



Design & Access Statement

February 2026

SRP1121-KSS-XX-XX-T-A-0010-A3-P03



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Introduction

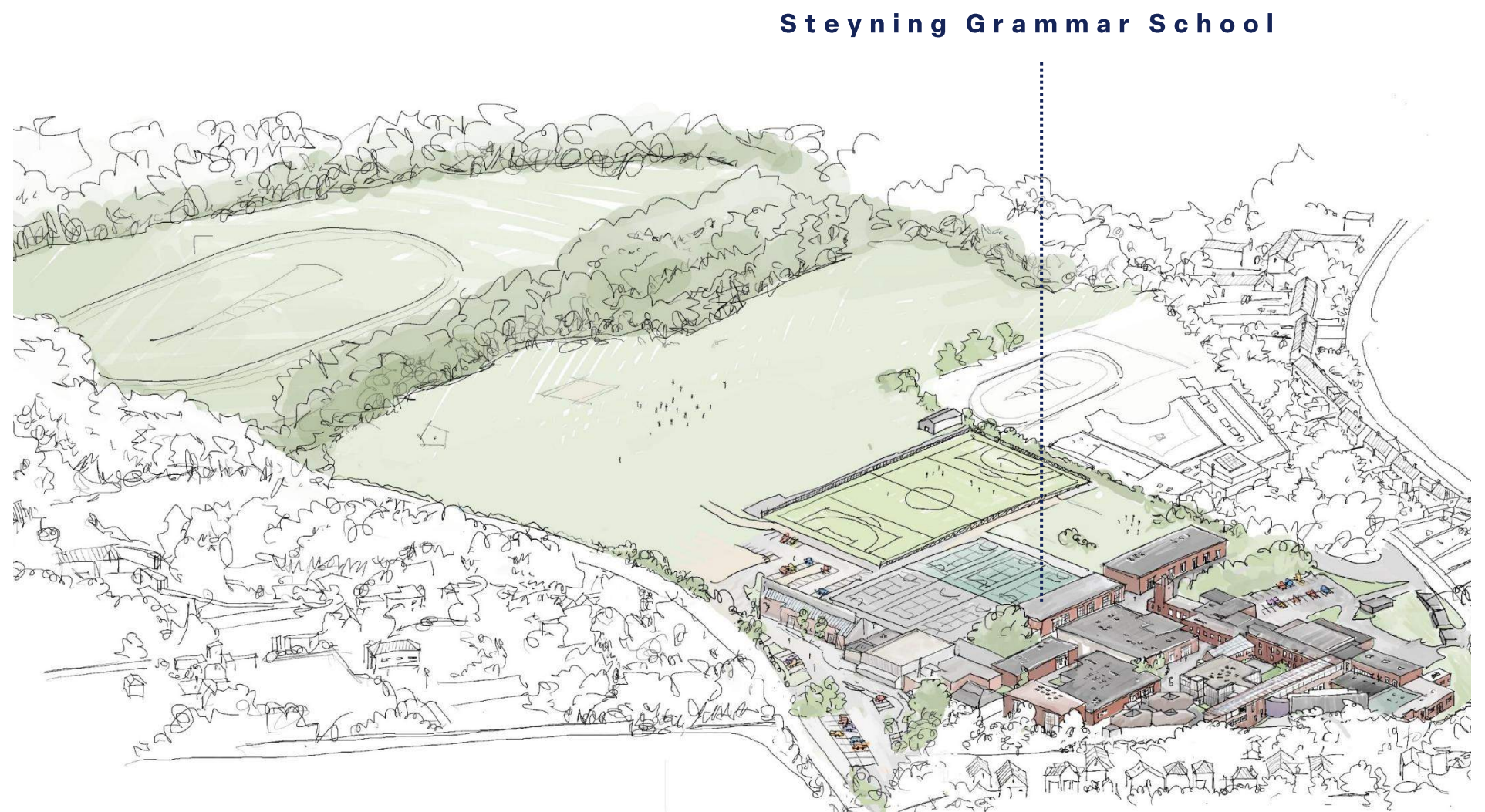


1.1 Outline

This Design and Access Statement (DAS) sets out the architectural proposal for the redevelopment of Steyning Grammar School, West Sussex for the Department for Education (DfE) and summaries the Client Engagement Meetings (CEMs) and planning process to date.

This document outlines the process that has been carried out to date in conjunction with the other consultants and BAM Construction, the DfE, their advisors and in close collaboration with the school.

This DAS should be read in conjunction with the submitted architectural planning drawings and all associated documentation with this submission, along with all other consultant and contractor information.



South-West Axonometric View: Existing Shooting Fields Site

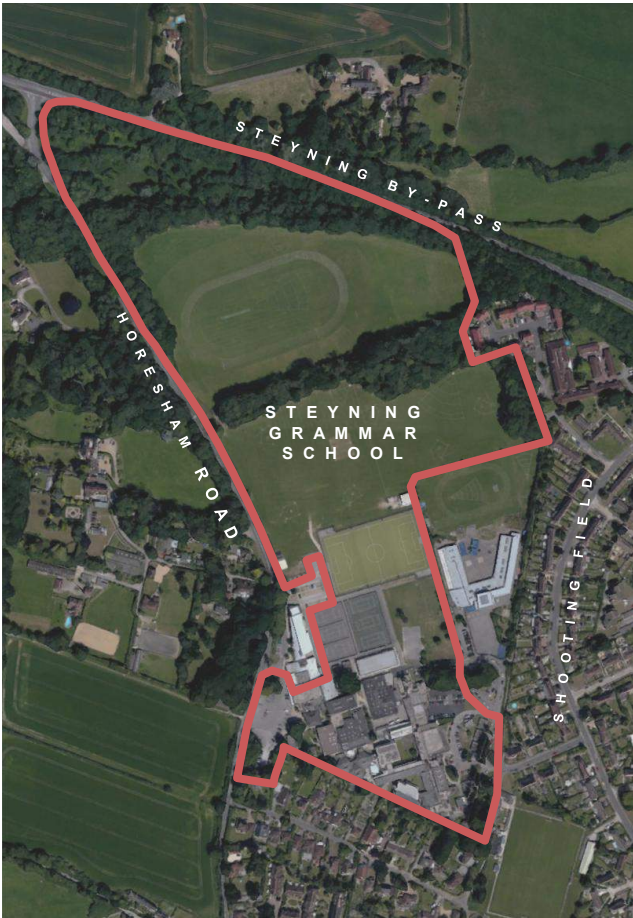
1.2 Project Scope

The redevelopment of Steyning Grammar School is part of the DfE School Rebuilding Programme announced in June 2020. The programme aspires to replace school facilities in the poorest condition and improve the sustainable credentials of schools with the aim of providing ‘net zero carbon in operation’ buildings which are more resilient to climate change, reducing energy use and operating costs. Steyning Grammar School was added to the programme as part of set 3, in July 2022 under the responsible body of Bohunt Education Trust.

The development proposal comprises of a replacement of existing teaching buildings, outdoor play spaces and car parking facilities. The client aspirations are to combine the various campuses (The Towers, Henfield; Rock Road, Storrington; and Shooting Field, Steyning) into one consolidated campus at the Shooting Field site.

Blocks PSBP (currently used by Sixth Form), part of EFAG (sports facilities) and EFAH and EFAI (both used for wellbeing) will remain in their existing locations. In place of the demolished blocks will be 3 no. new purpose-built classroom blocks and a sports centre.

The chosen ‘Control Option’ proposed the retention of Block EFAC, PSBP and the relocation of EFAH and EFAI.



Aerial Site View



School Entrance



Google Earth 3D Visual

1.3 Existing Site

History

1614 - The history of the school begins in 1614 when William Holland, a wealthy merchant left funds in his will for the foundation and maintenance of a Free Grammar School. Brotherhood Hall was purchased that same year, and all the other sites, for £760. Brotherhood Hall was originally a merchant Guild Hall related to the cloth industry. The building which houses the original Grammar School was formally the Guild Hall of the Fraternity of the Holy Trinity.

1908 - Brewer's Arms became the school library.

1910 - Woodwork room

1913 - Dormer house and gardens

1935 - Holland Cottage and Chatfields purchased

1953 - Shooting Field Secondary Modern School officially opened by Duke of Wellington.

1968 - Grammar school and Secondary Modern School merged to form one large school.



1900, Boys in the Playground, Photograph from Steyning Museum

1.3 Existing Site

Location

The school is located across multiple campuses. The main site is the Shooting Field site. With two other teaching sites, Rock Road Campus and Towers Campus. The total site area equates to 167,723 sqm.

Steyning Grammar School has a designated catchment from two main localities. Chactonbury and STARS schools. The West Sussex Local Authority control admissions for the Year 7 intake according to Admission policies.

- 1 Steyning Grammar School – Rock Road Campus, Storrington, RH20 3AA
- 2 Steyning Grammar School – Shooting Field, Steyning, BN44 3RX
- 3 Steyning Grammar Towers – Upper Beeding, Steyning, BN44 3TF



Steyning Grammar School Campuses Location Plan

1.4 Existing Departments & Buildings

- EFAA** Main School
 - Library
 - Admin + Offices
 - Auditorium/Hall
 - Classrooms
 - Music Practice rooms

EFAE Technology
 - Large classrooms
 - Workshops
 - Stores
 - Offices
 - WCs
- EFAB** Dining + Kitchen
 - Classrooms
 - Offices
 - Plant room
 - Server room
 - Dining (refectory)
 - Kitchen
 - ICT Labs

EFAF Art
 - Large classrooms
 - Stores
 - Offices
 - WCs
- EFAC**
 - Classrooms
 - Stores
 - WCs

EFAG Sport
 - Classrooms
 - Sports Hall
 - Changing room + showers
 - Gym
 - External yard
 - Offices
 - WCs
 - Plant
 - Stores
- PSBP** Sixth Form
 - Classrooms
 - Gym
 - WCs
- EFAH & EFAI** Wellbeing Centre
 - Classrooms
 - Gym
 - WCs
- EFAD** Science
 - Science Labs
 - Classrooms
 - Kitchen – Food Tech
 - Stores
 - Offices
 - WCs

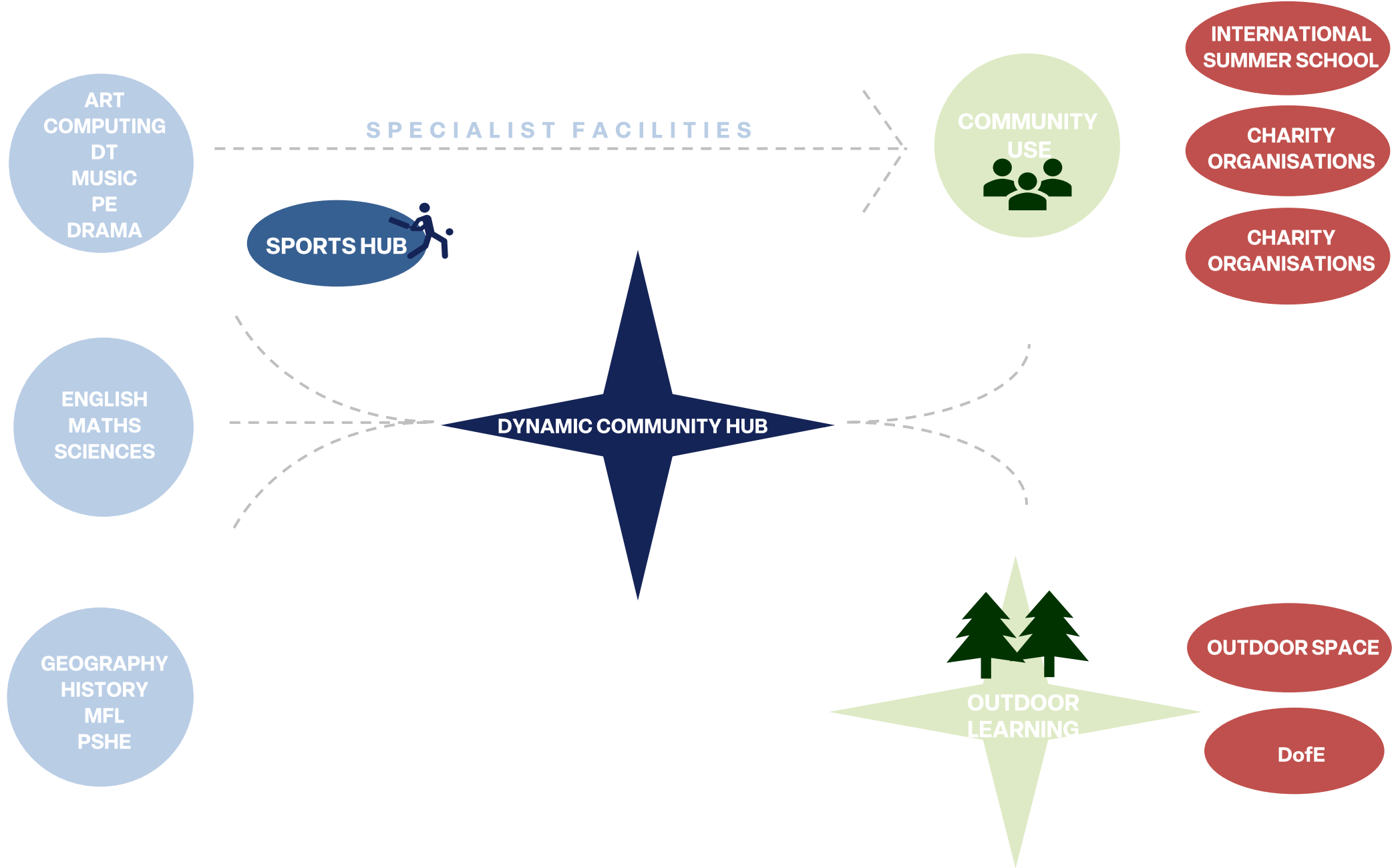


1.5 School Education Vision

The school’s vision is to provide high quality academic qualifications as well as focus on character education.

The school places a high emphasis on outdoor learning, particularly due to the core Outdoor Programmes run across the Trust. The school strives to be as environmentally conscious as possible so would support any infrastructure that maximises (solar or heat pump) energy generation, ability to recycle, and further support biodiversity. A large outdoor space (e.g. amphitheatre) is required for both school and community use.

School estate vision is to become a dynamic community hub, aiming for a full year use for the school facilities and maximises the access to it.



1.6 Site Constraints & SWOT

Strengths

- Extensive outdoor space across site provides ample external sports ground.
- Dual access points from Horsham (east) and Shooting Field (west) help manage pupil flow and reduce congestion during peak times.
- Large reception and parking area at the Shooting Field entrance vehicular access, deliveries and visitor management.
- Leisure centre to the east provides screening, reducing overlooking from Horsham Road and improves privacy for students.

Weaknesses

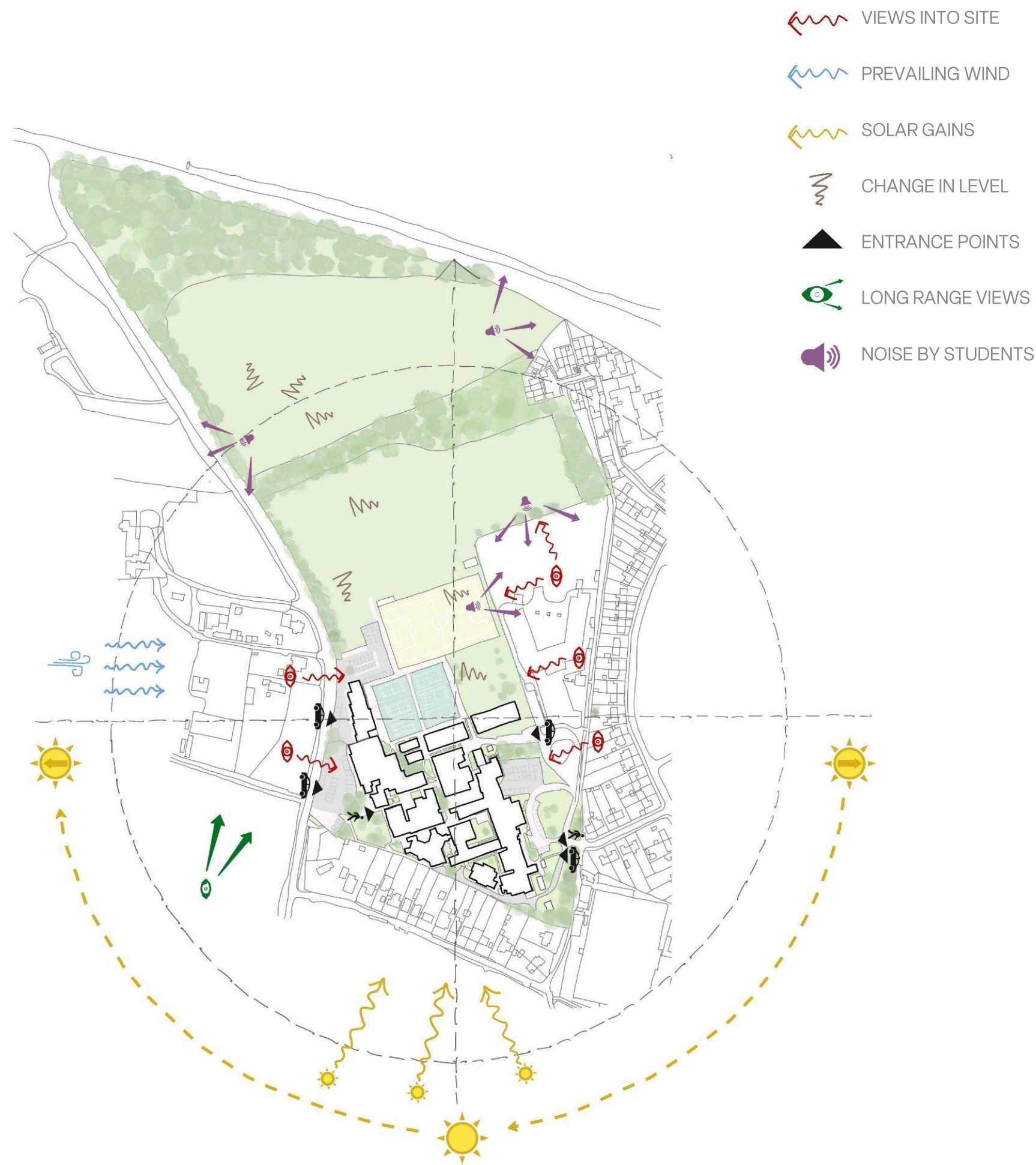
- Existing leisure centre limits westwards expansion, reducing visibility and public facing frontage along Horsham Road.
- Development to North of the site is constrained by planning policy and Sport England protections over playing fields.
- Current large areas of sealed ground surfaces reduces permeability and urban greening factor.
- Shared vehicle access with the leisure centre at peak times complicates traffic management.

Opportunities

- The redevelopment opportunities of existing MUGA area offers ability for a phased new building construction while retaining current operations.
- Creation of a campus-inspired environment by consolidating massing and improving pedestrian routes between blocks.
- New external sports area could be created to meet growing pupil demand.
- Potential to introduce a dedicated bus stop at Shooting Field entrance, improving links between school area and town centre whilst also reducing reliance on cars.
- Off-site biodiversity enhancements on the northern playing fields or adjacent green space can offset on-site impacts and contribute to Biodiversity Net Gain targets.

Threats

- Proximity of proposed buildings to neighbouring Listed Buildings and the South Downs National Park.
- Extreme 3m level changes across the site.
- Clusters of high-grade trees may restrict development.





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Process

2.1 DfE School Rebuilding Programme

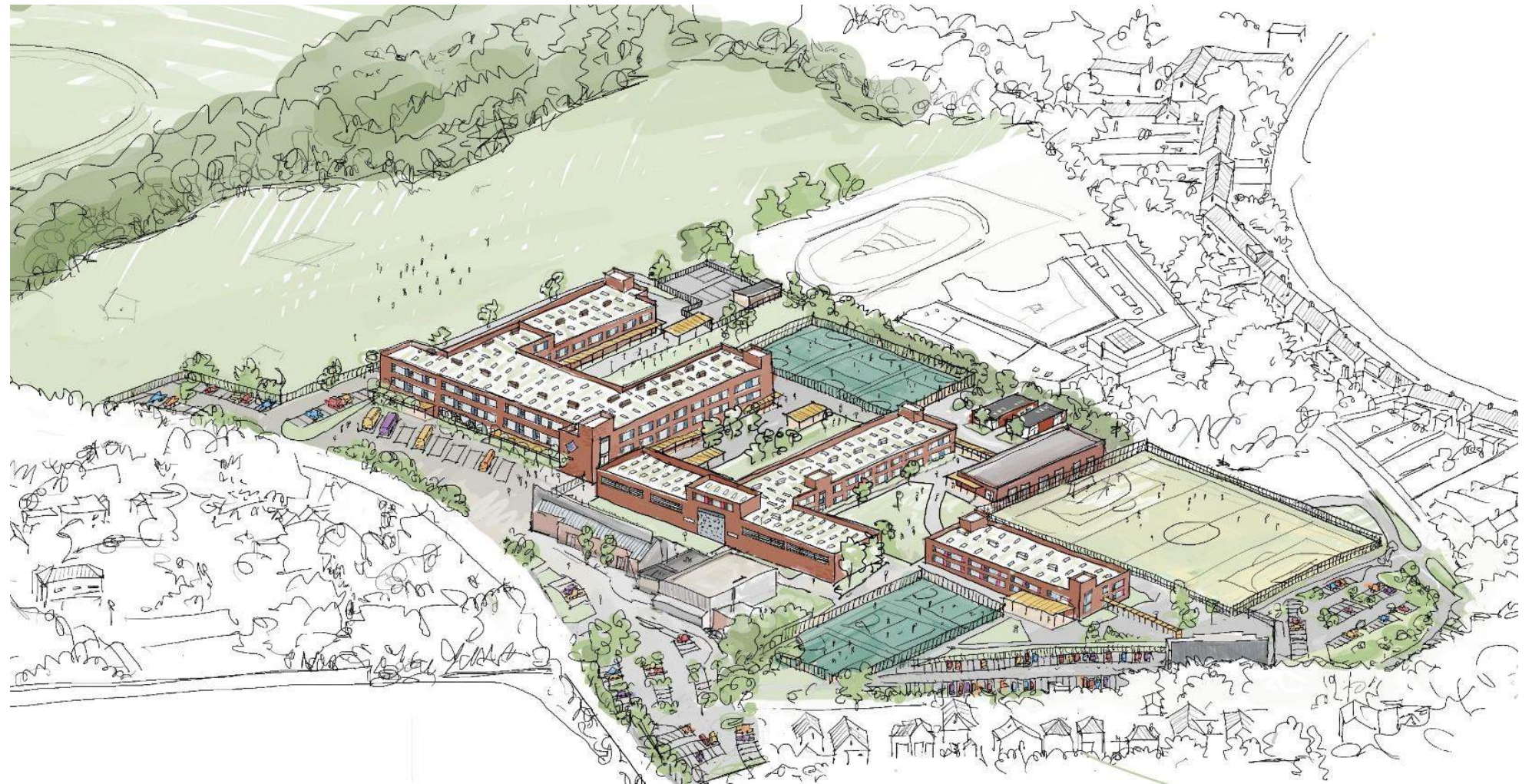
Steyning Grammar School (SGS) has been selected as part of the DfE's School Rebuilding Programme (SRP), which is a UK government initiative to rebuild or refurbish the poorest condition and aged school buildings in the country, focusing on safety, modern facilities, and climate resilience, prioritising schools with urgent needs like RAAC or asbestos issues. SGS is one of over 500 school sites which have been selected to be upgraded with significant investment.

The buildings at SGS have been identified as being in a worst state of repair and in urgent need of new facilities. Detailed analysis has shown it is not feasible or viable to upgrade the existing school buildings. The proposals would replace these buildings with a modern multi-functional establishment.

The Control Option was originally prepared by the DfE's appointed feasibility architect, with KSS subsequently reworking the scheme. Following the issue of documentation by the DfE, the BAM Team took time to evaluate the proposals prior to undertaking four Client Engagement Meetings (CEMs) in advance of the ITT submission.

The Control Option and School Specific Brief set the principals for the redevelopment. A key driver for the school and DfE was to minimise disruption for the school during the build, and this led the team to re-evaluate the site layout to see if there was a way to minimise the phasing and allow the school to remain open and limit disruption.

The following pages set out the process and decisions made during the CEMs with stakeholder group (including DfE, their advisors, the School and the Trust) and how the design and layouts developed to meet the brief and DfE specification.



Control Option Sketch Aerial View

2.2 Control Option Response

What Works Well

- Clear phasing and construction delivery, with EFAF able to remain in place during phase 1 of construction.
- Multiple building access points reduces congestion during peak times.
- Sixth Form teaching segregated from other blocks.
- Multiple outdoor play spaces with opportunities for external social and formal play space.

Areas to be Considered

- Overall larger massing on Horsham Road and sensitive receptors.
- Relocation timescales for EFAH & EFAI to occur in holiday periods for continuity.
- Multiple vehicle openings along Horsham Road.
- Refurbished EFAC, requires new circulation additions and reduced overall life expectancy, and some unknown risks.
- Kitchen deliveries via a shared entrance.
- Refuse located at front of house, next to main entrance.
- Isolated SEN access.
- Main plant space not delivered until second new build phase.
- Potential traffic conflicts caused by shared vehicle access with Leisure Centre.



Control Option

2.2 Control Option Response

At CEM 1, a review of the Control Option was presented, including what worked well and areas that should be considered further, alongside a range of optioneering studies.

The team then presented an alternative to the Control Option that minimised demolition in Phase 1, enabling the school to continue operating with minimal disruption.

This option introduced new ground-floor routes through the buildings, breaking up the massing and improving circulation across the site to create the desired campus character. It was proposed that EFAC be demolished, as its retention risked stretching the masterplan too far, while EFAH and EFAI would remain in place.

The Landscape Vision was developed with a strong focus on Community-Centric Design, placing Sustainability, Accessibility, and Inclusion at its core. Dedicated outdoor spaces were also planned for both KS3 and KS4 students.



Control option with massing



A. Alternative - Phase 1 Full School



B. Alternative - Phase 1 Full School L Shaped Blocks



C. Alternative - 2 Phased Individual Campus Blocks



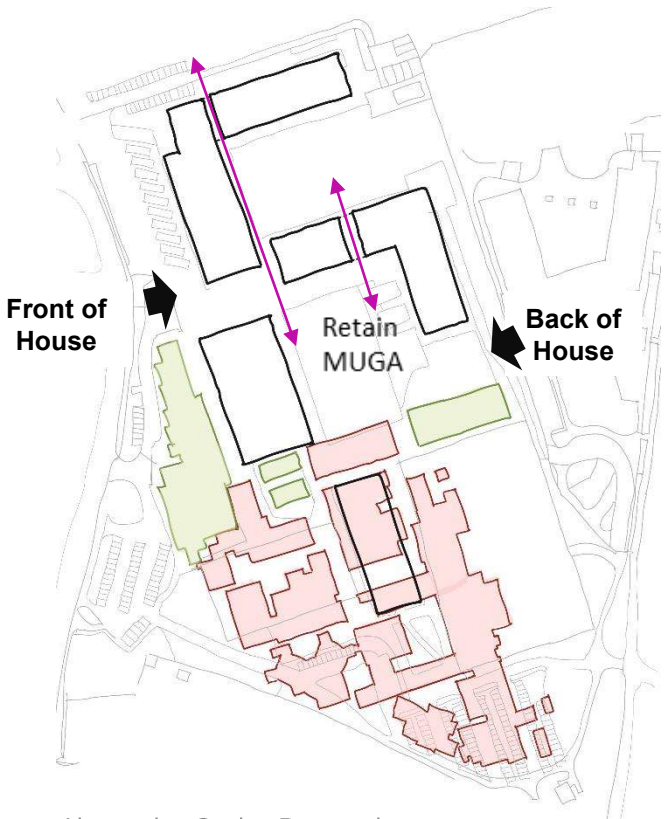
D. Alternative - 2 Phased larger courtyard



E. Alternative - 2 Phased Campus linked blocks

Alternative Option - What Works Well

- Minimised demolition in Phase 1 allows education to continue with minimal disruption.
- Avoids relocation of existing buildings.
- Clear distinction between front and back-of-house entrances.
- Breaks in buildings at ground floor allows improved flow across the site and creates a campus feel.
- Better integration of MUGAs as social spaces between buildings.
- Re-provision of EFAC spaces into Block 3 creates a dedicated 6th form space with its own entrance.



Alternative Option Proposal



Landscape Adjacencies - Key Spaces

2.3 CEM 1-4 Summary

The CEMs identified several recurring themes that have been carefully considered and integrated into the evolving design. Our aim has been to develop a scheme that not only reflects the school's aspirations and values but also aligns with the Department for Education's Output Specification. The following key takeaways from the CEM process have directly informed the architectural approach:

Campus Zoning by Key Stage

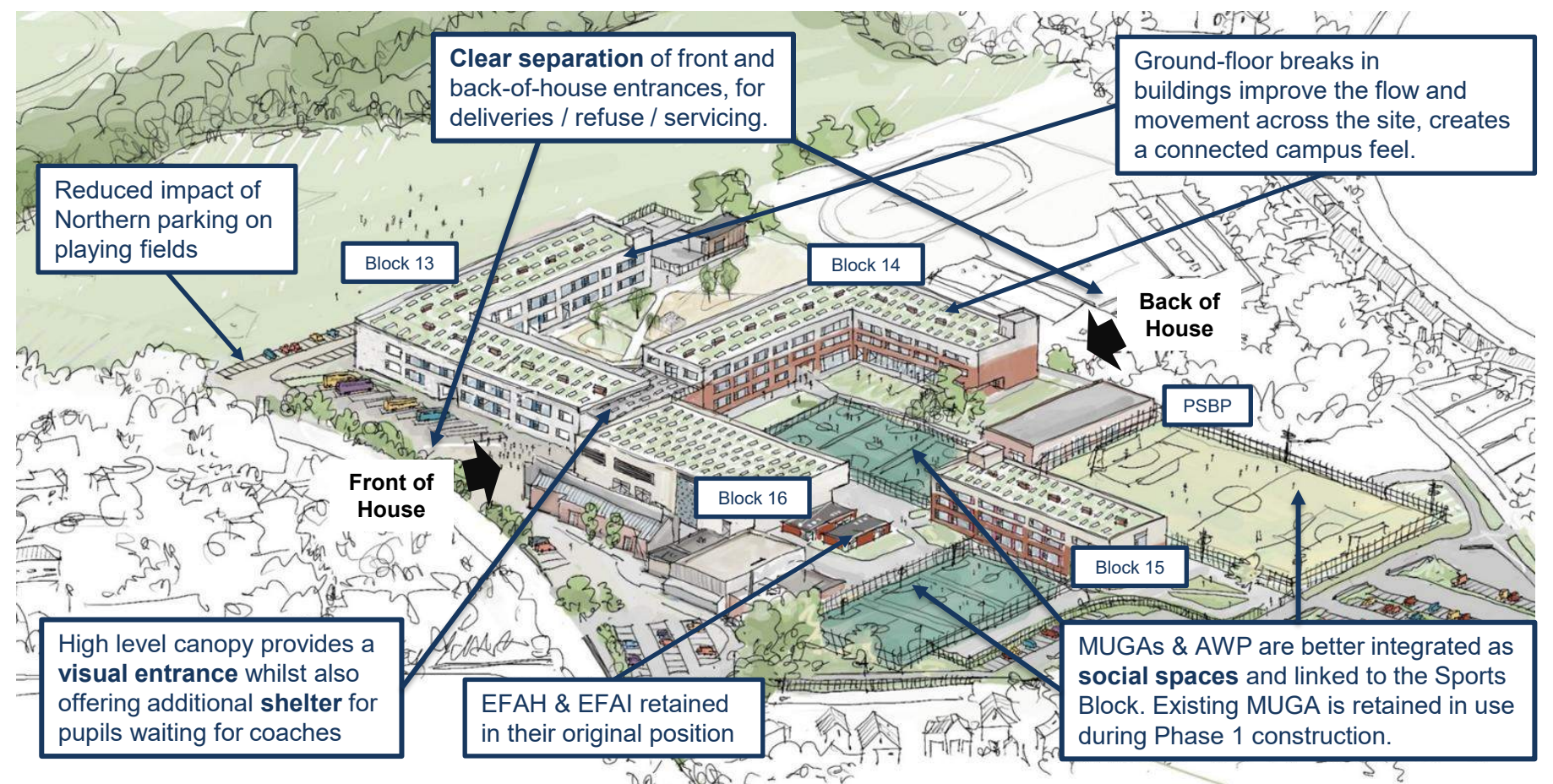
To support the distinct developmental needs of students across age groups, the campus will be thoughtfully zoned. Each key stage will have its own tailored environment—balancing independence with connection—while maintaining a cohesive architectural language that unites the whole school community.

Movement and Flow

Clear and intuitive movement routes across the campus were identified as essential for supporting pupil wellbeing and operational efficiency. Circulation paths will be designed to ease transitions between lessons, reduce congestion, and create natural opportunities for pause and decompression. Breakout zones and informal gathering spaces will be strategically placed to encourage rest, reflection, and social interaction throughout the day.

