Research Paper: Corridors, Classrooms, Classification – The impact of school layout on pedagogy and social behaviours

First Published: 3 December 2018



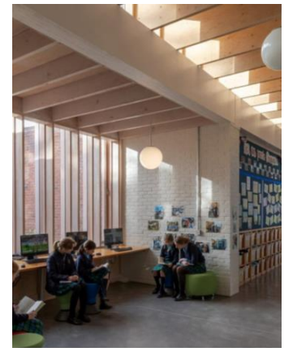
More than a corridor - Learning Streets – Hertzberger













3.3 Site Overview

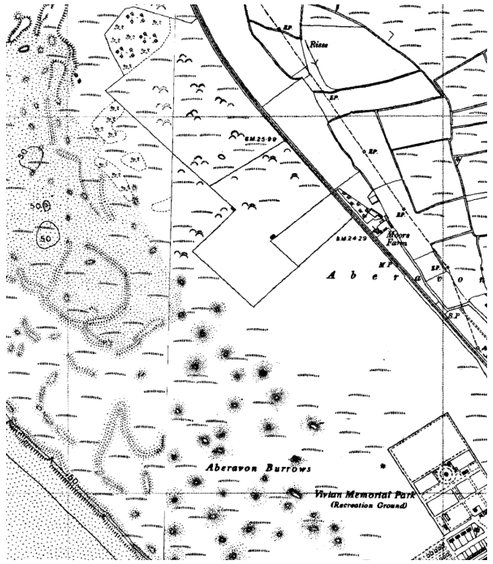
The site occupies a prominent location in a postwar housing estate, consisting mainly of semi-detached houses. To the South West of the site, Aberavon Beach provides therapeutic amenity, and the surrounding buildings provide shelter from strong winds.

History of the Site

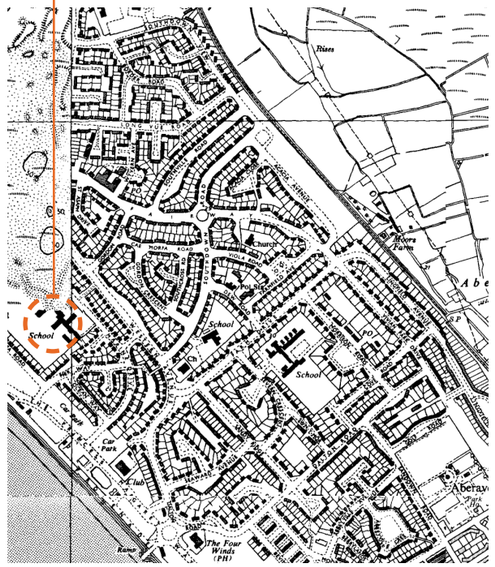
Located around 3 miles from the centre of Port Talbot, Ysgol Gynradd Gymraeg Rhosafan is a Welsh medium school in the Sandfields East ward of Neath Port Talbot. The school is set amongst a postwar housing estate, built for the steel workers of Port Talbot. Originally the Ysgol Gymraeg Pontrhydyfen, a Welsh medium school serving the Afan Valley, the school was relocated from Pontrhydyfen to Sandfields, Port Talbot c. 1987 and renamed Ysgol Gynradd Gymraeg Rhosafan. The Sandfields estate was built between 1947 and 1955 and remains predominantly as social housing to this day.

Site Area Natural Environment

Although the environment around the school is quite urban, Sandfields West has a lot of good habitats and green amenity. There are a lot of grass verges which in spring get covered with daisies and dandelions offering early food for emerging queen bumblebees. The coastal areas are part of the Sites of Importance for Nature Conservation (SINC) which are non-statutory protected sites. The two significant sites near the school are Panhandle, a SINC with sand dunes with associated saltmarsh, and the Baglan Bay SINC. These sites are designated for their Restharrow, Sea Stock, Sea Spurge and Sea Holly, pictured below.



Aberavon 1950 Site before postwar development was a sand dune environment known as the Aberavon Burrows.



Sandfields 1960 Site after major housing development into an urban environment known as Sandfields.

The following analysis looks at the constraints and opportunities of the site:

Key opportunities

The beach and sand dune landscape creates a blue and green barrier to the site, meaning that the students can enjoy the calming and therapeutic aspects of nature. These elements can be utilised in the children's education and care.

Key constraints

The site is generally quite urban and is overlooked by housing on 3 sides. This overlooking could pose a risk to student privacy and dignity. The site is potentially quite exposed to wind and rain, especially due to the proximity to the coast.











Aerial photograph of the Sandfields estate under construction circa 1950s,https://coflein.gov.uk/en/archive/6414591/

NPT Bee Friendly Sites / Safleoedd Caru Gwenyn CNPT
Site of Special Scientific Interest (SSSIs)/ Safle o Ddiddoredeb Gwyddonol Arbennig
Sites of Importance for Nature Conservation / Safleoedd o Bwysigrwydd Cadwraeth Natur



Sandfields West Ward Boundary with associated Sites of Importance for Nature. Map produced by NPT Council.

3.4 Site Visit


Residential character of the surrounding buildings


Recent new extension to the school


Link corridor to the new extension of low architectural quality


Site is currently divided with a mixture of timber fences and green perimeter security fences


Tired looking existing buildings with poor external amenity


Large amounts of PVC windows of low quality

3.5 Site Analysis

To better understand the site, we have used available datasets to analyse the environmental characteristics.

The following diagrams have been produced to determine the environmental aspects of the site.

Wind

The wind direction is predominantly South West due to the gulf stream. As is evident from the analysis on the right, the site is reasonably sheltered by surrounding buildings.

Water

The site is near to the sea and Aberavon beach. As such, the risk of flooding is potentially an issue, however the NRW Flood Risk Maps do not indicate any risk from the Sea. This should be examined in greater detail in the next stage.

Sun

The orientation of the site means that there is good access to sunlight for most of the building. Generally the North Elevation of the existing buildings receives the least sunlight. There is an area of existing field that experiences good sunlight for most of the year.

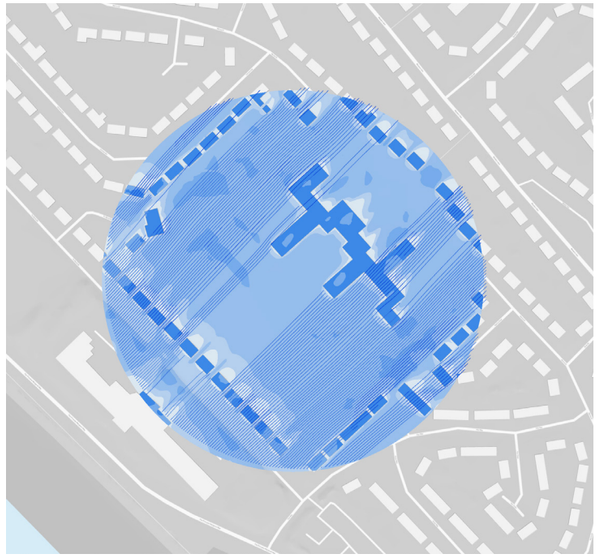
Noise

According to our analysis, the roads around the site are generally residential and speed is limited to 20 mph. This would have limited noise pollution. However the site is expected to be busy around the start and end of a school day.

Our Conclusions

From our analysis the site is well placed to make the most of the therapeutic advantages of the area. The site is fairly sheltered from the wind by the surrounding houses and receives plenty of sunlight from the South. Traffic and noise is more present at the North of the site, and should be mitigated with proposals that reduce flow of cars. Adequate drop-off and set-down should be considered as part of the proposals without mitigating the opportunities for active travel as part of the proposals.

Wind



Wind Analysis of site showing Streamlines

Noise

Atmospheric Noise (In dB)

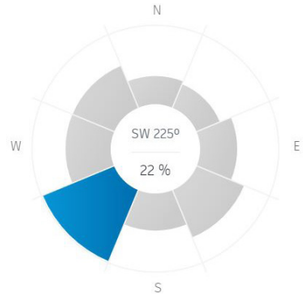


Water

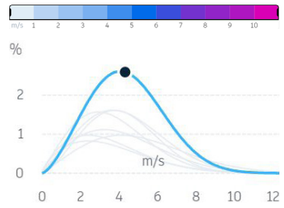
NRW Flood Risk Mapping



Wind Rose

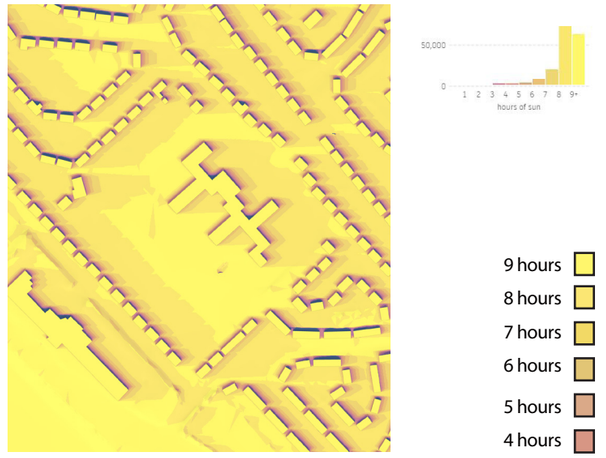


Wind Chart



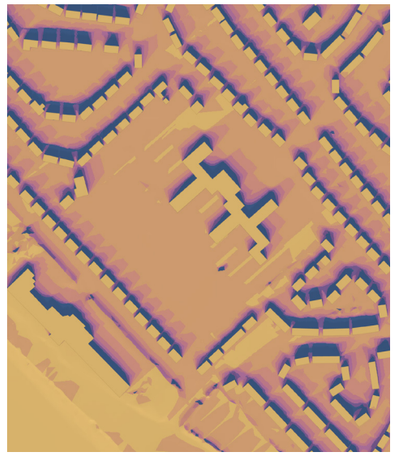
Sun

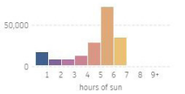
Summer Solstice Sun Hours



9 hours
8 hours
7 hours
6 hours
5 hours
4 hours

Winter Solstice Sun Hours





6 hours
5 hours
4 hours
3 hours
2 hours
1 hours
0 hours

3.6 Opportunities and Constraints

Opportunities and Constraints

The Site offers potential for active living with cycle routes, beach access, and green space. Public transport and quiet streets enhance connectivity. Careful design is needed to mitigate strong winds and potential flooding near sand dunes and grassed areas.

This development site presents exciting possibilities for a vibrant and sustainable community. The potential for localized cycle routes within a mile, along with nearby sand dunes and grassed areas, encourages an active lifestyle and offers natural flood defenses.

Good public transport access and quiet residential streets create a well-connected and peaceful environment. South facing green spaces and good access to daylight maximize natural light and provide pleasant outdoor areas, further enhanced by the close proximity to the beach for coastal recreation.

However, careful planning is needed to address the challenges of strong southwesterly winds through building orientation and potentially strategic landscaping. A thorough flood risk assessment and mitigation measures are also crucial for development near the sand dunes and grassed areas.



3.7 Operational Strategies

To meet the required brief, we have drawn together the operational strategies of the project to enable a greater focus on the delivery of the project.

Site Strategies

As part of the strategy for the site we will look to ensure that the operation of the of the existing YGG Rhosafan, Tir Morfa Community Centre and Childcare Centre are maintained throughout the build.

Some Tir Morfa Community Centre services may need to be relocated off site during the build in order to allow the centre to continue without disruption. NPTC to confirm.

The classroom block extension can be demolished in lieu of an efficient 2 storey new build block to accommodate Community, School Admin and Shared Spaces.

We have been informed by NPTC and YGG Rhosafan school staff that approximately 50% of learners arrive to site by school bus. Active travel strategies are to be supported by the proposals.

Building Strategies

As part of the strategy for the building we will include two form entry classrooms, including Welsh Immersion Unit, the Additional Learning Needs classrooms and the Childcare facilities. There will also be an adult learning service accomodation for community use. Community use of the shared zone in the building will be enabled out of hours.

As part of the building strategy we will maximise space utilisation with shared space for community use. Hours of operation will be typical school hours extended for specific activities such as sports and parent & carer's evening etc. The community accessible areas will be extended as required and will prioritise school activities.

Learners will arrive and enter the building directly into their classroom from the playground.

Sustainability

As part of our sustainability strategy for the project we are looking to reduce the area for heated circulation/corridor space traditionally found in schools and replace with outdoor, covered and unheated circulation.

Part of the strategy will also be to provided localised plant and metering to encourage responsible control of energy through the students. This could have educational benefits and encourage energy conservation between year groups.

Education and Curriculum

In order to enhance educational experience and curriculum we will look for opportunities for outdoor learning in covered outdoor areas and extend the classroom walls.

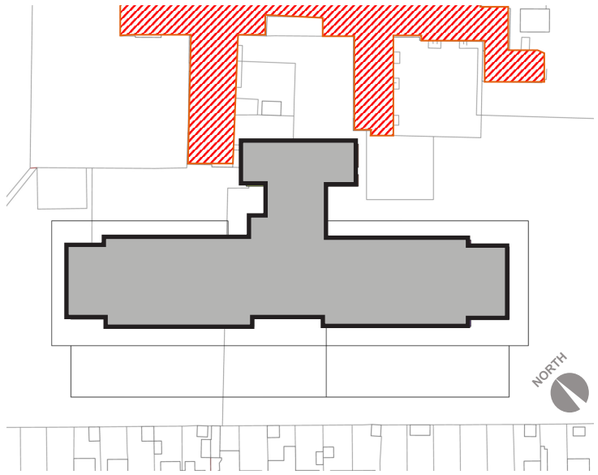
As well as this, we will embed the sustainable principles into the opportunities for learning. These opportunities could resemble weather stations, rainwater management, energy monitoring and forest and coastal school approaches.

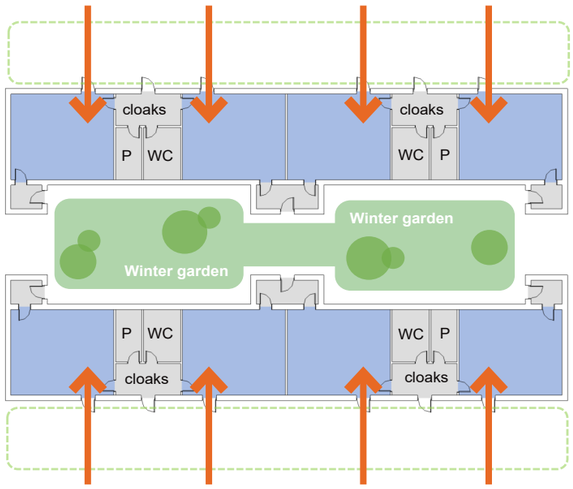
Landscape Concept Brief

The landscape design should incorporate the 12 Building with Nature Standards to ensure a multi-functional landscape scheme is designed to bring benefits to the school children, community and local biodiversity.

The landscape design looks to embrace 3 key principles; strengthen local identity, promote sustainable design and water management and bring children closer to nature in their everyday activities at the school.

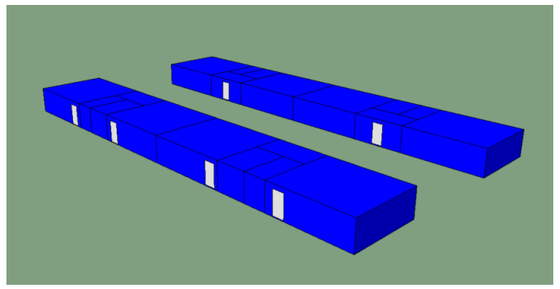
Fenton + Reece Landscape Architects

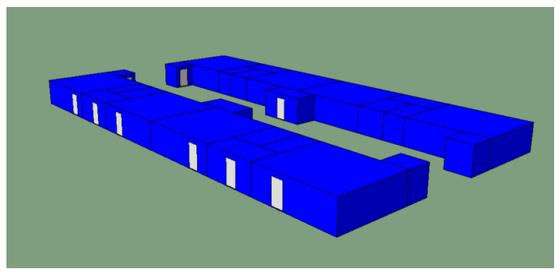


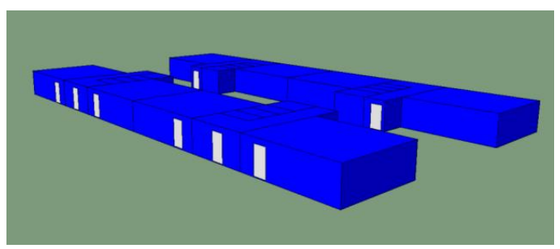


M&E Systems Strategies

The M&E strategy incorporates passive design principles to minimize energy demand from the outset. This could involve features like natural lighting and ventilation strategies. Additionally, the plan maximizes on-site energy generation through renewable sources like solar panels. Finally, the generated energy is cleverly utilised within the school itself, reducing reliance on the external grid.