Holistic Learning Environments

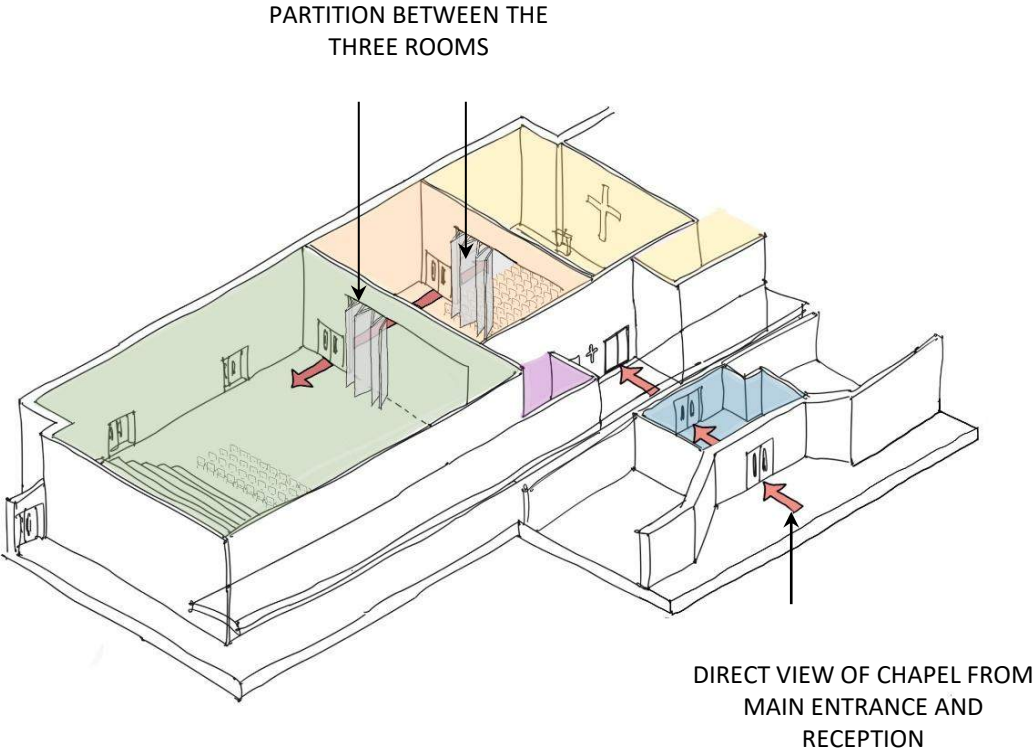
Beyond classrooms, the campus will include flexible learning spaces, outdoor areas, and communal hubs that encourage collaboration, creativity, and wellbeing. These environments will be designed to support both academic excellence and personal growth.



2.3 CEM 1-4 Summary

Faith-Inspired Design

The school’s Christian ethos emerged as a central theme throughout our engagement sessions. Stakeholders emphasized the importance of creating spaces that foster spiritual reflection and reinforce the school’s faith-based identity. As a result, the campus will feature dedicated areas for contemplation and prayer, seamlessly integrated into the daily rhythm of school life.

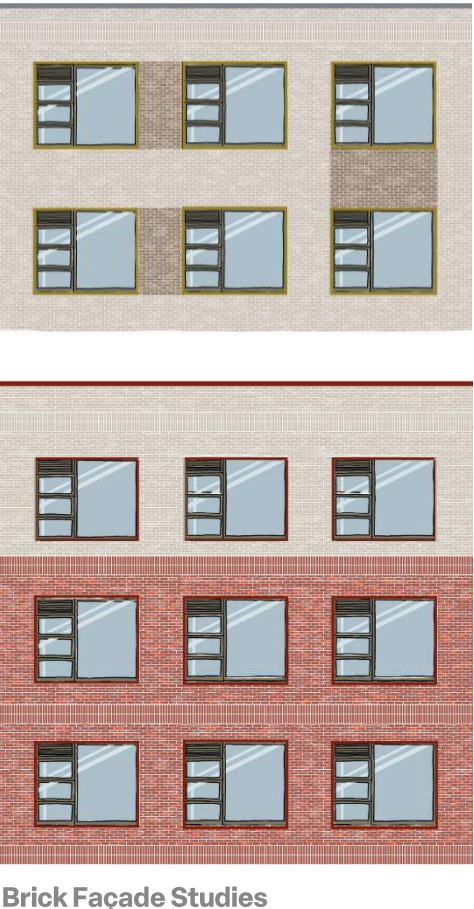
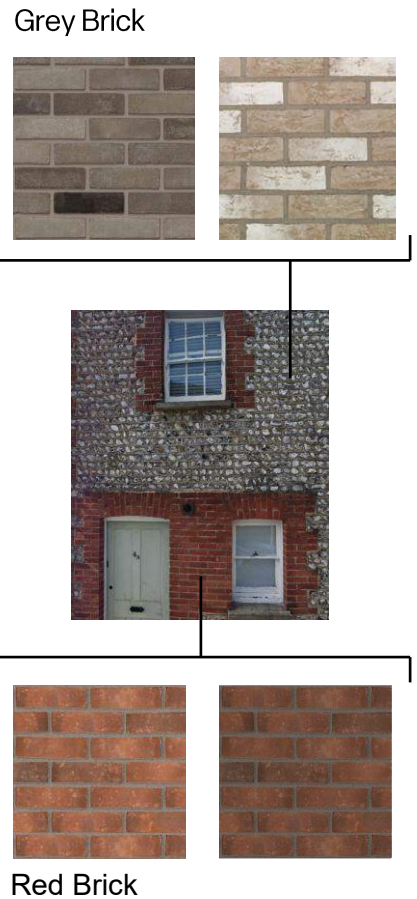
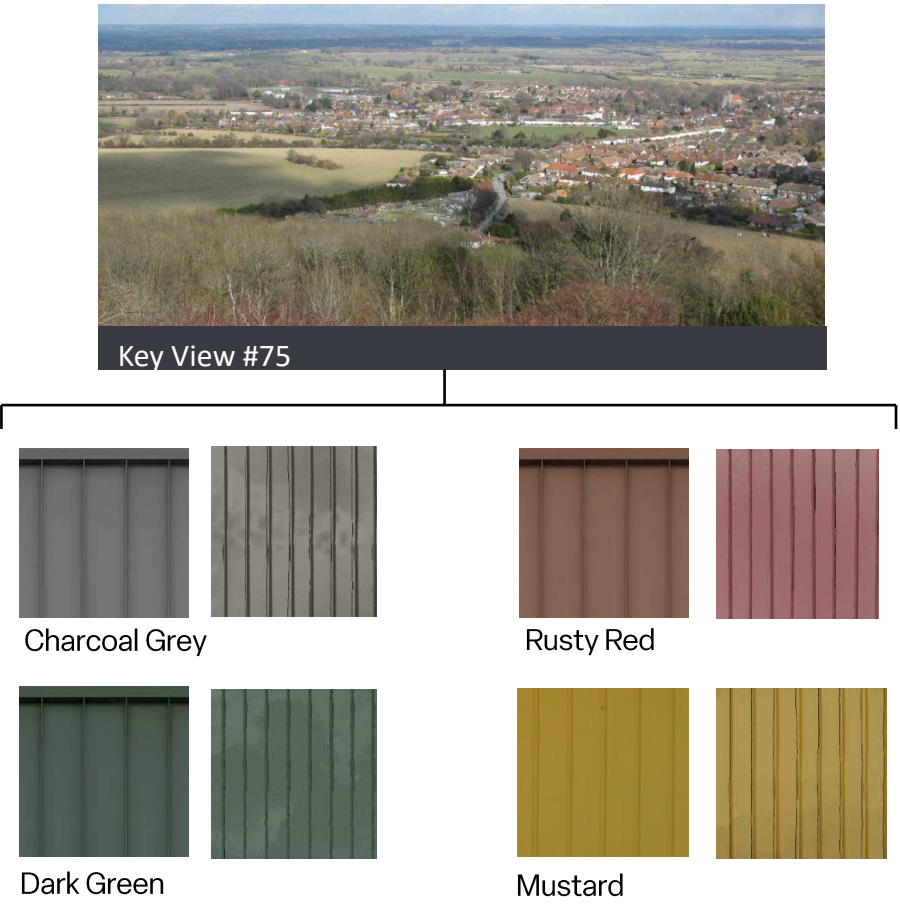


Design Development of the Reception Area to Main Hall & Chapel

Sense of Place and Local Identity

The design will be deeply rooted in the local context, drawing inspiration from the surrounding landscape, materials, and cultural heritage. This approach ensures the school feels both grounded and welcoming, reflecting its role as a vital part of the community.

Insights from these meetings have guided design development, ensuring the architectural response remains aligned with the school’s values, educational goals, and community aspirations.



2.4 CEM 5 – 9 Summary

Through CEMs 5 to 9 we have developed and refined the initial themes and embedded these into the design. The proposals now represent a coherent and robust response to the School’s aspirations and values, whilst continuing to align with the DfE’s Output Specification.

Campus Zoning and Movement

The campus has been clearly zoned by key stage, with each cohort provided with a distinct and appropriately scaled learning environment and dedicated external space. These zones support age-specific pastoral and educational needs while remaining visually and spatially connected through a consistent architectural language, reinforcing a sense of belonging to a single, unified school community. Movement across the campus has been carefully resolved through a clear and legible circulation strategy. Primary routes are intuitive and efficient, reducing congestion at peak times and supporting safe, calm transitions between spaces.

Internal Finishes

This stage of the design process allowed the scheme to be brought to life through a considered approach to materiality. The proposed materials are durable and practical, while also enhancing the day-to-day experience of users and supporting intuitive wayfinding. The introduction of colour within window reveals helps distinguish individual buildings, while subtle variations in carpet colour identify stair locations, assisting with wayfinding at a more local scale.



Internal Finishes – Specialist Teaching - Vinyl



Forbo Safestep R11 2024
Colour – 174962 Steel



Forbo Safestep R11 2024
Colour – 174262 Umber



Forbo Surestep R10 Original 2024
Colour – 171262 Umber



Forbo – Eternal
Colour – 12232 Sapphire Stone



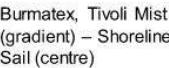
Burmatex, Go To Carpet Tile
Colour - Sea Blue Stripe



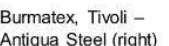
Barrier Matting



Burmatex, Tivoli – Barbados Blue (left)



Burmatex, Tivoli Mist (gradient) – Shoreline Sail (centre)



Burmatex, Tivoli – Antiqua Steel (right)



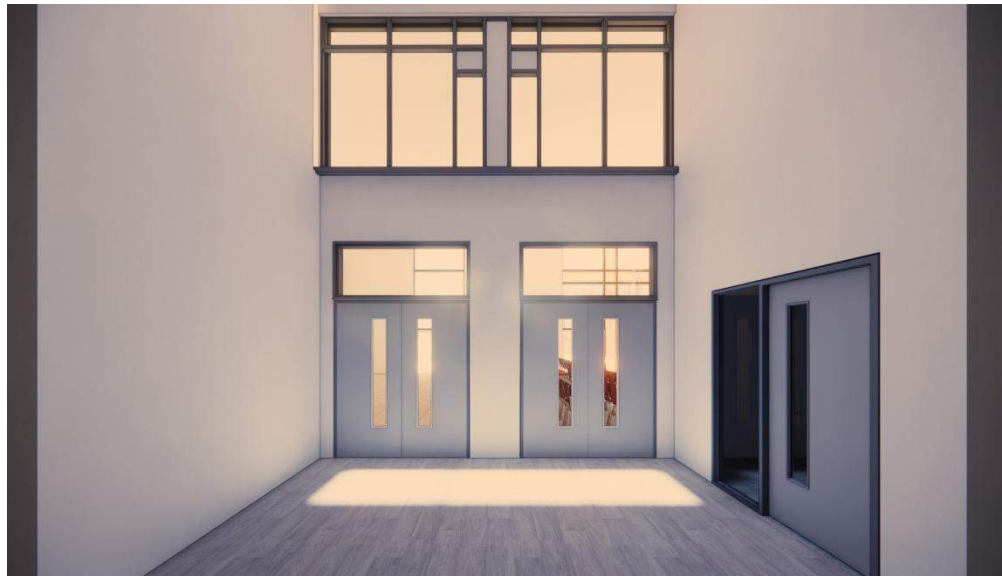
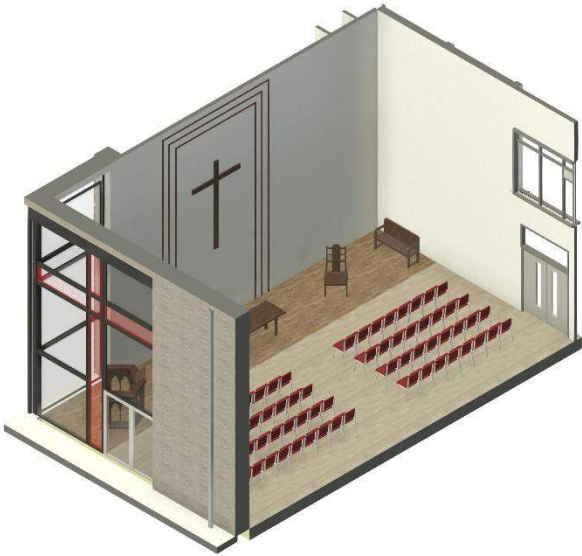
2.4 CEM 5 – 9 Summary

Holistic Learning Environments and Educational Aspiration

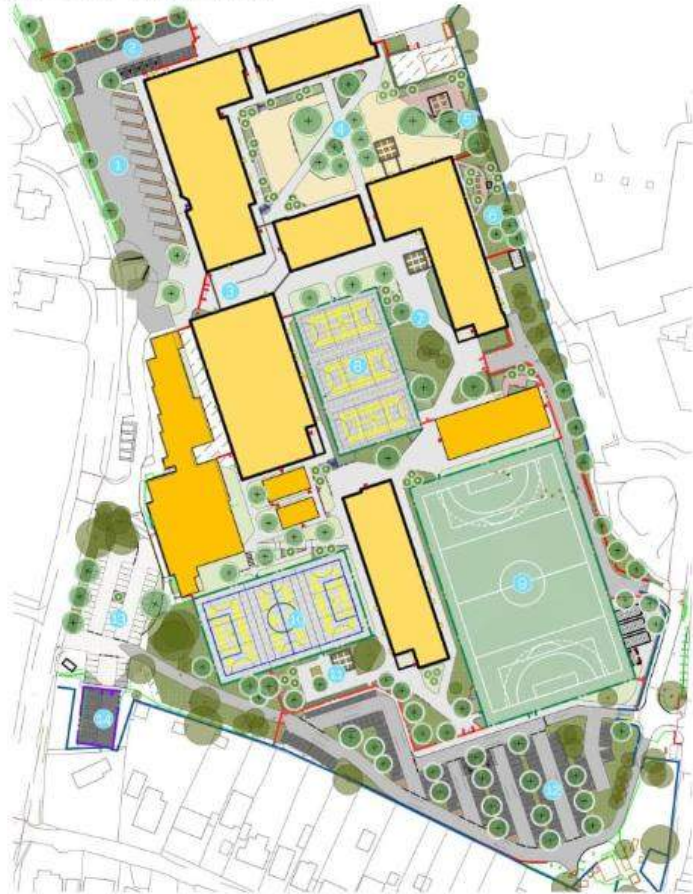
The design has evolved to incorporate a range of flexible internal learning spaces alongside a variety of external learning environments, including the horticultural garden and the STEM garden. A link with the neighbouring Primary School is also now proposed, enabling primary pupils to access these external learning spaces as well as the Chapel. This connection is intended to support an aspirational learning journey and encourage positive educational progression across the wider school community.

Faith-Inspired Design

The School's Christian ethos has remained a central theme throughout the engagement process. Key design sessions focused on faith-inspired elements, ensuring these are thoughtfully and intentionally integrated to reinforce the School's spiritual reflection and uplift students as part of their everyday school experience. The Chapel has been positioned at the heart of the school, with layouts developed to showcase historic pieces of legacy furniture that form an important part of the School's rich heritage.



Landscape Masterplan



- 1. Coach drop off
- 2. Visitor and accessible parking
- 3. Pupil main entrance from coach drop off
- 4. KS4 Courtyard
- 5. STEM garden
- 6. Horticultural garden
- 7. KS3 Informal hard and soft
- 8. MUGA 35 x 60m
- 9. All weather pitch
- 10. MUGA 38.6 x 64m
- 11. 6th Form informal hard and soft
- 12. School car park
- 13. Leisure centre parking
- 14. Mini bus parking

Community Use



- Community access
- Community access to parking facilities
- Pedestrian access
- Vehicle access
- Gate to be locked off to create secure area
- Secure area of school during community access of sports facilities
- Internal changing facilities and toilets accessible to community use

2.5 Sunlight Tracking

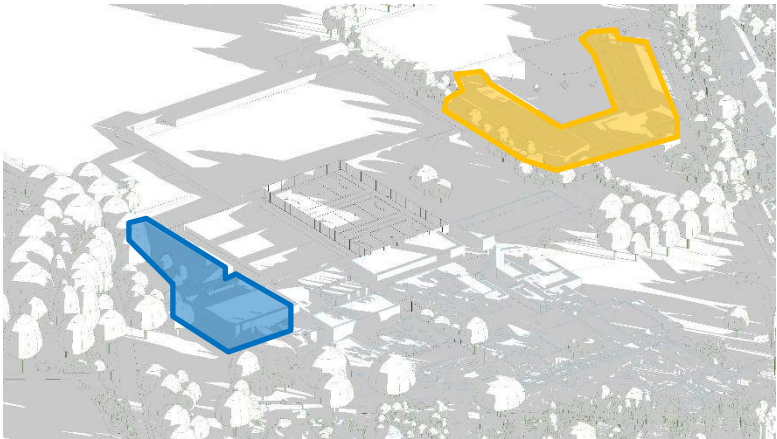
Solar Shading Study: Steyning C of E Primary School Existing Condition

Steyning C of E Primary School sits at a lower level to the adjacent secondary school site with a tree line providing a natural buffer between the two schools. The Western façade of the Primary School is currently shaded by a canopy.

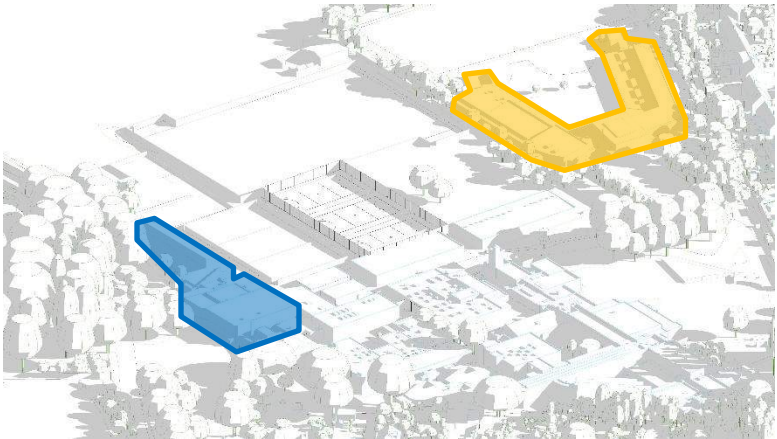
Key

Existing Leisure Centre

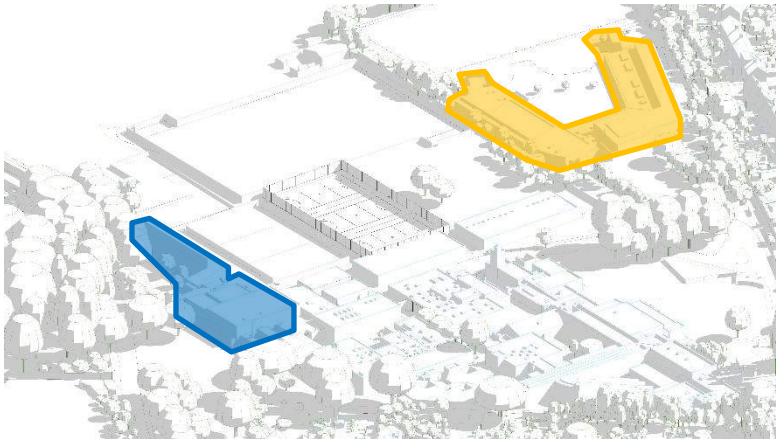
Existing Steyning C of E Primary School



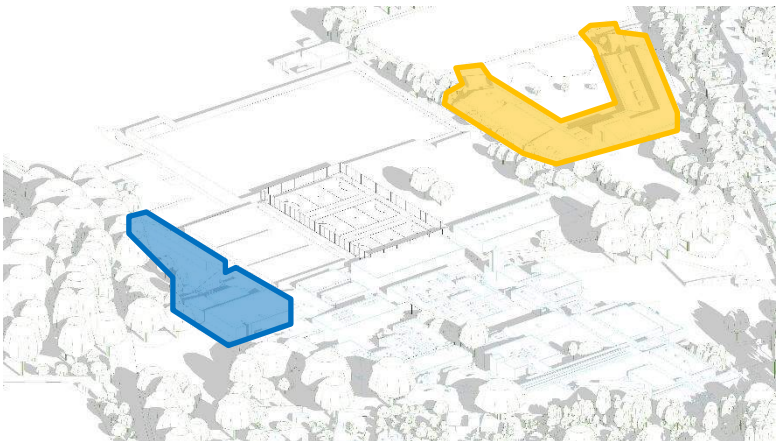
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09:00



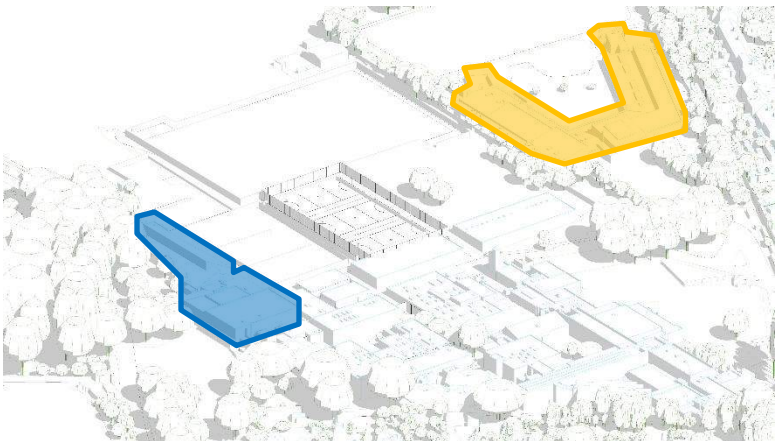
Equinox
09:00



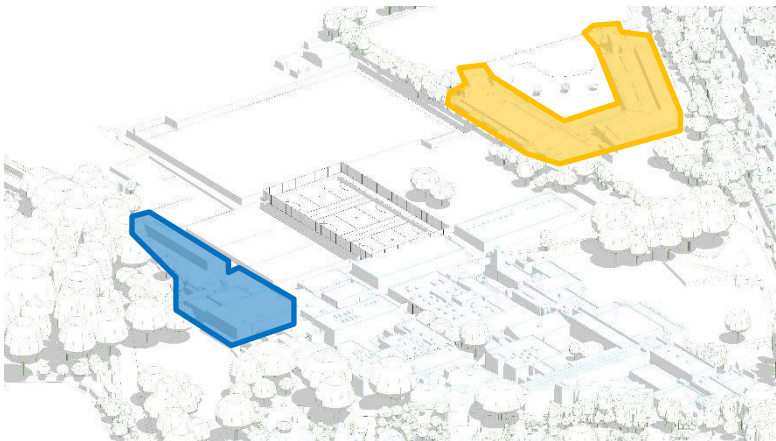
Summer Solstice
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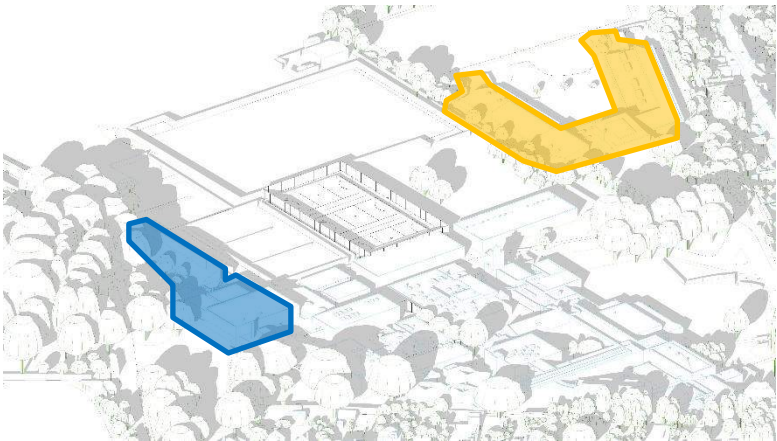
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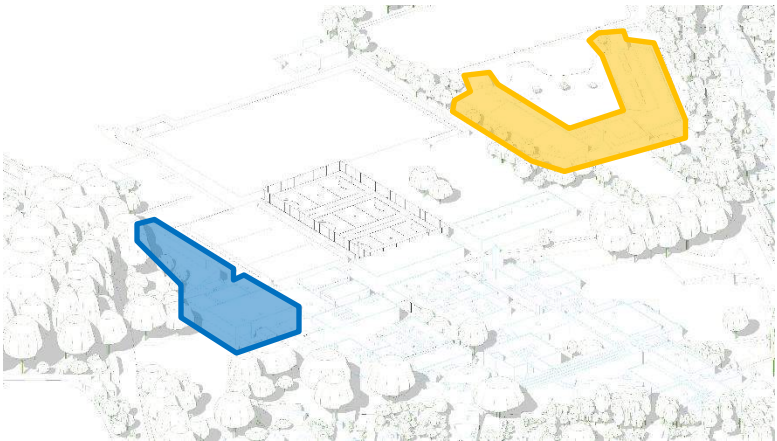
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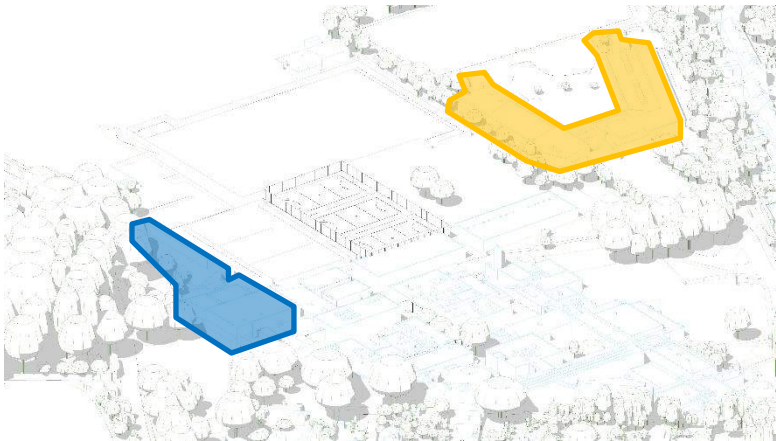
Summer Solstice
12:00



Winter Solstice
15:00



Equinox
15:00



Summer Solstice
15:00

2.5 Sunlight Tracking

Solar Shading Study: Steyning C of E Primary School Impact of Proposal

The proposed Building 14 initially raised concerns regarding potential overshadowing and overlooking of the adjacent primary school. However, a study undertaken during CEM 2 demonstrated that the separation distance and building height are sufficient to ensure the development would not result in any additional overshadowing beyond that which already occurs due to the existing retained tree line.

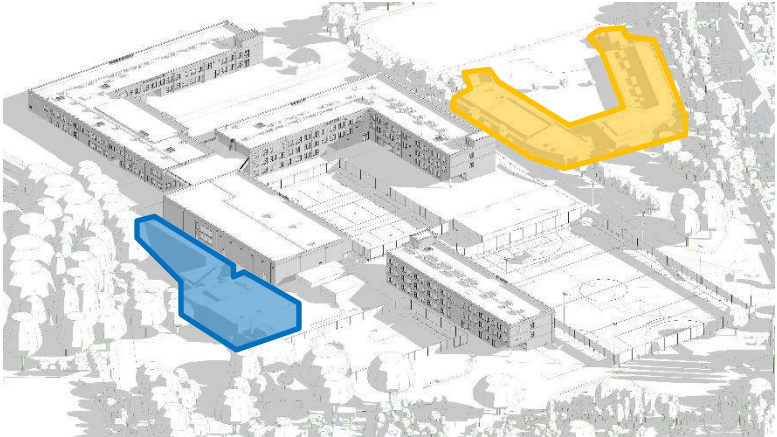
Key

Existing Leisure Centre

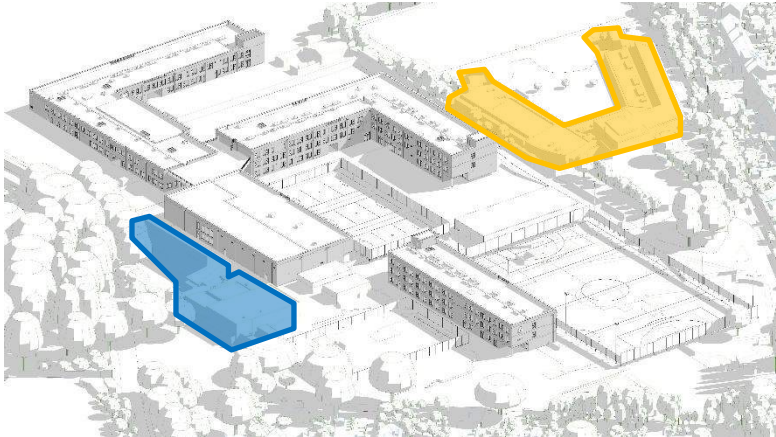
Existing Steyning C of E Primary School



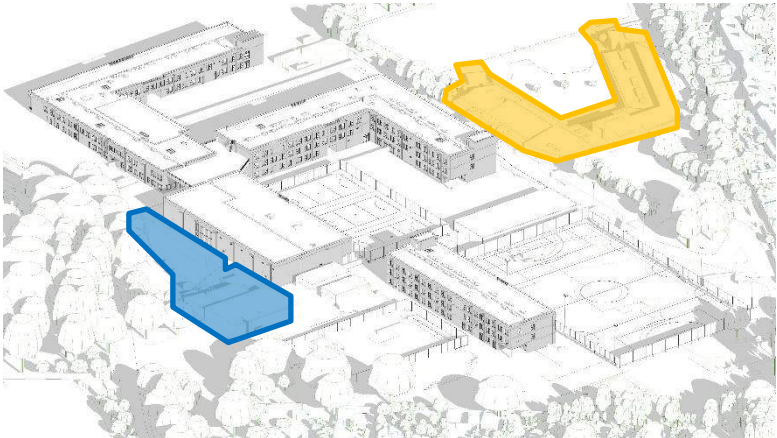
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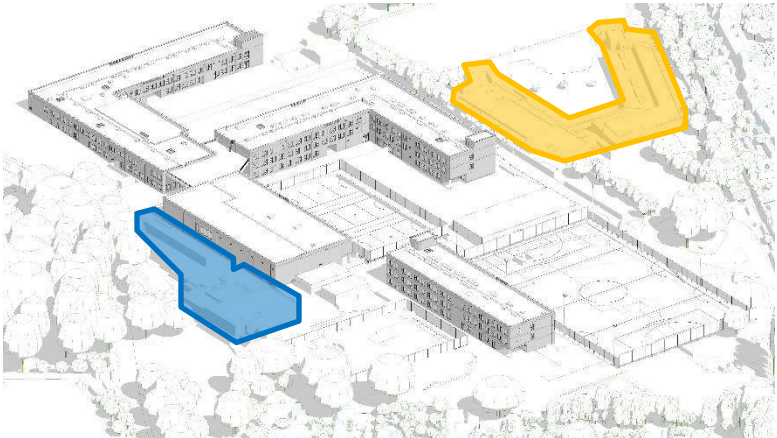
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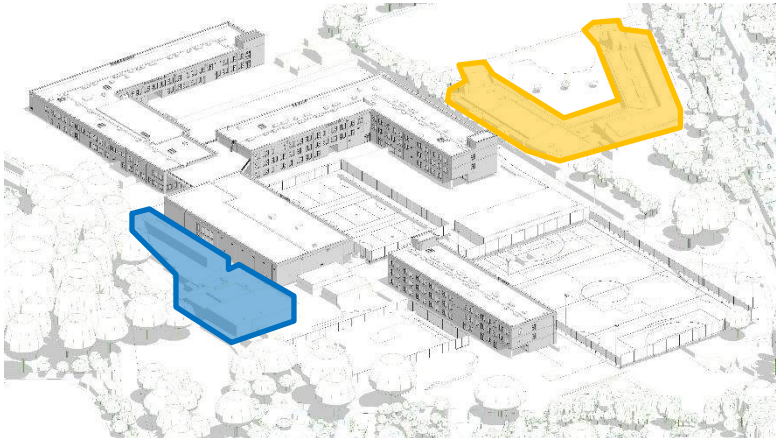
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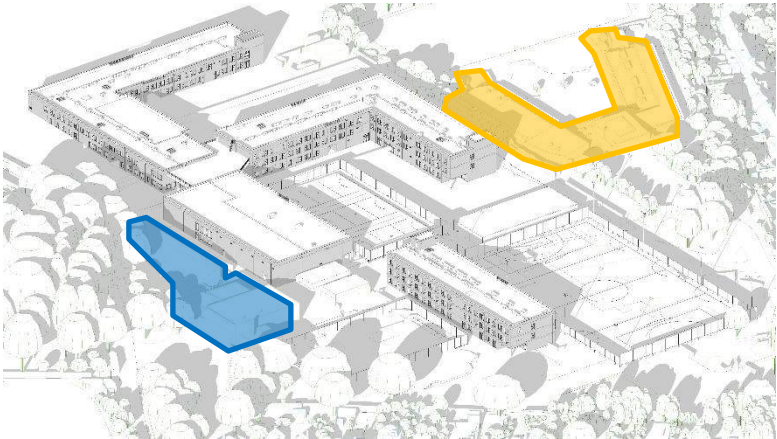
Winter Solstice
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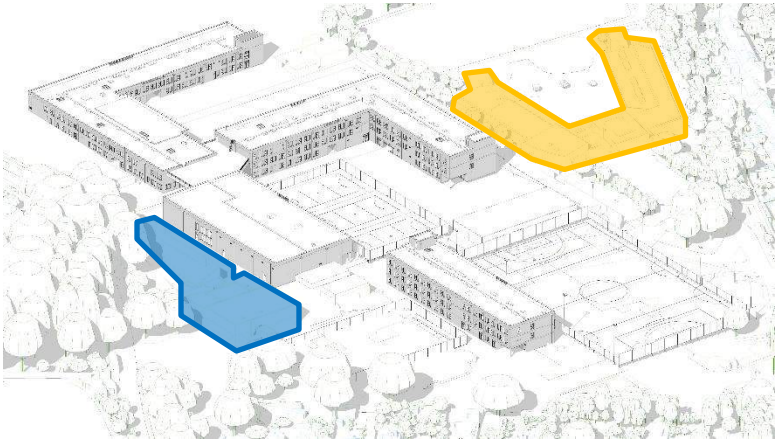
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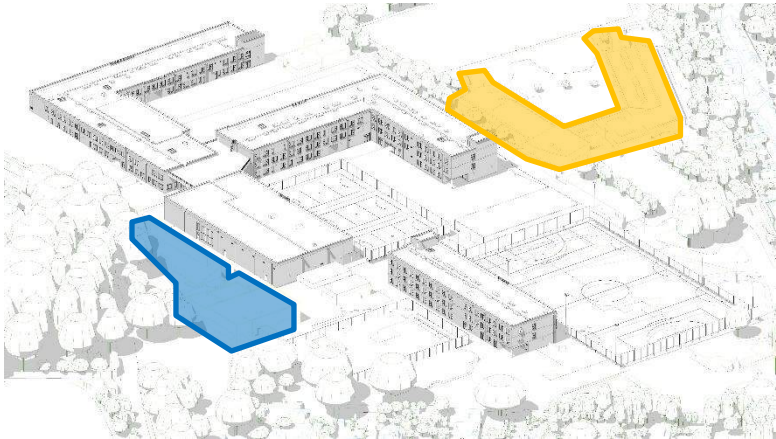
Summer Solstice
12:00



Winter Solstice
15:00



Equinox
15:00



Summer Solstice
15:00



3

Planning

3.1 Local Plan

The Steyning Grammar School Shooting Fields site is located partially within the Steyning Built Up Area/ Secondary Settlement Boundary, with the Northern playing fields situated outside the Defined Settlement Boundary, within the Countryside Protection area. The Shooting Fields site is surrounded by the South Downs National Park to the immediate West, a Conservation Area containing Sites of Archaeological Interest to the South as well as the Ancient Nash Wood to the North.

Key

- Steyning Grammar School Shooting Fields Site
- Grade II Listed Building
- Grade II* Listed Building

Built Up Area/ Secondary Settlement Boundaries (Strategic Policy 2: Development Hierarchy)



Sites for Housing (Strategic Policy HA5 - HA21)



Ancient Woodland (England) (Strategic Policy 17: Green Infrastructure and Biodiversity)

Ancient & Semi-Natural Woodland

National Parks (England) (Strategic Policy 16: Green Infrastructure and Biodiversity)



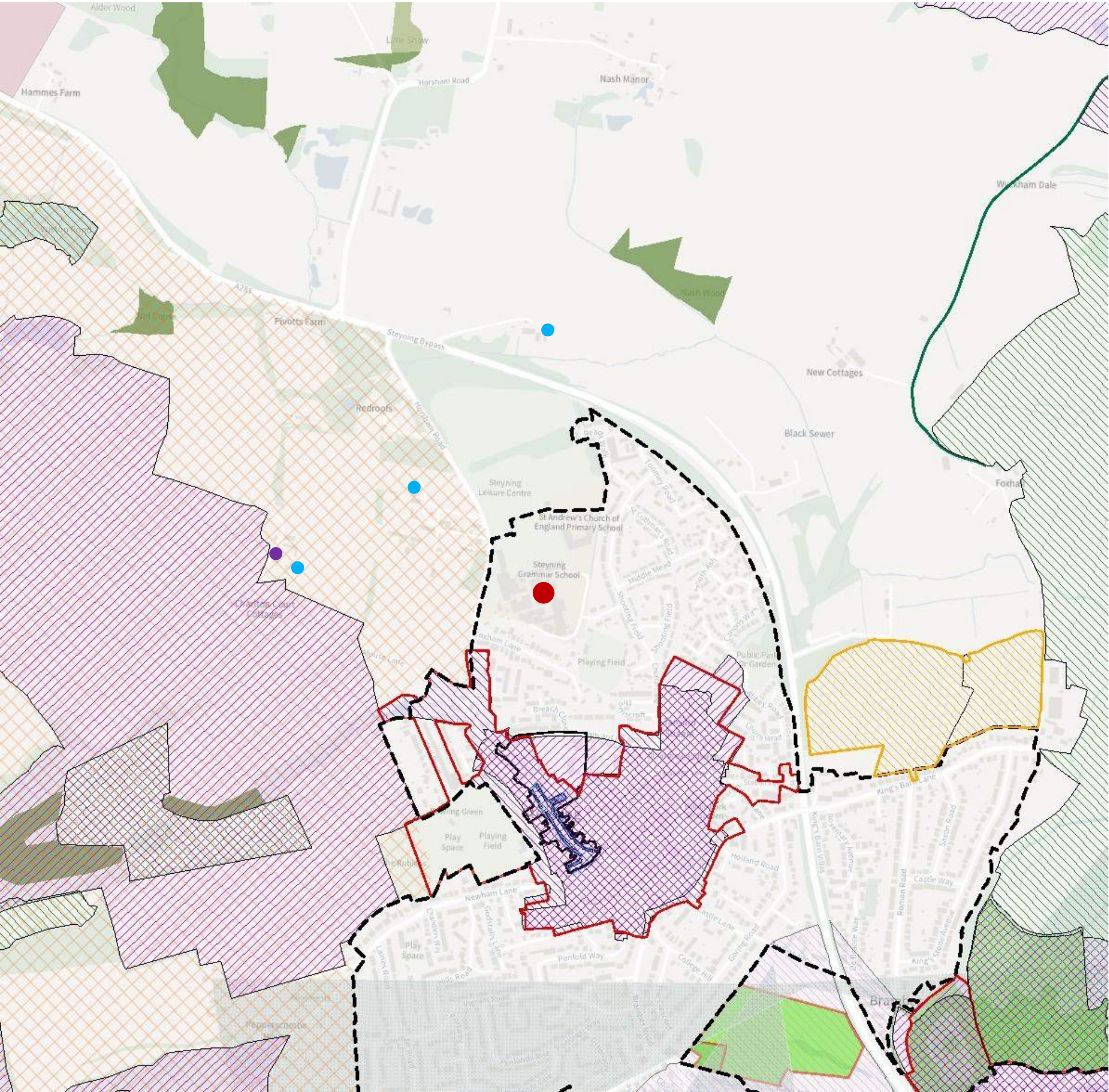
Conservation Areas (Strategic Policy 21: Heritage Assets & Managing Change within the Historic Environment)



Sites of Archaeological Interest (Strategic Policy 21: Heritage Assets & Managing Change within the Historic Environment)



Archaeological Notification Areas (Strategic Policy 21: Heritage Assets & Managing Change within the Historic Environment)



3.2 Community Engagement Process

Pre-App 1:

The team met with Matthew Porter and Adrian Smith of Horsham District Council Planning Department on the 19.09.25. This followed an initial pre-application meeting held with the DfE and Arcadis to review the Concept Control Option earlier in the process.

The BAM team noted they had endeavoured to address the Councils initial concerns and hoped that the revised proposals adequately addressed these. In developing the revised proposals, careful analysis was undertaken of the site and its wider landscape setting, with particular attention given to key views and the sensitivity of the northern elevation. Given the amalgamation of three existing sites, student flow and construction phasing have been central to the strategy.

A reorganised parking arrangement was presented, including reorientating the northern car park in response to concerns about playing field loss. The massing approach is more context-sensitive, maintaining two storeys around the perimeter and locating three-storey elements centrally at a lower level to take advantage of the site's topography. The materials presented were inspired by the local Steyning vernacular, particularly flint and brick, with a muted palette to sit comfortably within the landscape.

Feedback highlighted the need for greater articulation on the north elevation and clear segregation of pedestrian, cycle and vehicle routes. Overall, the proposals were considered a positive response to pre-application advice, with further detailed technical work to follow at the next stage.



Parish Council Presentation:

Representatives from the School, DfE and design team presented proposals to the Parish Council for the redevelopment of the school's main Steyning site. It was explained that due to the poor condition of existing buildings, the school has secured funding through the School Rebuilding Programme to create modern facilities, enabling consolidation onto the one Steyning site.

It was noted that construction is anticipated to begin in summer 2026 and last approximately four years, with some buildings ready by spring 2028 and full demolition of existing buildings in 2029.

The presentation marked the start of the community engagement process, with a public consultation event planned to take place ahead of the planning application in February and a further Q&A session scheduled for March.

The Parish Council Chair expressed strong personal support for the proposals and highlighted the importance of ongoing community engagement moving forward.



Pre-App 2:

A second pre-application meeting was held with Horsham District Council to review the emerging development proposals, following the initial meeting on 19 September 2025. It was noted that the project team had recently presented an overview of the scheme to the Parish Council; the meeting was positive and a working party has since been established.

The School has also met with neighbouring Steyning Primary School to share the proposals. The primary school expressed support, and it was agreed to create a through-route at the north-east of the site to improve connectivity between the two schools.

BAM presented the updated scheme, including a 3D visual from Horsham Road, demonstrating that while the building will be visible, it will not appear overbearing in the street scene.

It was also confirmed that Biodiversity Net Gain is intended to be delivered on site, with the northern playing field contributing to this approach, and that ecologists will play a key role in shaping the landscape design.

DHA confirmed that the pre-application has now been validated and internal consultees will be engaged.



NOTE: Please refer to the full minutes for each meeting which are issued separately.

3.3 Public Consultation

A Public Consultation took place on 19th January 2026 at Steyning Grammar School.

The feedback indicates a strong level of support for the proposed scheme, particularly in relation to its overall appearance and site layout. The majority of respondents responded positively to the plans on display, with many expressing clear approval and others broadly supportive while offering constructive suggestions for refinement.

Key Positive Themes

Respondents frequently highlighted the following positive themes:

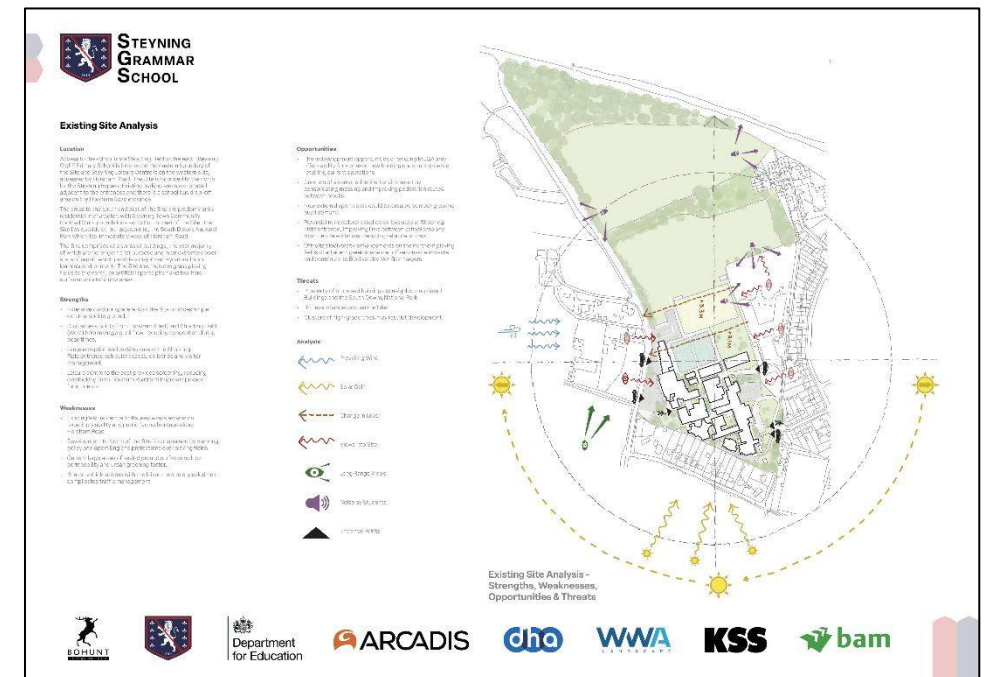
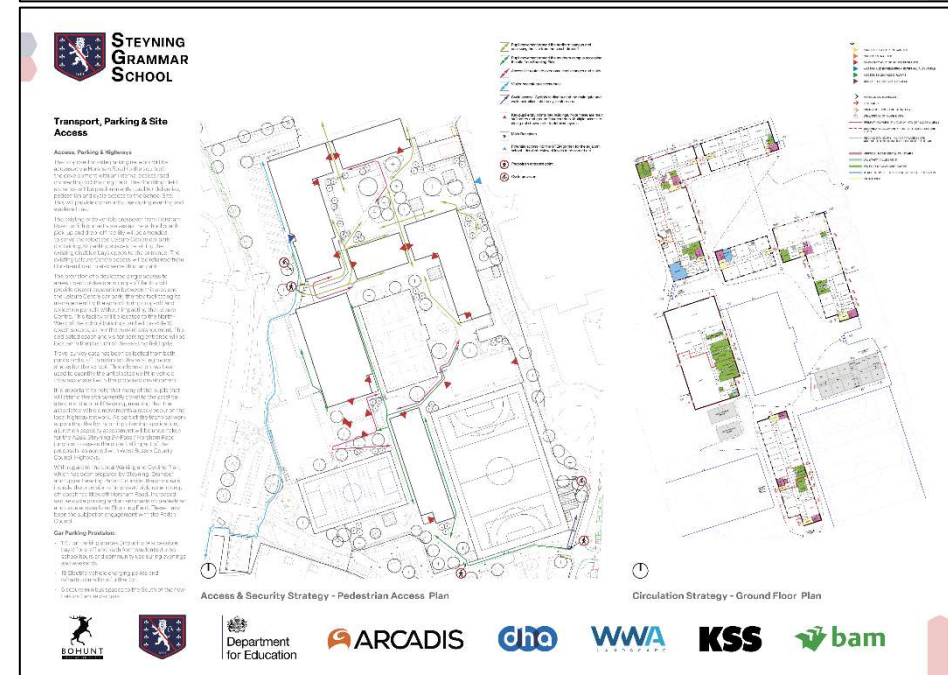
- Improved accessibility across the site for different key stages and subject areas.
- The high quality of the building design, layout, and phased delivery approach.
- The inclusion of attractive and well-considered landscaping.
- Support for the modernisation of existing facilities.
- The significant benefit of bringing education provision together on a single campus.

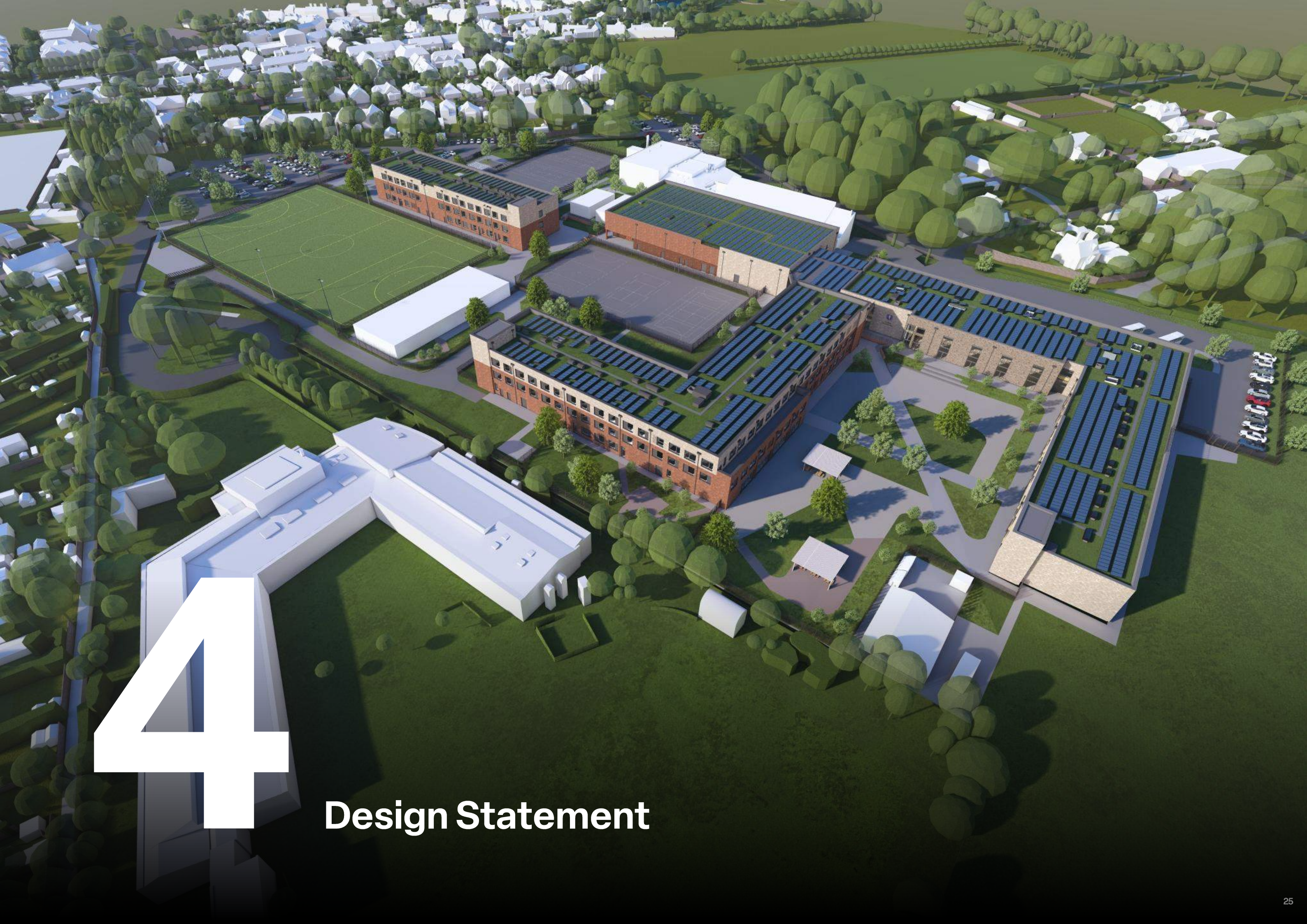
Areas Identified for Further Consideration

Feedback also provided helpful and constructive points to inform the next stage of development, including:

- Traffic access arrangements and site layout refinements.
- Reprovision of hockey facilities, including community use.
- Consideration of light and noise impacts from the car park and all-weather pitch.
- Safety and privacy along the site perimeter, particularly near Coxham Lane.
- Enhancing safe walking and cycling access.
- Design measures to discourage seagulls nesting on flat roofs.

Overall, the consultation demonstrates clear and encouraging support for the proposals, with respondents offering thoughtful suggestions to help strengthen and refine the scheme as it progresses.





4

Design Statement

4.1 Proposal Overview

Masterplan

The architectural proposal for Steyning Grammar School sets out a vision for a campus that is both navigable and nurturing—designed to support outstanding teaching and learning while offering spaces for reflection, personal growth, and spiritual development. The layout encourages pupils to move with ease through distinct zones tailored to their stage of education, while also providing moments of pause and connection throughout the day. The school’s strong Christian ethos is expressed not only through the presence of the chapel, but also in the welcoming atmosphere cultivated by its staff, students, and wider community.

Crucially, the design has been developed with a deep respect for the school’s setting within the South Downs National Park. The proposal responds sensitively to the surrounding landscape, ensuring that building massing, materiality, and site layout harmonise with the natural environment. Planning considerations have been carefully addressed to balance educational ambition with environmental stewardship, preserving the character of the area.



4.1 Proposal Overview

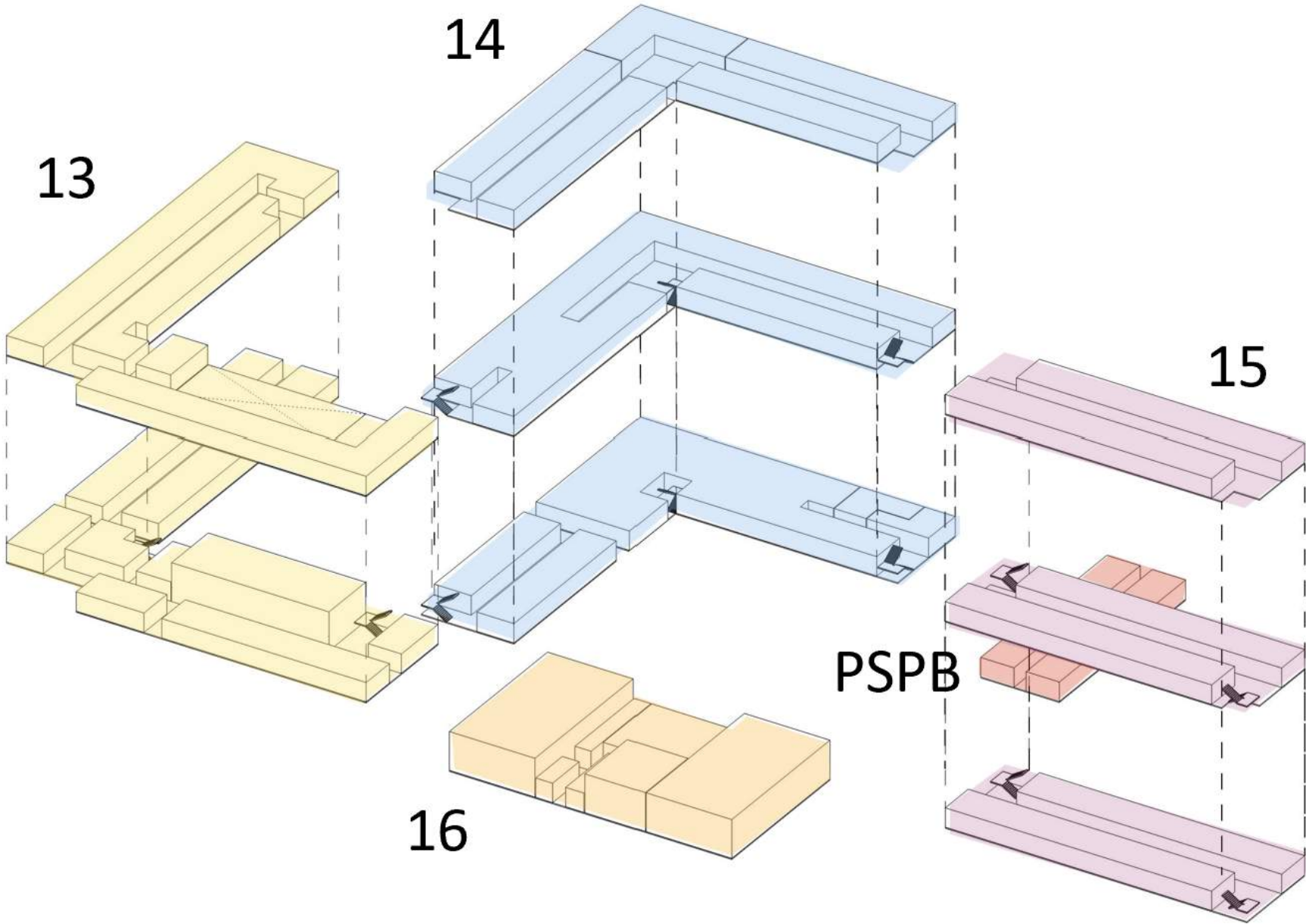
Site Overview

The site strategy has been developed around the pupil experience, creating distinct ‘homes’ for each Key Stage with clear focal purposes and well-defined circulation. The campus is intentionally spacious so that pupils can move freely between lessons and gather at break without creating pinch points; generous external routes and informal terraces ease congestion at lesson changes and provide opportunities for pupils to decompress outdoors. A passive supervision overlay has been incorporated throughout the plan so that staff can maintain effective oversight of key internal and external spaces while pupils retain the freedom to choose different learning and social settings according to their needs and preferences.

Entrances, Accessibility & Community Integration

The main student arrival is anchored by a large unifying canopy that provides a clear visual draw into the campus and a sheltered space for pupils waiting for buses or gathering before or after activities. The canopy forms an organizer for circulation and links directly to primary internal routes. The visitor entrance is located adjacent to the student arrival and is articulated as a full height, darker grey brick portal. The entrance itself is framed by a lighter grey brick reveal, signed with the school identity, and highlighted with the school’s dark blue to provide a discreet civic presence for governors, parents and external visitors.

The sixth form has a dedicated southern entrance off the main car park that delivers a distinct arrival experience and separates post16 circulation from the main body of the school. Entrances and access routes are designed to enable controlled out-of-hours community use of the hall and sports facilities while maintaining robust security and clear separation between public and school movements.



Building Numbering



Canopy Sketch



Courtyard Sketch

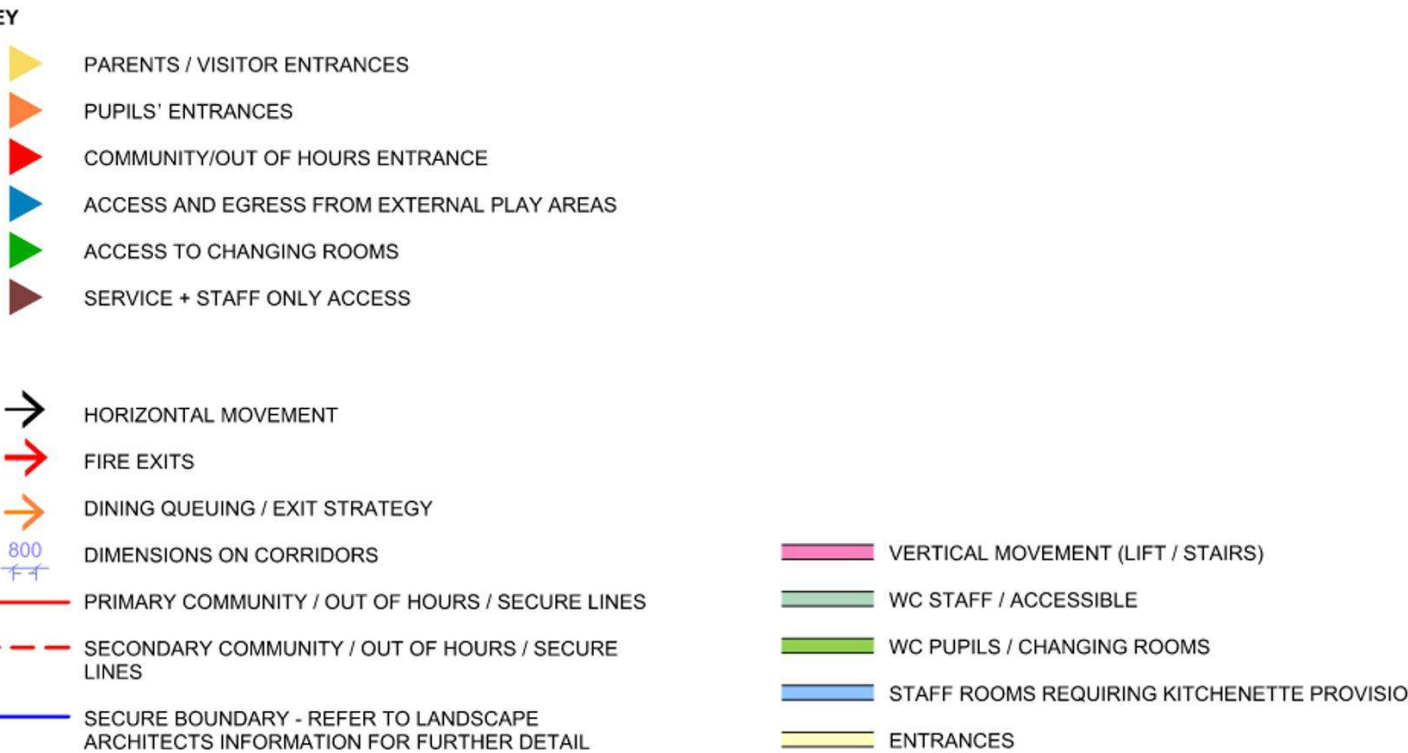
4.2 Community Access

Community use and out-of-hours operation have been incorporated into the adaptability strategy. The chapel and performance facilities, supported by ancillary spaces (chair store, toilet suites, music rooms), are designed for controlled community access via the main entrance, with courtyards enabling event spill out and rapid egress. The sports complex is configured to accommodate community hire while office and service rooms remain secured. Certain areas (including lifts and other controlled elements) fall within the out of hours footprint but will be managed through a lockdown protocol operated by site staff.

The layout of the site benefits community access to the School’s proposed sports provision. This enhances the School’s presence within the local community, creating a hub for local sport. The MUGAs and AWP form a cluster that relate to the proposed Sports Block. This new facility has been designed so that during out of hours it can be fully locked off apart from the changing rooms. These will be accessible to out of hours use for sporting activities on the adjacent MUGAs. Changing rooms and toilets in the new 6th Form Block are also made available to anyone playing on the AWP in need of a convenient place to change and use the facilities.

By utilising the proposed internal fence lines and gates, the school campus can be locked down so that the KS3 and KS4 courtyards and the Northern school site are locked off from out of hours use. This means that the entire southern campus around the Sports Block and 6th Form Building is accessible, forming a sports hub which links to the School’s Southern car park.

The arrangement of fence lines to the Northern section of the campus have been designed to allow easy management of the playing field to be opened up for community out of hour use as well. The Northern car park can be used and the proposed field maintenance gates opened to allow users onto the playing field. Block 13 has been designed to provide changing and toilet facilities that can remain open whilst the rest of the building remains closed. This provides a convenient location for changing facilities and toilets for teams playing on the field. It will also provide facilities for students undertaking the Duke of Edinburgh Award, should the school wish to allow camping on their playing field as stated in the School Specific Brief and as discussed during client engagement meetings.



4.3 Scale

Site Massing

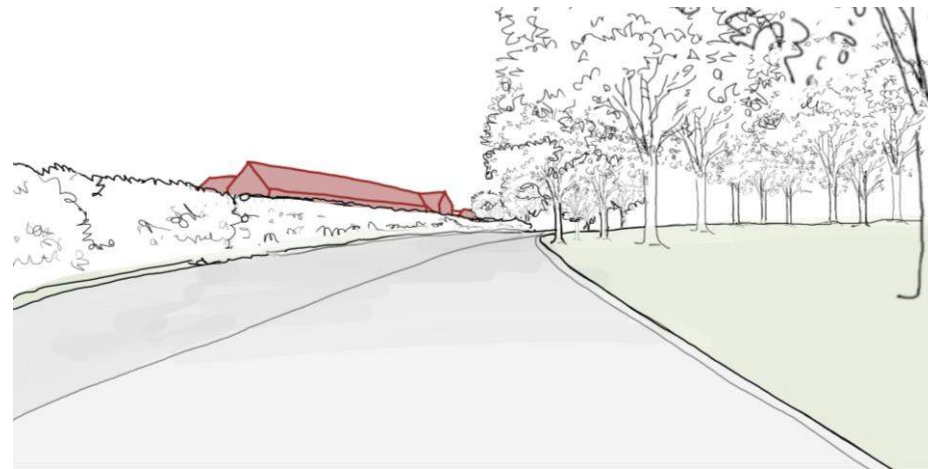
The overall site massing has been carefully developed to respond to the surrounding landscape and to protect View 75 from the South Downs National Park. Larger, three storey elements are deliberately concentrated at the heart of the campus, while lower two storey buildings wrap the visible perimeter to the north and west. This arrangement places the taller volumes away from the primary visual corridors toward the Downs and playing fields and reduces the visual relationship with Horsham Road and the listed Bayard's House. The massing strategy is expressed through a considered material choice and a restrained colour palette that together modulate the campus silhouette and help the scheme read as a series of related, but distinct, buildings rather than a single imposing block.



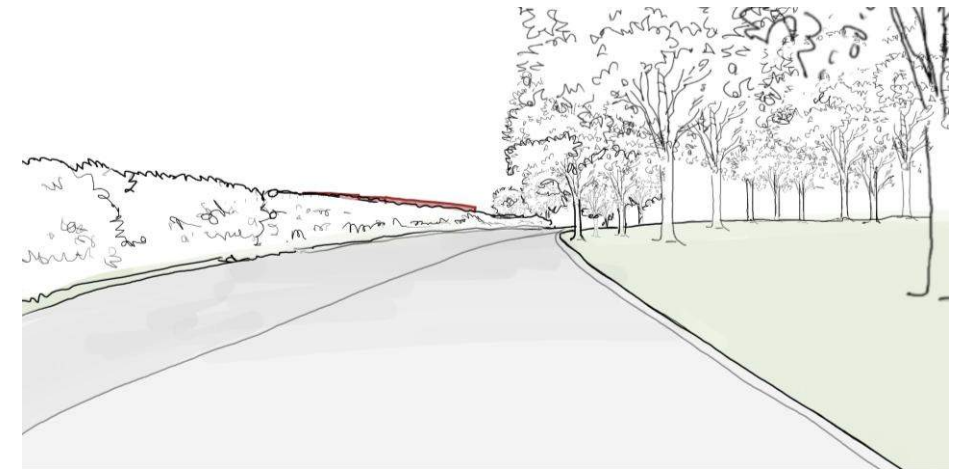
Verified View 75 from the South Downs National Park

The collection of buildings has been composed to create a clear hierarchy and to designate discrete zones for each Key Stage. Each zone is given an independent identity by scale and proportion while the campus maintains an ordered and consistent architectural language that references the historic character of Steyning. Breaking the overall school into smaller linked buildings improves campus legibility for pupils and staff and reduces the perceived bulk of the development in this semirural setting. Where three storey accommodation is required, those volumes are set deep within the site and stepped behind the lower perimeter buildings so that the lower two storey elements read as a foreground layer from longer views across the Downs.

Flat bio-solar roofs have been adopted across the campus as a deliberate response to scale and visual impact. The depth of the teaching blocks meant that introducing pitched roofs would have materially increased ridge heights and created a more conspicuous roofscape. A flat roof form maintains a lower, more restrained skyline, enables efficient integration of photovoltaic technology, and supports a reduced visual profile from surrounding viewpoints. Pitched roofs would not only increase the roof presence but would also create problems with access and maintenance in the future around the chimneys that are required for the natural ventilation solution.