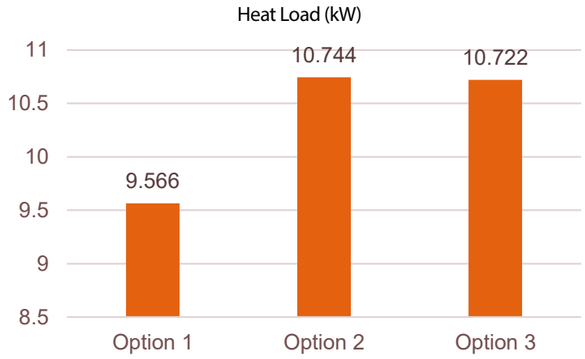


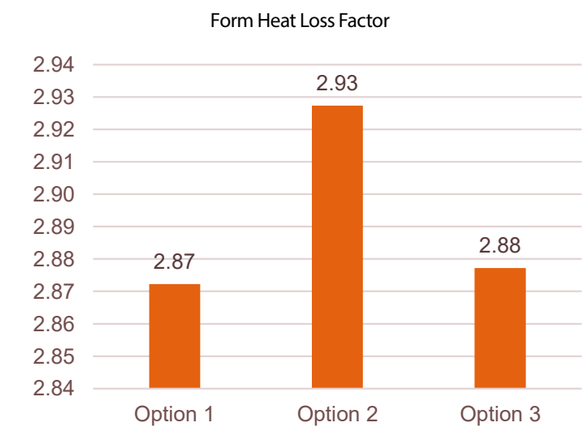
Thermal Modelling

Net Zero Carbon Strategies

The key to achieving a Net Zero Carbon school lies in a robust and detailed metering strategy. This involves automated monitoring of energy and water usage, providing live displays within classrooms to raise awareness. Simple and easily maintained mechanical and electrical (M&E) systems further enhance efficiency.

This comprehensive approach not only reduces the school's environmental footprint but also presents a valuable educational opportunity. By visualizing energy use and understanding the sources of their power, students can become more mindful consumers and advocates for sustainability.





Thermal Modelling

3.8 Staff Insight

Staff Survey Feedback

How does rain stop learning in the outdoor environment?

42% agree
children do not have adequate clothing for outdoor learning during rainy weather.

Does rain effect children from learning?

60% agree
rain prevents outdoor learning

75% agree
rain prevents children from playing outside almost all the time.

75% agree
inability for children to access outdoor environments negative impacts learning during the same day.

What built provisions are needed for outdoor learning?

78% think
shelters are required.

40% think
direct access to classrooms is needed.



Less engaged.

Restless children.

More fussy.

Children seem more unsettled in the afternoon. ALN pupils struggle most.

3.9 Pupil Workshop

Engagement Activities - Raising Environmental Awareness

Engaging children through interactive activities to explore environmental design.

This section details a client engagement session held on 15th May 2024 at the YGG Rhosafan School to introduce the children to the environmental considerations of the new school project. The session aimed to foster early engagement and understanding of the project's sustainability goals, specifically achieving passive strategies and net-zero carbon in operation.

Interactive activities took center stage to introduce basic environmental design principles. A brightly colored windsock demonstrated wind direction and its role in natural ventilation strategies. The children actively participated, understanding how the windsock's movements could inform the design of classrooms to utilise breezes for natural cooling, reducing reliance on energy-intensive air conditioning.

Next, a rain gauge explained rainwater harvesting and its potential applications within the school. The session sparked curiosity, with children peering into the gauge and imagining the collected rainwater being used for toilets or gardens.

Finally, a small solar panel introduced the concept of using the sun's energy for on-site power generation. Their questions flowed freely, demonstrating a growing interest in harnessing the power of the sun for the school's needs.

By the end of the session, the room buzzed with excitement. The children weren't just learning about the new school; they were becoming invested in eco-friendly features. Armed with their newfound knowledge about windsocks, rain gauges, and solar panels, they were eager to see these tools in action, building a new school that not only looked cool, but breathed and thrived alongside the environment.

This session successfully engaged the children, sparking their curiosity about sustainable design practices. Their active participation and insightful questions highlighted the project's green features. Engaging children at this early stage fosters a sense of ownership. By understanding the environmental benefits from the outset, they become champions for the project within the community, promoting future support.



Engaging children at this early stage fosters a sense of ownership. By understanding the environmental benefits from the outset, they become champions for the project within the community.
By fostering early understanding and enthusiasm, the project can gain valuable community support while ensuring its commitment to achieving a net-zero carbon future.

3.10 Building as a Weather Station

Building on the workshop with the pupils and in response to the objectives set out within the SSC, we're proposing the new building is used as a weather station by the pupils.

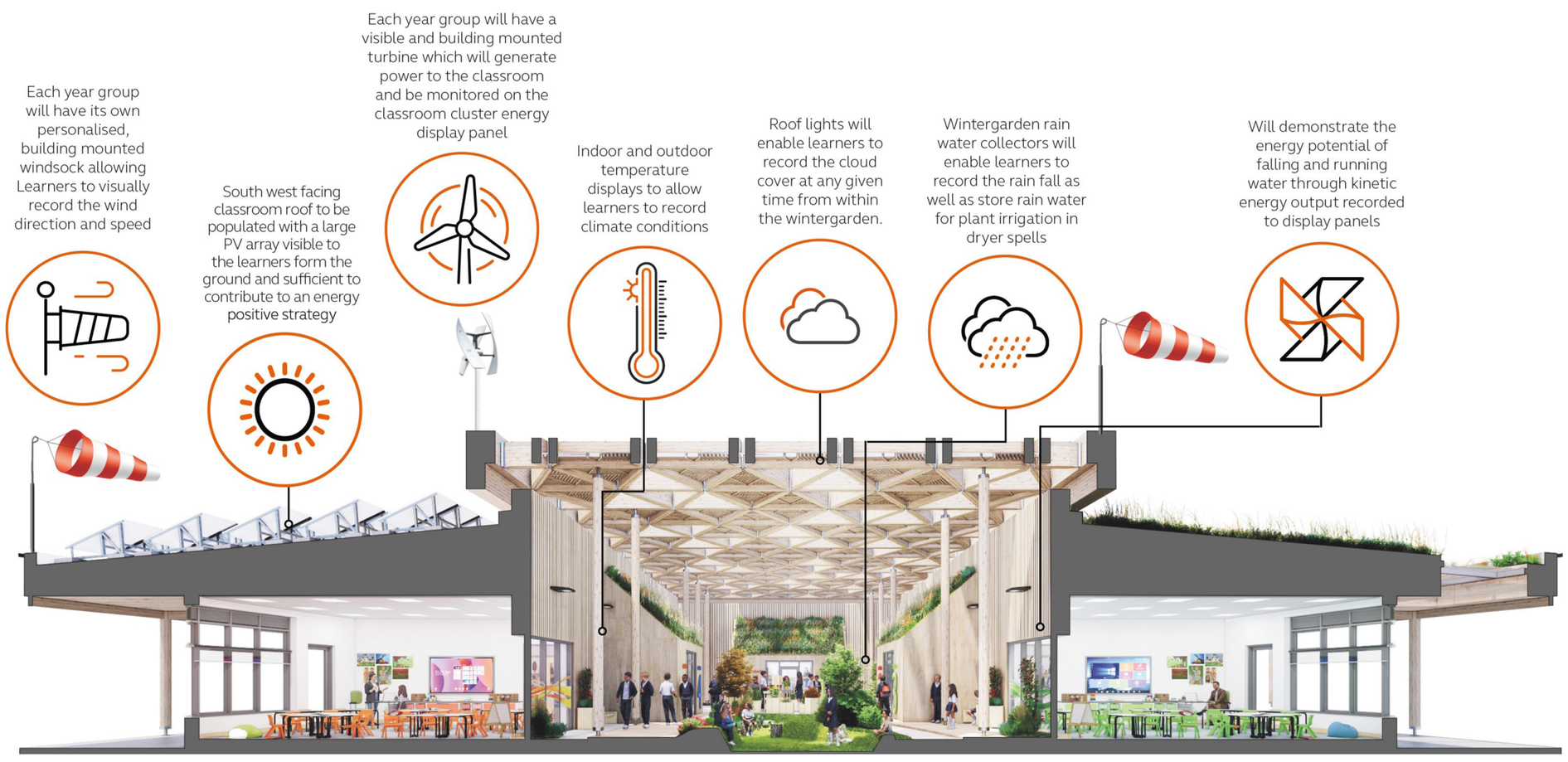
For example:

- Windsocks, to allow learners to visually record the wind direction and speed;

- Visible temperature displays internally and/or externally;

- Rainwater collectors throughout the winter garden - allowing learners to record rainfall as well as storing rainwater for plant irrigation;

Met office initiative - WOW. The school can provide data from what they record to the met office - they partner with schools and support with curriculum focused activities.



3D section is diagrammatic only, and is not a true representation of the building design.

3.11 User Group Workshops

Developing the Brief

NPT Engagement Session 01 – Wednesday 27th March 2024

- Visit to Abbey Primary School
- Discuss Schedule of Accommodation

NPT Engagement Session 02 - Wednesday 17th April 2024

- Finalise Schedule of Accommodation
- Discuss Adjacencies
- Discuss site strategy (key drivers)
- Discuss stakeholder engagement plan

NPT Engagement Session 03 - Wednesday 1st May 2024

- Review site masterplan strategy -pupil involvement?
- Landscaping concepts
- Classroom cluster concept / size of winter garden
- Review initial 1:500 layout following adjacency review

NPT Engagement Session 04 - Wednesday 15th May 2024

- Review and finalise site strategy
- Review and finalise 1:500 layout
- Discuss Building with Nature

NPT Engagement Session 05 - Wednesday 29th May 2024

- Review Early Site concept
- Review Early 1:200 sketch concept

Community Engagement Session - Wednesday 31st July 2024

- Community Engagement Session
- Overview of project themes and content
- Feedback received on proposals
- Need to develop the roles of the Centre management/ bookings.
- Opportunity for Child Play area in ground floor activity room.
- Large open plan community, fridge and laundry room not separate spaces.
- Zoning of some of the wider bookable rooms to protect safeguarding and access

NPT Engagement Session 06 - Monday 7th October 2024

- Botanical Gardens for Wales visit
- Winter Garden design workshop and brief development

School Engagement Session - Monday 21st October 2024

- Discussions around school access strategy



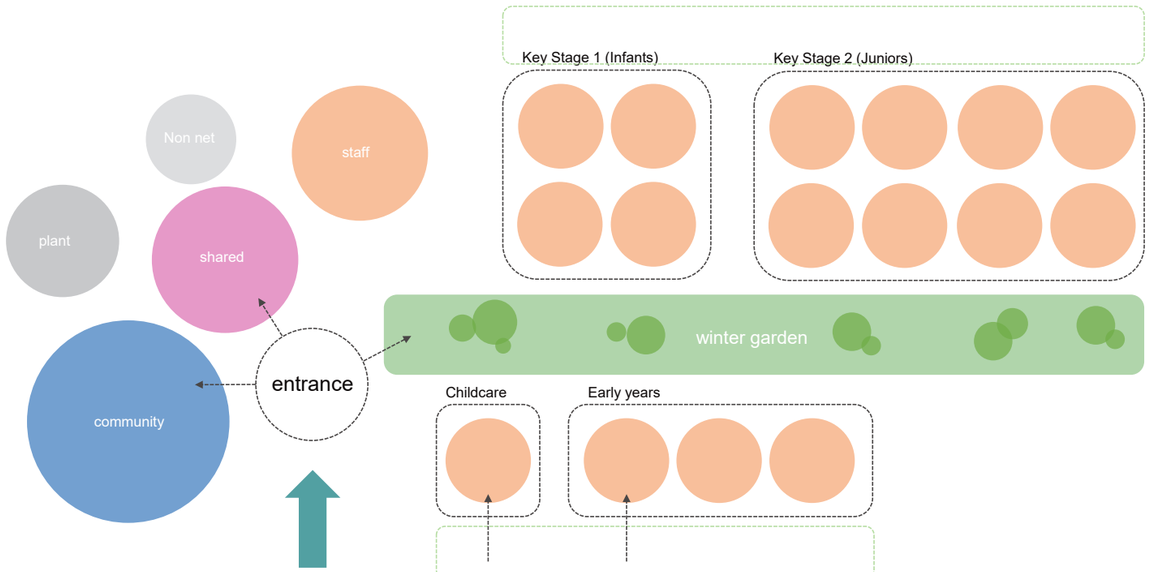


Section 4

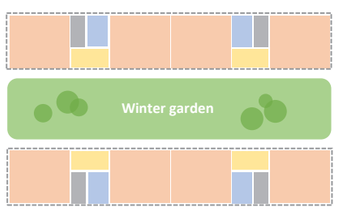
Design Development

4.1 Classroom Arrangement

Adjacencies

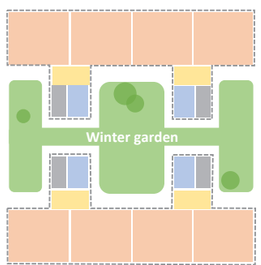


Classroom Clusters



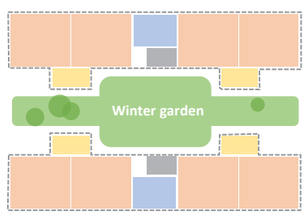
Option 1

- Long straight winter garden
- Lobby/cloaks accessed from winter garden
- Toilets and localised plant accessed via lobby



Option 2

- Zoned winter garden space between year groups
- Lobby/cloaks accessed from winter garden
- Toilets and localised plant accessed via lobby
- Adjoining classrooms – opportunity for folding walls

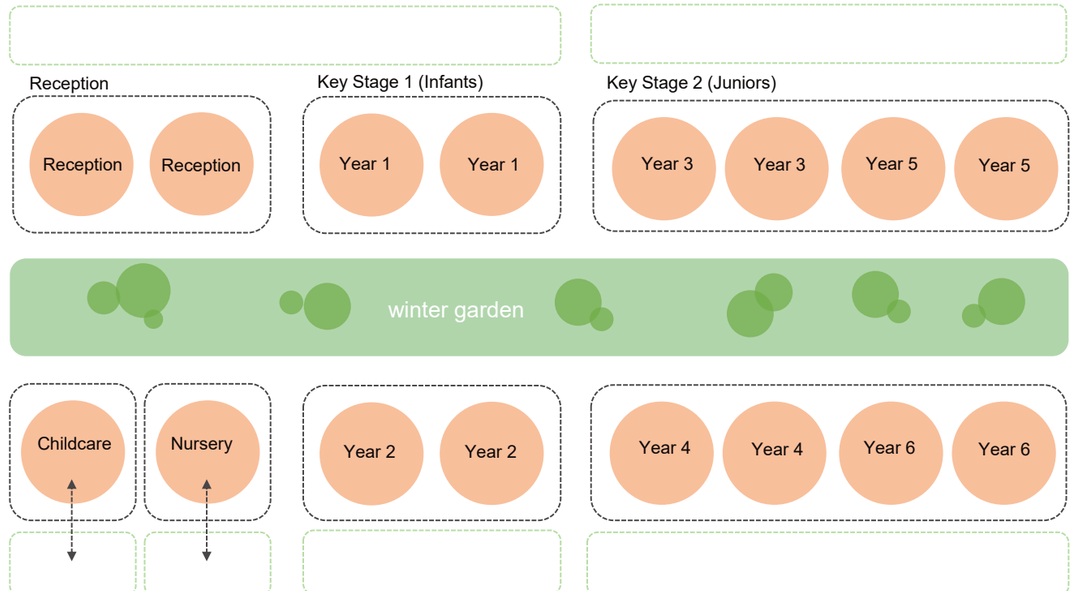


Option 3

- Zoned winter garden space between year groups
- Lobby/cloaks accessed from winter garden
- Toilets can be accessed via winter garden or externally
- Adjoining classrooms – opportunity for folding walls