View from Horsham Rd with Pitched Roofs



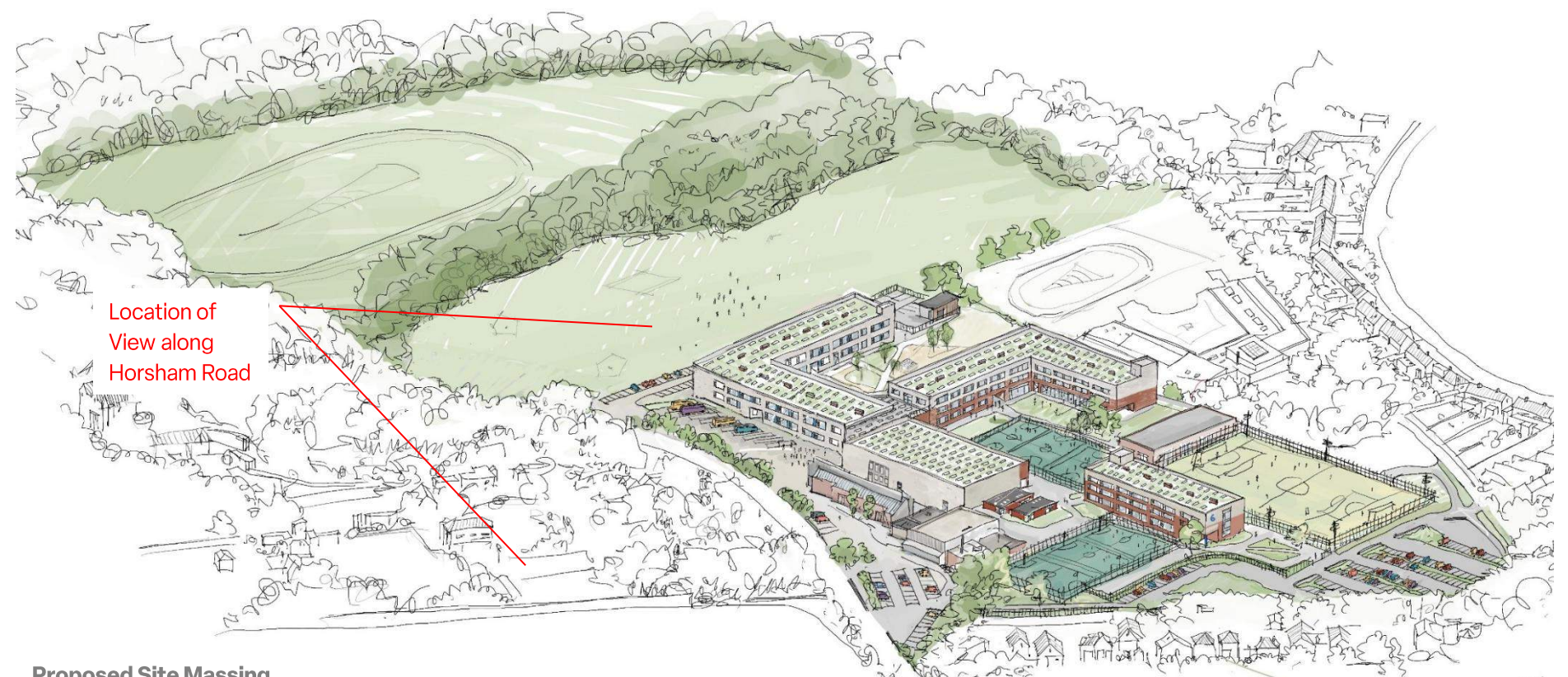
View from Horsham Rd without Pitched Roofs



View from Horsham Rd – Existing School



View from Horsham Rd – Proposed Building Massing



Proposed Site Massing

4.4 Appearance

Material Palette & Contextual Reference

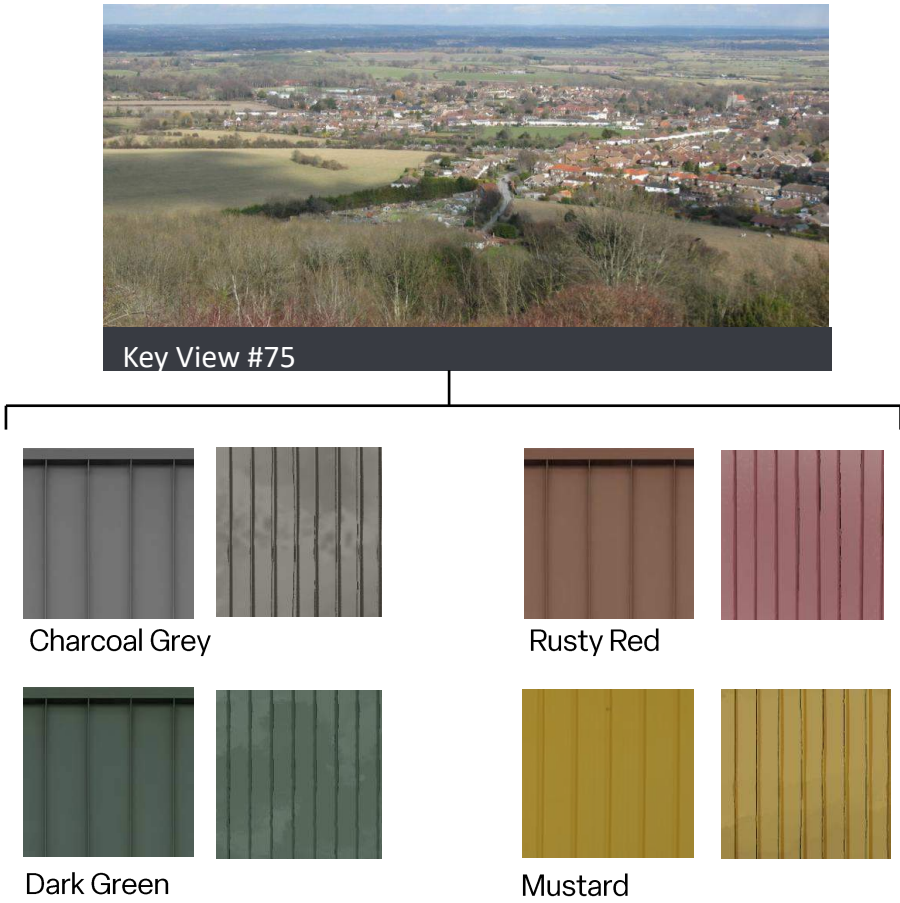
The material strategy is founded on a simple, durable palette that draws references from the local vernacular, notably the flint and red brick traditions of the area. The palette is intended to sit comfortably within the Steyning context and to respond sensitively to the nearby listed buildings and the town’s historic character. The outer two storey perimeter buildings are predominantly expressed in a mixed grey brick that reflects the tones and texturing of local flintwork. Central three storey buildings use a deeper red brick at their lower levels with an upper storey in grey brick so that the grey perimeter visually reads over the top of the lower elements from distant views. Contrasting brick highlights and restrained detailing at windows, canopies and portals provide discreet visual interest and robustness without complexity.

Building 14 marks the first of the inner three storey blocks and is modelled with a red brick base for the lower two storeys and a lighter grey brick for the upper level to reduce visual mass at distance. This building accommodates both Key Stage 3 and Key Stage 4 dining with a central kitchen, an ICT hub at the site’s centre and a first floor Learning Resource Centre positioned adjacent to English; the Science department is arranged on the upper levels. The composition of Building 14 is moderated by a restrained highlight colour drawn from the school palette to reinforce its central role.

The retained PSBP block has been carefully integrated into the masterplan to house modern foreign languages and the SEN hub. This brick clad building is located away from the busiest circulation routes and is accompanied by a designated SEN garden tucked out of the main thoroughfares to provide a secure, calm outdoor respite for pupils with additional needs. The reuse of this structure reinforces continuity across the campus, and its material treatment sits comfortably alongside the new buildings, contributing to the campus’ layered character and practical provision for inclusion.

Building 15 contains the Humanities faculty and the dedicated sixth form accommodation. The sixth form is vertically located at the southern end to provide a clearly separate facility with its own recessed entrance off the main car park. This independent arrival is expressed through a differentiated banded brick coursing and a bespoke sixth form marker to reinforce autonomy and wayfinding while maintaining visual coherence with the broader campus language.

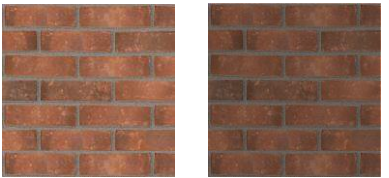
Building 16 forms the sports block at the heart of the community sports hub and concentrates indoor and external sports provision for both the school and managed community use. The sports block is articulated with a recessed entrance and restrained coursing relief and is identified by a deeper accent colour drawn from the school logo to signal its civic and communal function.



Materiality: Steyning Village Context



Grey Brick

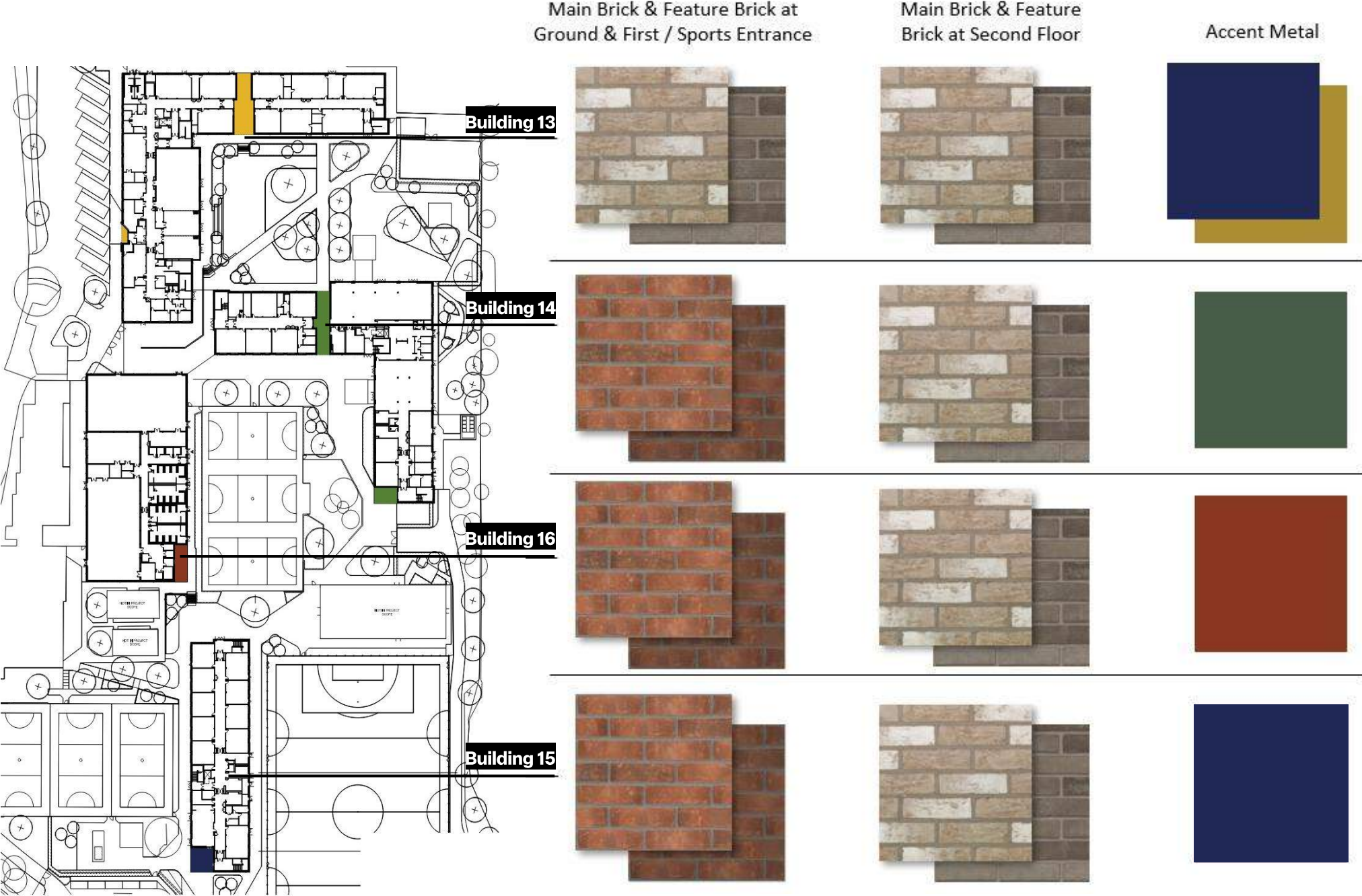


Red Brick

Colour palette from local buildings in town centre.



4.4 Appearance



Colour Palette

The site accent colour strategy has been developed from a study of the muted tones of the natural landscape as experienced from View 75 in the South Downs National Park. Colour is used conservatively and purposefully to support building identity and wayfinding rather than to dominate the composition.

Individual Building Identity

Each Key Stage area is expressed as a self-contained quarter with a recognisable focal space and a specific character. On arrival through the main student entrance, Key Stage 4 students are guided into the Chapel amphitheatre where the School Chapel forms a planted backdrop to an external assembly and performance space that can also host formal functions and events. This cluster creates a mature environment for older pupils and is arranged to relate directly to the Key Stage 4 dining area, an external STEM classroom and direct access to the playing pitches, establishing a coherent sequence of social, curricular and recreational spaces.



Chapel view on entering the Key Stage 4 courtyard



Sixth Form Entrance to Building 15

4.4 Appearance

Material Palette

The external material palette consists of a range of tones of brickwork and different colours of accent metal, which references the local context and the identity of SGS. Please refer to the diagram opposite for a description of the external cladding materials.



A MAIN BRICKWORK: LIGHT GREY - BROMO HANDMADE *



F BRICK SOLDIER COURSE: LIGHT GREY - BROMO HANDMADE *



B FEATURE BRICKWORK: DARK GREY - PAGUS GREY BLACK *



G BRICK SOLDIER COURSE: DARK GREY - PAGUS GREY BLACK *



D MAIN BRICKWORK: MEDIUM RED - FIRST QUALITY MULTI *



H BRICK SOLDIER COURSE: MEDIUM RED - FIRST QUALITY MULTI *



E FEATURE BRICKWORK: DARK RED - SELECTED DARK *



C ENTRANCE BRICKWORK: EXTRA LIGHT GREY - LIMA *



I PPC ALUMINIUM LOUVRE PANEL

J COMPOSITE ALUMINIUM WINDOW SYSTEM WITH COLOURED REVEAL (SEE COLOURS 1-4 BELOW FOR REVEAL COLOURS)

L COMPOSITE ALUMINIUM DOOR SYSTEM WITH COLOURED REVEAL (SEE COLOURS 1-4 BELOW FOR REVEAL COLOURS)

N INSULATED SPANDREL PANEL

R PPC ALUMINIUM HOPPER AND SQUARE DOWNPIPE

S PVC PARAPET CAPPING TRIM



1 BUILDING 13 ACCENT METAL (RAL TBC) APPLIED TO WINDOW REVEALS, DOOR REVEALS, AND SOFFITS AT ENTRANCE

BUILDING 15 ACCENT METAL (RAL TBC) APPLIED TO WINDOW REVEALS, DOOR REVEALS, SOFFITS, AND COLUMN CLADDING



2 BUILDING 13 ACCENT METAL (RAL TBC) APPLIED TO WINDOW REVEALS, DOOR REVEALS, AND SOFFITS



3 BUILDING 14 ACCENT METAL (RAL TBC) APPLIED TO WINDOW REVEALS, DOOR REVEALS, SOFFITS, AND COLUMN CLADDING



4 BUILDING 16 ACCENT METAL (RAL TBC) APPLIED TO WINDOW REVEALS, DOOR REVEALS, SOFFITS, AND COLUMN CLADDING

* SUBJECT TO AVAILABILITY

4.4 Appearance



Design Outcome

Taken together, the massing, materiality and arrival strategy deliver a school that is legible, locally rooted and appropriately scaled to its semi-rural setting. The stepped building composition and restrained roofline minimise visual intrusion into protected views and the historic townscape.

The material palette and measured façade articulation provide a durable, timeless character that supports wayfinding, campus identity and long-term maintainability while enabling modern, energy efficient building technology to be integrated unobtrusively.

4.5 Structural Strategy

Design Philosophy

The proposed redevelopment at Steyning Grammar School involves the construction of state of the art education and sports facilities, that will see the phased demolition of most of the existing buildings, construction of three classroom blocks and a new sports block that includes two large sports halls. The teaching blocks will incorporate the main hall, a faith space, activities studios and kitchen and dining areas.

Demolition

To enable phase 1 works the All Weather Pitch, one of the existing MUGAs and some surrounding paths will be demolished and grubbed out. Following completion of the Phase 1 buildings, the main bulk of demolition will need to be undertaken, with all existing buildings on site, except EFAG (the leisure centre), EFAH, EFAI and the PSPB blocks, being demolished.

Superstructure

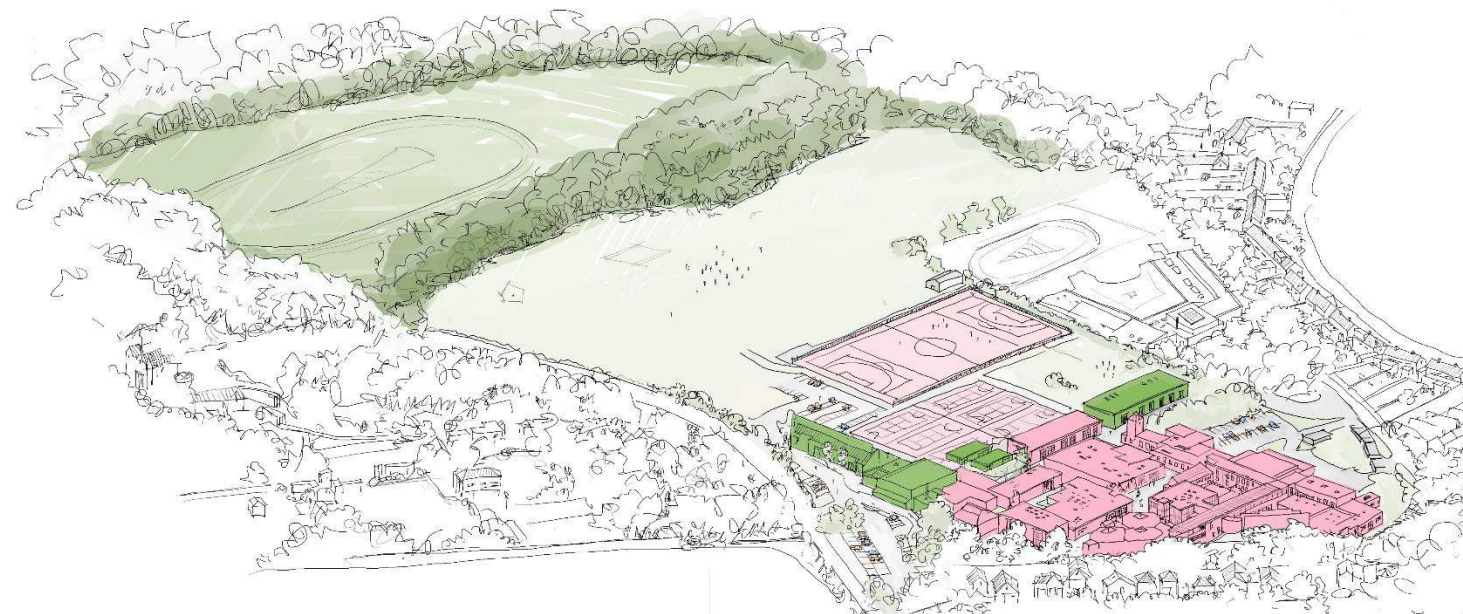
The teaching blocks are constructed as braced steel frames, consisting of columns, beams and brace members. Stability of the teaching blocks will be provided by braced stair cores that behave as vertical cantilevers transferring the horizontal forces to the foundations. Additional bracing will be incorporated within the external walls to provide balance and minimise torsion on the building.

The horizontal forces imposed by wind are initially carried by the external envelope to the slabs at each floor level. The slabs act as diaphragms and distribute the forces to the braced stair cores and other braced elements.

The arrangement of the columns is proposed to create a repetitive grid of steelwork. One of the requirements of the superstructure is to create (where possible) flush soffits to the upper floor slabs, this is to allow free passage of suspended mechanical and electrical services.

Sustainability & Modern Methods of Construction

Offsite construction is one of the fundamental principles of the structural design. The superstructure largely designed to be assembled as a 'kit of parts' based on a regularised grid, this applies to the Steel Frame, Precast floors, Metal Stud walls, pre-cast concrete stair cores and lintels, windposts and other proprietary support systems. Offsite manufacture enhances sustainability and quality through monitored fabrication that reduces overall waste and improves quality. It also improves time efficiency through planned assembly on site and overcomes a number of health and safety risks on site.



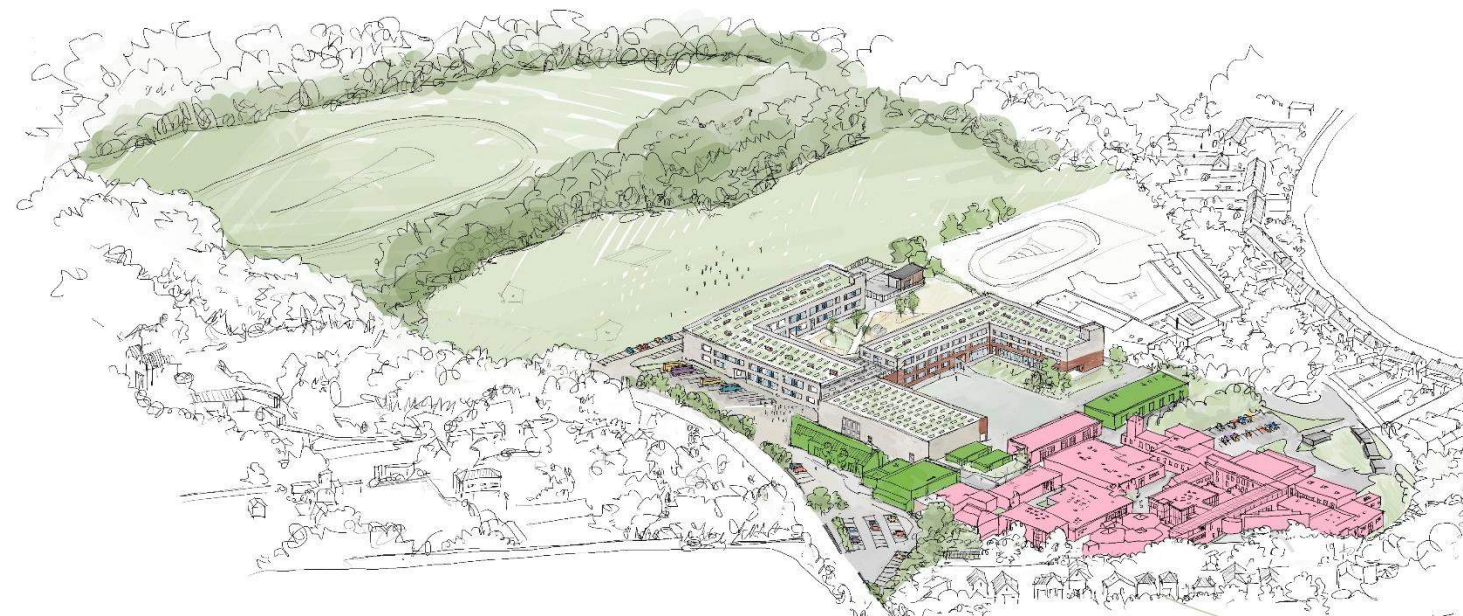
Key

Retained

Demolished

School remains operational in existing buildings.

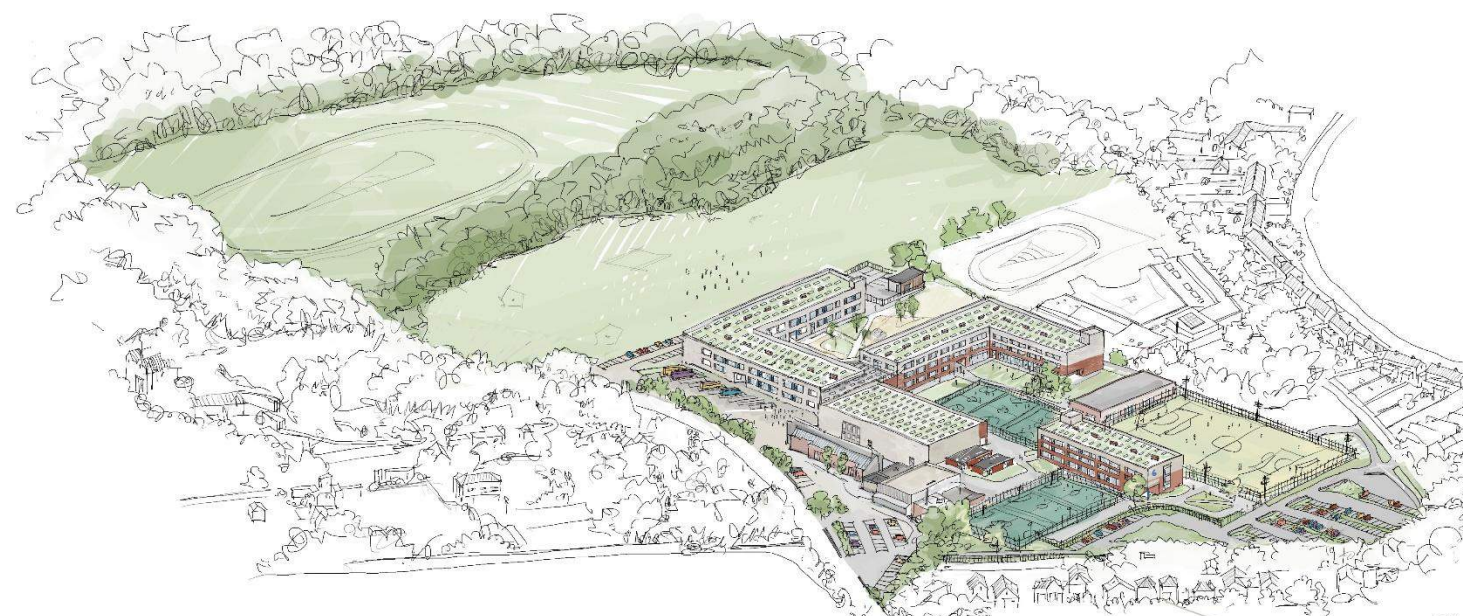
Existing Condition



Proposed Buildings 13, 14 & 16 constructed in Phase 1.

School decanted from existing Shooting Fields & Towers Sites into completed buildings 13, 14 & 16.

Construction Phase 1



Buildings 15 & games pitches constructed following demolition of existing school buildings.

School decanted from existing Rock Road Site.

Construction Phase 2

4.5 Structural Strategy

Building 13: 2 Storey Block with Admin, General Teaching & Main Hall

Primary Structure: Braced Steel Frame

Roof Structure: Precast hollowcore planks supporting Bauder Biosolar green roof system. Planks to span between steel beams.

First Floor: Precast hollowcore planks. Planks to span between steel beams.

Ground Floor: Western wing: Suspended RC slab, max span 4m. Slab cast on EPS void former to achieve an equivalent void of 300mm Eastern wing: Semi-raft slab built over vibro-stone improved ground. Note, the ‘wings’ are separated by an external access route below the first floor, splitting the ground floor plates.

Substructure: Vibro-stone column ground improvement with traditional shallow pad and strip foundations. Foundations reinforced to span stone columns. There may be scope to revert to traditional foundations without ground improvement due to reduced loading of the two-storey block. To be investigated at detailed design stage and subject to further targeted ground investigation.

Building 14: 3 Storey Block with Kitchen, General Teaching & Science

Primary Structure: Braced Steel Frame

Roof Structure: Precast hollowcore planks supporting Bauder Biosolar green roof system. Planks to span between steel beams.

Upper Floors: Precast hollowcore planks. Planks to span between steel beams.

Ground Floor: Western wing: Semi-raft slab built over vibro-stone improved ground. Eastern wing: Suspended RC slab, max span 4m. Slab cast on EPS void former to achieve an equivalent void of 300mm. Note, the ‘wings’ are separated by an external access route below the first floor, splitting the ground floor plates.

Substructure: Vibro-stone column ground improvement with traditional shallow pad and strip foundations. Foundations reinforced to span stone columns.

Building 15: 3 Storey Block with Sixth Form

Primary Structure: Braced Steel Frame

Roof Structure: Precast hollowcore planks supporting Bauder Biosolar green roof system. Planks to span between steel beams.

Upper Floors: Precast hollowcore planks. Planks to span between steel beams.

Ground Floor: Semi-raft slab built over vibro-stone improved ground.

Substructure: Vibro-stone column ground improvement with traditional shallow pad and strip foundations. Foundations reinforced to span stone columns.

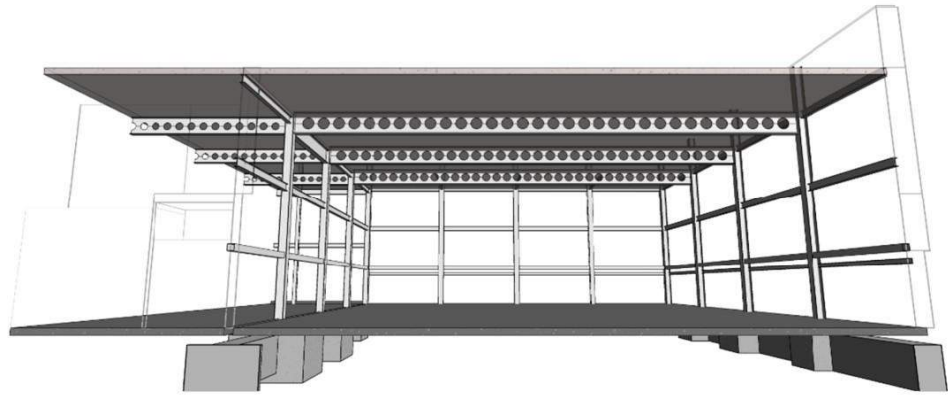
Building 16: Sports Block

Primary Structure: Braced Steel Frame with portalised frames to the sports halls.

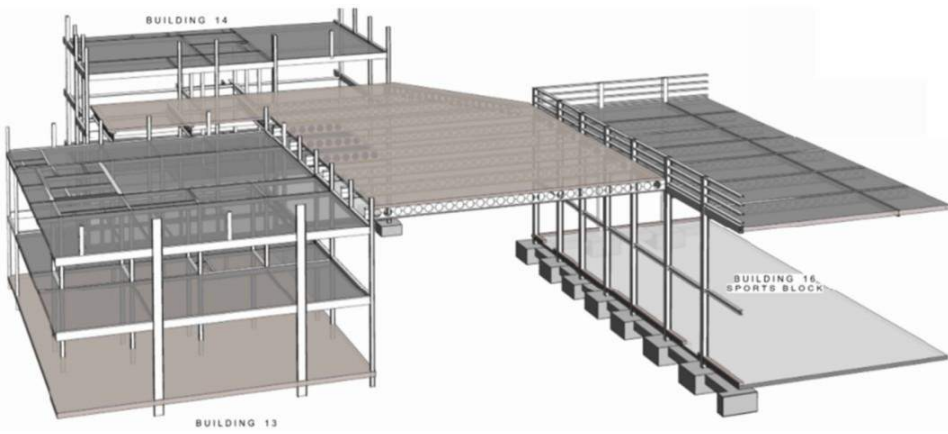
Roof Structure: Precast hollowcore planks supporting Bauder Biosolar green roof system. Planks to span between steel beams.

Ground Floor: Semi-raft slab built over vibro-stone improved ground.

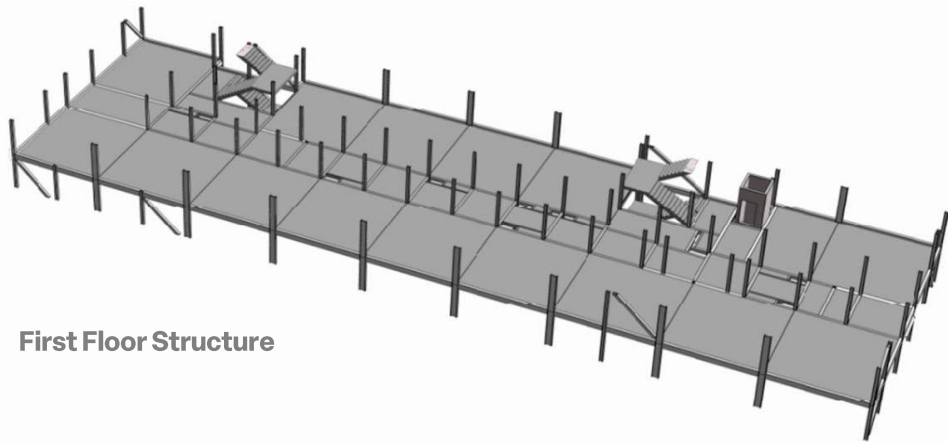
Substructure: Vibro-stone column ground improvement with traditional shallow pad and strip foundations. Foundations reinforced to span stone columns. Similar to Building 13, there may be scope to revert to traditional foundations without ground improvement due to reduced loading of the two-storey block. To be investigated at detailed design stage and subject to further targeted ground investigation.



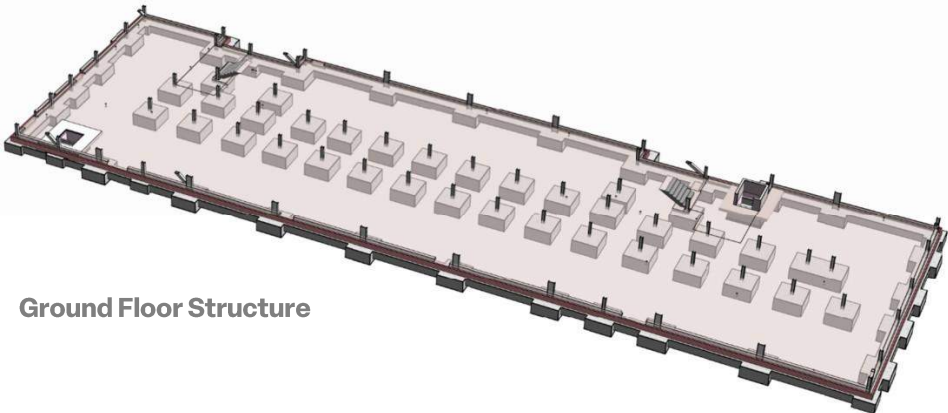
Typical Long Span Sports Hall Structure



Canopy Link



First Floor Structure



Ground Floor Structure

4.6 Drainage Strategy

Introduction

This section outlines the proposed drainage strategy for the development of the SGS Shooting Fields site.