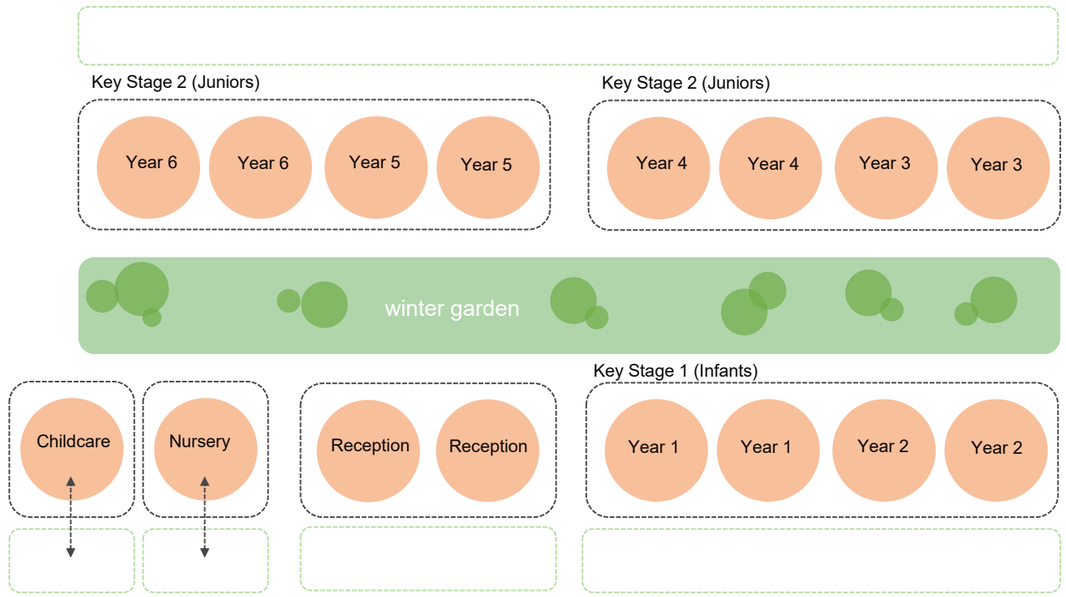
Adjacencies

By year groups



Adjacencies

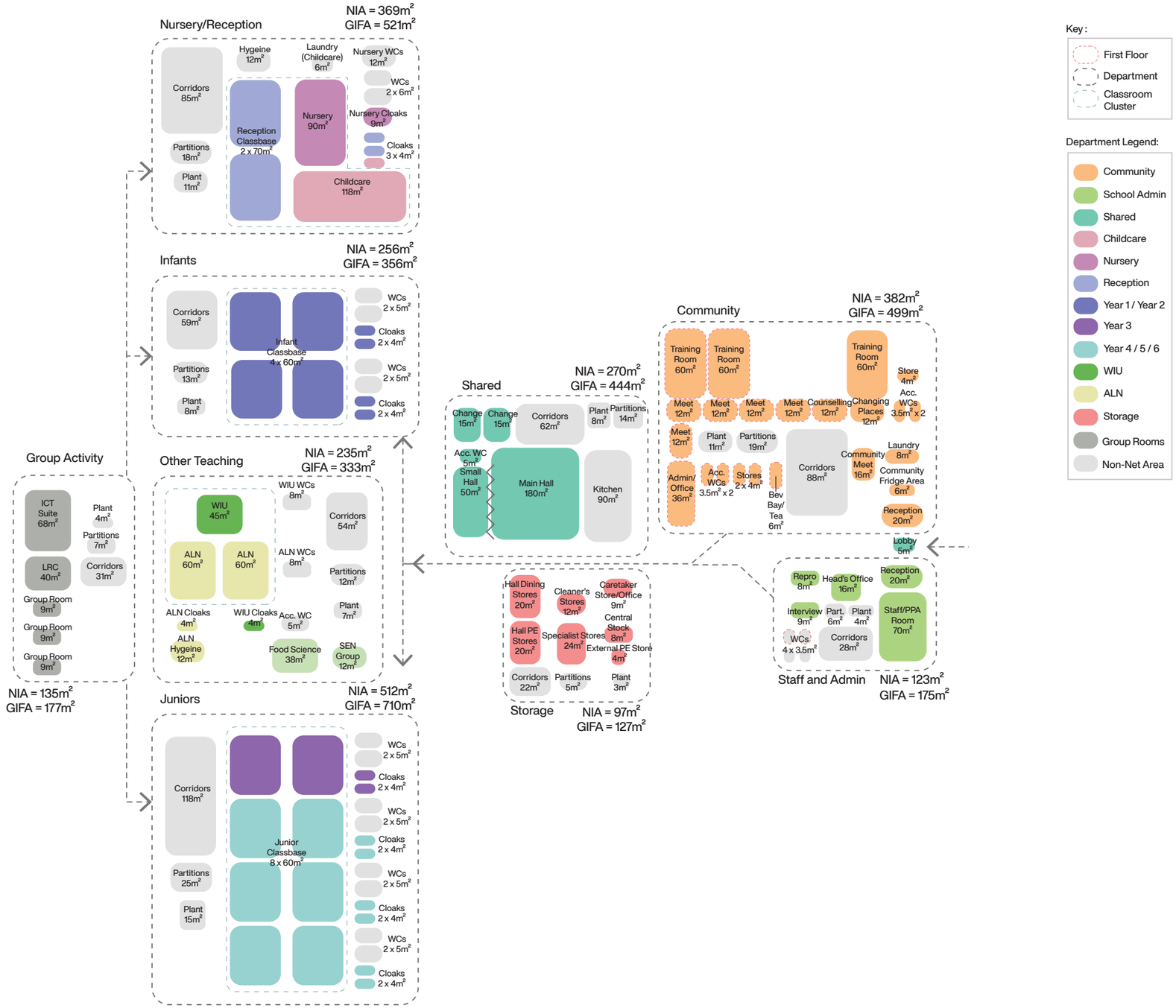
Race track arrangement



4.2 Spatial Planning - Adjacencies

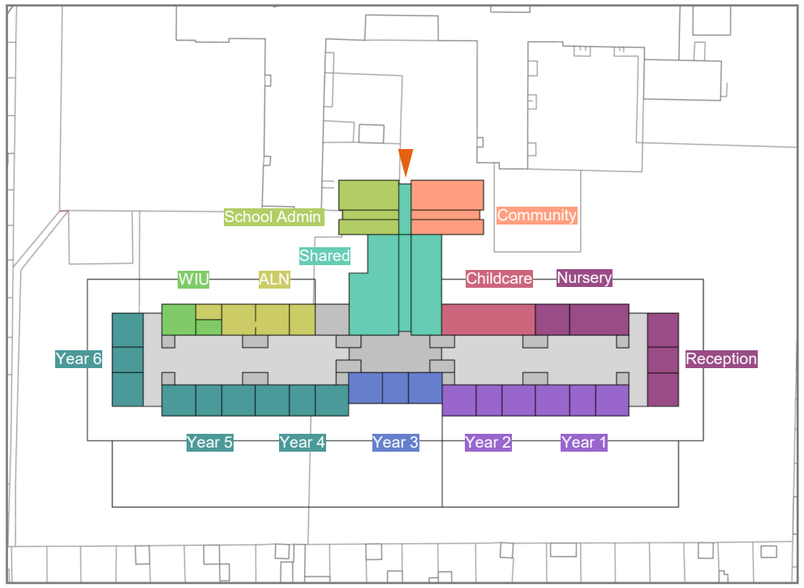
Zoning

Our initial adjacency analysis explores spatial relationships within the school to optimise design for a functional learning environment. Seamless connections between the reception area, training rooms, and meeting spaces in the community accommodation will foster collaboration with external partners. Strategically positioned main entrance (lobby) and storage areas will provide easy access for students and staff to all teaching rooms. Proximity between the ALN, SEN & specialist stores empowers diverse learning styles. Direct connections between changing rooms, the main hall (for access to showers and toilets), and storage areas for PE equipment will streamline physical education activities. Accessible WCs strategically placed throughout the school ensure inclusivity for all. Dedicated WC areas located near specific classroom clusters contribute to good hygiene practices and student convenience. By understanding these key connections, we can create an efficient and well-connected school environment.

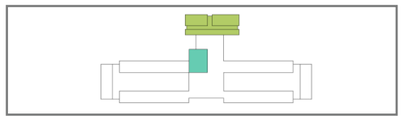


Adjacencies Diagram

4.3 1:500 Planning



Ground Floor



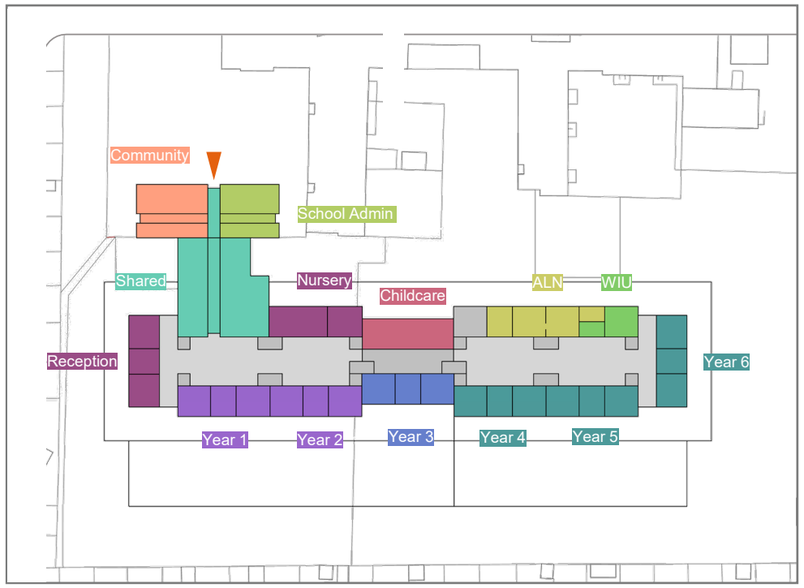
First Floor

Option 1

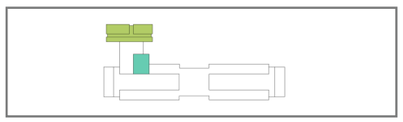
Option 1 utilises the existing community car park to create and offset entrance point for the school and the community facility. The area around the year 3 classroom cluster would be internal heated circulation space with unheated covered circulation either side.

This option provides the benefit of minimises disruption to the existing facility through building on the car park but meant that the Key Stage 2 classrooms were far away from the shared school spaces.

Option 1 was selected as it was felt that a central entrance point with clear visibility across all year groups from the central circulation areas was preferred.



Ground Floor

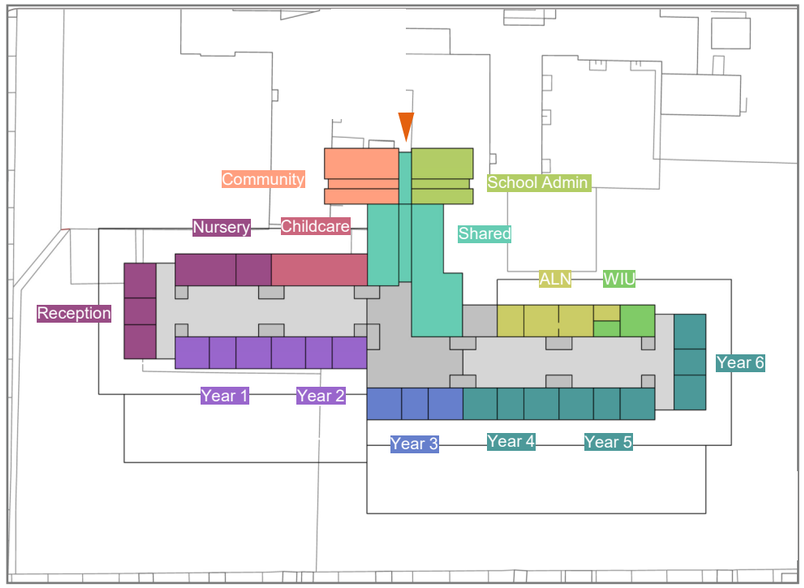


First Floor

Option 2

Option 2 utilises the space between the 2 legs of the existing building to create a central entrance point for the school and the community facility. The area around the year 3 classroom cluster would be internal heated circulation space with unheated covered circulation either side.

This option provided the benefit of clear visibility across all year groups but meant that a worst case scenario was achieved in terms of proximity to the residential properties at the rear of the site.



Ground Floor



First Floor

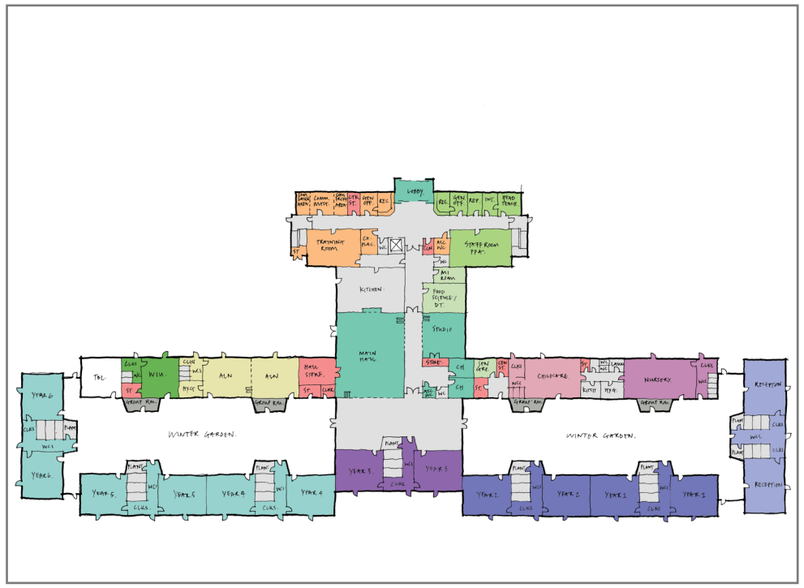
Option 3

Option 3 utilises the space between the 2 legs of the existing building to create a central entrance point for the school and the community facility. The area around the year 3 classroom cluster would be internal heated circulation space with unheated covered circulation either side. This option offsets the Early Years cluster moving them into the site and away from the residential properties at the rear of the site.

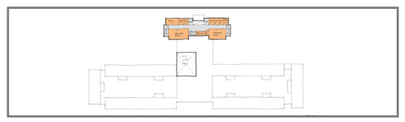
This option provided the benefit of mitigating the impact on the residential properties to the rear of the site but meant that clear visibility of all year groups from the circulation spaces was split into 2 distinct areas.

4.4 1:200 Planning

To aid final decision of preferred option all 3 options were progressed at a sketch 1:200 layout level of detail. Option 1 was retained as the preferred option and subsequently developed.



Ground Floor



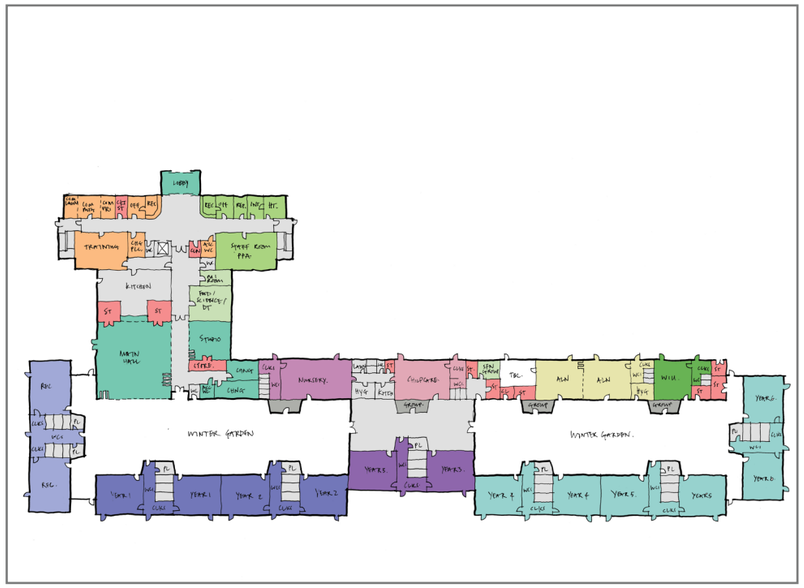
First Floor

Option 1

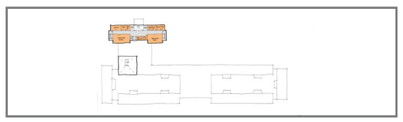
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Option 1 was selected as it was felt that a central entrance point with clear visibility across all year groups from the central circulation areas was preferred.



Ground Floor

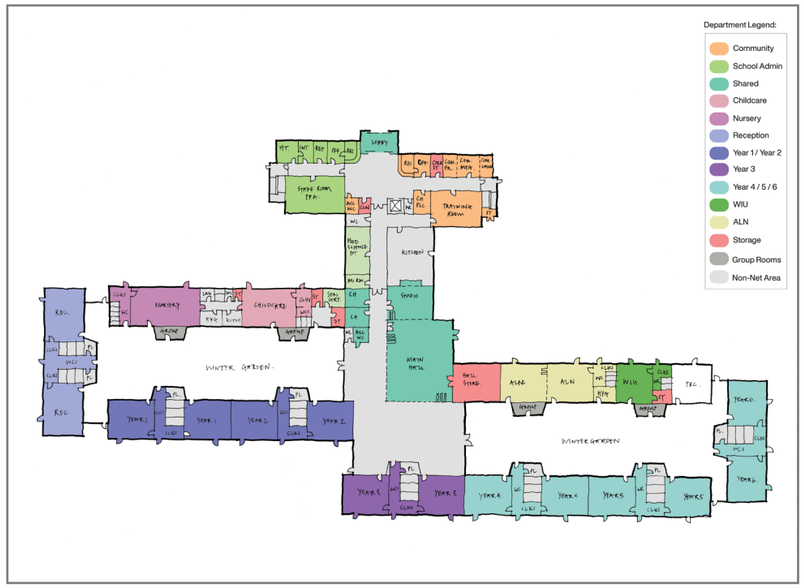


First Floor

Option 2

Option 2 utilises the space between the 2 legs of the existing building to create a central entrance point for the school and the community facility. The area around the year 3 classroom cluster would be internal heated circulation space with unheated covered circulation either side.