The strategy has been designed in accordance with national and local planning policy, including the following guidance:

- National Planning Policy Framework (NPPF)
- Planning Practice Guidance (PPG)
- Non-Statutory Technical Standards for Sustainable Drainage Systems (SuDS)
- Local Lead Flood Authority (LLFA) guidance
- Building Regulations Part H
- Horsham District Council Strategic Flood Risk Assessment 2010 (HDC SFRA)

The proposed drainage has been designed to prioritise sustainable drainage principles and seek to ensure that the development does not increase flood risk either on-site or elsewhere.

Site Context and Flood Risk

Steyning Grammar School site is located within Flood Zone 1 as defined by the Environment Agency Flood Map. The site is generally not identified as being at risk from surface water flooding. The current surface water flooding maps do indicate that the existing developed area of the school is generally at low risk, although there are some small areas of medium and high risk to enclosed areas and localised low points

The site peaks along the northern edge of the developed area (a few metres north of the all-weather pitch), with levels falling gently to the north and south from an east–west ridgeline, which informs the surface water drainage strategy.

There is a watercourse running along both the eastern and northern boundaries of the schools playing fields.

Foul Drainage

Foul water from the proposed development will discharge to the existing public foul water sewer located within Shooting Field, just outside the main school entrance, to the southeast corner of the site.

The foul water will discharge into the public network via an indirect connection, subject to approval from Southern Water. Despite increased pupil numbers it is anticipated that due to more efficient sanitary fittings and removal of all existing surface water connections into the foul water network, the impact on the FW network will be reduced over current conditions.

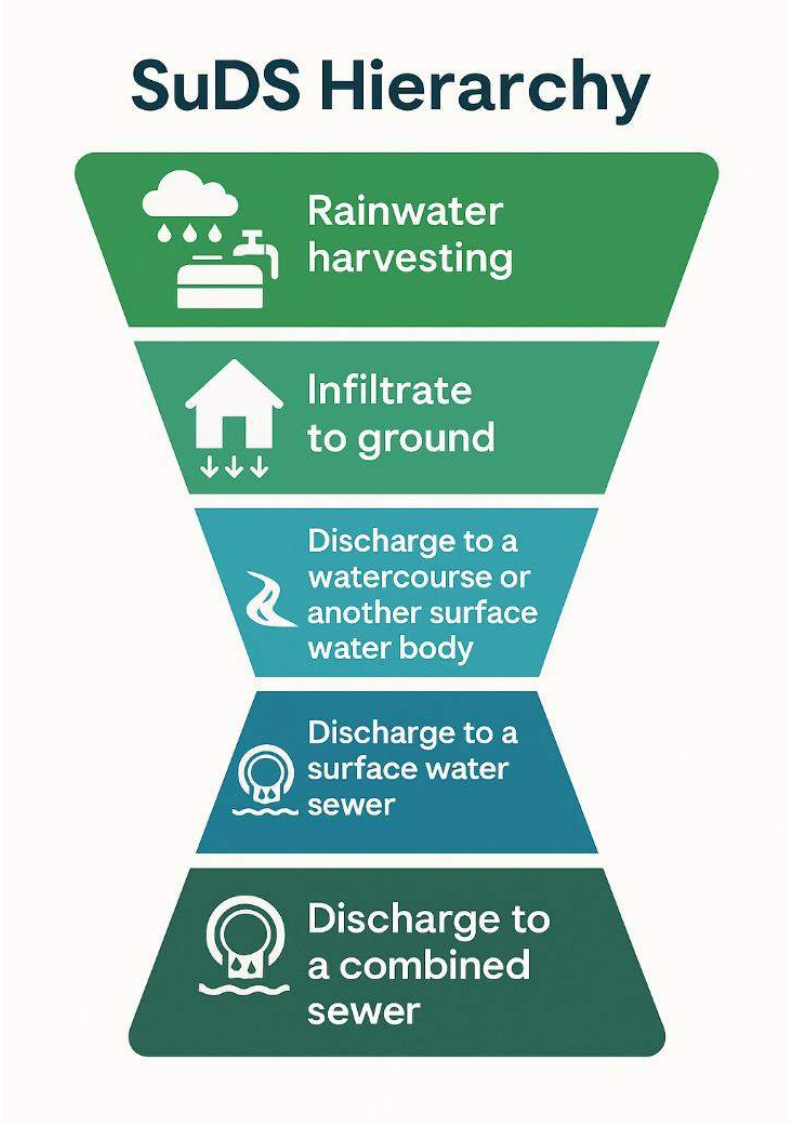
The proposed drainage system will be designed with the following in mind:

- Provide separate foul and surface water systems.
- Ensure adequate capacity within the receiving network.
- Prevent surcharge or backflow into the development.

A formal application under Section 106 of the Water Industry Act 1991 will be submitted to the relevant water authority.

Drainage Hierarchy

In accordance with the drainage hierarchy, surface water disposal has been considered in the following order of preference:



Ground investigation and infiltration testing (BRE 365 methodology) indicate that infiltration is not feasible on site due to both the high water table and the presence of made ground, ranging from 0.3 to 2.2m in depth over Gault formation.

4.6 Drainage Strategy

Sustainable Drainage Strategy

The development incorporates Sustainable Drainage Systems (SuDS) to manage surface water runoff at source and mimic natural drainage processes.

The following measures have been considered:

- **Rainwater Harvesting:** A rainwater Harvesting tank is to be incorporated into the design to provide water for both teaching purposes and irrigation.
- **Infiltrate to Ground:** Due to both the impermeability of the clay soils and the high water table, infiltration is considered unsuitable.
- **Discharge to a Watercourse:** Due to the topography of the site we are proposing a controlled discharge of the surface water from the upper, northern developed area to the watercourse along the eastern boundary via gravity.
- **Discharge to a Surface Water Sewer:** The lower, southern area of development is proposed to discharge at a restricted rate into the existing public surface water sewer located in Shooting Field (SW MH 6752).
- **Discharge to a Combined Sewer:** This is not required.

SuDS features are proposed as part of the drainage design in accordance with the guidance described in the SuDS Manual C753 and as indicated in the table below:

Network	Attenuation	Permeable Finishes	Falls to soft landscape	Green Roof
New Buildings	✓			✓
New MUGAs	✓	✓		
New AWP	✓	✓		
Existing Car park	✓			
New Car parking	✓	✓		
Hard landscaping	✓	✓	✓	

Surface water runoff will be attenuated to a runoff rate of 3.0l/s per hectare (as agreed with West Sussex County Council) for all storm events up to and including the 1 in 100 year event plus 45% allowance for climate change.

The drainage system will be designed to ensure:

- No flooding of buildings during the 1 in 100 year plus climate change event.
- No increase in flood risk off-site.
- Exceedance flows are directed away from buildings and towards landscaped areas or highways.

Water Quality

It is proposed that surface water runoff will pass through appropriate SuDS features providing treatment in accordance with the CIRIA SuDS Manual (C753). The design incorporates permeable paving to car parks, the graded sub-base of which provides filtration of pollutants prior to discharge. In addition, oil separators are being fitted to the existing impermeable car parking zones.

Maintenance and Management

A maintenance and management plan will be developed and handed over upon project completion; this will outline who is responsible for upkeep of SuDS and wider drainage elements.

Typically, maintenance will rest with the school’s day to day management team, with responsibility of watercourse maintenance to be established.

Typical maintenance will include:

- Clearing debris and silt from inlets and outlets.
- Cleaning of oil separators.
- Servicing of any pumps (water from RWH to be pumped).
- Inspection of flow control devices.
- Jetting of pipework as required.
- Upkeep and clearance of litter and vegetation from the watercourse.
- Washing and cleaning of permeable surfaces.

Conclusion

The proposed drainage strategy has been designed in accordance with national and local policy and sustainable drainage principles. The development will:

- Not increase flood risk on or off-site.
- Provide attenuation up to the 1 in 100 year storm event plus climate change.
- Incorporate sustainable drainage measures.
- Ensure appropriate long-term maintenance arrangements.

The drainage proposals are therefore considered acceptable in planning terms.

4.7 Environmental Strategy

Fabric First Approach

A fabric first approach has been adopted for minimising the need for heating, ventilation, cooling and artificial lighting, utilising high quality constructions, solar control and site optimisation. U-values shall meet or exceed the values outlined in Technical Annex 2C and will comply with Employer Requirements Part B: annex 2B, 2G, 2H, and 2J. The Department for Education specifies U-value targets which go over and above that of Part L Statutory Regulations.

- Very high levels of insulation.
- Air-tight construction.
- Very high thermal mass construction.
- Solar control glazing to reduce unwanted solar gain.

Ventilation Strategy

Natural ventilation has been prioritised, with cross and stack ventilation utilised in all teaching spaces, reducing reliance on mechanical means. Remaining ventilation requirements are met through a combination of hybrid and mechanical systems, optimising heat recovery to reduce space heating energy use.

- Cross ventilation with openable windows and stack ventilation.
- MVHR hybrid mechanical units with heat recovery.
- Full compliance with DfE Annex 2F overheating requirements.

Heating Strategy

Ground source heat pumps are utilised to provide space heating via warm air heaters in all teaching spaces and applicable staff areas. Corridors and staff areas without mechanical ventilation are heated via electric radiators.

- Ground Source Heat Pump system.
- GSHP borehole array located to the East of the main plant room in Building 14.
- No fossil fuels.
- Future proofing by enabling the heat pumps to run in reverse to provide cooling.

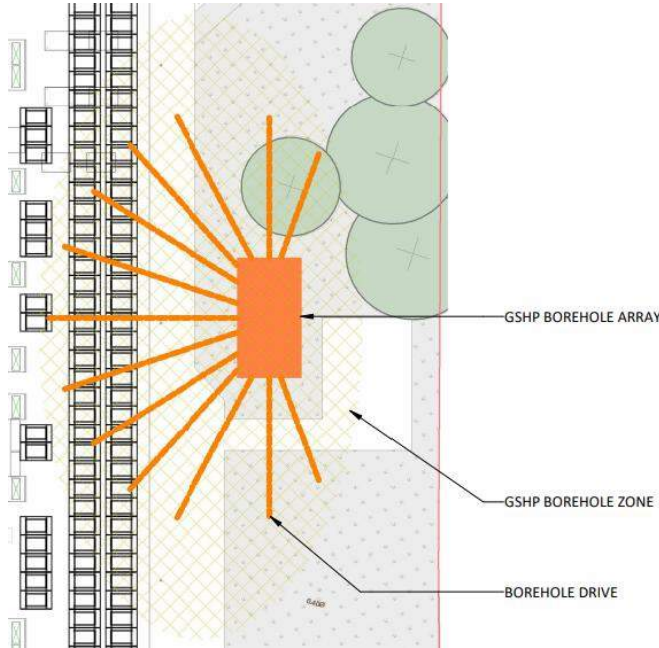
PV Strategy

A PV array (approximately 1,064kWp) has been incorporated into the design. The development currently meets the requirements of Part L2 of building regulations (2021).

- Maximise area of PV on roofs of new building.
- PV panels will be located on the building link canopy.

Construction type	U-Value (W/m²K)	G-value
Ground floor	0.12	-
External wall	0.15	-
Roof	0.12	-
External glazing & glazed doors (Block 13 Assembly Hall, Drama Studio, Faith Space as agreed with design team)	1.10	0.3
External glazing and glazed doors (other)	1.10	0.4
Personnel doors	1.30	-
Spandrel	1.10	-
Louvres	1.60	-
Air permeability – 3 m³/ (h.m²)		

U-Value Table.



GSHP Borehole Array Location.



Ventilation Strategy.

4.8 Sustainability

Net Zero Operational Carbon

The proposal aims to meet the requirements of the DfE Generic Design Brief (GDB) Technical Annex 2H: Energy and Technical Annex 2J: Sustainability for the new buildings to be Net Zero Carbon in Operation (NZCiO). Sustainable features have been incorporated through both building design and construction methods as well as the implementation of low carbon technologies to provide an energy efficient development.

Energy Hierarchy

In line with the DfE GDB Technical Annex 2H: Energy, the proposed development is seeking to reduce carbon emissions by promoting the ‘energy hierarchy’ as follows:

- **Be Lean:** Use less energy through highly energy-efficient building fabric and systems;
- **Be Clean:** Provide heating and cooling efficiently with a preference of communal heating and cooling networks;
- **Be Green:** Incorporate suitable renewable energy technologies as appropriate to the site, and;
- **Be Seen:** Provide measures to allow monitoring and reporting of energy post-occupation.

Passive Measures

The design of the new blocks has been optimised to make best use of passive energy reduction measures throughout and in accordance with the DfE GDB Technical Annex 2H.

Fabric Performance

The proposed fabric standards meet the standards set out in DfE GDB Technical Annex 2C: External Fabric. These are highly ambitious standards and demonstrate a fabric-first approach of maximising building insulation and minimising uncontrolled infiltration to minimise heating demand.

Thermal Bridging

For the new buildings, thermal bridging will be designed out by the careful design of junctions to reduce heat loss and reduce the risk of cold spots and mould.

Site Layout

The development is proposed on an existing site, with the buildings orientated so the majority of occupied spaces with glazing face away from direct south, reducing reliance on need for mechanical conditioning of internal environments. The proposed site layout allows for a large canopy to be placed between the blocks, creating a shaded area between the buildings as well as providing a location for PV panels. This will improve the microclimate by reducing the heat island effect of the development.

Daylighting

In the new buildings, the spaces have been designed to meet the requirements of Technical Annex 2E with optimised daylighting to reduce the demand for electric lighting. The window design has been optimised, and blinds are to be installed for local glare control. Overall, these measures reduce the energy demand from electric lighting over the year.

Optimising Thermal Mass

The proposals for the new buildings make best use of thermal mass, in particular by using exposed soffits in most spaces (with no suspended ceiling). The exposed thermal mass contributes to the overheating strategy by helping to moderate swings in internal temperature during the daytime and absorbing excess heat. At night the night cooling strategy will allow ventilation at night to cool down the building ready for the next day.

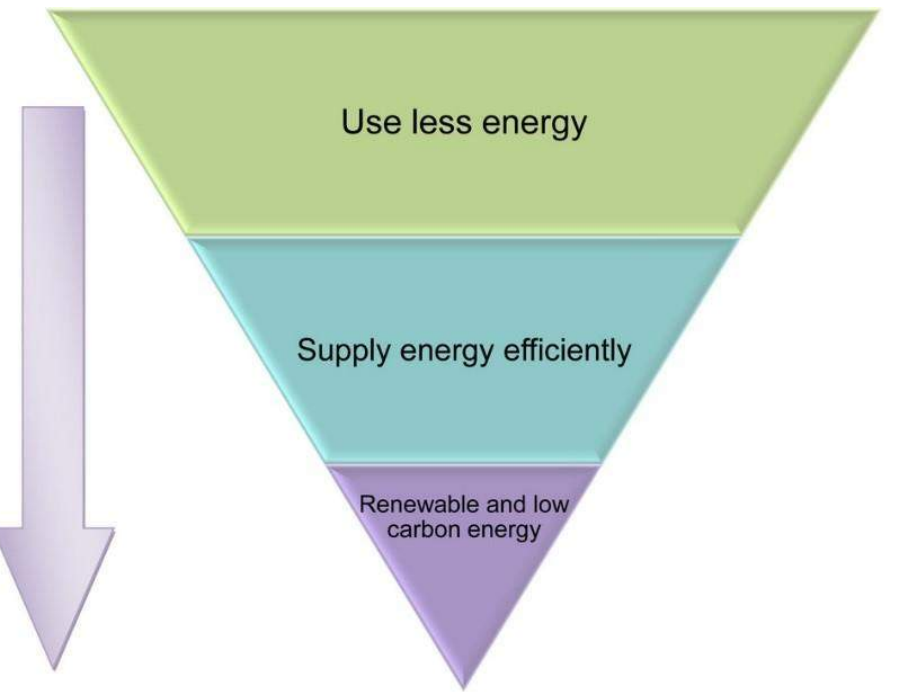
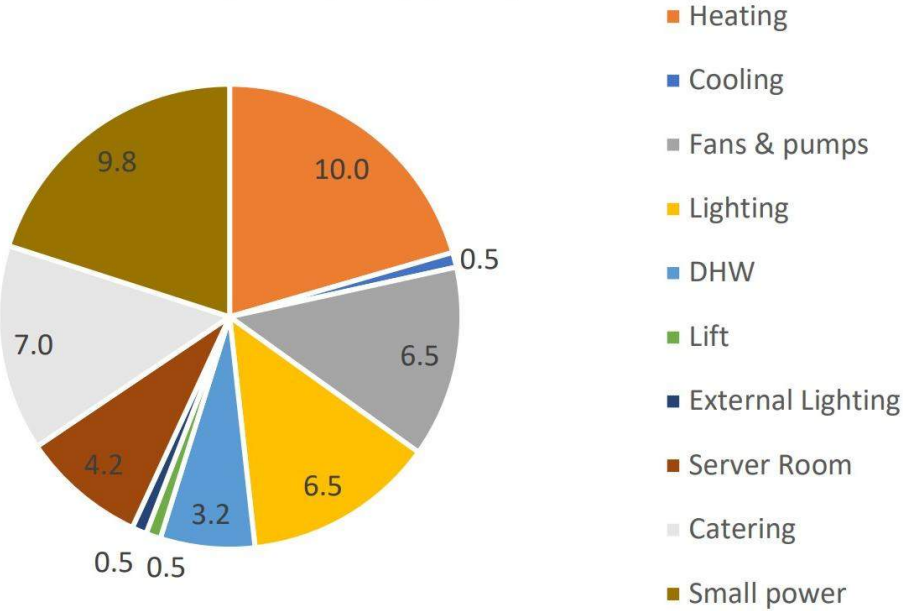
Control of Solar Gain

Passive control of solar gain is achieved through low G-value glazing (solar control glazing) and optimising the window design and reveals to minimise excessive solar gain. This reduces unwanted solar gain and reduces the risk of summertime overheating, helping the building meet the overheating standards set out in Technical Annex 2F.

Maximising Natural Ventilation

To achieve natural ventilation, the proposal consists of openable windows throughout. Cross ventilation is utilised in teaching spaces with air able to enter through windows and leave through vents at the rear of the room and exit through high level openings. This uses the natural buoyancy of the air and the stack effect to improve the natural ventilation. Larger spaces such as the Assembly Hall will utilise natural ventilation in conjunction with mechanical ventilation with heat recovery (MVHR).

Breakdown of energy use by category
(kWh/m²/year)



4.8 Sustainability & Acoustics

Low Carbon Heating Systems

The heating provided will be primarily low-carbon heating. Following the procedure set out in Technical Annex 2H: Energy, the energy systems required on-site have been evaluated and optimised based on the development’s scale and density.

Ground Source Heat Pumps (GSHP)

The proposed heating for the school uses a GSHP system with a below-ground array. Any district heating network is unlikely to provide heating with lower carbon emissions than the proposed heat pump system. Due to limited site area, the ground array will use vertical boreholes (coordinated with utilities and services) rather than horizontal pipes as this will help to maximise the its capacity. The system will have enough capacity to meet the day-to-day and peak heating demands without any need for a gas-fired or fossil-fuel heating plant.

Heat Distribution

The heat distribution strategy involves warm air heating through Low Temperature Hot Water (LTHW) coils in all hybrid units and Mechanical Ventilation with Heat Recovery (MVHR) units to teaching spaces, dining areas, halls, libraries and staff rooms that don’t use natural ventilation. Electric radiators are used in WCs, corridors, and staff areas that are naturally ventilated.

Avoiding Overheating

An overall strategy to reduce the risk of overheating and minimise any requirement for mechanical cooling includes:

- Optimisation of the building layout.
- Natural ventilation and hybrid mechanical/natural ventilation.
- Good levels of ventilation throughout.
- Solar control through internal blinds.
- Solar control glazing to reduce heat gain.
- Night-time ventilation.

Efficient Energy Supplies (Be Clean)

The supply of clean and efficient energy maximises the efficiency of systems on site to deliver an entirely fossil fuel free building. The building services system will be all-electric with no gas or fossil fuels used in the proposal.

Renewable Energy

The aim of the strategy is to deliver a building which is Net Zero Carbon in Operation whereby all the energy used on site is offset on an annual basis by clean renewable energy generated on site.

PV Array

A PV array will be used to generate renewable electricity on site. The requirement is to have enough PV on-site to offset 100% of the energy used in the new buildings in order to result in them being Net Zero in Operation. The optimum position for PV panels is facing south with a tilt angle of around 30° but a 10°angle is suitable for flat roof installations due to installation being much simpler and there being a minimal reduction in energy output.

It is anticipated that a PV array of approximately 1,064kWp could be accommodated within the development. These would be located on the roof of the new proposed blocks and the canopy between Blocks 13, 14, and 16.

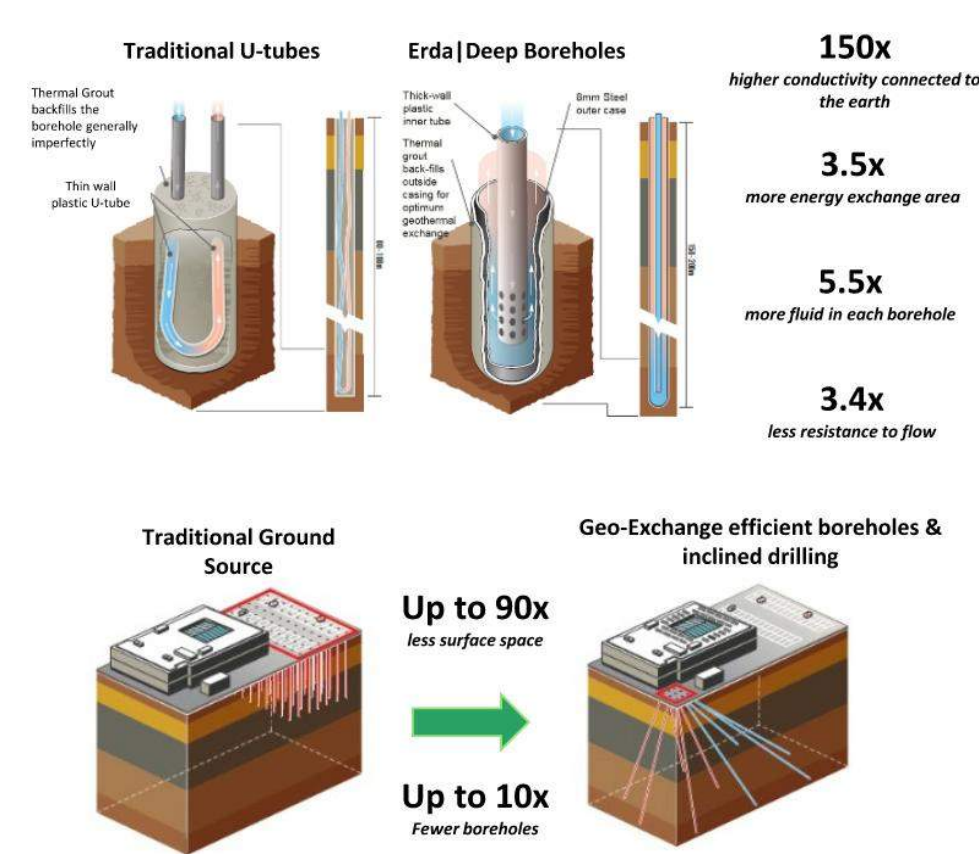
Other Renewable Energy Technologies

Wind turbines are not suitable for the site because of the tight site area and proximity of other buildings.

Solar hot water was considered for the building, but it does not suit the DfE preferred approach for domestic hot water of small local electric hot water heaters with very small amounts of storage. In addition, the annual energy yield for solar hot water per m² of roof is approximately the same as for PV panels and so it is just as effective to use PV panels as solar hot water panels.

Acoustic Strategy

Please refer to the full Environmental Noise Impact Assessment (SRP1121-ADT-ZZ-ZZ-T-J-0004) for further information.



GSHP System.



PV Array Across Proposed Buildings.

Expected PV capacity	
Total peak capacity of proposed PV array	Approximately 1,064 kWp
Total estimated energy demand for new building (school use only)	998,564 kWh/year
Total estimated output of PV array	1,010,496 kWh/year

PV Array Total Capacity (Note: estimates based on Part L results & may change as design develops).

4.9 External Lighting

Strategy

External lighting shall be provided in accordance with BS 5489-1:2013 Lighting of roads and public amenity areas and BS EN 12464-2:2014 Light and lighting - Lighting of workplaces - Part 2: Outdoor Workplaces. All external light fittings shall be automatically controlled for prevention of operation during daylight hours and presence detection in areas of intermittent pedestrian traffic. In line with the School Specific Brief, no external bollard lights will be used (as they are not considered robust enough to meet the schools’ needs). All fittings away from the building will either be fixed or on columns.

All Weather Pitch (AWP)

The all-weather pitch is illuminated using 8 no. 12m tall column-mounted LED floodlights. The luminaires have been modelled to minimise light spill to neighbouring residential properties and to ensure compliance with ILP (GN01/21) limits for Environmental Zone E3.

Column top mounted fittings shall be provided, carefully selected, positioned and modelled to minimise light spill into the surrounding area. Columns shall be lowerable to provide easy and safe access to the fittings for maintenance. The system shall include a pitch specific controls system which allows them to dim the light levels to pre-set levels for different sports.

The lighting design has been developed in accordance with Sport England Class II guidance for outdoor artificial sport lighting. For club-level football, the recommended performance criteria are summarised here:

- 200lux average maintained illuminance (Total Playing Area).
- Minimum uniformity of 0.6.

Multi-Use Games Areas (MUGA)

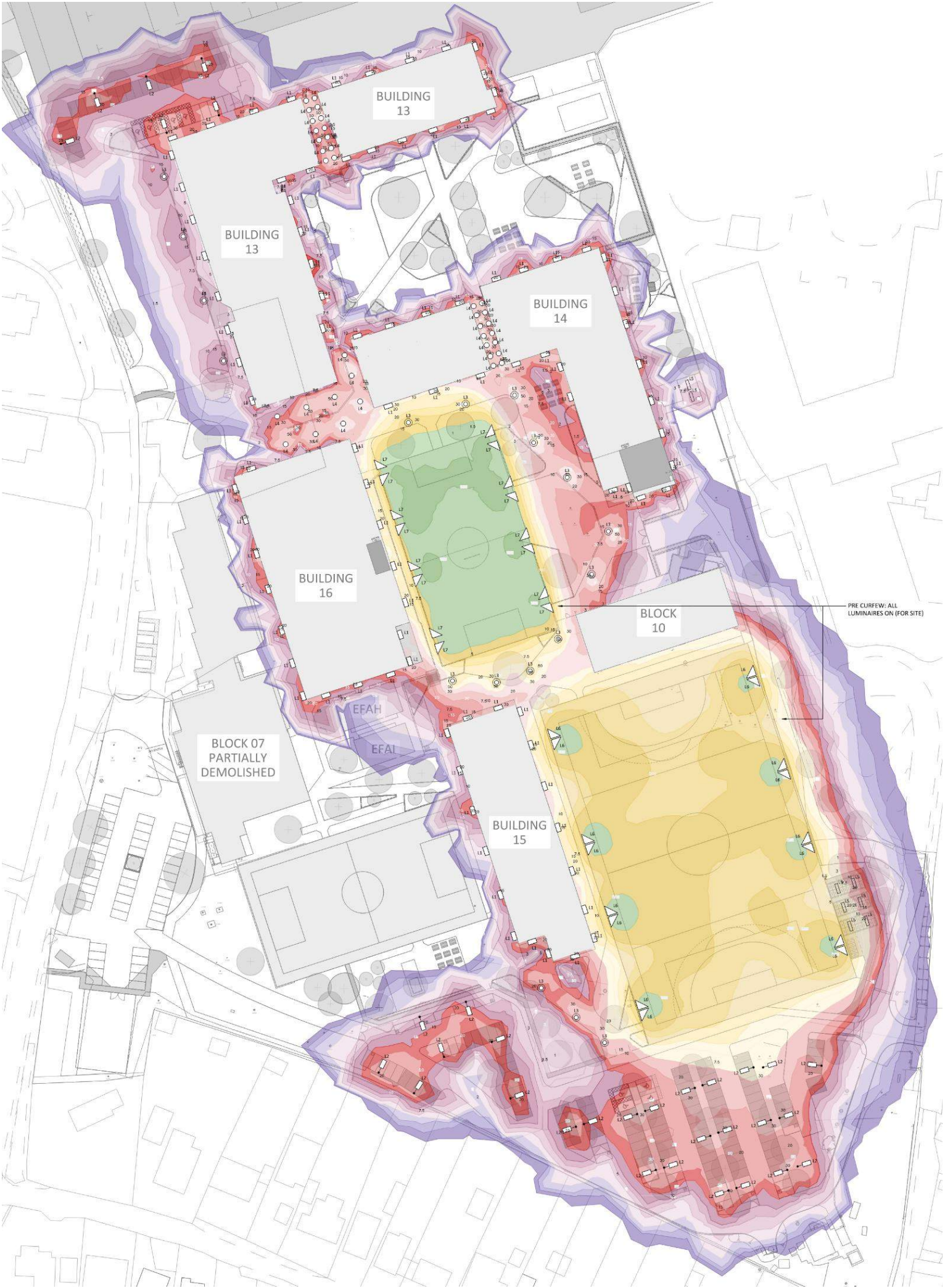
The central MUGA is illuminated using 10m tall column-mounted LED floodlights. These luminaires have also been modelled to minimise obtrusive light and ensure compliance with ILP GN01/21 limits for Environmental Zone E3.

The lighting design follows Sport England guidance for club and community level tennis, with the following recommended performance criteria:

- 400lux average horizontal illuminance, 0.6 uniformity (Total Play Area).
- 500lux average horizontal illuminance, 0.7 uniformity (Principle Play Area).

LUMINAIRE SCHEDULE	
REF	TYPE OF LUMINAIRE
L1 	WALL MOUNTED LUMINAIRE
L2 	POLE MOUNTED LUMINAIRE (AT 6m)
L3 	POLE MOUNTED LUMINAIRE (AT 3m)
L4 	CIRCULAR DOWNLIGHT LUMINAIRE (CANOPY)
L5 	CEILING MOUNTED LUMINAIRE (BIKE SHED AND BIN STORE)
L6 	FLOODLIGHT FOR PITCH LIGHTING (AT 12m)
L7 	FLOODLIGHT FOR MUGA LIGHTING (AT 10m)

Legend	
	1 LUX
	1.5 LUX
	2 LUX
	3 LUX
	5 LUX
	7.5 LUX
	10 LUX
	15 LUX
	20 LUX
	30 LUX
	50 LUX
	75 LUX
	100 LUX
	150 LUX
	200 LUX
	300 LUX
	500 LUX

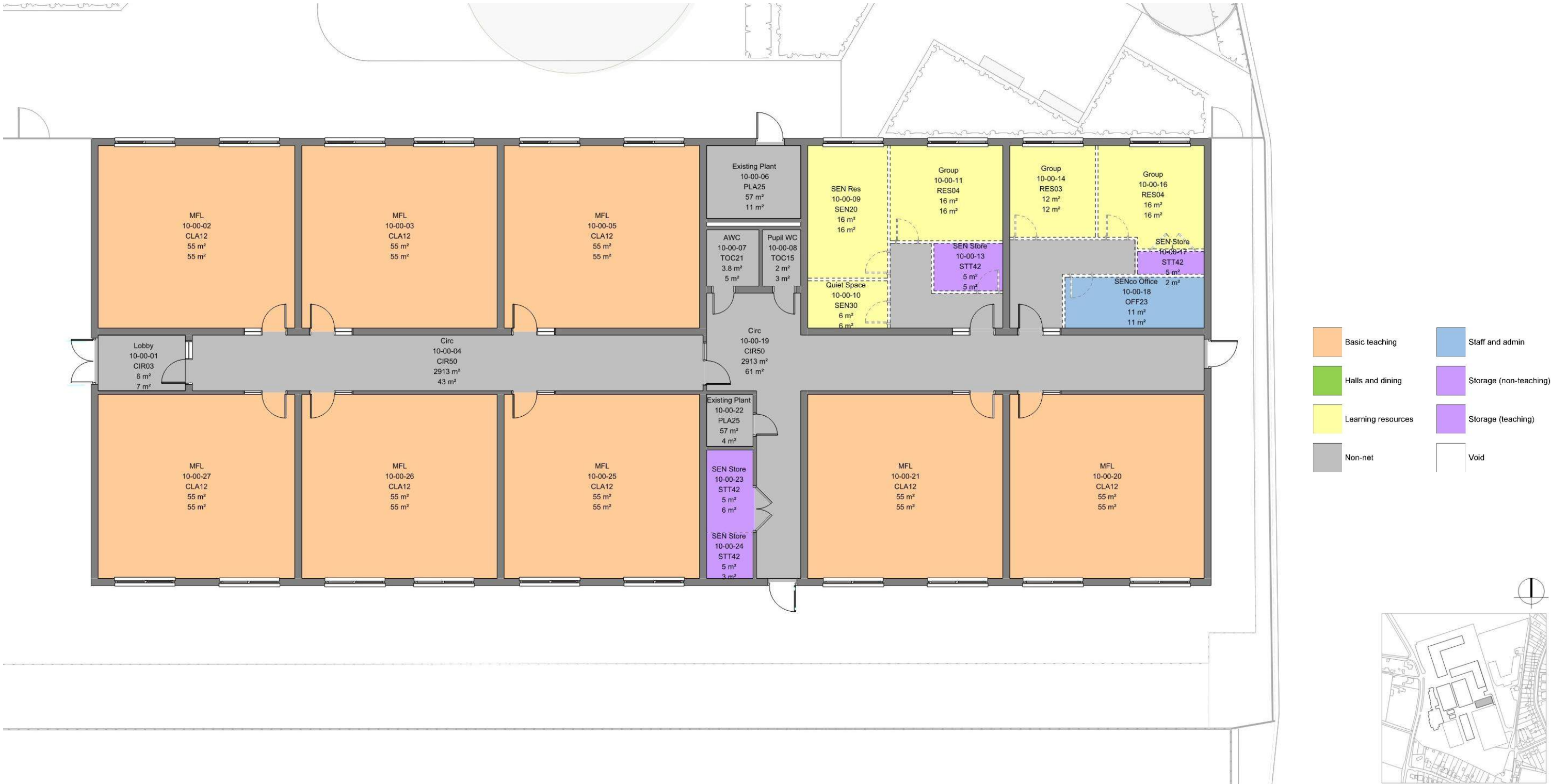


4.10 Building 10 – PSBP Block

Building 10

The PSBP Block, which currently accommodates Sixth Form facilities, is to be retained as part of the masterplan. SGS will reconfigure the block to provide the accommodation shown on the Proposed Building 10 GA Plan.