This option provided the benefit of clear visibility across all year groups but meant that a worst case scenario was achieved in terms of proximity to the residential properties at the rear of the site.



Ground Floor



First Floor

Option 3

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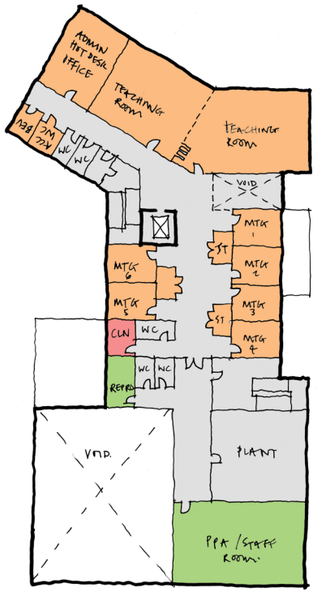
4.5 Developed Option

Option 4

The preferred option sought to achieve further efficiencies through design development.

These were:

- Optimised second floor by moving more community space and staff PPA/Staff Room up stairs.
- Shared reception area
- Reducing circulation by creating unheated covered space outside the year 3 classroom also.
- Simplifying the construction through aligning the year 3 classroom cluster.



First Floor



Ground Floor

4.6 Design Development

The proposal's key design changes through the design development stage are:

Ground Floor

- Omit Changing Places room requirement.
- Move bin store to external enclosure.
- Reduce main hall size to be as BB99.
- Rationalise group room provision.
- Review Lobbies and localised plant room projections with a view to omitting projections into unheated circulation areas.

First Floor

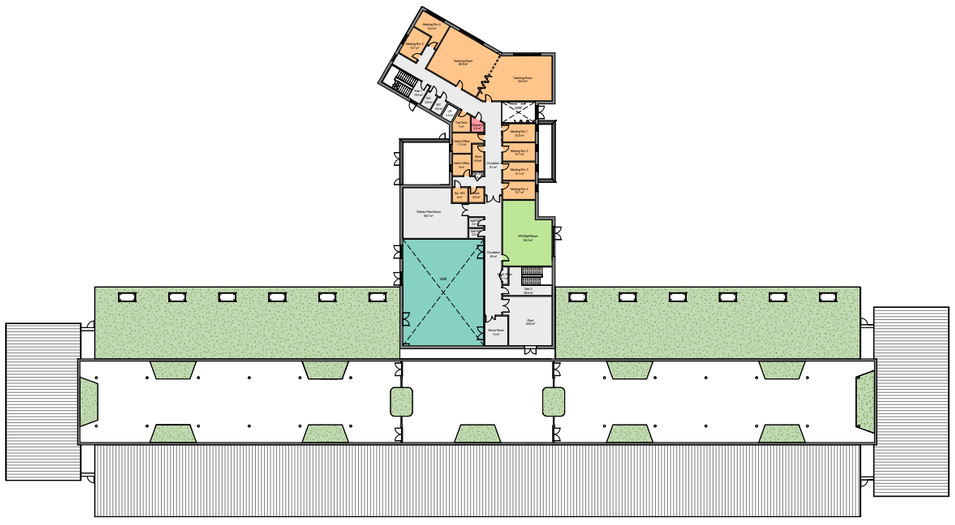
- Reduce kitchen plant space with some plant being roof mounted.
- Omit projecting area of green roof and add freestanding canopy.

Roof

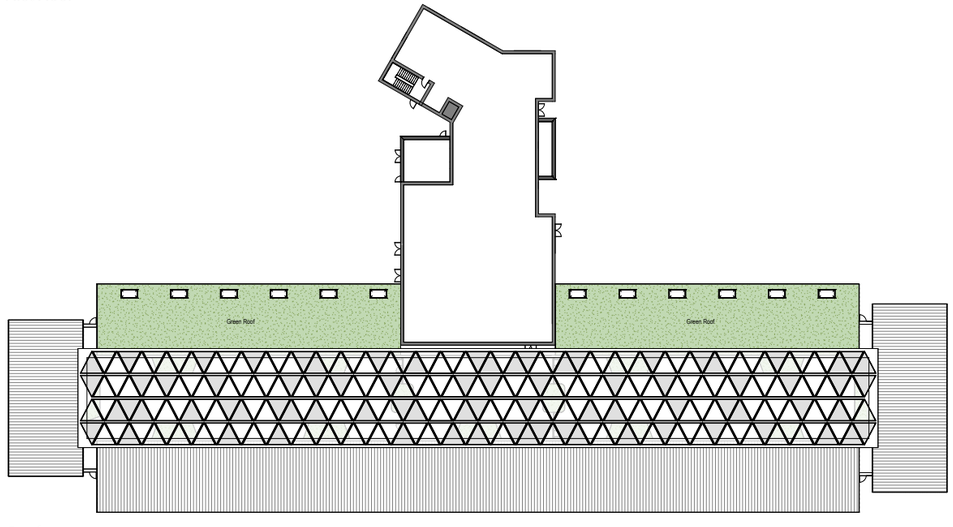
- Omit stair access to roof and add cat ladder access.
- Reduce the extent of covered areas of unheated circulation space and add in free standing canopies to uncovered areas for circulation routes.



Ground Floor

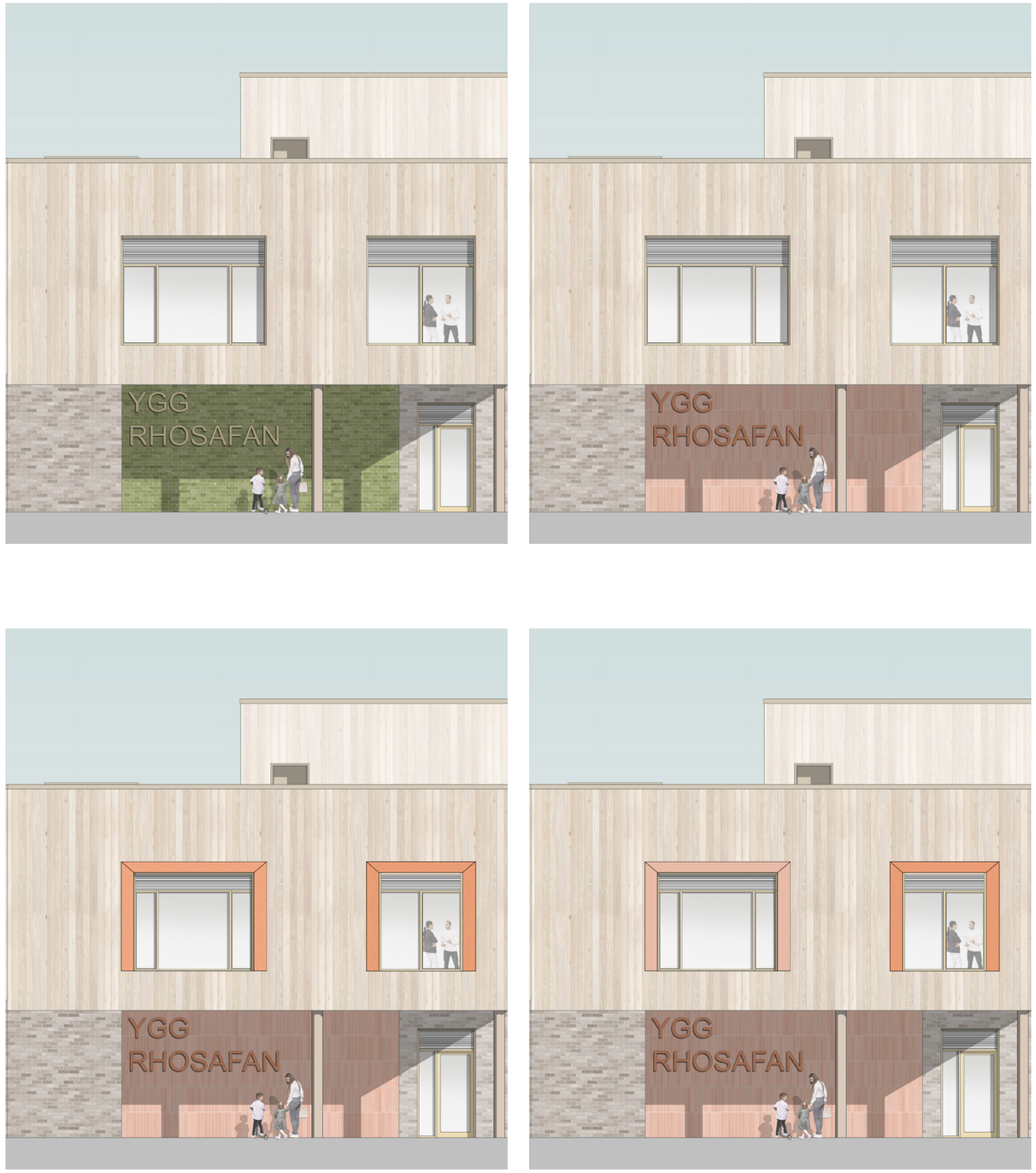


First Floor



Roof

4.7 Elevation Studies



Two Storey Block Elevation Studies



Classroom Cluster Elevation Studies

4.8 Main Entrance Elevation Studies

During design development the front entrance elevation studies were developed and option 5 was selected to be taken forward for Stage 3 design.



Option 1



Option 3



Option 5



Option 2



Option 4



Option 5 - Bird's Eye View

Section 5

Proposals

5.1 Access and Maintenance

Site Access and Maintenance

Main pedestrian and vehicular access to the site is through northern site access points.

School is primarily used by the local population and accessed by pupils either by foot, or by school buses for those living outside the surrounding areas.

School is not currently connected by the public cycle paths but is very well connected by wide pedestrian footpaths. Bike stores are available within the landscape design to encourage access to users through this means.

Building Access

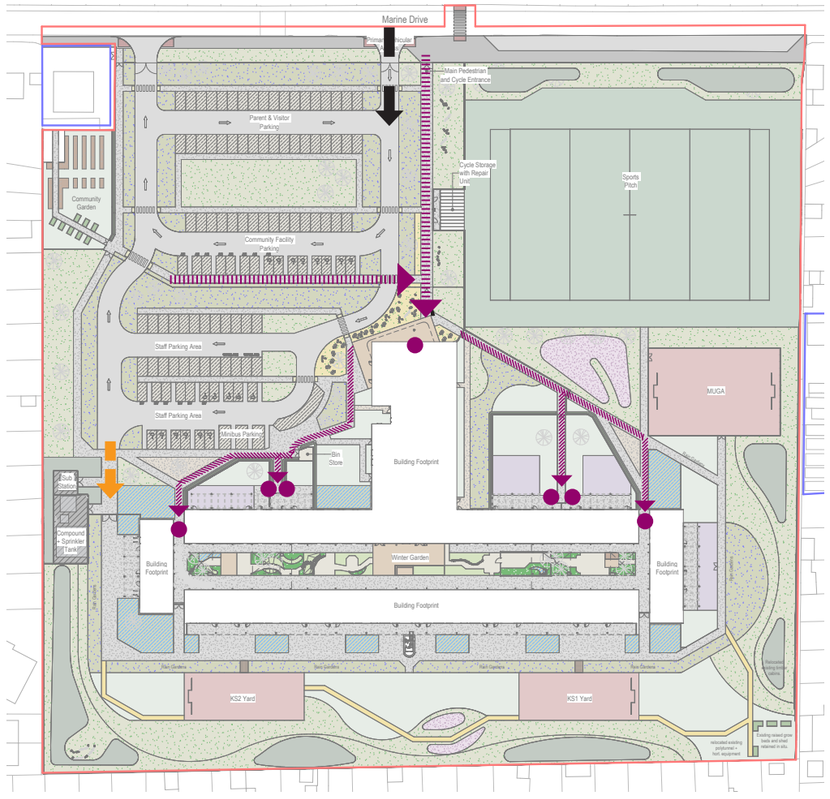
The Access points for the building have been designed to create a formal entrance to the building for staff and visitors, and a secondary more functional entrance points for pupils who are acquainted with the building already.

An inclusive experience has been designed for disabled users with vertical access via a lift within the main entrance atrium space, and horizontal access throughout the building via level thresholds. Internal stairs, corridors and doors have been designed to Part M of the building regulations with refuge locations provided on general access floors within the building and adequate sanitary provision on all floors. As part of the entrance's arrangement, push button access for wheelchair use has been designed.

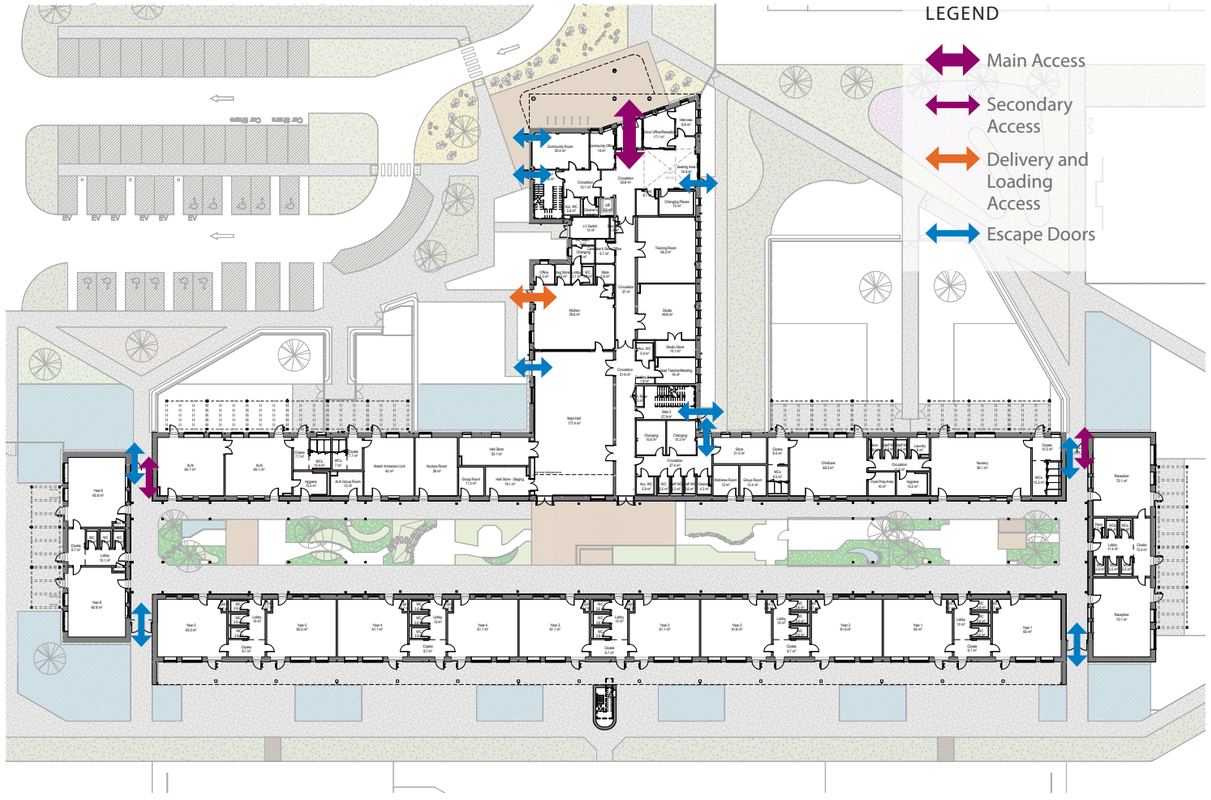
Building Maintenance

Maintenance of the building has been designed with access to the roof levels via the main stair cores 1 & 2, and secondary CAT ladders and fixed metal stair for escape provision.

Additional consideration for roof maintenance access includes a walkway railing system to the winter garden and roofs for maintenance.



Access Strategy - Site



Access Strategy - Ground Floor Plan

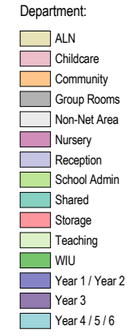
5.2 Use & Layout

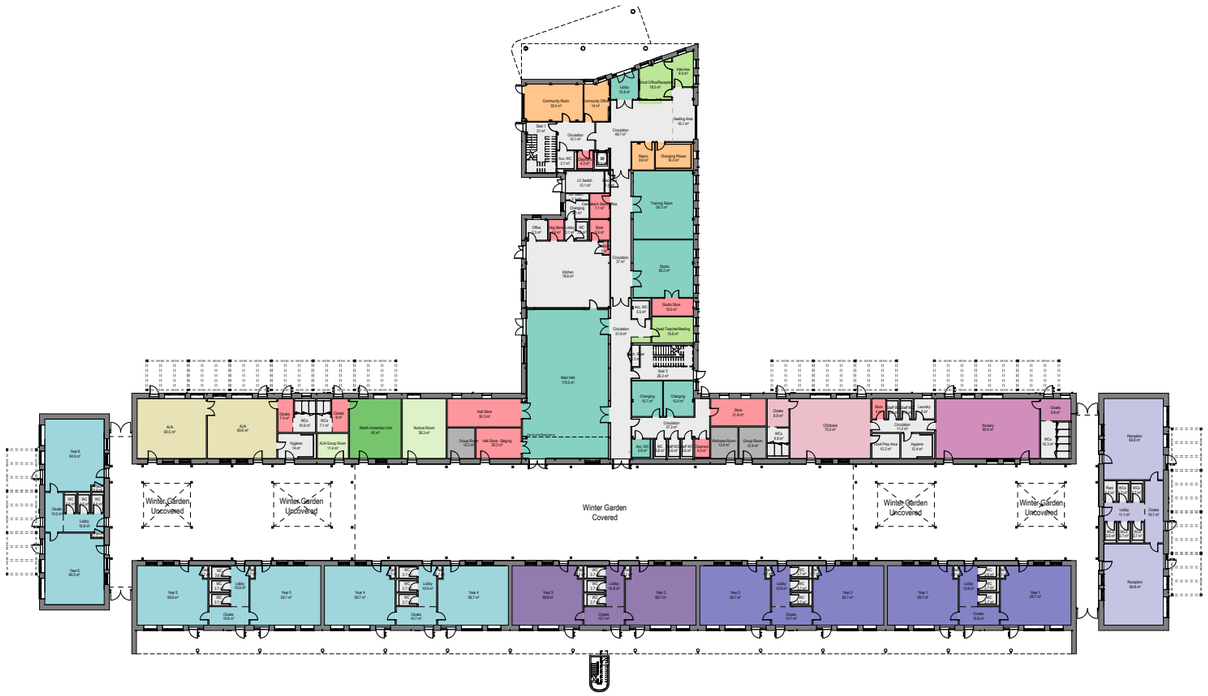
Departments

Floor plans below show rooms use within the school by the department.

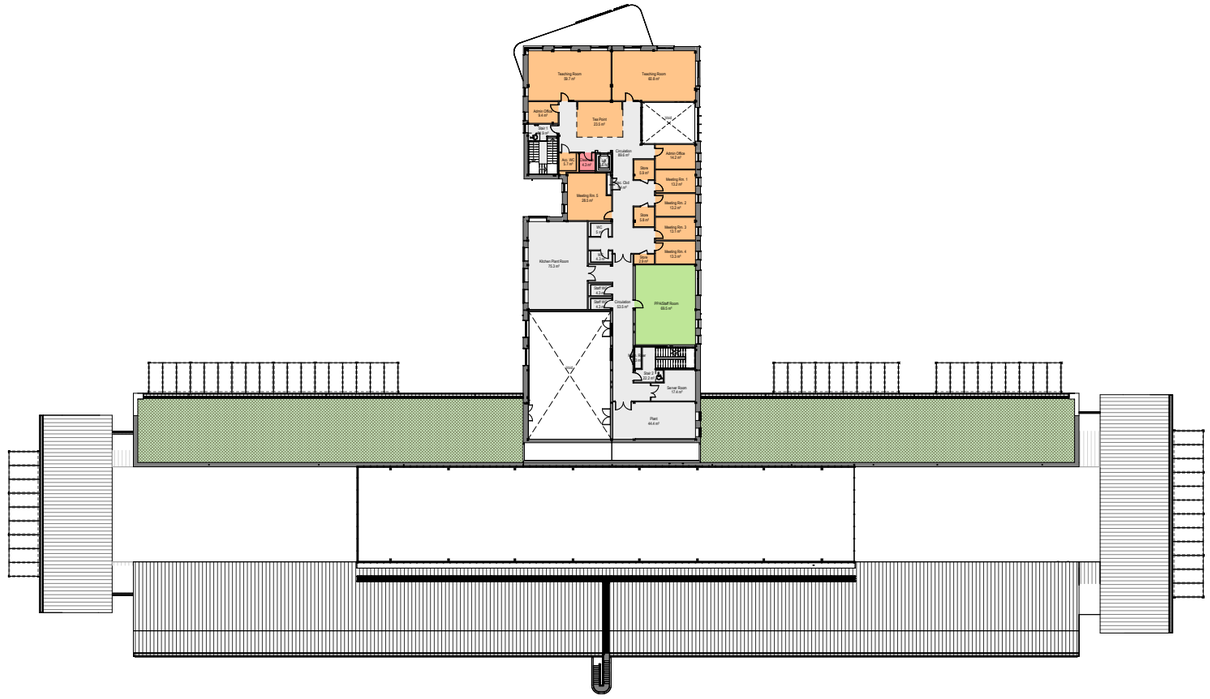
Key features:

- Buildings main entrance is through the north of the building, this is where administrative accommodation is located. To the right is school staff accommodation and to the left is community accommodation. Both share the main entrance as key access point but have separate receptions.
- The plan has a prominent central corridor in the centre for ease of access to shared school accommodation.
- Central corridor leads to a semi-external winter garden area that is a central focal point for all of the classroom clusters. Classrooms are combined into year cluster groups by the age group from right to left.
- Level 01 of the building is where majority of the community areas are located, including training, meeting, admin rooms and an informal tea point. Also located on the first floor is school staff rest room, bathroom facilities and plant rooms.





Ground Floor Plan



First Floor Plan

5.3 Landscape

LANDSCAPE CONCEPT



1. LOCAL IDENTITY

The school offers an opportunity to enhance the local landscape character types. Create a sense of place and identity to the school which comes from the landscape of Neath Port Talbot. The coastal landscape is exposed and wild, there is the opportunity to create a safe and enclosed setting to the school with the borrowed landscape.



2. SUSTAINABLE DESIGN

Sustainable drainage and water management can be an integral part of the site design.

The landscape can create new habitat areas and incorporating the water management in to everyday parts of the site, celebrating the site and engaging pupil interest in landscape performance.



3. BRINGING NATURE CLOSER TO PEOPLE

Multi-functional design of the externals can create spaces of interest, learning opportunities and sustainable features. Creating new habitat areas alongside outdoor classrooms, growing areas and forest school should be accessible and entwined in the schools everyday activities

BUILDING WITH NATURE



The scheme is going for the Building with Nature accreditation; as the aspiration for the school, and local community, are intrinsically linked through the Sustainable Schools Challenge, which align with Building with Nature's standards. The principles of the schemes design, collaboration and delivery have been based around the delivery of a scheme which delivers sustainable green and blue Infrastructure for people, wildlife and the site itself.

1. CORE STANDARDS

- The aspirations of the Winter Gardens is to provide a green, alternative learning environment for children
- Biophillic design to circulation and learning spaces will create a green backdrop to every school day
- Sustainable rainwater drainage, with learning opportunities and habitat creation
- Climate resilient planting, creating a mosaic of native planting typologies

2. WATER STANDARDS

- Rainy days will become an exciting learning opportunity within the Winter Gardens
- Rain gardens and water play will animate and provide interest on the grey, dull days
- Landscaped swales for conveyance + storage across the site
- Rain gardens provide habitat features outside every classroom

3. WELLBEING STANDARDS

- The creation of the Winter Gardens will share covered and open spaces for an alternative learning environment
- Sett in native, woodland planted areas where children and teachers these spaces will be used throughout the day, all year round
- Sensory features with rainwater wheels, rain gardens, woven shelters
- Views out across a mosaic of landscape typologies representing flora across Wales
- Strengthening a sense of belonging through habitat creation and accessible growing areas

4. WILDLIFE STANDARDS

- By creating native flora typologies across the site, such as pine forests, earth bunds, coastal grass planting, rain gardens and woodland courtyards in the Winter Gardens layers of different habitats will be created
- integrated bat, bird and bee features combined with the biophilic Winter Gardens

LANDSCAPE TYPOLOGIES [refer to GI Statement for details]

Typologies identified within the Nature Recovery Action Plan for NPT will inspire:



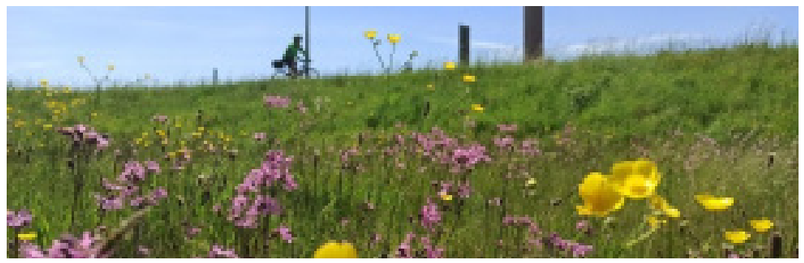
1. NEW WOODLAND PLANTING

Native coastal woodland planting defines the site boundary, offering wind protection, ecological benefits, and a natural visual buffer. These trees enhance biodiversity, create a sense of enclosure, and reinforce the site's coastal character while improving resilience to harsh weather conditions.



2. NEW COASTAL / DUNE HABITATS

Drawing from the nearby beach, dunes introduce natural topography, creating sheltered spaces, windbreaks, and informal play areas. They enhance the site's coastal identity while providing ecological benefits and opportunities for interaction with the landscape, such as butterfly bunds.



3. NEW GRASSLAND AND WETLAND MEADOW

Biodiverse grassland and wetland meadows enhance ecology, support wildlife, and aid natural drainage. These areas provide a dynamic and seasonally changing landscape, supporting pollinators, birds, and other wildlife and contributes to sustainable drainage strategy across the site with swales, rain gardens and dry drainage ditches.

creating local identity

woodland courtyard classrooms

the winter gardens learning in nature

native planting

closer to nature

fenton+reece

5.3 Landscape

STRATEGIC DIAGRAMS

The security and access strategy will create a welcoming and open approach whilst ensuring security to the play areas and wider site. The external boundary will be weld-mesh rigid fencing softened by planting and timber demarcation fencing between year groups and games court area.

Security fences with timber infil will provide screening to the bin store and give privacy to ALN external areas.

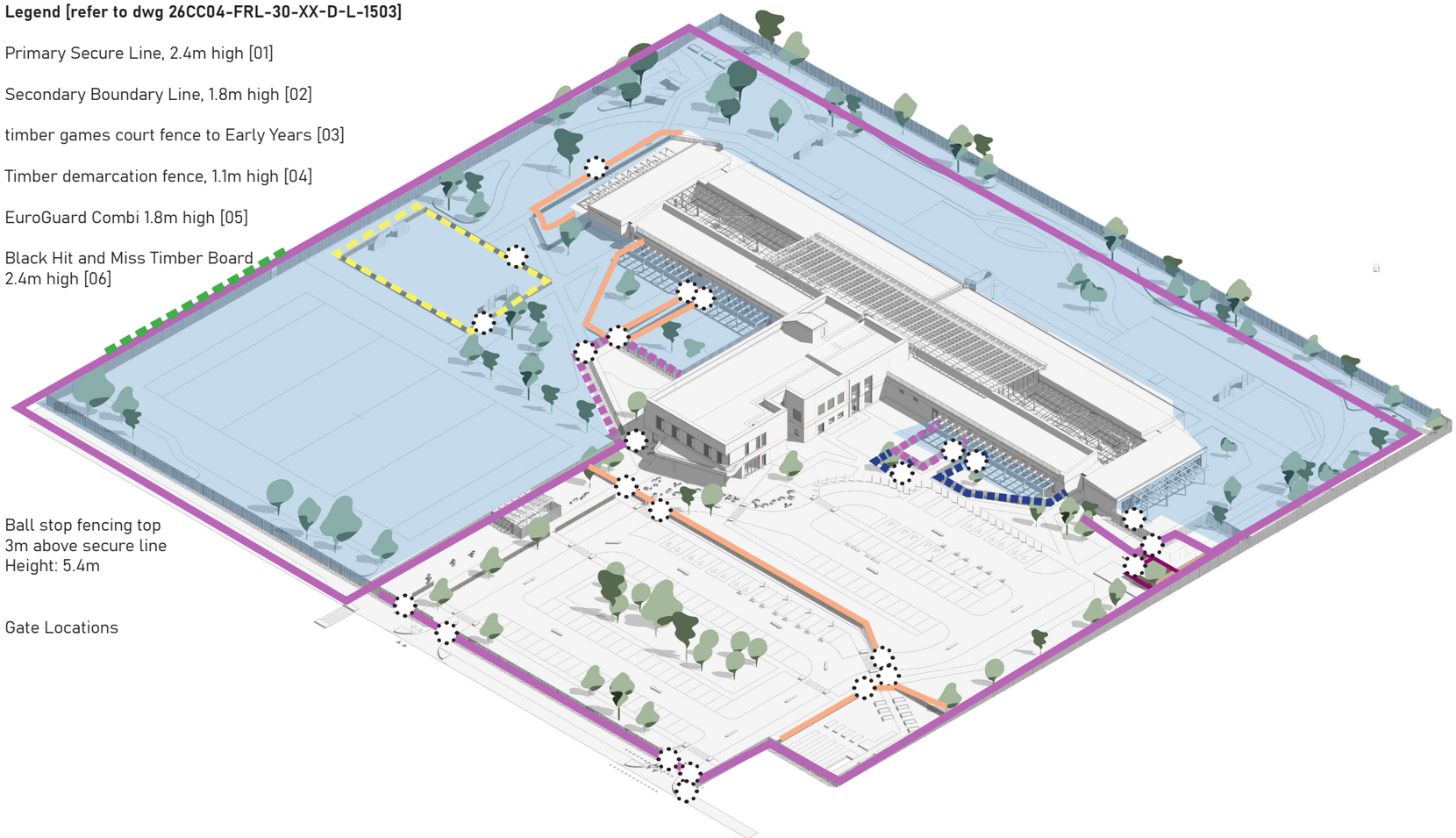
The car parking area and access to the building will be accessed via a shared cycle and pedestrian route, leading directly to the main entrance and classrooms beyond.

The community access to the community garden/ allotment area and community cafe and adult learning centre will be accessed from a shared car park and main approach.

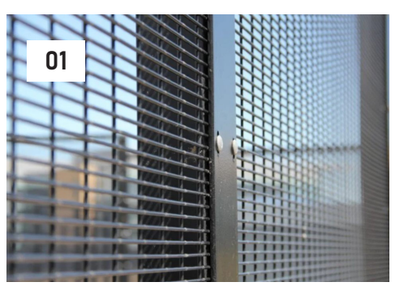
ACCESS STRATEGY : Security + Access

Legend [refer to dwg 26CC04-FRL-30-XX-D-L-1503]

- Primary Secure Line, 2.4m high [01]
- Secondary Boundary Line, 1.8m high [02]
- timber games court fence to Early Years [03]
- Timber demarcation fence, 1.1m high [04]
- EuroGuard Combi 1.8m high [05]
- Black Hit and Miss Timber Board 2.4m high [06]
- Ball stop fencing top 3m above secure line Height: 5.4m
- Gate Locations

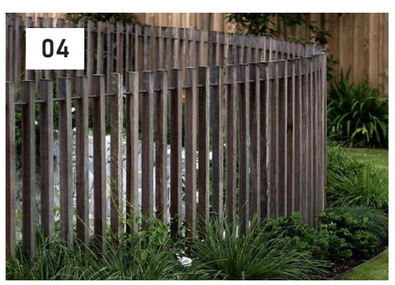


ACCESS STRATEGY : Fencing Typology













5.3 Landscape

STRATEGIC DIAGRAMS

The soft landscaping has been designed with habitat creation and sustainable drainage as key drivers to ensure a local, sustainable strategy is delivered.

The scheme integrates a variety of Sustainable Drainage Systems (SuDS) and habitat features to enhance biodiversity, manage surface water, and support ecological resilience. Rain gardens, bio-retention areas, and SuDS meadow mixes work together to slow, filter, and store runoff, promoting infiltration while creating attractive, wildlife-friendly spaces. The rain gardens collect water falling from the external canopies.

Habitat features include butterfly bunds, bird boxes, insect hotels, and bird house installations. The habitat features are positioned to connect to green infrastructure suitable for the animal, with insect boxes for pollinators in planted areas, and habitat boxes with clear flight paths, orientated north east.