All of these works are outside the scope of this project.



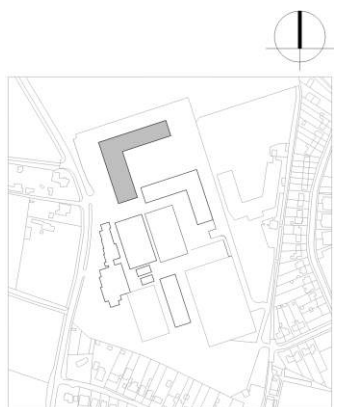
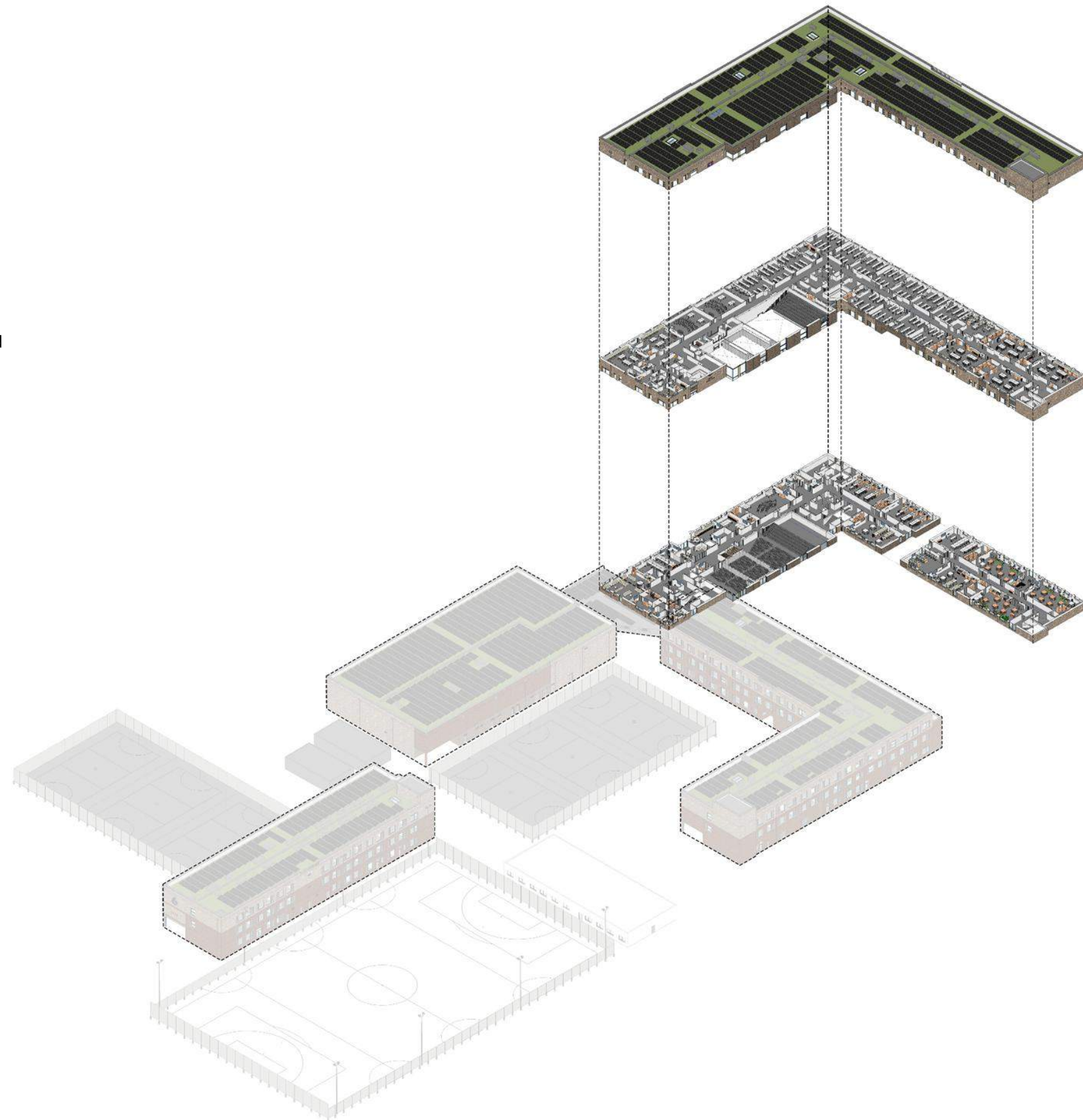
4.11 Building 13 – Halls Block

Building 13

Building 13 is a prominent two-storey arrival building that frames the main entrance and welcomes students, staff and visitors. Reception, senior management and administration are co-located at the entrance, with the headteacher positioned to provide visible leadership and strong passive supervision of arrival routes.

The chapel occupies the heart of the school and underlines the importance placed on collective worship as a way of bringing pupils together. Sited to be clearly visible from the main entrance and reception, and the Key Stage 4 courtyard it provides a light, open welcome that reinforces the school's Christian ethos of kindness and diversity celebrating its faith identity.

Top lighting and vertical glazing, framed by a feature cross, admit natural light and allow discreet glimpses into the interior without compromising the space's privacy or contemplative character. Visible from both reception and the upper corridor, the chapel's open approach embodies the school's inclusive spirit and signals that everyone is welcome.



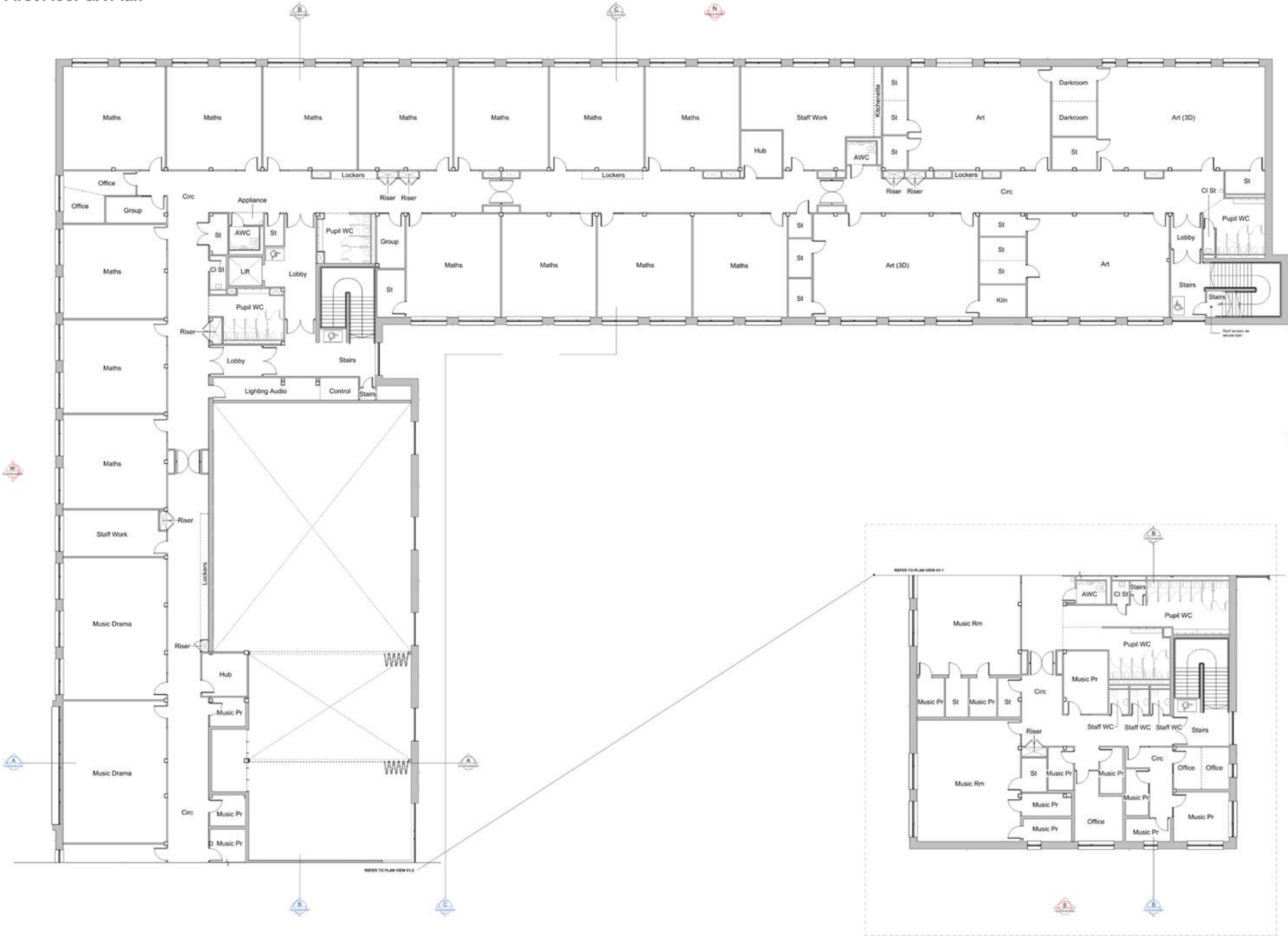
4.11 Building 13 – Halls Block

Ground Floor GA Plan



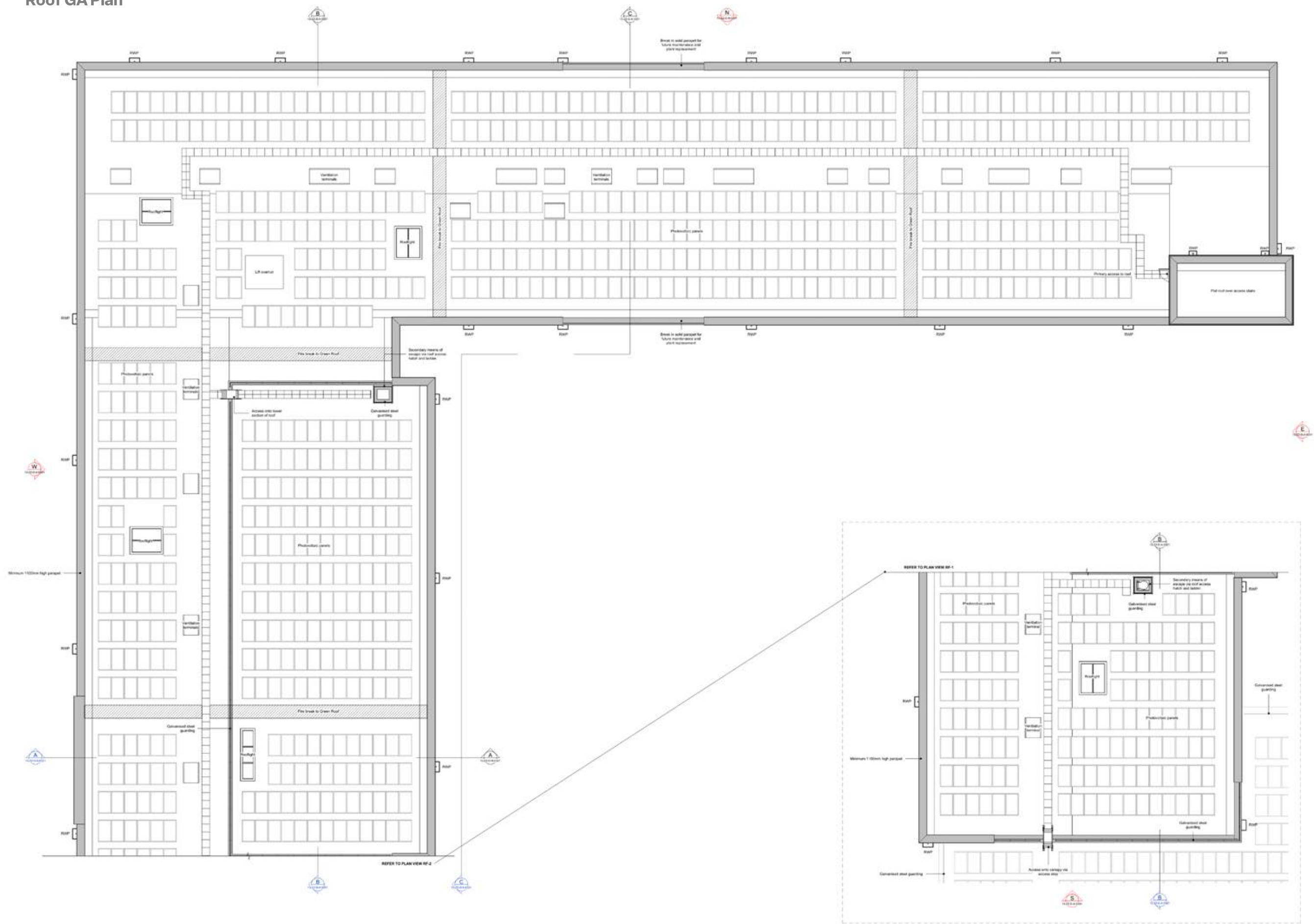
4.11 Building 13 – Halls Block

First Floor GA Plan



4.11 Building 13 – Halls Block

Roof GA Plan



4.11 Building 13 – Halls Block



North GA Elevation



East GA Elevation



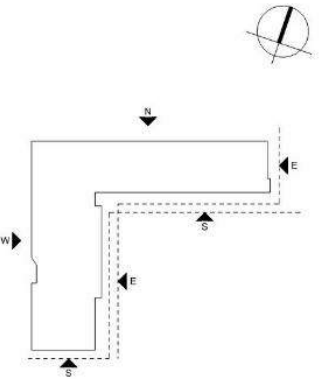
South GA Elevation



West GA Elevation

MATERIALS KEY

A	FACING BRICK. COLOUR: LIGHT GREY
B	FACING BRICK. COLOUR: DARK GREY
C	FACING BRICK. COLOUR: VERY LIGHT GREY
F	BRICK SOLDIER COURSE. COLOUR: LIGHT GREY
G	BRICK SOLDIER COURSE. COLOUR: DARK GREY
I	PPC ALUMINIUM LOUVRE PANEL. COLOUR: GREY
J	COMPOSITE ALUMINIUM WINDOW SYSTEM. FRAMING, VENTILATION PANELS AND THREE PART OPENER TO BE GREY EXTERNALLY, WITH COLOURED REVEAL WHERE INDICATED - REFER TO DRAWING FOR COLOUR. ALL WINDOW FRAMES AND THREE PART OPENERS TO BE WHITE INTERNALLY, INCLUDING WHITE SPANDREL TO THREE PART OPENER.
K	TRANSLUCENT GLAZED PANELS. COLOUR: YELLOW
L	COMPOSITE ALUMINIUM DOOR SYSTEM. COLOUR: GREY FRAMING WITH COLOURED REVEAL WHERE INDICATED - REFER TO DRAWING FOR COLOUR
M	PPC STEEL EXTERNAL DOOR - COLOUR: GREY
N	INSULATED SPANDREL PANEL. COLOUR: GREY
O	PPC ALUMINIUM EXTERNAL LIGHT COVER. COLOUR: DARK GREY
P	INSULATED SPANDREL PANEL. REFER TO DRAWING FOR COLOUR
R	PPC ALUMINIUM HOPPER AND SQUARE DOWNPIPE. COLOUR: GREY
S	PVC PARAPET CAPPING TRIM. COLOUR: GREY
T	METAL RAILINGS TO ROOF / CANOPY. COLOUR: DARK GREY

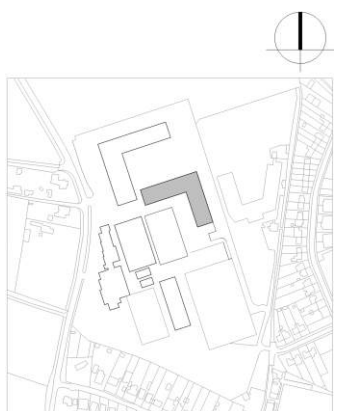
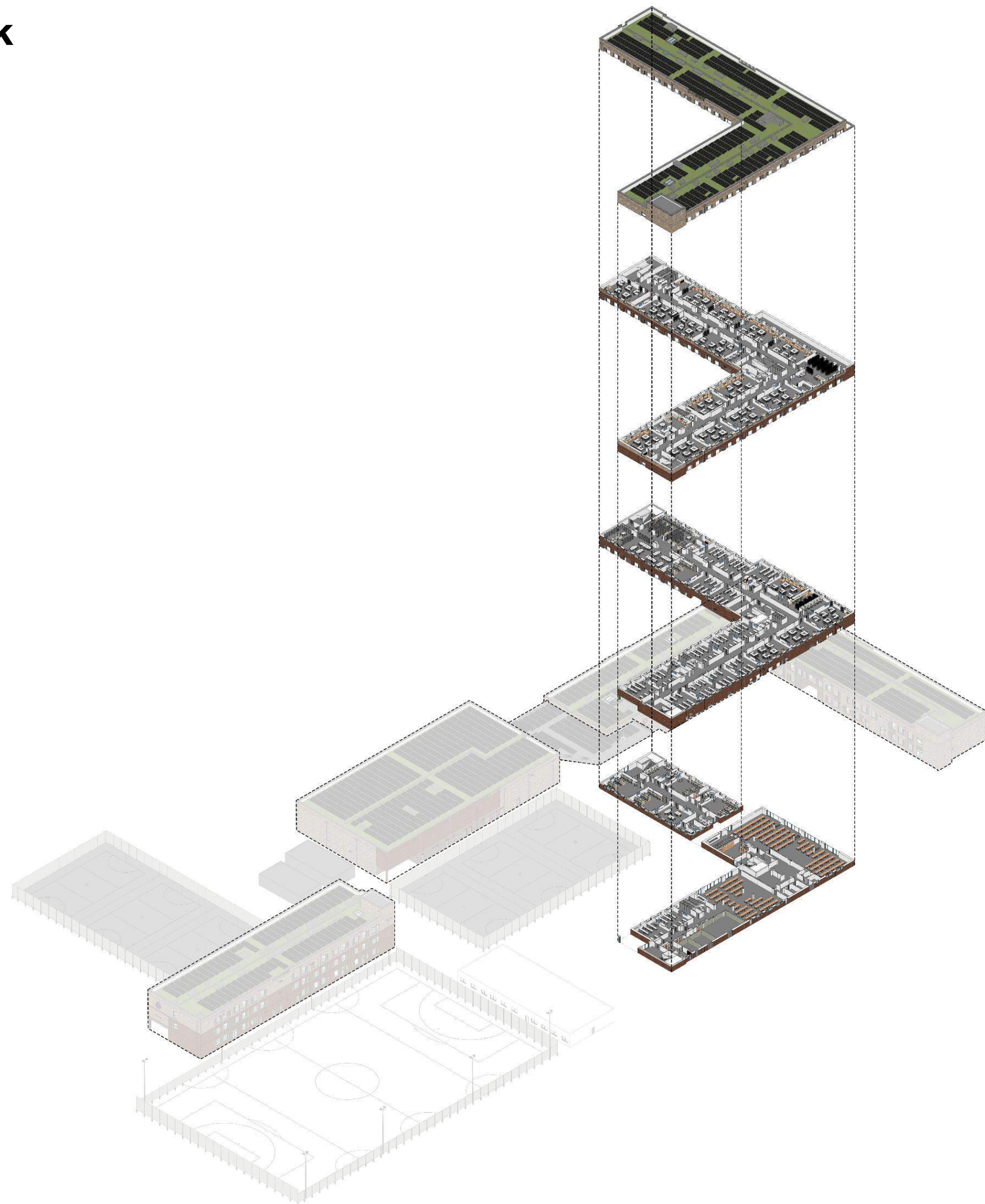


4.12 Building 14 – Dining Block

Building 14

Building 14 is the three-storey teaching and learning hub that links Key Stage 3 and Key Stage 4 and houses the dining facilities for both cohorts. A centrally located kitchen with a double facing servery supports an efficient catering operation and has been arranged for an initial 60/40 dining split while retaining flexibility. Dining areas face their respective external key stage zones and have direct access to their external dining areas and social spaces. These are glazed to ensure they feel bright and light with excellent access and circulation. Both dining halls have direct access to toilet blocks which assists with passive supervision at breaktimes. The dining areas are expressed externally with the key stage 4 dining room expressed in a pop out to the faced with the key stage 3 dining room emphasised by a long linear glazed section punctuated by coloured spandrel panels.

Academic and pastoral provision is organised around a central learning core: the Key Stage 3 pastoral hub sits on the ground floor adjacent to dining and external social spaces providing good passive supervision. The ICT suite is centrally located close to the central Learning Resource Centre which is situated at the heart of the school on the first-floor position adjacent to English with an associated ICT/Business classroom. This creates a central HUB of learning at the heart of the campus accessible for all students. The Science provision is split across the first and second floors, with biology and a dedicated prep room on the first floor and chemistry and physics laboratories on the second to accommodate specialist servicing and fume cupboards.



4.12 Building 14 – Dining Block

Ground Floor GA Plan



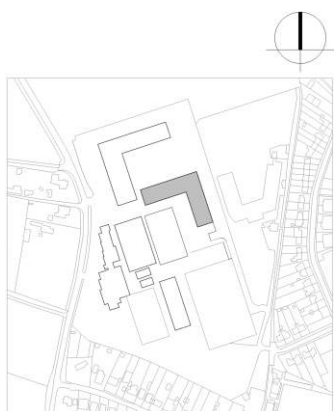
4.12 Building 14 – Dining Block

First Floor GA Plan



4.12 Building 14 – Dining Block

Second Floor GA Plan



4.12 Building 14 – Dining Block

Roof GA Plan



4.12 Building 14 – Dining Block



North GA Elevation



East GA Elevation

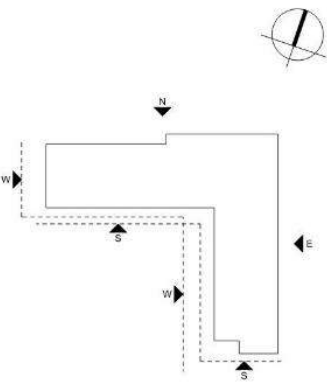


South GA Elevation



West GA Elevation

MATERIALS KEY	
A	FACING BRICK. COLOUR: LIGHT GREY
B	FACING BRICK. COLOUR: DARK GREY
D	FACING BRICK. COLOUR: MEDIUM RED
E	FACING BRICK. COLOUR: DARK RED
F	BRICK SOLDIER COURSE. COLOUR: LIGHT GREY
H	BRICK SOLDIER COURSE. COLOUR: MEDIUM RED
I	PPC ALUMINIUM LOUVRE PANEL. COLOUR: GREY
J	COMPOSITE ALUMINIUM WINDOW SYSTEM. FRAMING, VENTILATION PANELS AND THREE PART OPENER TO BE GREY EXTERNALLY, WITH COLOURED REVEAL WHERE INDICATED - REFER TO DRAWING FOR COLOUR. ALL WINDOW FRAMES AND THREE PART OPENERS TO BE WHITE INTERNALLY, INCLUDING WHITE SPANDREL TO THREE PART OPENER.
L	COMPOSITE ALUMINIUM DOOR SYSTEM. COLOUR: GREY FRAMING WITH COLOURED REVEAL WHERE INDICATED - REFER TO DRAWING FOR COLOUR
N	INSULATED SPANDREL PANEL. COLOUR: GREY
O	PPC ALUMINIUM EXTERNAL LIGHT COVER. COLOUR: GREY
Q	PPC STEEL COLUMN. REFER TO DRAWING FOR COLOUR
R	PPC ALUMINIUM HOPPER AND SQUARE DOWNPIPE. COLOUR: GREY
S	PVC PARAPET CAPPING TRIM. COLOUR: GREY
T	METAL RAILINGS TO ROOF / CANOPY. COLOUR: DARK GREY
Y	PPC STEEL EXTERNAL DOOR WITH LOUVRED PANELLING - COLOUR: GREY



4.13 Building 15 – Sixth Form Block

Building 15 - Teaching Spaces

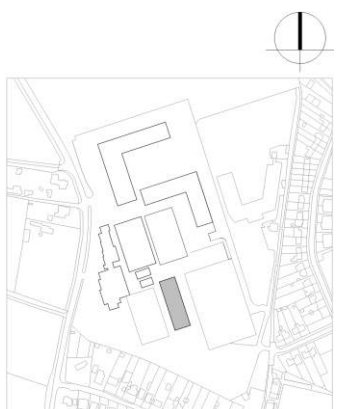
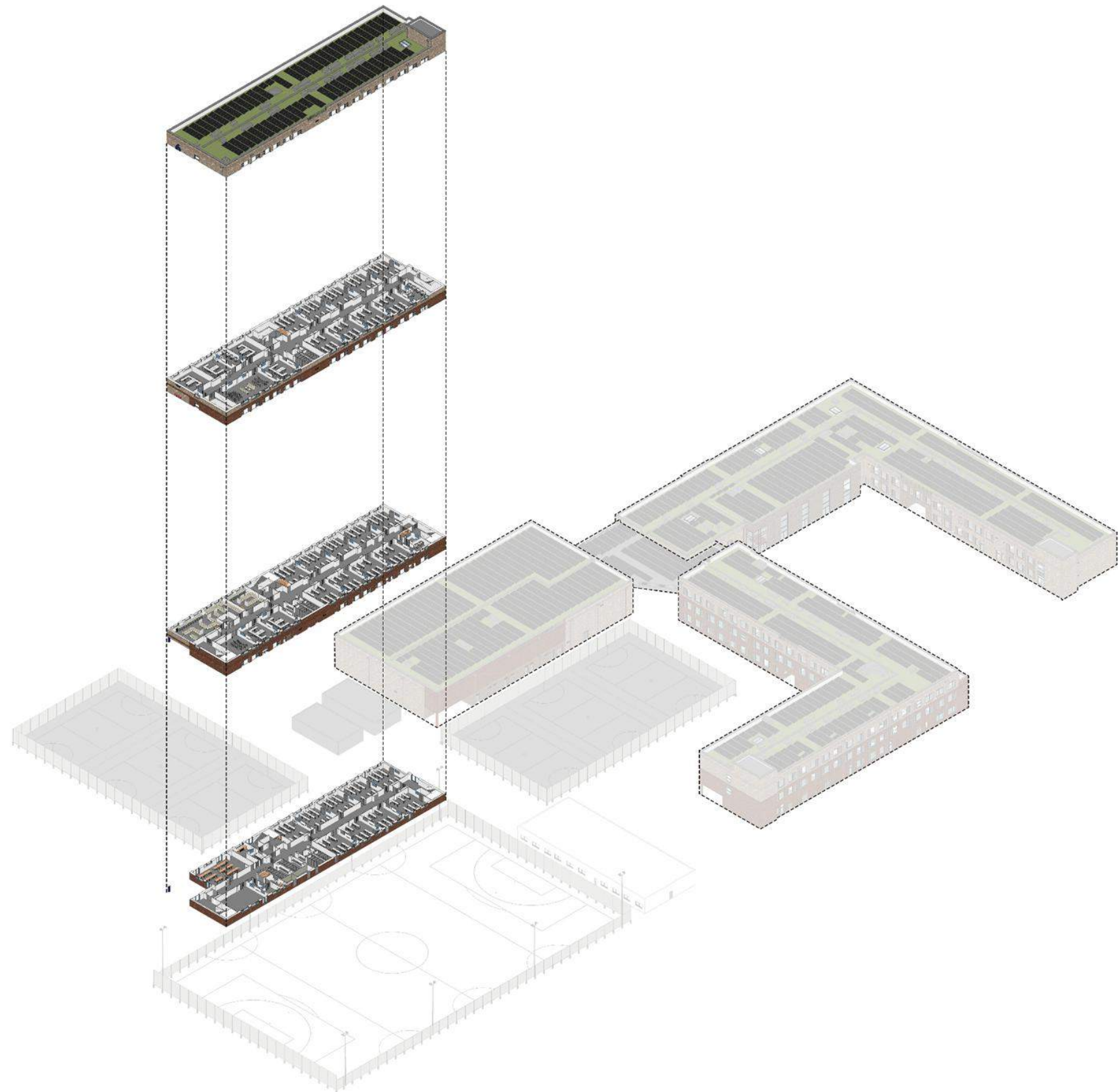
Building 15 provides a consolidated three storey sixth form and humanities centre at the southern end of the campus, giving the sixth form a clear identity with their own entrance, external social and dining areas and dedicated pastoral space. This single, purpose-built facility significantly improves sixth form accommodation compared with the previous partial new build approach. The northern end of the building accommodates the larger 59msq Humanities classrooms across three floors, while the ground floor houses PE classrooms positioned directly adjacent to the sports block and external hard courts to reinforce the campus sports hub. The PE classrooms benefit from increased classroom size due to their location. The full new build proposal provides the same level of high-quality teaching and learning space across the whole campus, for all key stages ensuring the site has coherency and ties all the spaces together, in terms of energy efficiency with pupil and staff experience at the forefront of the brief. Compliant room sizes have also been accommodated in the sixth form block with all 6 seminar rooms achieving the 55m² spaces requirements providing further future flexibility for the expansion of the site or differing teaching styles.

6th Form

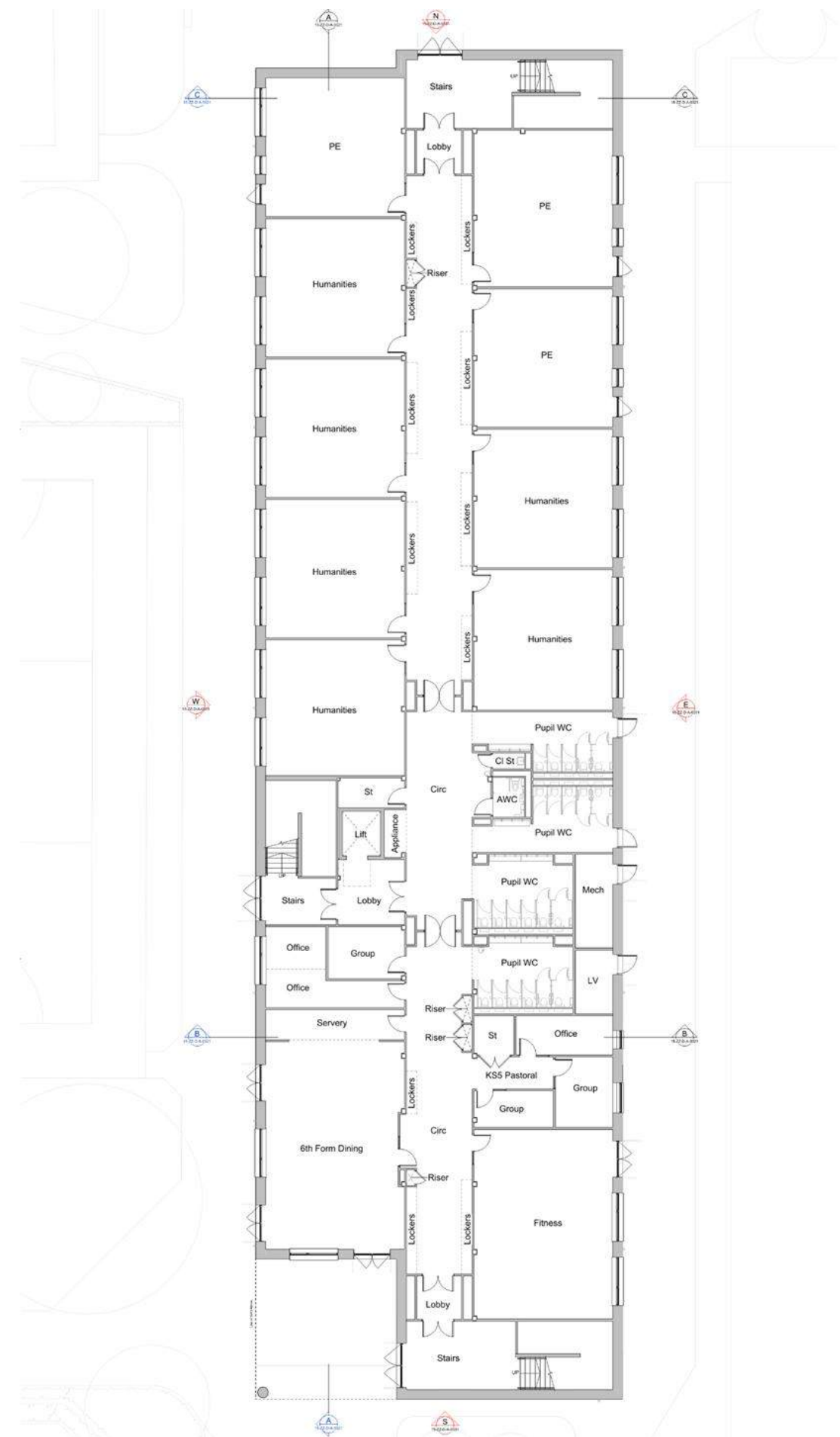
The 6th Form are located at the southern end of the block to ensure Sixth Formers have a separate identity and a level of privacy and segregation from the lower years. The more active dining and gym areas are located on the ground floor with the study and social spaces placed on the upper levels to further enhance the privacy which helps creates a very separate identity for them. The dedicated dining area and associated servery serviced from the main kitchen allows the food offer to vary to that of the main school. The dining area links directly to a covered external dining area discreetly located away from the livelier key stage 3 & 4 external areas. There are dedicated toilet facilities for the 6th form in the southern end of the building.