Legend

- Winter Gardens
- Winter Garden Rain Gardens
- SUDs Feature: Rain Garden
- SUDs Feature: Bio-Retention Area
- SUDs Feature: SUDs Meadow Mix
- Drainage
- Butterfly Bund
- Bird Boxes
- Insect Hotel Habitat Feature
- Bird House Habitat Feature

5.3 Landscape

ACCESS DIAGRAM

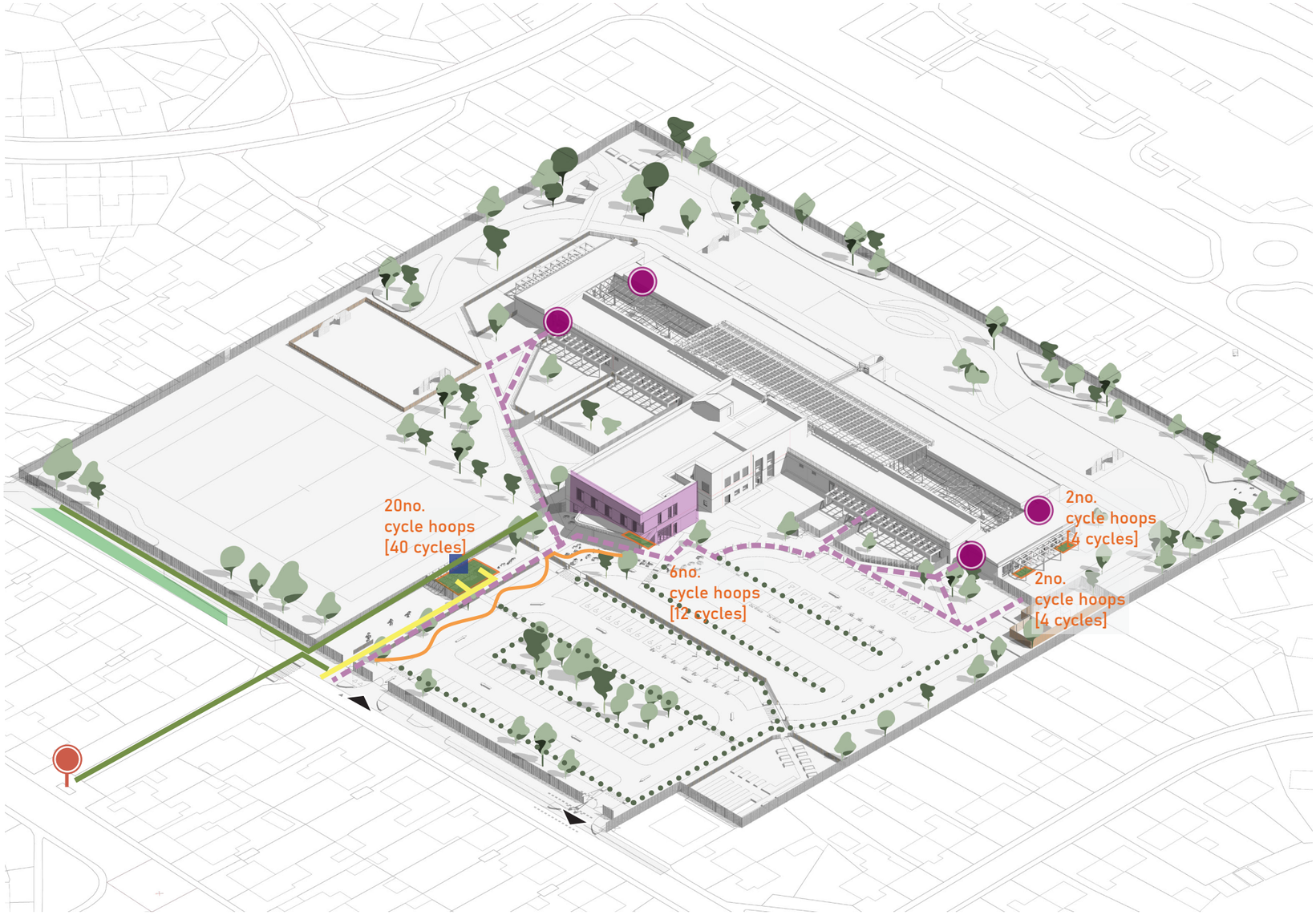
The access strategy has been carefully developed to create a welcoming and secure site. The playground and school areas within a clear and easily managed secure line.

Cycle storage will be located at several points through the site, the secure cycle storage area will house 20no. cycle hoops to accomodate 40 cycles, with 4 hoops to the front entrance, and a further 4 hoops kept within the secure line to the west of the building.

A inviting pedestrian route will connect the site to nearby bus stops to allow safe passage to the site with ease for arriving / departing children and site users.

The car park operates as a one way system with all bays connecting pedestrian users to the entrance via pathways.





ACCESS STRATEGY : Primary Access Routes

Legend [refer to dwg 26CC04-FRL-30-XX-D-L-1500]

- Primary Pedestrian Routes
- Car Park Pedestrian Access
- Entrance Play/Fun Path (featuring logs and boulder trail)
- Main Entrance
- Winter Gardens Entrances
- Vehicular Site Entrance / Exit
- Cycle Access
- Bike and Scooter Storage
- Community Bike Maintenance Station [01]
- Walkway Connection to Nearby Bus Stop
- Bus Stop
- Coach Drop Off

5.3 Landscape

WINTER GARDENS

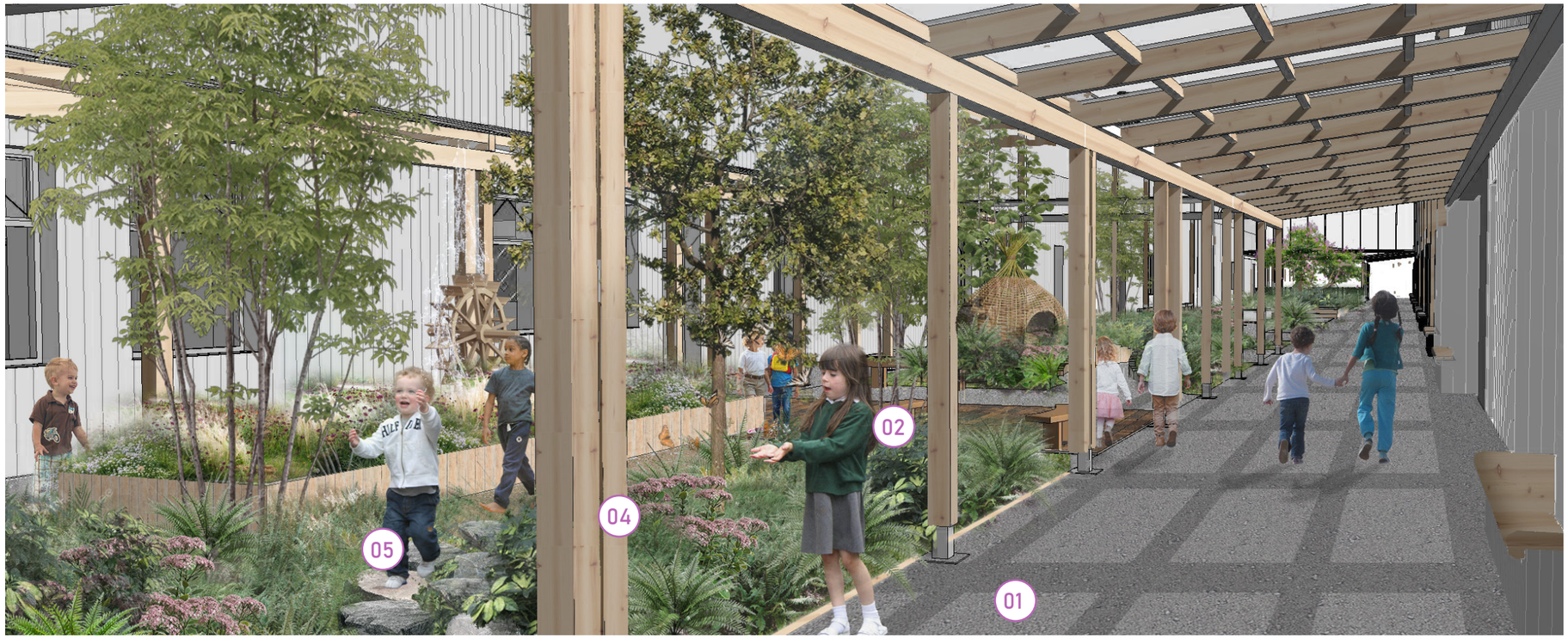
The Winter Gardens will be a multifunctional space, with a selection of small group spaces accessed from all the classrooms, providing courtyard gardens for all to explore and use throughout the day.

A central, communal area provides a flexible space for whole class groups and events to use, creating a focal point off the central courtyard which celebrates the Winter Gardens and creates a sense destination and arrival.

Within the winter gardens courtyards will create vibrant woodland areas to define different learning and teaching spaces with sensory attributes along a meandering pathway. Materiality and palette will be naturalistic with muted, earthy tones and natural materials and products used as much as possible. Colour will be used selectively and help with way-finding.

These courtyards will be used throughout the year for immersive small group space with interactive rainwater interventions which demonstrate rainwater harvesting as a point of engagement and learning.

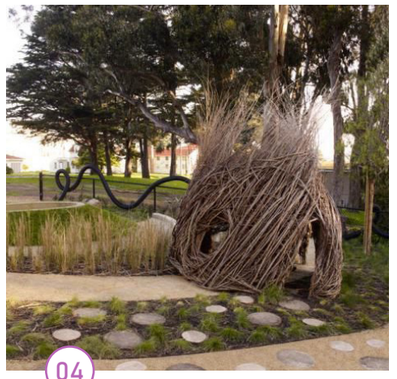
The Winter Gardens feature two planting typologies: a structural mix for year-round form and evergreen structure, and a sensory mix to engage touch, scent, and seasonal colour. Together, they create an immersive, low-maintenance landscape that supports well-being and provides differing spatial qualities and forms of interaction through the internal space.



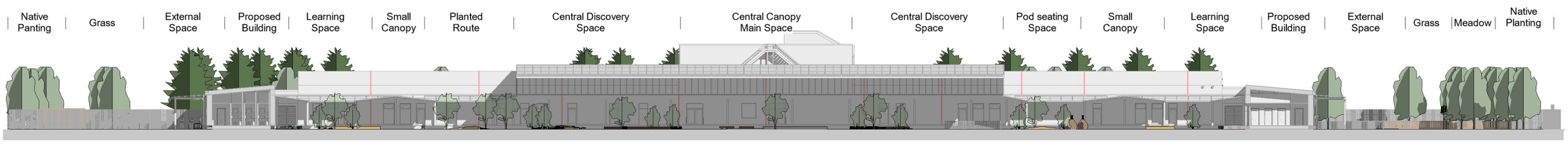






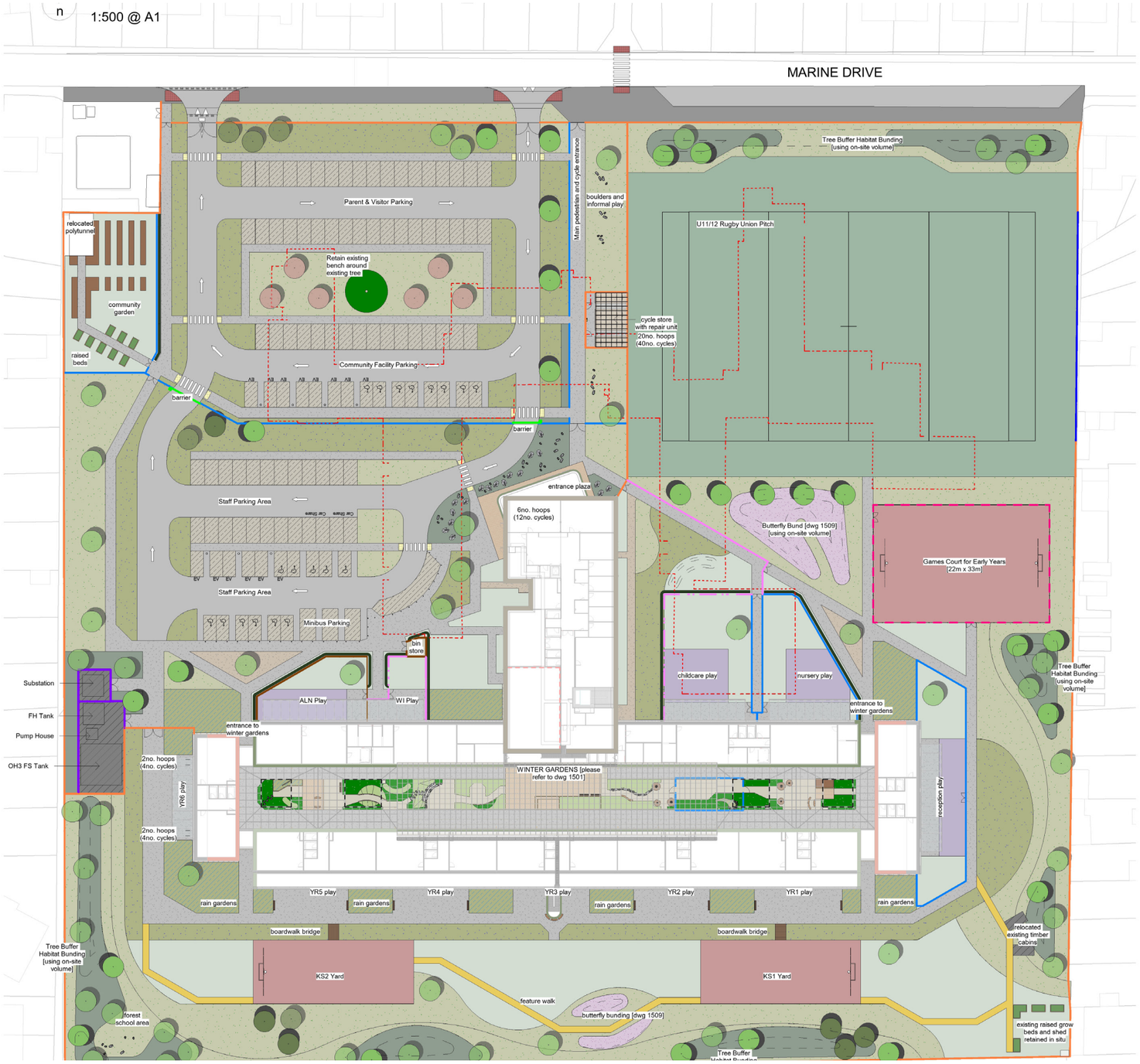






5.3 Landscape

LANDSCAPE MASTERPLAN



Legend

Site

Existing Building Footprint
To be removed

Hardworks

Playground Pedestrian Grade Tarmac
Colour: Blacktop
To Engineer's specification and buildup: to be pedestrian and vehicle grade for emergency acces

Daily Mile Route
Crushed Cockle Shells,
30mm depth surface course with timber board edging, on 100mm compacted sub-base with non-woven geo-textile

Altered Pavement [Highway pavement]
To Engineer's specification and buildup: to be pedestrian buildup

Vehicular Tarmac
To Engineer's specification and buildup: to be vehicular buildup

Self Binding Gravel
To lower traffic waiting areas. Breedon Waifairer Self Binding Gravel 40-50mm depth compacted, on 100mm compacted sub-base

Hard Outdoor PE Surface
To Engineer's specification and buildup: to be pedestrian buildup

Wetpour Play Surface
To external classroom areas and playground
Detailed pattern and colour design to follow
To Engineer's specification and buildup: to be pedestrian buildup

Paving Pedestrian Grade
Linear block paving [220x55x80mm Artro Tobermore or similar]
Colour: 3x mix heather, bracken and slate
To Engineer's specification and buildup: to be pedestrian buildup

Vehicular Paving Block
Permeable paving block, herringbone pattern with white line markings
Colour: buff
To Engineer's specification and buildup: to be pedestrian buildup

Concrete Base
Structural base to compound and sprinkler area
To Engineer's specification and buildup

Boundary Treatments *[refer to dwg 1503 for details]*

2.4m Weldmesh Security Fence (FE01)
To form secure line, LPS 1175 A1 (SR1)
Height: 2400mm
Colour: black

1.8m Weldmesh Fence (FE02)
Secondary secure line, LPS 1175
Height: 1800mm
Colour: black

1.1m Bespoke Timber Fencing (FE03)
Product: Bespoke vertical slatted demarcation fencing
Height: 1100m
Colour: natural Refer to dwg 1504 for details

2.4m Black Hit and Miss Timber Board Fence (FE04)
To form boundary to refuse and service areas
Finish: Black stain timber board
Height: 2400mm

Traffic Barrier Arm
Product: Universal Aluminium Boom Barrier by Procity or similar and approved
Width: 1no. 6000mm + 1no. 5000mm

1.8m Timber slatted Weldmesh Fence (FE06)
Product: Euroguard Combi, Jacksons Fencing or similar
Colour: Natural Timber slats panels, black powdered panels
Height: 1800mm

Furniture [refer to dwg 2021 for full details]

Cycle Store
Covered cycle stores to match building canopies
Refer to furniture plan dwg 2021 and cycle store dwg 1508 for details

Bin Store
Secure timber bin store
Refer to furniture plan dwg 2021 and bin and compound dwg 1508 for details

Multi-Use Games Area:
Timber low fence with multi-use goal ends
Product: Timber MUGA BX/HMP BSP-100115 or similar. Refer to furniture plan dwg 2021

Goal Ends for KS1 Yard:
Mini Goal & Hoop Open Goal (Timber) AS008 by playscheme or similar for KS1 yard. Refer to furniture plan dwg 2021 for details

Goal Ends for KS2 Yard:
Classic Goal & Hoop Open Goal (Timber) AS002 by playscheme or similar for KS2 yard. Refer to furniture plan dwg 2021

Softworks

General Purpose Grass Mix
Refer to Detailed Planting Plan for more information

General Purpose Native Coastal Meadow Mix
Refer to Detailed Planting Plan for more information

Sports Grass Mix
Refer to Detailed Planting Plan for more information

Planting Mixes
Refer to Detailed Planting Plan for more information

Butterfly Bank Seeding
Refer to details [1509] for more information

Exising Tree Planting
Refer to Detailed Planting Plan for more information

Proposed Deciduous Tree Planting
Refer to Detailed Planting Plan for more information

Proposed Evergreen Tree Planting
Refer to Detailed Planting Plan for more information

Hedge Planting
Refer to Detailed Planting Plan for more information

SuDS Features

Rain Garden Planting Area:
Refer to Detailed Planting Plan dwg 1030 for more details

Bioretention Area:
Refer to Detailed Planting Plan dwg 1030 for more details

Winter Gardens

Winter Gardens Mix 01 Planting Area: Covered
Refer to Detailed Planting Plan dwg 1501 for more details

Winter Gardens Mix 02 Planting Area: Open
Refer to Detailed Planting Plan dwg 1501 for more details

5.3 Landscape

PARKING PROVISION AND APPROACH

The completed landscape will provide a total of 110 parking spaces with Community Parking (28no.), Parent Drop-off + Visitor Parking (45no,), Staff parking (34no.), Mini Bus Parking (3no.), Coach Drop off on road side, and layby for deliveries.

Phase 1 parking will be provided to work around the existin school during the Phase 2 demolition, which will then complete the car park to the final layout [see Phase 1 - Car Park Provision diagram]

EV charging points will service 6 of the bays delivered in phase 2, equally distributed between community parking and parent and visitor parking.

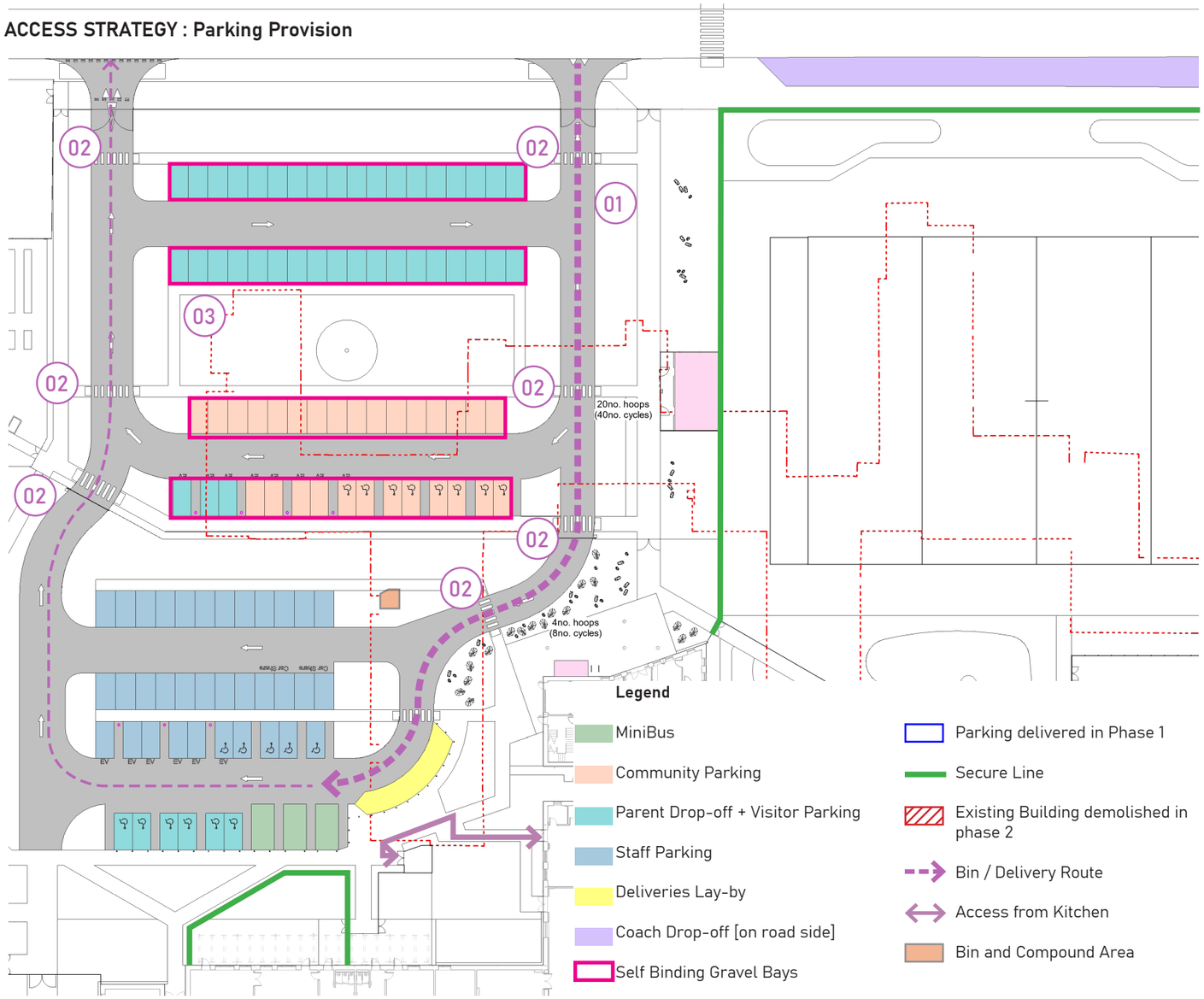
During construction, the western route will function as a two-way access road to parking to the south. Upon completion of works, a one-way system will encourage safe traffic flow, with pedestrian connections to all bays and safe crossing points to provide routes to entrances of the building.

A large existing sycamore tree (T2) will be retained in the central large coastal meadow planting mix. Planting to soft landscaped areas supporting the car park are a mix of coastal meadow planting, SUDs meadow mix and coastal mulch planting beds to entrance planting.

A natural trim trail set into the planting on the approach to the school will support active engagement and play to the landscape. A bike store will provide suitable storage for active travel.

All parking bays are formed from buff vehicular paving blocks with white line markings, designed with the camber of the road to drain water towards a gulley at the front of the bay towards SUDs planting features surrounding the car park.

ACCESS STRATEGY : Parking Provision









5.4 Building Character

Character

The site is currently occupied by the original 1957 Tir Morfa School which is primarily single storey but with a double story wing to the North. The Tir Morfa School was split into the Welsh Medium Primary School and Tir Morfa Adult Education Centre in the 1980s. The split site is still functioning and operational currently.

In order for the current services being offered at the site to be maintained, the proposed site layout has been developed to enable this and minimise disruption. As such the teaching and classroom single storey block runs across the rear of the site. The 2 storey entrance and adult leaning block sits perpendicular and between the existing buildings.

The orientation of the building and classroom arrangement such that the development optimises passive and renewable opportunities. The classrooms have been arranged to deliver an optimum environment for learner observation and safety during break times.

The 2 storey entrance block emphasizes the entrance through materiality and a projecting canopy. Low carbon building materials and systems are prominently celebrated to visually connect the user with 'sustainable' focus for the school.

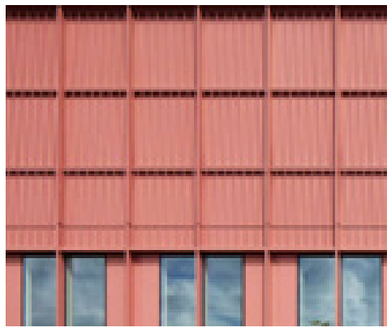
The design also responds to the sustainable character of the brief reflecting on the purpose of the school to educate and strengthen our future generations relationship with nature and the outdoors.

Inspiration has been taken from the local identity, using natural materials and colour schemes within the design to reflect the costal landscape, woodlands, dunes and grassland. The character of the building and landscape are merged through the external covered wintergarden which enhances the education experience.

Encouraging pupils to learn from experiences within their immediate environment. The main principles of the design that add to the character include maximing the repeatability and scalability of the classroom clusters.








5.5 Materials Palette

Timber

Timber is a low embodied carbon cladding material.

Metal Cladding

Vertical profiled metal panel to be used at high level around the two level block to tie in with the green roofs and reinforce the idea of a sustainable school, through use of the subtle green colour, with textured but yet modern look.

Brick

Brick provides a robust material to the areas where this might be required. Both for durability and weathering.

Glazed Brick

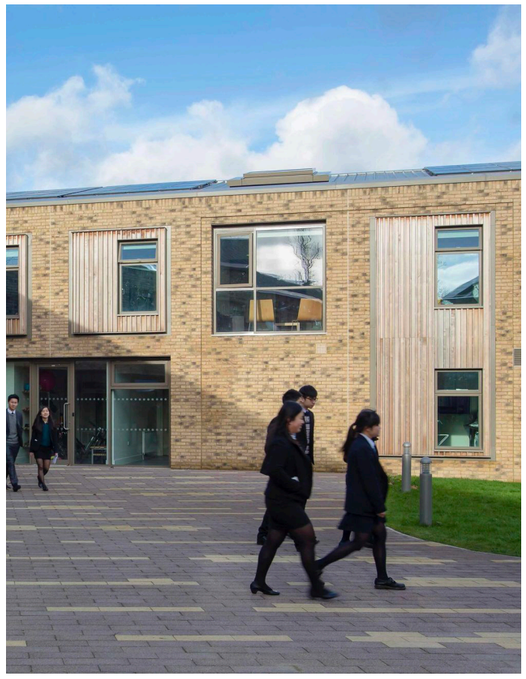
Glazed bricks offer the robust criteria whilst clearly identify entrance spaces and key zones in the building for way finding. This could be used at the main entrance area to emphasize natural wayfinding throughout the site.

Standing Seam Roof

Standing seam metal roof offer a robust solution together with being highly compatible with an extensive Photo Voltaic array installation.

Green Roof

The green roof provides visual amenity and biodiversity feature to the school.















5.6 Community Safety

The security requirements have been a key consideration of the design. The Design team engaged with a Design Out Crime Officer to explain the security measures designed into the landscape and building proposals and ensure the design is safe for the community and users:

- Perimeter fencing to prevent theft/ burglary and antisocial behaviour
- Perimeter fencing set away from the garages located along the site boundary to prevent antisocial behaviour by being used to scale the fencing
- Controlled planting height to prevent visual surveillance being comprimised
- Building access is controlled on entrance and throughout the building with controlled access doors for use of community and shared facilities with the school
- Clear signage will direct visitors to the main reception for community, shared and school facilities.
- All windows and doors will be in accordance with Secure By Design requirements
- Anti climb rainwater pipes and no cat ladders from the ground floor have been proposed to prevent the ability to climb onto the building.
- External lighting and CCTV will be provided in accordance with Secure By Design and the Design Out Crime Offiders recommendations.

5.7 Environmental Sustainability

As part of the of the Sustainable Schools Challenge Project, the over-arching structural philosophy for Rhosafan Primary School will be to minimise upfront embodied carbon.

The baseline target (aligned with the Welsh Governments Sustainable Communities for Learning Guidance) sits at less than 600kgCO2/m2 GIFA for upfront embodied carbon A1-A5, encompassing substructure, superstructure, façade, finishes and building services. In addition, it is currently proposed that the ambition is to reduce this figure further for Rhosafan Primary School, allowing for budget constraints in particular, working towards the Sustainable Communities for Learning and LETI Primer 2030 target of 350kgCO2/m2 GIFA.

5.8 Relevant Planning Policy

Introduction

The planning policy framework for the determination of this application is provided by the content and scope of National Planning Policy, which is contained within the twelfth edition of Planning Policy Wales (PPW) and its associated Technical Advice Notes (TANs), together with the Local Planning Policy and its supplementary planning guidance.

The planning policy context for this application is provided in detail in the Planning Statement that accompanies this application. For a full review of pertinent policies please refer to the Planning Statement.

Planning Policy Wales

National planning policy is contained within the twelfth edition of Planning Policy Wales (PPW), published by the Welsh Government in February 2024. PPW is supported by 19 topic-based Technical Advice Notes (TANs), which are also relevant. PPW is the Welsh Government's principal planning policy document, setting out the context for sustainable land use planning policy, within which Development Plans are prepared and development.

Section 3.17 of PPW relates to design and access statements (DAS) discussing that a DAS should communicate what development is proposed, demonstrate the design process that has been undertaken and explains how the objectives of good design and placemaking have been considered from the outset of the development process.





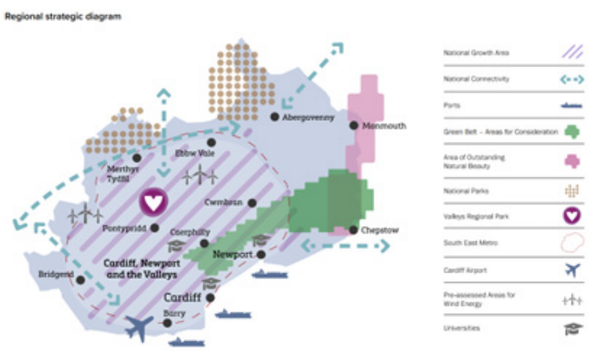
Well-being of Future Generations Act (2015)

The Well-being of Future Generations (Wales) Act came into force in 2015 and seeks to improve the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals in order to make sure that everyone works towards the same vision. The well-being goals are set out in the Planning Statement.



Future Wales: The National Plan 2040

Future Wales – the National Plan 2040 is our national development framework, setting the direction for development in Wales to 2040. It is a development plan with a strategy for addressing key national priorities through the planning system, including sustaining and developing a vibrant economy, achieving decarbonisation and climate resilience, developing strong ecosystems and improving the health and well-being of our communities.





5.8 Relevant Planning Policy

Technical Advice Notes

This application has been prepared in deference to the latest version of TAN 12: Design, which was updated in March 2016, TAN 18: Transport and the suitability of the proposals in this design context are demonstrated in this Design and Access Statement.

Design and Access Statements in Wales (April 2017)

This guidance document sets out the requirements for a DAS, the benefits of preparing a DAS and some of the pitfalls that should be avoided when preparing the document. Section 5 of this document provides guidance on what to include in a DAS and how to communicate the proposals.

Neath Port Talbot County Borough Council Local Development Plan (2011-2026)

Section 38(6) of the Planning and Compulsory Purchase Act 2004 requires that planning application decision should be made in accordance with the authority's adopted development plan, unless material considerations indicate otherwise. In this instance, the statutory development plan for this application site is provided in the Neath Port Talbot County Borough Council Local Development Plan, adopted in January 2016. A review of Neath Port Talbot Council's LDP Proposals Map shows that the site comprises unallocated land located within the Settlement Boundary of Port Talbot.