The dedicated covered 6th form entrance at the southern end of the building links directly to the car park with a segregated 6th form area. This separate entrance further emphasis the autonomy of the 6th form.

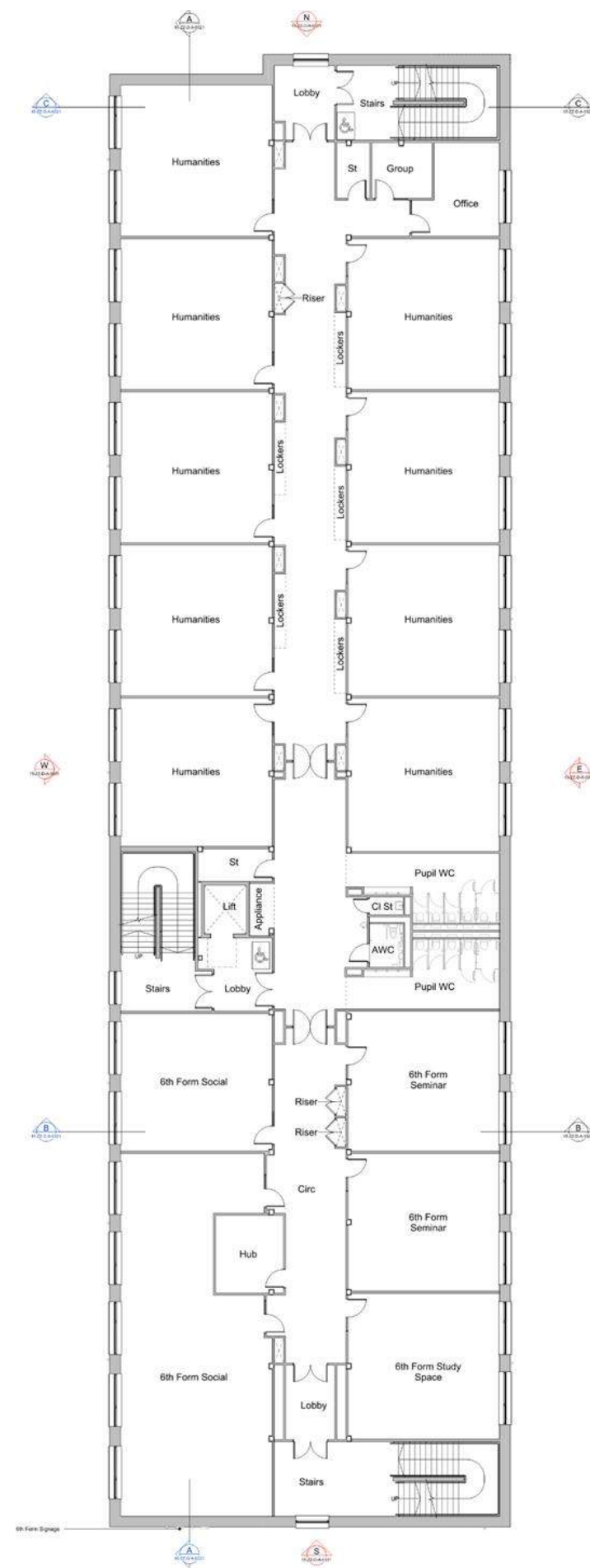
Block 15 sits between the All-Weather Pitch and the lower MUGA which feature as key spaces in the community sports hub. To maximise the community access and future revenue stream of the external pitches one of the ground level toilet blocks has been designed to be accessible both internally and externally without compromising the overall building security out of hours, with doors placed along the corridor to allow these to be locked down. This ensures the community have access to facilities, should this be required, without compromising the school's secure line.



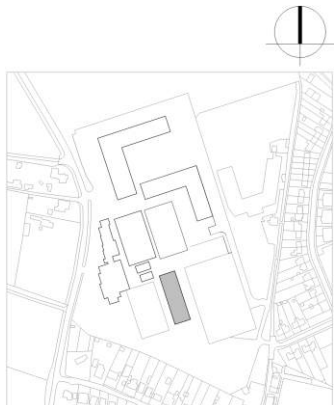
4.13 Building 15 – Sixth Form Block



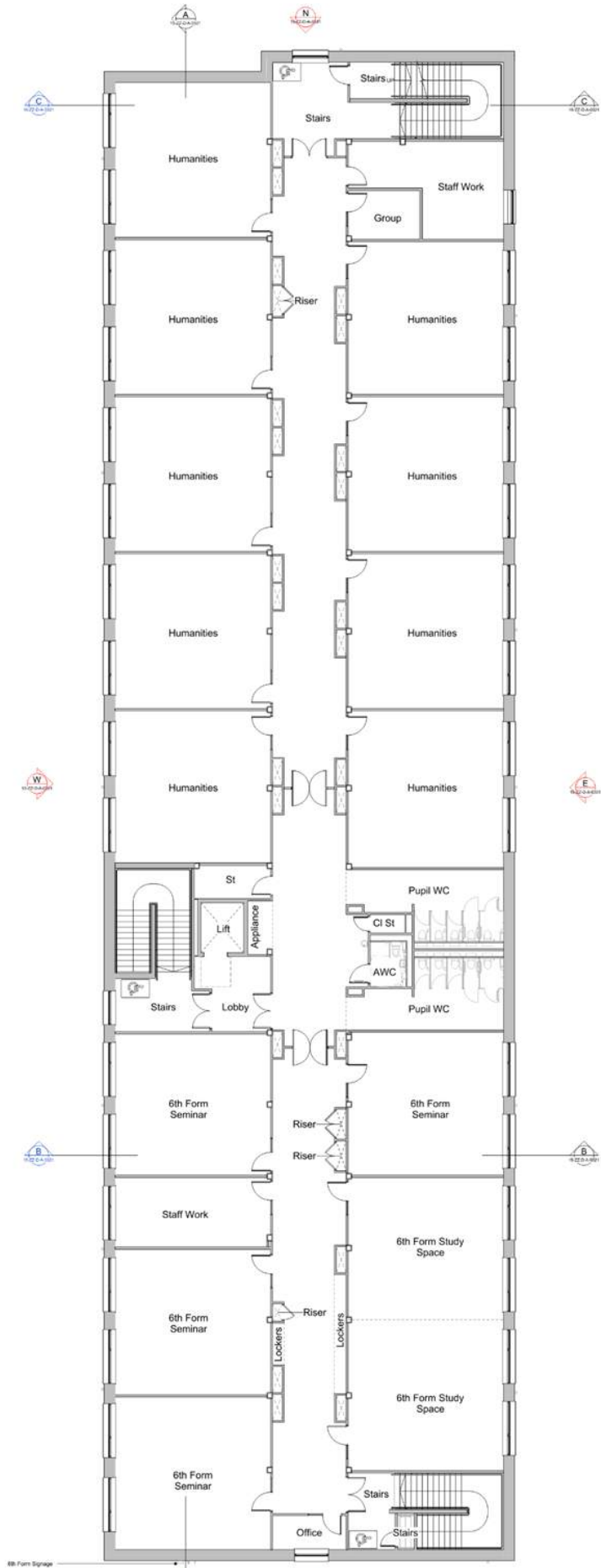
GA Plan - Ground Floor



GA Plan - First Floor



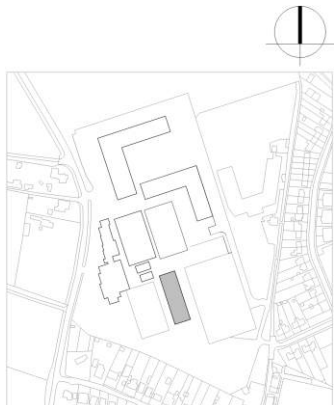
4.13 Building 15 – Sixth Form Block



GA Plan - Second Floor



GA Plan - Roof Plan



4.13 Building 15 – Sixth Form Block



East GA Elevation

- MATERIALS KEY**
- A FACING BRICK. COLOUR: LIGHT GREY
 - B FACING BRICK. COLOUR: DARK GREY
 - D FACING BRICK. COLOUR: MEDIUM RED
 - E FACING BRICK. COLOUR: DARK RED
 - F BRICK SOLDIER COURSE. COLOUR: LIGHT GREY
 - H BRICK SOLDIER COURSE. COLOUR: MEDIUM RED
 - I PPC ALUMINIUM LOUVRE PANEL. COLOUR: GREY
 - J COMPOSITE ALUMINIUM WINDOW SYSTEM. FRAMING, VENTILATION PANELS AND THREE PART OPENER TO BE GREY EXTERNALLY, WITH COLOURED REVEAL WHERE INDICATED - REFER TO DRAWING FOR COLOUR. ALL WINDOW FRAMES AND THREE PART OPENERS TO BE WHITE INTERNALLY, INCLUDING WHITE SPANDREL TO THREE PART OPENER.
 - L COMPOSITE ALUMINIUM DOOR SYSTEM. COLOUR: GREY FRAMING WITH COLOURED REVEAL WHERE INDICATED - REFER TO DRAWING FOR COLOUR
 - N INSULATED SPANDREL PANEL. COLOUR: GREY
 - O PPC ALUMINIUM EXTERNAL LIGHT COVER. COLOUR: DARK GREY
 - Q PPC STEEL COLUMN. REFER TO DRAWING FOR COLOUR
 - R PPC ALUMINIUM HOPPER AND SQUARE DOWNPIPE. COLOUR: GREY
 - S PVC PARAPET CAPPING TRIM. COLOUR: GREY
 - T METAL RAILINGS TO ROOF / CANOPY. COLOUR: DARK GREY
 - W PPC ALUMINIUM SIGNAGE. COLOUR: BLUE
 - X PPC ALUMINIUM SIGNAGE. COLOUR: RED



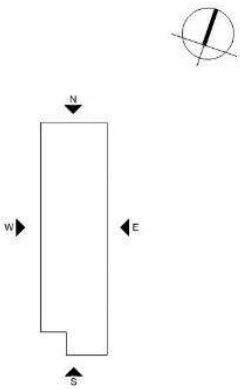
West GA Elevation



North GA Elevation



South GA Elevation



4.14 Building 16 – Sports Block

Building 16 Sports Complex

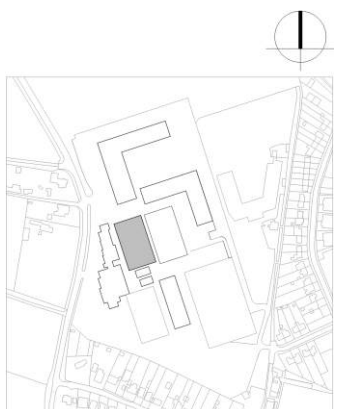
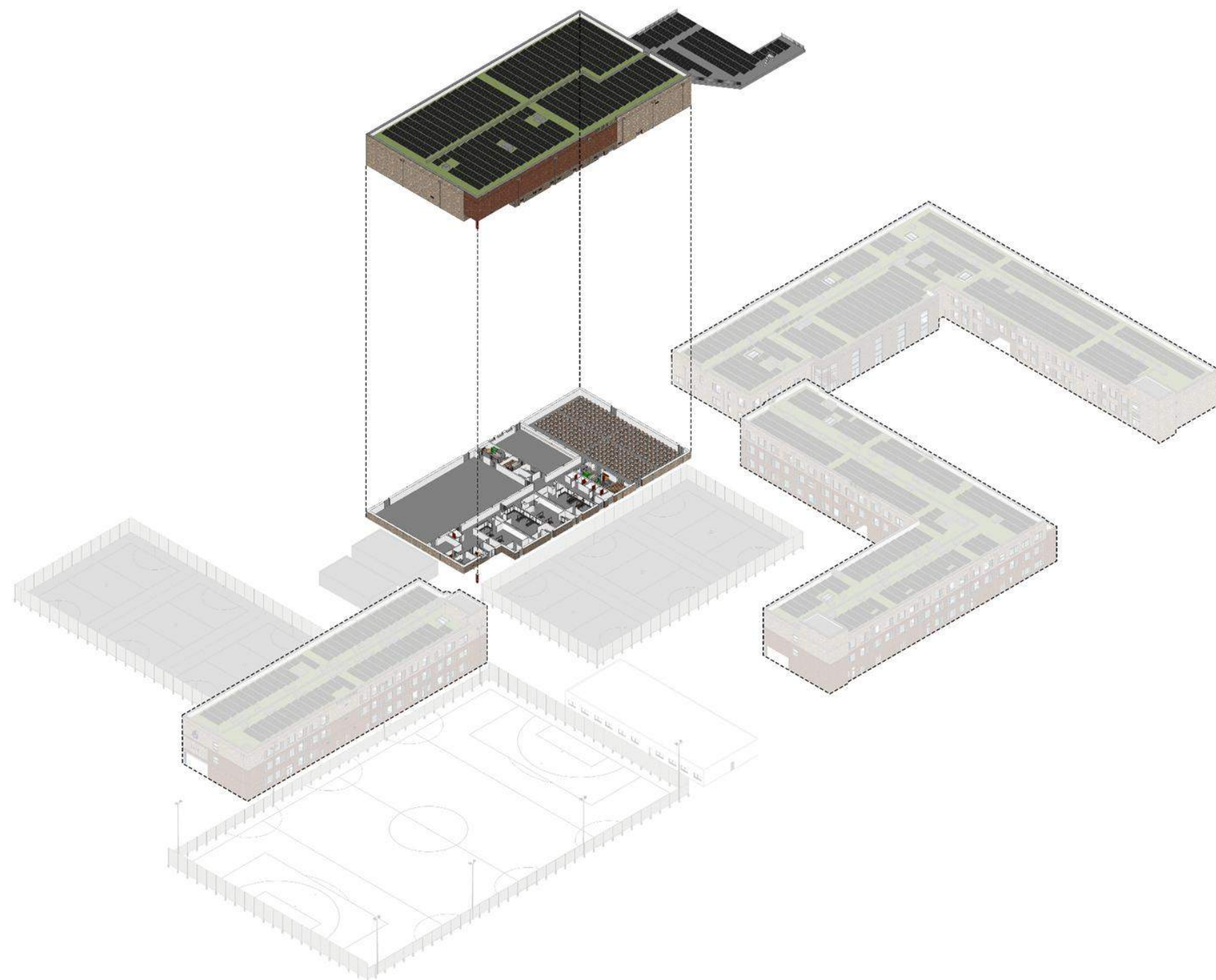
Building 16 is the school's sports complex serving both school and community users creating a sports 'Hub' for the community. The facility sits at the heart of the school nestled between the All-Weather Pitch and the southern MUGA with excellent access to the large car park which supports out of hours and weekend use without compromising the school's overall secure line. The welcoming double height entrance clearly signifies the entrance and identity leading directly to a lobbied community entrance with hygiene rooms and office area.

The Sports Hub contains two four court sports halls, a large activity studio and both standard and accessible changing facilities. The layout allows one hall and the activity studio to be used for examinations while the second hall remains available for teaching, with covered queuing under the main entrance canopy to support orderly exam logistics and community access arrangements.

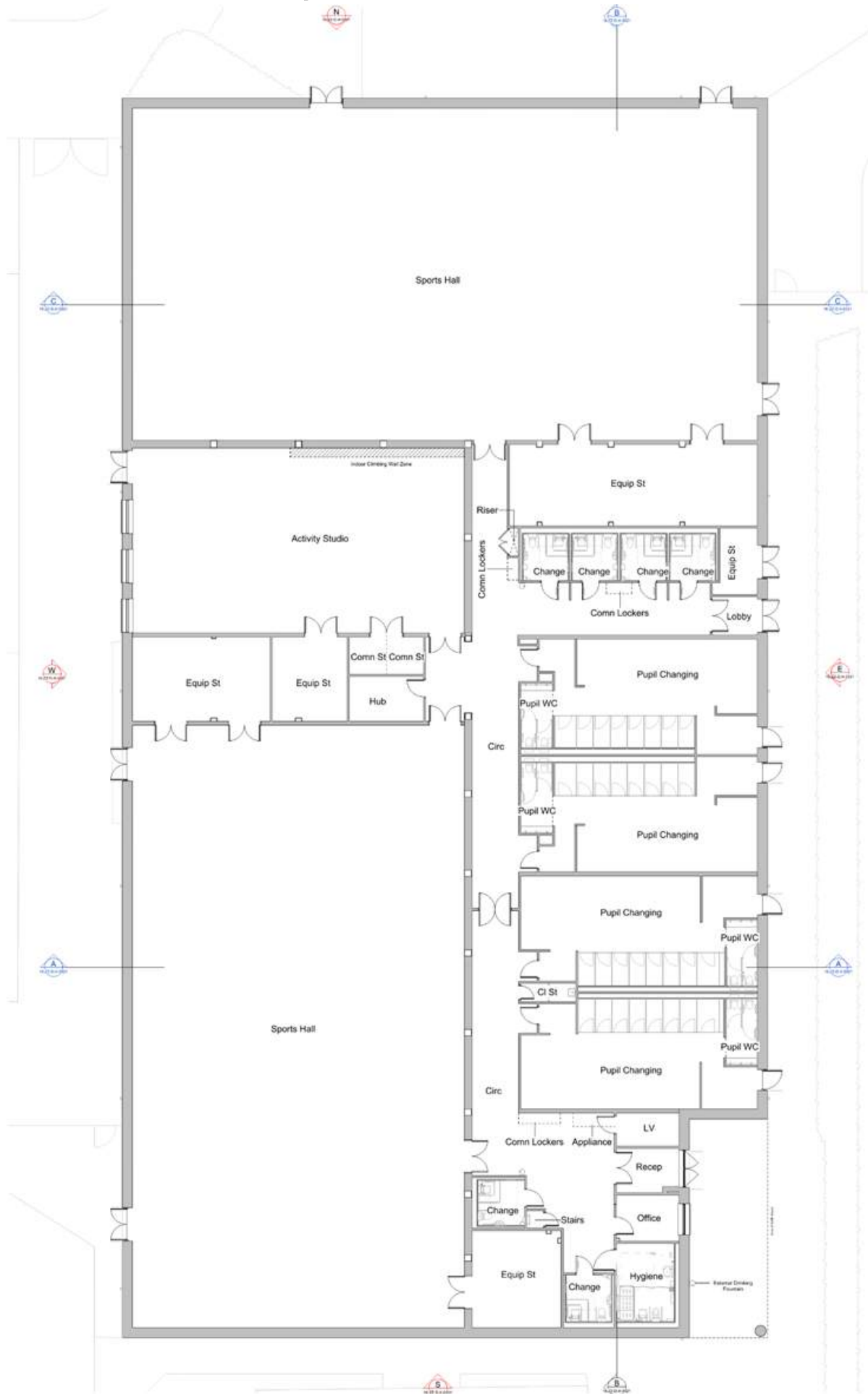
The sports hall arrangement offers maximum acoustic separation between space which is particularly important during exam periods allowing one hall to be continually used ensuring continuity of education provision for the lower years even during the exam periods. The sports halls also provide space for year group assemblies which are held throughout the week and require two spaces to ensure all years have a full assembly each week.

The changing blocks all have dual access for internal and external use and have been paired to serve internal and external sports with the associated toilet blocks handed with one pair located to the external and one to the internal to provide a further level of flexibility. The configuration of the block provides the school with the flexibility to open up half the building for out of hours should they so wish with community access focused at the southern end of the building with the main entrance including the office, hygiene room, two accessible changing rooms, sports hall and one pair of changing rooms. This provides a greater level of flexibility and assists with energy efficiencies as not all large spaces will need to be heated and lit out of hours if preferred.

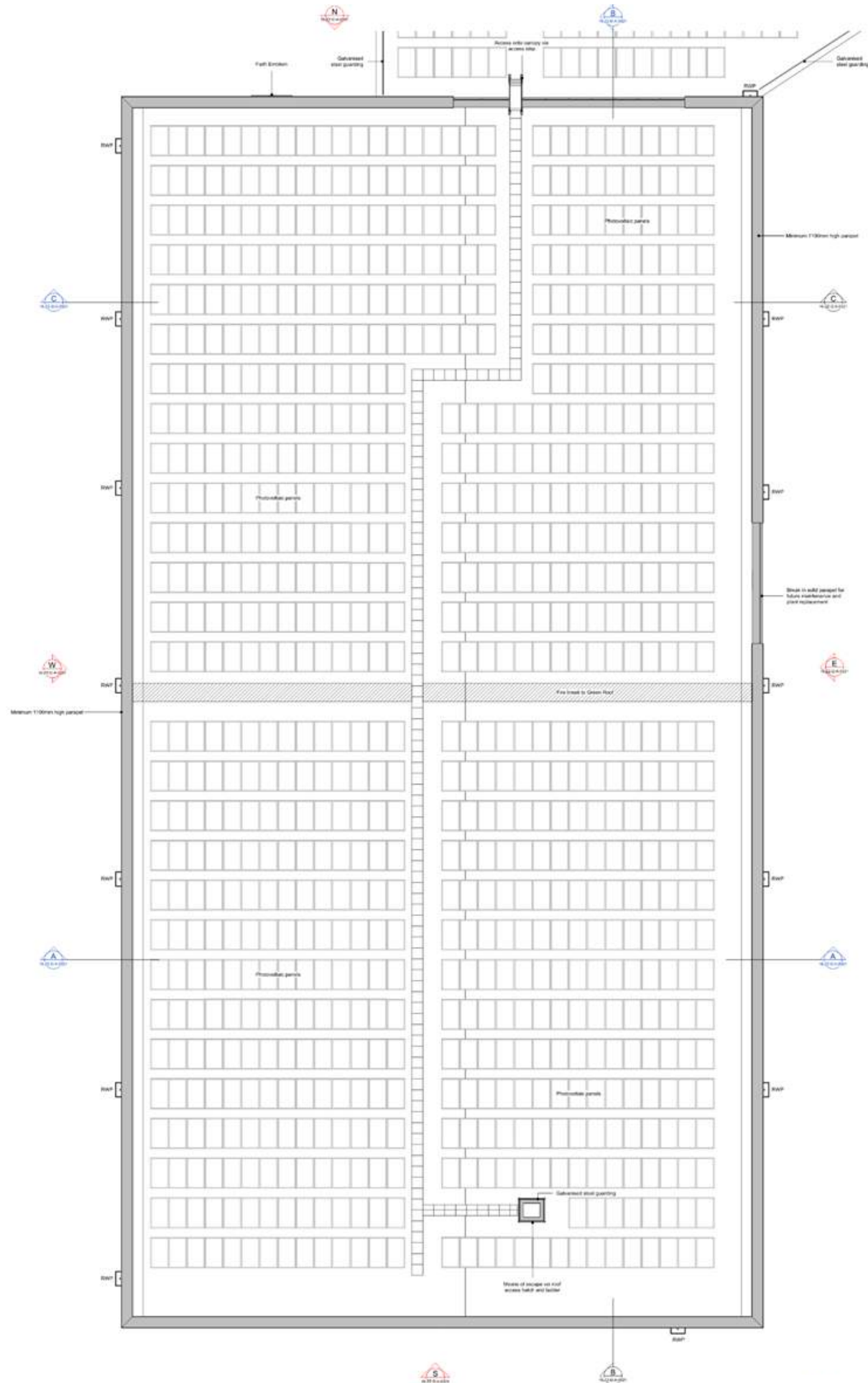
The accessible changing rooms have been located to allow access to staff and students who may cycle to support the sustainable travel plan.



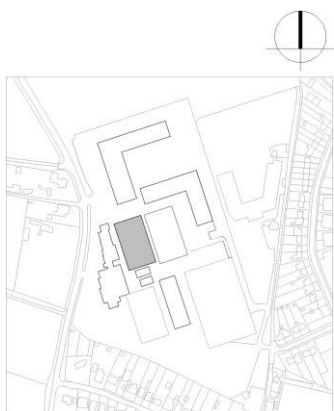
4.14 Building 16 – Sports Block



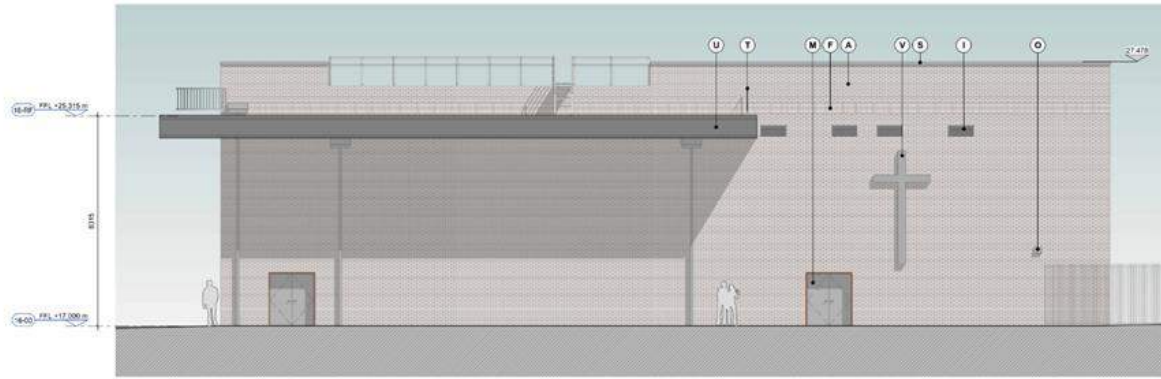
GA Plan - Ground Floor



GA Plan - Roof Floor



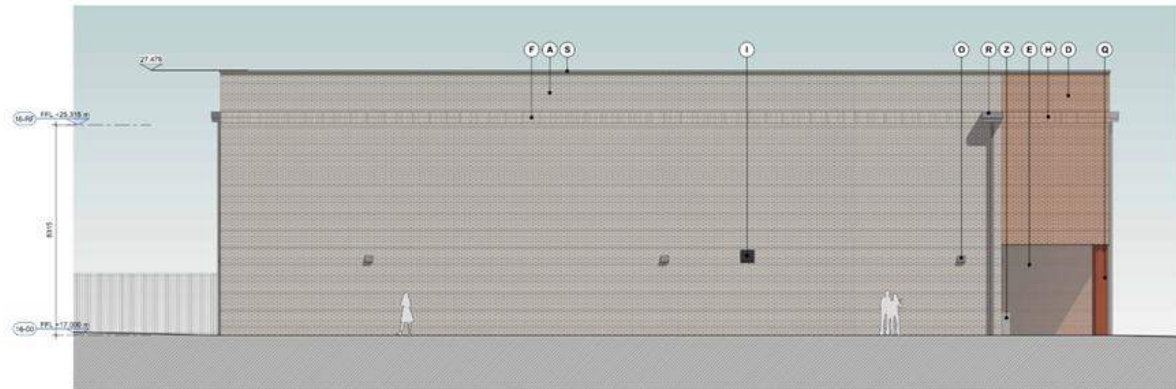
4.14 Building 16 – Sports Block



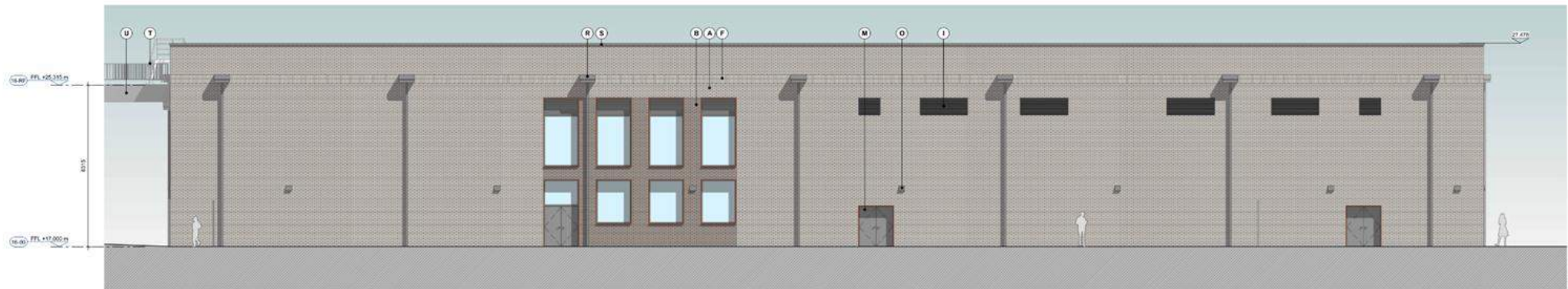
North GA Elevation



East GA Elevation



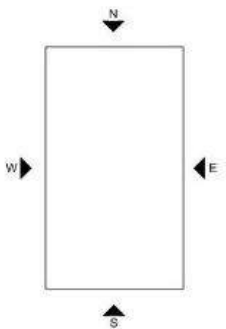
South GA Elevation



West GA Elevation

MATERIALS KEY

A	FACING BRICK. COLOUR: LIGHT GREY
B	FACING BRICK. COLOUR: DARK GREY
D	FACING BRICK. COLOUR: MEDIUM RED
E	FACING BRICK. COLOUR: DARK RED
F	BRICK SOLDIER COURSE. COLOUR: LIGHT GREY
H	BRICK SOLDIER COURSE. COLOUR: MEDIUM RED
I	PPC ALUMINIUM LOUVRE PANEL. COLOUR: GREY
L	COMPOSITE ALUMINIUM DOOR SYSTEM. COLOUR: GREY FRAMING WITH COLOURED REVEAL WHERE INDICATED - REFER TO DRAWING FOR COLOUR
M	PPC STEEL EXTERNAL DOOR - COLOUR: GREY
N	INSULATED SPANDREL PANEL. COLOUR: GREY
O	PPC ALUMINIUM EXTERNAL LIGHT COVER. COLOUR: DARK GREY
Q	PPC STEEL COLUMN. REFER TO DRAWING FOR COLOUR
R	PPC ALUMINIUM HOPPER AND SQUARE DOWNPIPE. COLOUR: GREY
S	PVC PARAPET CAPPING TRIM. COLOUR: GREY
T	METAL RAILINGS TO ROOF / CANOPY. COLOUR: DARK GREY
U	METAL CANOPY. COLOUR: GREY WITH SILVER SOFFIT
V	METAL CROSS. COLOUR: SILVER



4.15 Future Expansion

Future Flexibility & Adaptability

The campus layout has been developed to allow future expansion within agreed areas of the site. The structural strategy—steel frame with precast planks, flat slabs, minimal down stand beams and few structural walls—creates large, adaptable floorplates so internal layouts can be reconfigured without major structural intervention. Stair cores, WC cores and service risers are treated as the primary fixed points; otherwise, walls are generally nonloadbearing demountable partitions, enabling classrooms, group rooms and circulation to be rearranged to reflect changing curriculum or pedagogy.

The design applies the DfE dimensional grid of 7.8m x 3.6m across structural, architectural and engineering elements. This standardisation simplifies future alterations and allows teaching accommodation to adapt to different layouts while maintaining clarity in window, ventilation and servicing arrangements. Natural ventilation and NVHR units are located at regular intervals and are intended to be adaptable; power and data use surface mounted dado trunking to keep distribution flexible. Where changes affect mechanical and electrical routes, targeted adaptations will be required, but the overall MEP strategy supports incremental upgrades rather than wholesale replacement.

Buildings combine permanence and flexibility in appropriate locations. Durable, fixed elements provide solidity where required, while soft, demountable areas allow easy reconfiguration. The external envelope has been coordinated with possible internal adaptations so walls can be moved, removed or introduced to create open plan learning zones if needed. Such large open spaces would require some service upgrades and careful acoustic design; they would not, however, meet BB93 acoustic criteria without specific mitigation.

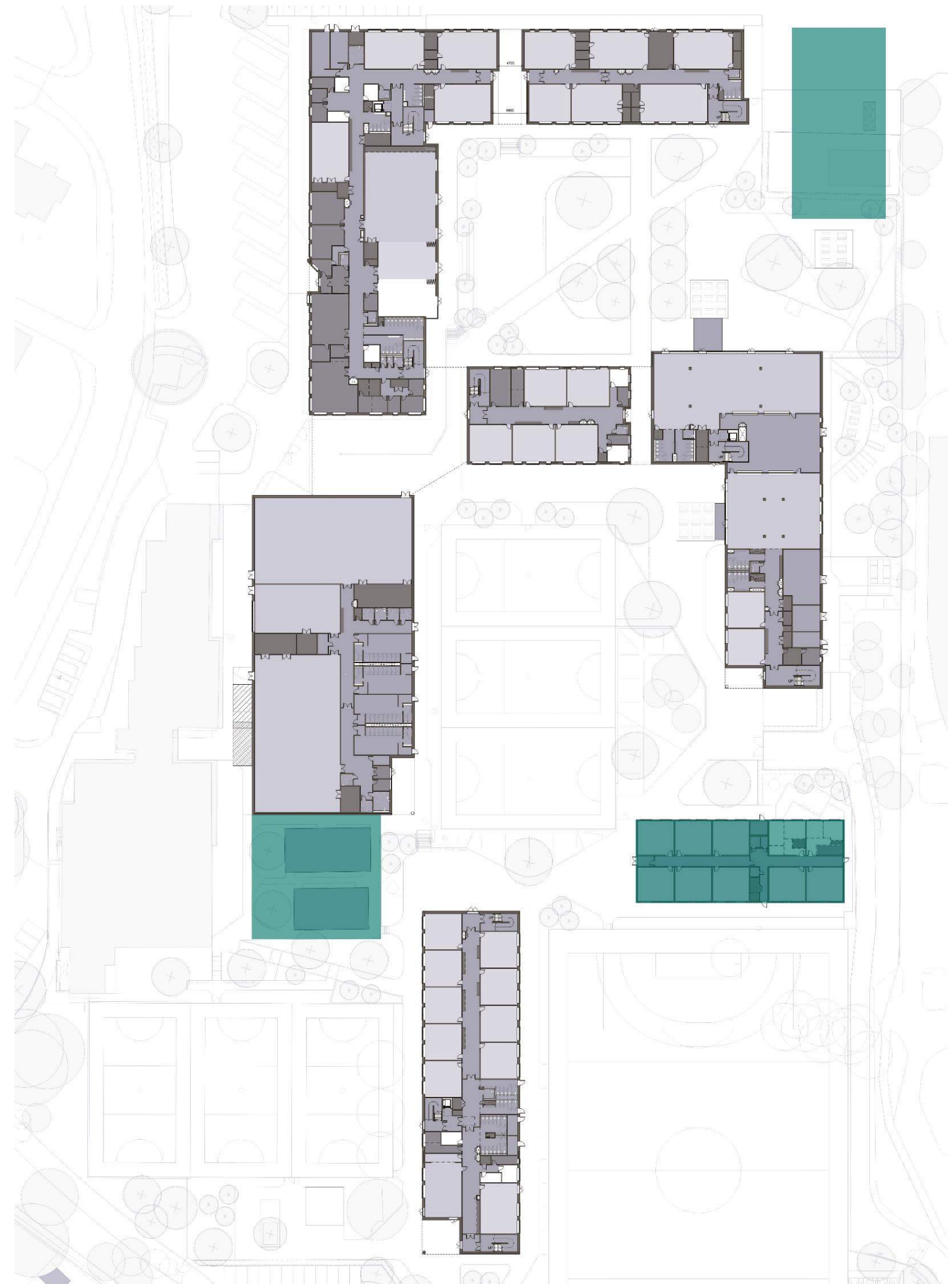
Long term expansion opportunities have been identified to futureproof the campus should funding become available. Potential options include:

- Replacing the single-storey PSBP block with a two or three-storey building to increase general teaching capacity.
- Extending the sports complex onto the area occupied by existing temporary classrooms to the south.
- Redeveloping the groundsman’s site adjacent to the playing fields as a design and technology hub.