The following LDP policies are considered relevant in the context of the proposed development:

Policy Reference	Relating to
SP1	Climate Change
SP2	Health
SC1	Settlement Limits
SP3	Sustainable Communities
SRA2	Harbourside Strategic Regeneration Area
SP11	Employment Growth
EC1	Employment Allocations
SP15	Biodiversity and Geodiversity
EN6	Important Biodiversity and Geodiversity Sites
EN7	Important Natural Features
SP16	Environmental Protection
EN8	Pollution and Land Stability
SP18	Renewable and Low Carbon Energy
RE1	Criteria for the Assessment of Renewable and Low Carbon Energy Development
SP19	Waste Management
W1	Waste Management in New Development
SP20	Transport Network
TR2	Design and Access of New Development
SP21	Built Environment and Historic Heritage
BE1	Design

Supplementary Planning Guidance

The following supplementary planning guidance is considered relevant to the proposal:

- SPG: Biodiversity and Geodiversity
- SPG: Pollution
- SPG: Renewable & Low Carbon Energy
- SPG: Parking Standards
- SPG: Design

5.9 Form, Massing & Materiality



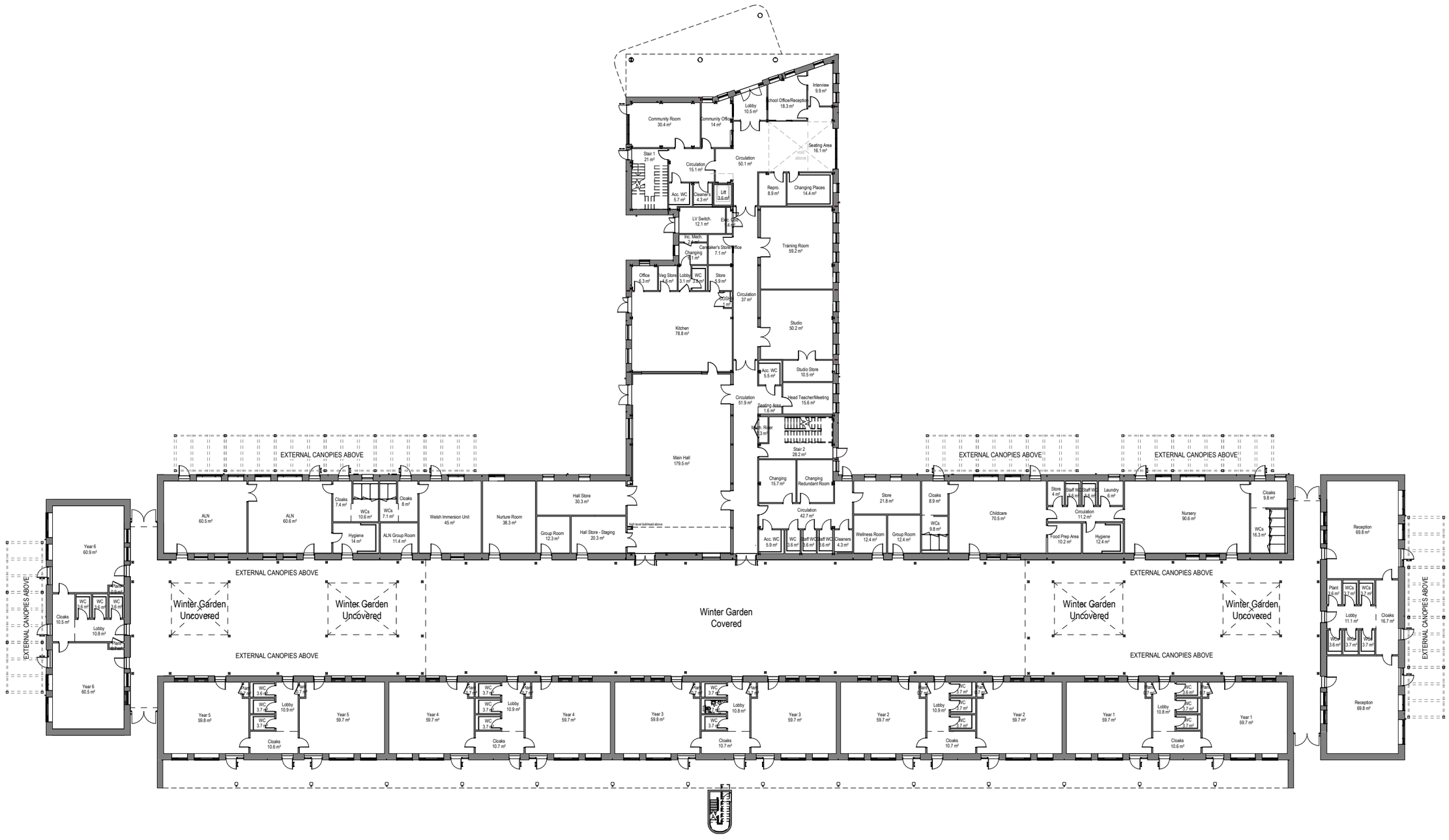
5.9 Form, Massing & Materiality



5.9 Form, Massing & Materiality

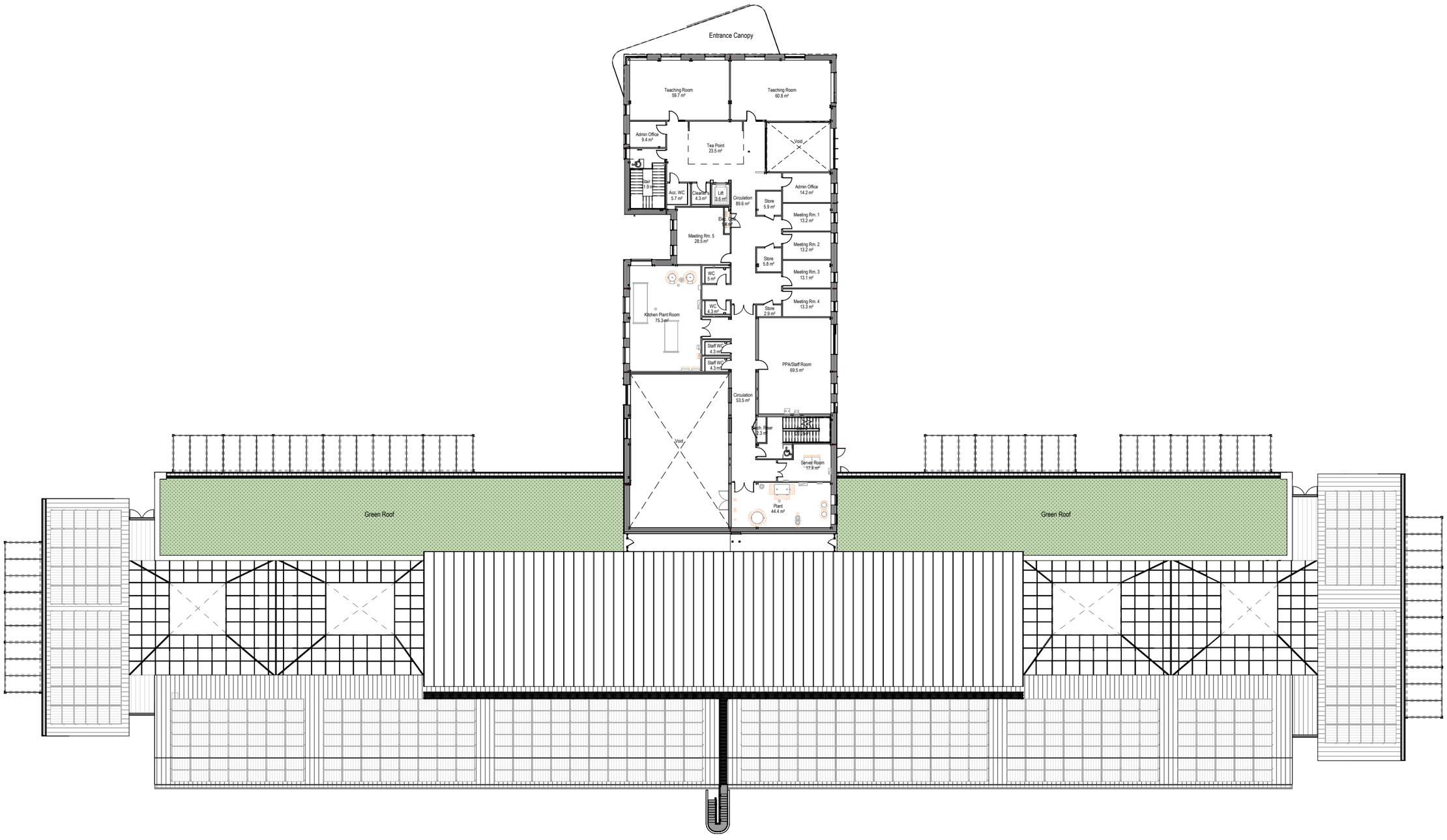


5.10 Proposed Floor Plans



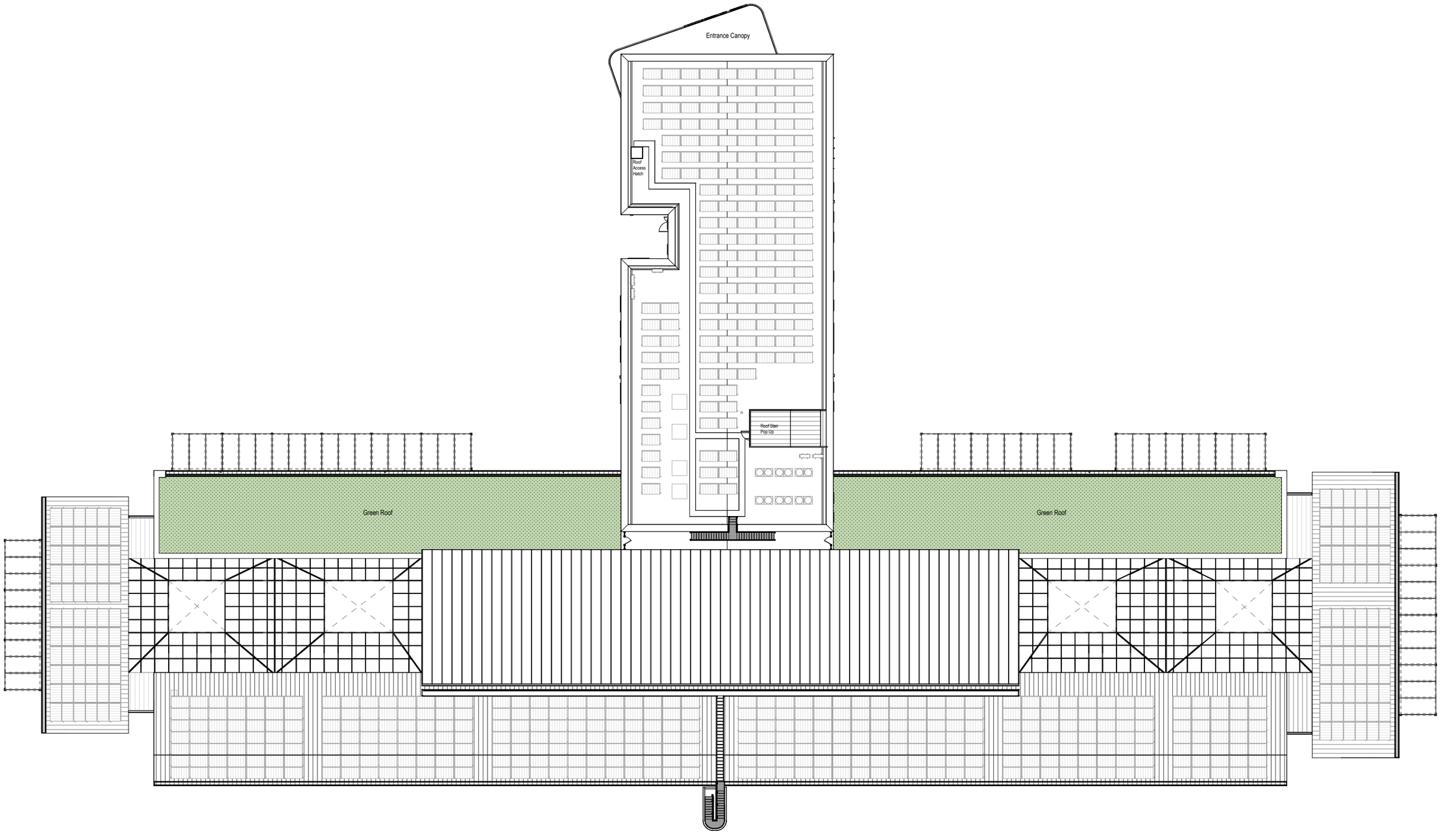
Ground Floor Plan

5.10 Proposed Floor Plans



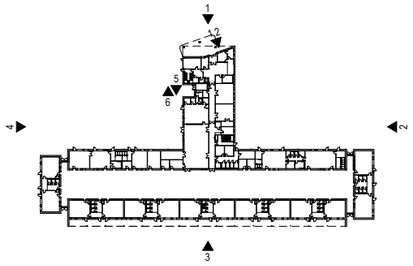
First Floor Plan

5.10 Proposed Floor Plans



Roof Plan

5.11 Proposed Elevations



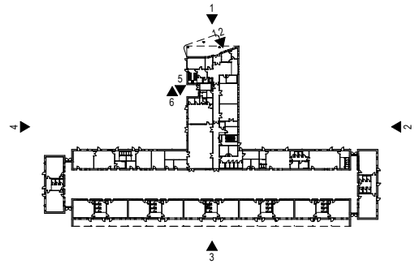


North Elevation 1



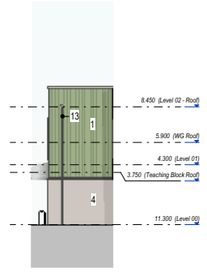
South Elevation 3

5.11 Proposed Elevations

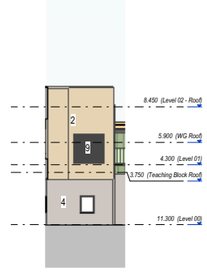




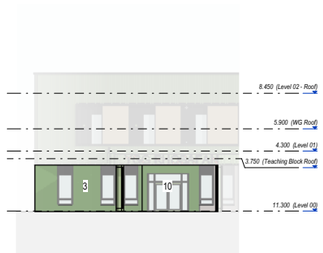
West Elevation 4



Concealed West Elevation 5



Concealed West Elevation 6

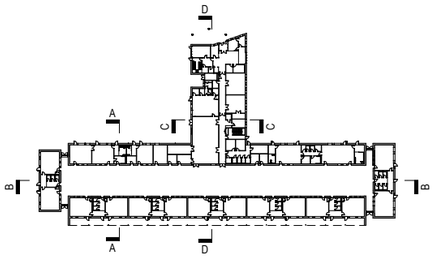


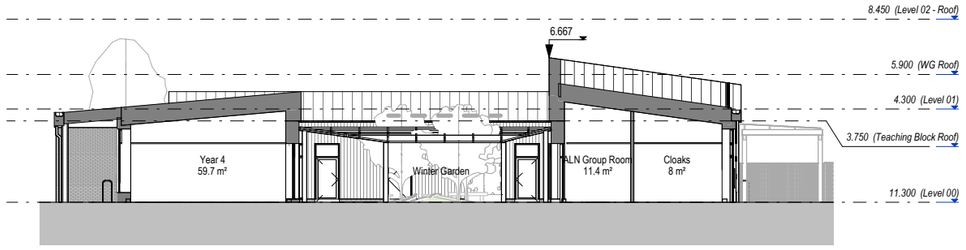
North Elevation 1.2



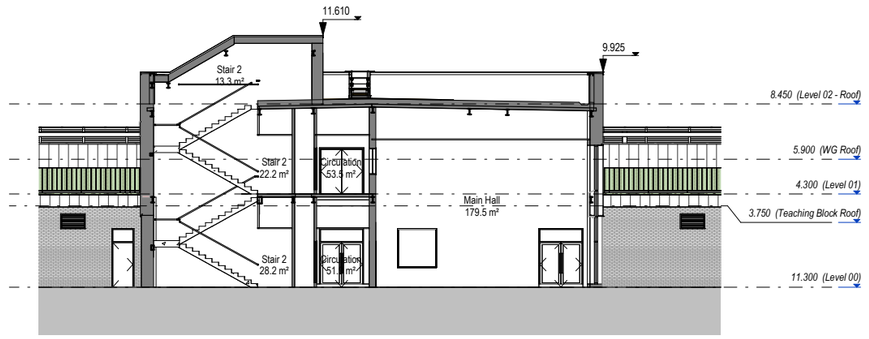
East Elevation 2

5.12 Proposed Sections

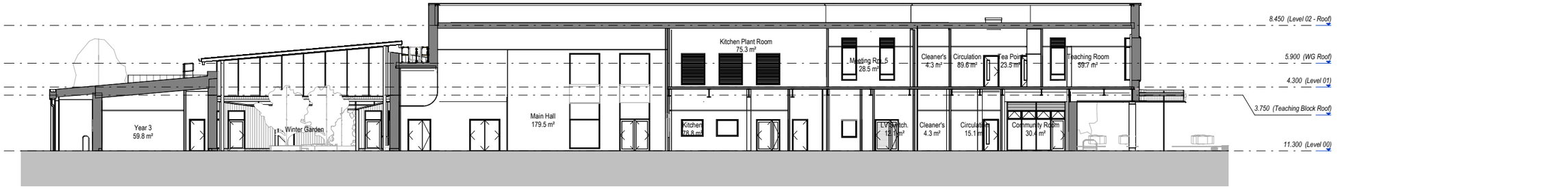




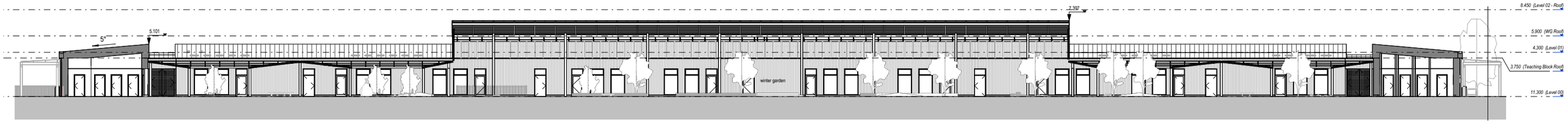
Section AA



Section CC



Section DD



Section BB

About Arcadis

Arcadis is the world's leading company delivering sustainable design, engineering, digital and consultancy solutions for natural and built assets. We are more than 36,000 architects, data analysts, designers, engineers, project planners, water management and sustainability experts, all driven by our passion for improving quality of life.

We exist to find solutions to today's most pressing challenges, from the impact of climate change to increasing urbanization and digital transformation – all with the goal of improving quality of life for people around the world. You can see this in the work we do for our clients, the opportunities we create for our people, and in our efforts to enhance the communities in which we live and work. We bring together world-class resources and the latest innovative technologies to help define the cities and experiences of tomorrow.

This has been our mission since 1888, when we were founded to transform unusable wetlands in the Netherlands into prosperous land for people to farm. And it continues today.

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