Each option would be developed to follow the established architectural language, minimise visual impact and be tested through the local planning process at the time of any application.

Key

 Opportunity Areas for Future Expansion



4.16 Design Summary



We have developed a school that reinforces the schools' values of Enjoy, Respect and Achieve through a campus of buildings with distinct identities, creating a learning environment students can enjoy and in which they can excel. The internal environment is deliberately simple yet inspiring, providing a high-quality backdrop for teaching and learning.

A clear organisational plan and a simple structural grid deliver flexibility and adaptability while enabling effective passive supervision. Coherent wayfinding and well-defined spatial forms make the site and buildings intuitive to navigate. The materials palette is restrained and elegant, responding sympathetically to the local context.

The new buildings prioritise sustainability and use passive ventilation where appropriate, creating comfortable, low energy spaces that can be used as teaching resources in their own right. Overall, the Steyning Grammar School redevelopment proposes a holistic, site wide approach that supports the school's values, educational ambitions and long-term adaptability.



5

Landscape

5.1 Landscape Proposal Overview

Masterplan Proposal

The masterplan proposal for Steyning Grammar School presents a coordinated landscape and access strategy that supports the school’s expansion while prioritising safety, functionality, biodiversity, and high-quality outdoor learning and sports provision. Developed through a series of Client Engagement Meetings with the School and the Department for Education, the scheme reflects detailed technical review and stakeholder input.

The proposal provides well-considered cycle storage within secure, CCTV monitored locations. Outdoor sports facilities are a major component of the masterplan, including two Multi-Use Games Areas (MUGA) accommodating three netball courts on each. The proposed All Weather Pitch (AWP) to the South-East of the Site retains the functionality of a sports pitch suitable for sports across all seasons.

Landscape-led learning is embedded through dedicated STEM and horticulture gardens, offering flexible outdoor teaching spaces, canopies, planting, and opportunities for biodiversity enhancement. Overall, the landscape design enhances movement, safety, learning, sport, and ecological value across the campus, while remaining adaptable to future operational and parking requirements.

Key

- 

School site boundary
- 

Block paving - Buff
- 

Block paving - Heather
- 

Pedestrian asphalt paving
- 

Vehicular asphalt.
- 

Porous asphalt to MUGA.
- 

All weather pitch.
- 

Flowering lawn.
- 

Amenity grass.
- 

Existing trees retained
- 

Proposed standard trees.
- 

Proposed multi-stem trees.
- 

Proposed shrub planting.
- 

Proposed hedge planting.
- 

Memorial tree to be reinstated
- 

Existing paving retained
- 

Existing vegetation retained
- 

Existing fence retained
- 

2.4m high weldmesh fencin
- 

3m high weldmesh fencing
- 

1.8m high weldmesh fencing
- 

2.7m high acoustic fencing



Whole Site Plan

5.2 Site Security

Boundary Treatment

The proposal aims to create a simple and secure boundary strategy for the site that utilises building elevations to reduce the requirement for long lengths of fencing, yet ensures the site is easy to maintain and supervise. The boundary fencing will consist of new 2.4m high weldmesh fencing and it will utilise the proposed 3m high sports weldmesh fencing of the MUGA and AWP which will form part of the secure boundary line.

The proposal retains the existing automated vehicle gates located at the existing car park to the south of the site. The car park design utilises one of these gates as a dedicated entry point and the one closest to the Care Taker’s House as entry only. The third retained automated gate is located further North and will become the dedicated services access point where refuse and kitchen deliveries will enter. This route will be fully fenced and secured and is completely separate from students, improving safety and allowing unrestricted deliveries to site.

The existing Maintenance Yard and fencing will be retained and combined with the fence line attached to the Eastern elevation of Building 13 to form a secure Northern boundary. The gates on this Northern boundary will be managed by SGS and left open throughout the school day to allow access onto the school field. The visitor car park and coach drop off is accessed through a new swing gate that would be manually opened and locked at the start and end of the day. This will prevent vehicle access into this area during out of hours use.

A link road from Horsham Road is proposed from the Leisure Centre into the main School car park. A new section of secure fencing is proposed to secure the car park and a new automated vehicle gate will be installed with the School controlling access into their car park from Horsham Road.

Key

Secure pupil area

Secure school car park with existing automated gates retained

Secure existing maintenance yard

Unsecured site area

Semi secure playing fields formed by residential boundaries and existing hedging

Secure service road and turning head via an existing automated gate retained

Secure cycle parking

Secure minibus parking

E

Existing double leaf automated vehicle gate retained.

A

New double leaf automated vehicle gate

M

New double leaf manual gate

A

New access controlled gate with self closing arm

EG

Existing access controlled gate.

M

New single leaf manual gate

M

New swing gate manually controlled with FB1 padlock

Gates that need to be unlocked by the site team to allow pupil entry to site, bike stores and playing fields

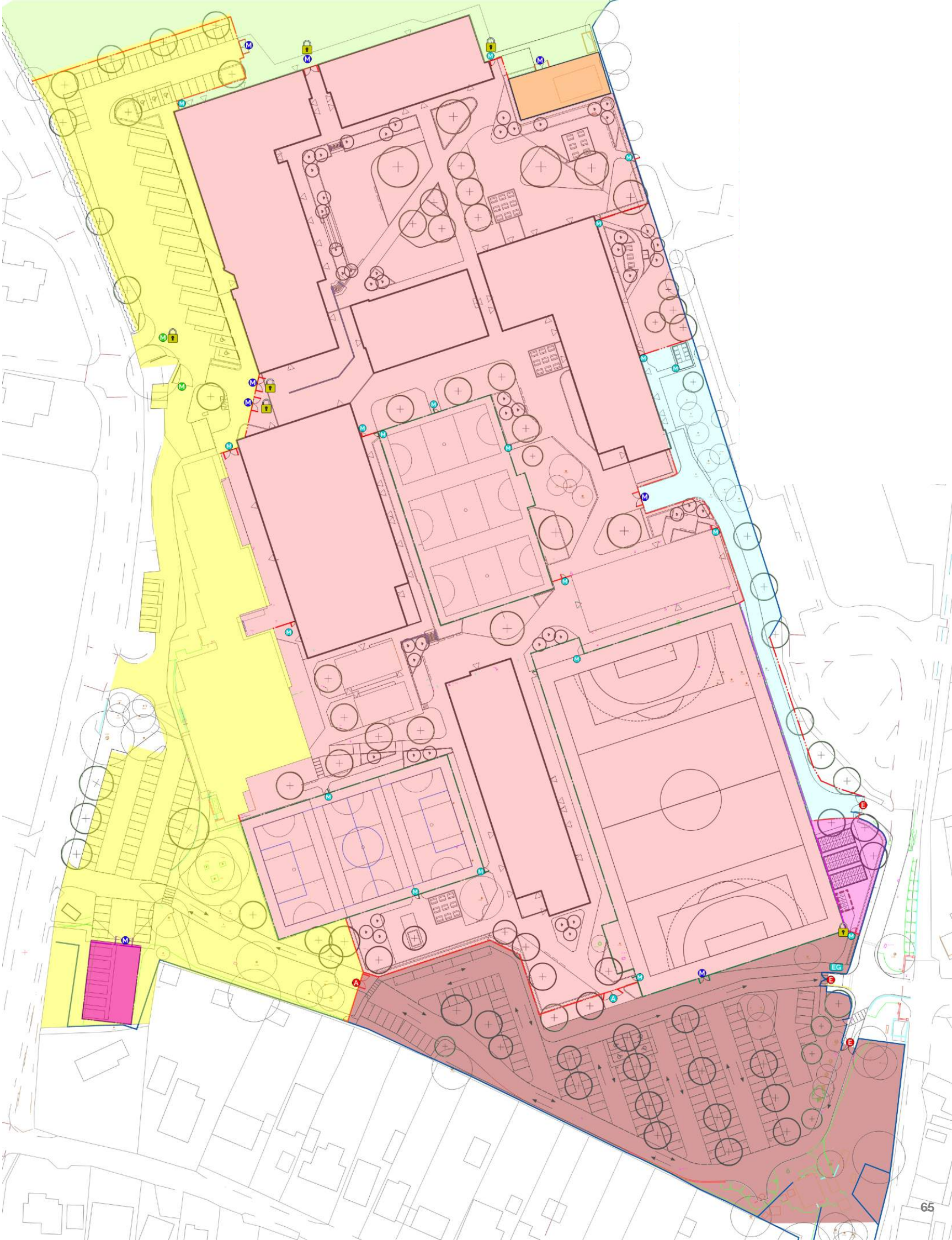
Existing fence line retained

New 2.4m high weldmesh fencing

3m high sports weldmesh fencing with 1.2m high rebound fencing to base

1.8m high weldmesh fencing

2.7m high acoustic fencing



5.3 Pedestrian Access

Access from Horsham Road

Following a site review of the existing footpath from Horsham Road to the Leisure Centre, it was determined that the current layout would need to be amended to ensure pedestrian access is achieved past the Minibus parking area and then joining the existing route north past the Leisure Centre.

Pedestrians will utilise the existing pedestrian footpath from Horsham Road which runs past an existing substation. This will then run past the minibus car park before running north across the new vehicle access road, up past the Leisure Centre and up to the new school reception.

An existing footpath located on the Southern boundary will be enhanced to allow pedestrians to exit the car park and walk on foot to the main entrance in the North of the site.

Key

-  Pupil movement around the northern campus and accessing the site from the coach drop off
-  Pupil movement around the southern campus accessing the site from Shooting Field
-  Accessible routes to overcome level changes and stairs
-  Visitor pedestrian access route
-  Cycle access. Cyclists to dismount at the main gate and walk their bikes into the cycle store area.
-  Key pupil entry points into buildings. Note these are main stair cores and ground floor corridors. Multiple access to dining not shown, refer to detailed layouts
-  Main Reception
-  Potential access into the horticultural garden for the adjacent school - detailed review of levels to be carried out.



5.4 Highways

Travel survey data has been collected from both pupils and staff to establish the existing mode shares for the school. This information has been used to quantify the anticipated uplift in vehicle trips associated with the proposed development.

It is important to note that many of the pupils that will attend the site currently travel to the satellite sites in and around Steyning, meaning that the associated vehicle movements already occur on the local highway network. As part of the technical work supporting the planning application, a junction capacity assessment has been undertaken for the A283 Steyning By-Pass / Horsham Road junction to assess the potential impact of the proposals, as agreed with West Sussex County Council Highways. The junction modelling demonstrates that the junction would operate within capacity following redevelopment of the school.

With regard to the Local Walking and Cycling Plan, which has been prepared by Steyning, Bramber and Upper Beeding Parish Councils, the proposals include the provision of improved pick-up and drop-off coach facilities off Horsham Road, increased secure cycle parking and an emphasis on pedestrian and cycle access from Shooting Field. These have been the subject of engagement with the Parish Council.

Key

-  Coach access and turning
-  Fire tender and ambulance access
-  Deliveries and refuse access and turning
-  Route of cars
-  Leisure centre access and parking
-  Minibus parking
-  Maintenance access and ambulance access onto playing fields



5.5 Transport & Parking

Access, Parking & Highways

The proposed on-site parking network will be accessed via Horsham Road to the south of the development with an internal access road connecting to Shooting Field. The Shooting Field entrance will be predominantly used for deliveries, pedestrian and cycle access to the School Site. This will provide access for community use during evenings and weekends.

The existing wide vehicle crossover from Horsham Road, which currently serves as the school coach pick-up and drop-off facility will be amended to serve the relocated Leisure Centre car park containing 56 parking spaces, retaining the existing disabled bays opposite the entrance. The existing Leisure Centre access will be retained from Horsham Road to also serve this car park.

The provision of a dedicated single access to a new coach pick-up and drop-off facility will provide clearer separation between this area and the Leisure Centre car park; thereby facilitating its management by the school during drop-off and collection periods without impacting the Leisure Centre. This facility will be located to the North-West of the school buildings and will provide 10 coach spaces, as per the current arrangement. This dedicated coach and visitor parking entrance will be located in the position of the existing field gate.

Car Parking Provision:

173 car parking spaces (including 9 accessible bays) for staff and sixth form students during school hours and community use during evenings and weekends. This is an increase of 35 no. spaces.

18 Electric Vehicle charging points and infrastructure for a further 35.

6 secure minibus spaces to the South of the new Leisure Centre car park.

Key

- School parking
164no. bays
- School accessible bays. 9no. bays in total. 5no. located in the northern car park and 4no. located in the southern car park
- Minibus parking in a secure fenced compound
6no. bays
- Coach drop off
10no. bays
- Leisure centre parking
56no. bays
- Leisure centre accessible parking bays
4no. bays
- 18no. Active EV charging bays
- 35no. Passive EV charging bays



5.5 Transport & Parking

Coaches Entrance

The control option proposed two access points off Horsham Road creating dedicated in and out points.

Detailed reviews were carried out by the design team and our assessment was that the northern exit point in the control option would sit at a point on Horsham Road where it turns from a 30mph speed limit to national speed as vehicles move north from Steyning town centre. Slow moving coaches exiting the site would create a risk to oncoming traffic en route to Steyning, coming from a 60mph speed limit to 30mph. It was also identified that due to the speed limit on this section of road, the visibility splay would be substantial and would require the extensive removal of the existing hedge line. This posed a significant impact on the site's existing ecology and to the scheme achieving a 10% net gain in Biodiversity. The removal of hedging would also have a considerable impact on local landscape character which posed a risk to planning.

If two entrances are to be considered, mitigation would be required on the highway increasing the speed limit restriction TTRO application and include speed control works / character definition to a 30mph zone.

It was accepted that the proposal for a single vehicle entrance point was the best approach.

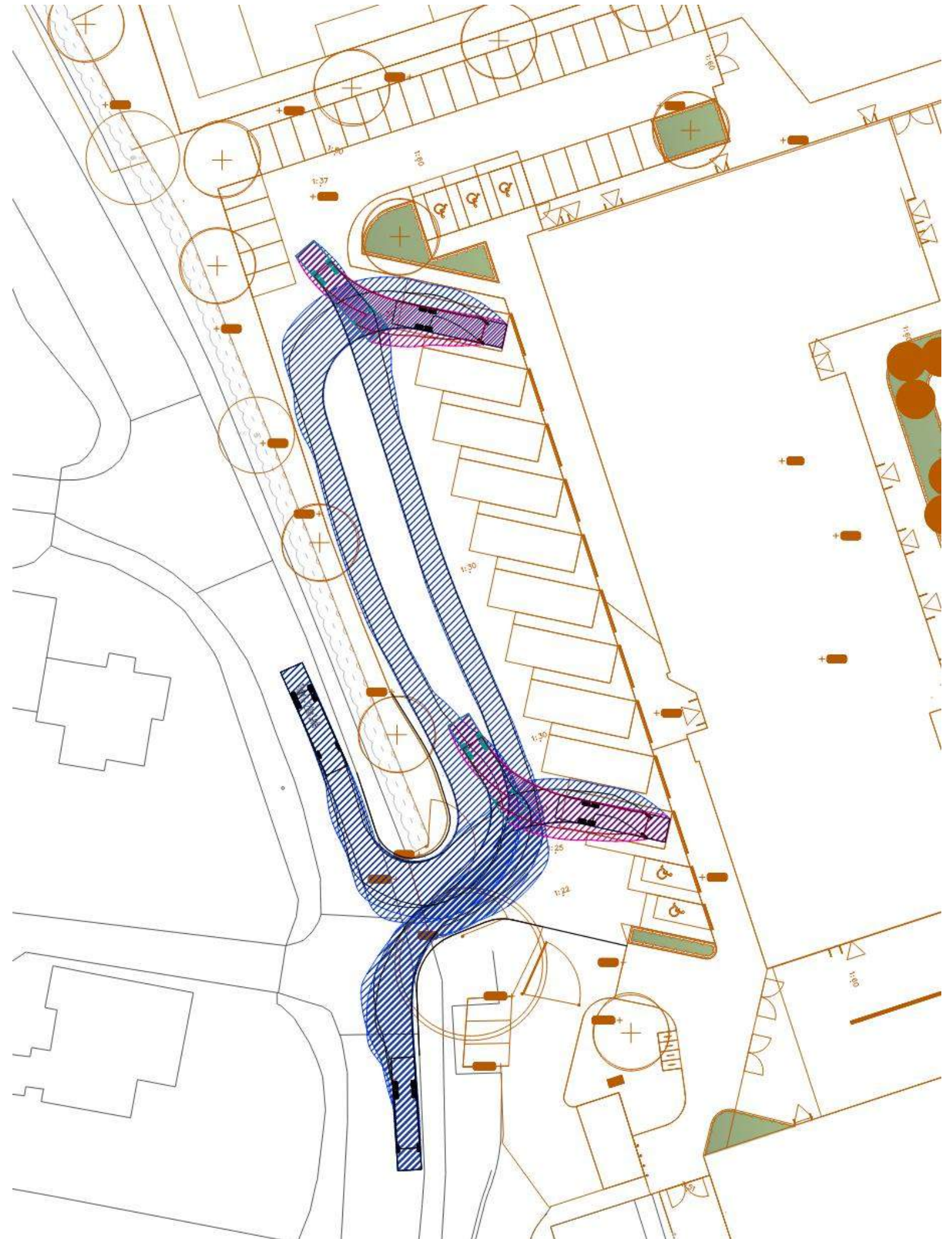
Reversing Coaches

Comments were received during the consultation process about the coaches having to reverse to manoeuvre out of the site. Currently coaches pull into their designated bays, allow children to embark or disembark under the supervision of a member of staff, before the coach is allowed to reverse to exit, under the supervision of a banksman who is another member of school staff. Our proposal is no different than what is currently carried out on site, which the school are happy to control and manage. The school accepted this approach and agreed that it would be managed on site.

Width of Footpath at Coach Drop Off

The footpath running adjacent to Building 13 and the coach drop off is 3m wide with a planting bed adjacent to the school building. It was discussed if this width could be increased due to the number of pupils who would be moving through this area to embark or disembark the coaches.

It was agreed to be acceptable to omit the proposed planting bed adjacent to the school building, to allow the increase of footpath.



5.6 KS4 Courtyard

Campus Design

The external landscaping responds to a campus environment which is the school's preference and most suits a school of this size. Through the development and placement of the proposed school blocks, interesting spaces were formulated which have been developed into various key areas

KS4 Courtyard

Blocks 13 and 14 form a courtyard that has been developed as a KS4-focused space, conveniently located next to the KS4 dining area in Block 14. The courtyard combines hard and soft landscaping, including new tree planting to soften the environment, reduce the visual scale of surrounding buildings, and provide calming, nature-based views from classrooms.

A 1m level change between the two blocks adds interest and has allowed the creation of an amphitheatre, one of the school's aspirations. This provides informal seating, an outdoor performance area next to drama, and a flexible space for outdoor teaching.

A retaining wall to the south of Block 13 will help direct students around the building and guide them into the courtyard. As pupils enter, the space opens up, with steps on the left improving movement between the blocks and framing views toward the faith space, supporting the school's Christian values.

The hard landscaping is arranged to define key zones and manage pupil flow. A dedicated KS4 dining area with a covered canopy provides an all-weather external dining space.



5.7 STEM & Horticulture Gardens

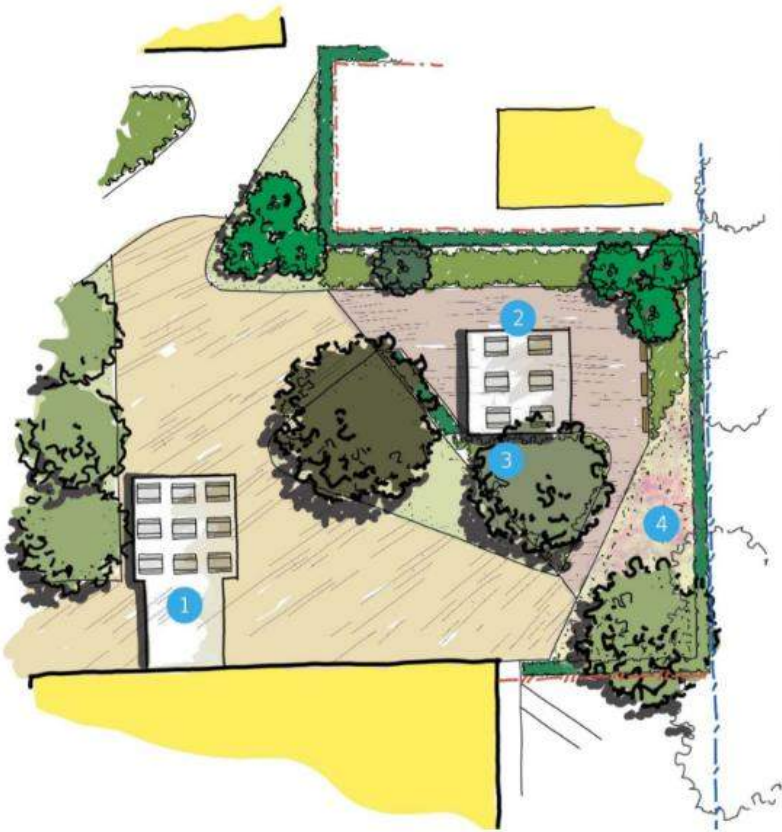
Horticulture and STEM Garden

The school requires a shared external class base, which has been incorporated into the KS4 courtyard in the form of a STEM garden, located in the eastern corner of the site. This space includes mixed hedge and shrub planting for interest and screening, a covered canopy for sheltered outdoor learning, and optional legacy bench seating.

This garden space will be developed with the school, offering opportunities for water harvesting from the canopy, rain gardens, and ecological planting that can support curriculum learning.

A secure horticulture and habitat garden has been created east of Block 14 and will be developed with the school to provide growing beds, storage shed, and mixed ornamental/native planting to support ecology. Block paving will allow year-round use.

STEM Garden



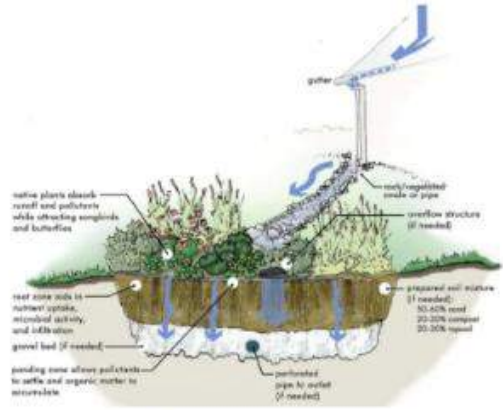
- 1 – Dining canopy (BAM)
- 2 – Teaching canopy (BAM) with picnic benches (SGS)
- 3 – Potential location for a rain garden accepting water from canopy For install post completion by SGS
- 4 – Wildflower meadow



Potential Hydroplanter
(Future provision by SGS)

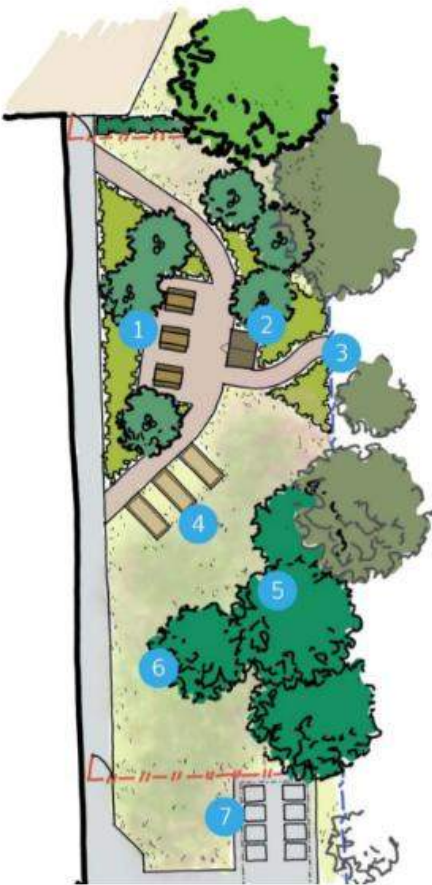


Canopy



Rain Garden Diagram
(Future provision by SGS)

Horticulture Garden



- 1 – Teaching space with legacy benching (SGS)
- 2 – Opportunity for shed supplied by others
- 3 – Potential link to adjacent Primary School
- 4 – Opportunity for raised planters supplied by others
- 5 – Potential to develop hibernaculum's and other invertebrate habitats
- 6 – Area could be developed into habitat area/orchard
- 7 – Bin store



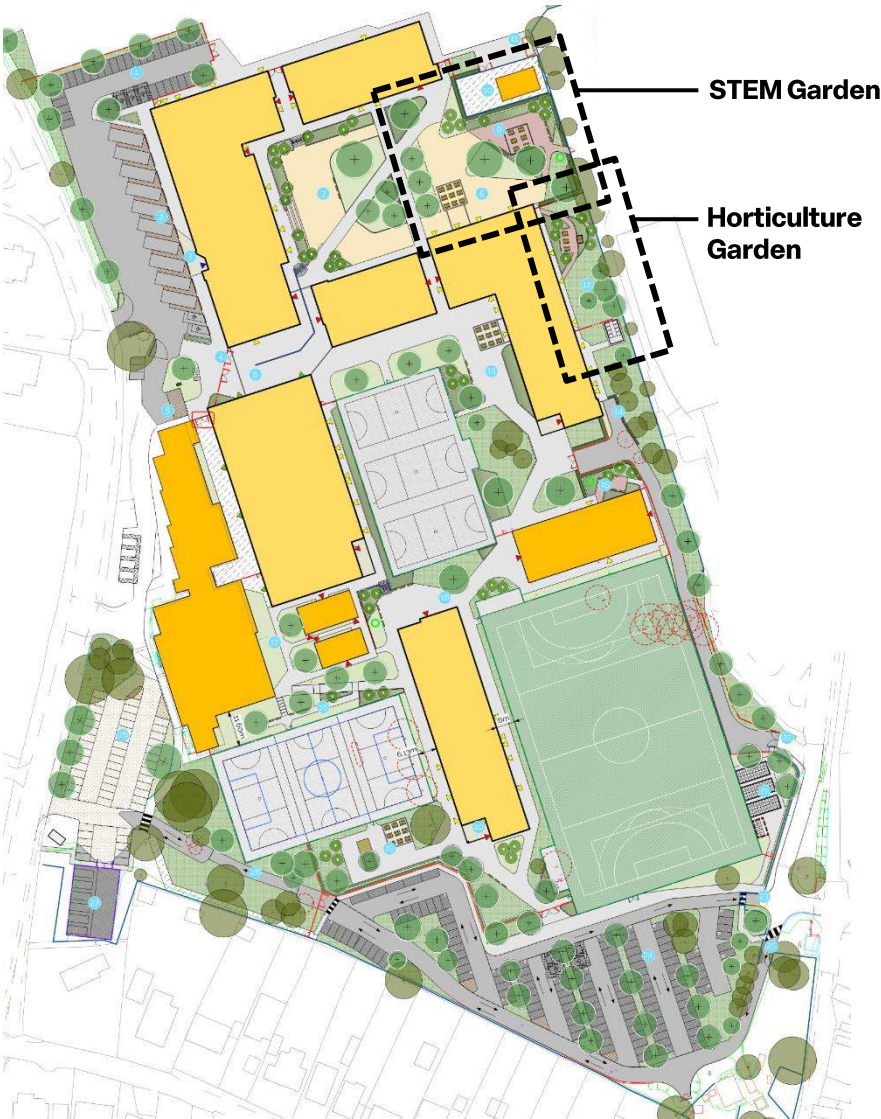
Raised Planter
(Future provision by SGS)



Hibernaculum



Shed/potting shed
(Future provision by SGS)



5.8 Biodiversity Net Gain

Following a detailed assessment of the existing site and our proposed landscape enhancements, the ecologists have confirmed that:

The Site was found to have a baseline value of 15.53 habitat units. Under the current proposals, a net gain of 6.59 habitat units, equating to 42.47%, is expected. The positive increase in biodiversity is largely attributed to the provision of other neutral grassland, biodiverse green roofs, traditional orchard, modified grassland and individual trees. There is also a positive increase of 2.32 hedgerow units, equating to 338.05%, expected within the proposals. Trading rules are met for both habitat and hedgerow units.

As required by the DFE, an Urban Greening Assessment was also carried out for the proposed landscape scheme. This produced a UGF score of 0.51 which is above the DFE's original target.

Key

- Standard /semi-mature trees (planted in connected tree pits)
- Existing tree canopy and dense vegetation on site
- Amenity grassland
- Flower rich planting
- Groundcover planting
- Hedges
- Partially sealed surface
- Sealed surfaces
- Semi natural vegetation & woodland established on site
- Extensive green roof
- Existing building / Structure

Urban Greening Factor			
Steining			
Surface cover	Area m2	Factor	calc
Semi-matural vegetation and wetlands retained on site (including existing / mature trees)	5,533	1	5,533
Semi-natural vegetation established on site	9,037	1	9,037
Standard / semi-mature trees (planted in connected tree pits)	5,231	0.9	4,708
Flower rich perennial and herbaceous planting	920	0.7	644
Mixed hedge planting (including linear planting of mature shrubs)	408	0.6	245
Amenity shrub and ground cover planting	695	0.5	347
Amenity grasslands including formal lawns	4,831	0.4	1,932
Extensive biodiverse green roof (meets the GRO Code, may include Biosolar)	9,812	0.7	6,869
Partially sealed and semi-permeable paving	15,122	0.1	1,512
Sealed paving (including concrete and asphalt)	16,052	0	0
Existing buildings without Intensive / Extensive green roof	1,299	0	0
Total Value			30,827
Total Development Site Area (m2)	60,806		
Urban Greening Factor			0.51

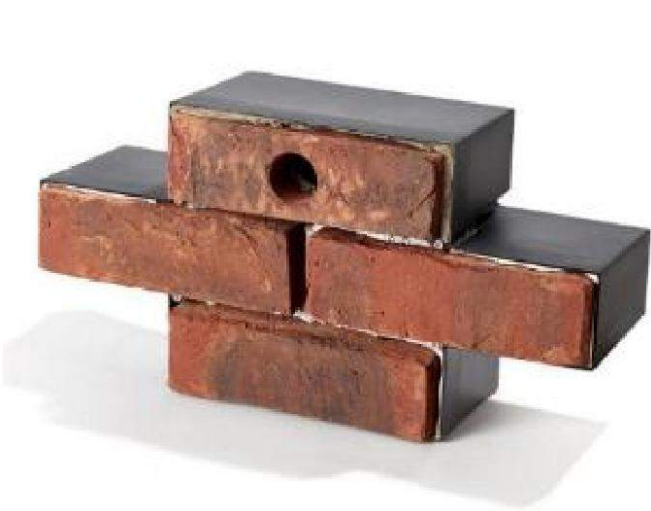


5.9 Local Ecology

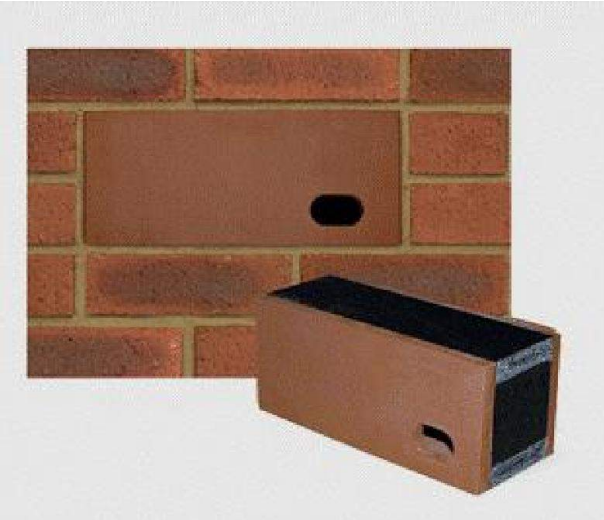
There are no designated sites within the Zone of Influence, and although three Local Wildlife Sites lie within 2 km, no significant effects are expected.

Habitats on site consist of native hedgerow and nearby deciduous woodland which will be protected within the proposals. Several protected and priority species may potentially be on site (Invertebrates, amphibians, reptiles and bats), however the Preliminary Ecological Appraisal Technical Summary Note states that no further surveys are required but mitigation/avoidance measures will be necessary.

Biodiversity enhancements on site will be through native tree and hedgerow planting, biodiverse roofs, woodland and hedgerow improvements, and increased planting diversity, alongside species-specific features such as bird boxes (including swift bricks), bat boxes, hedgehog highways, and low-impact lighting.



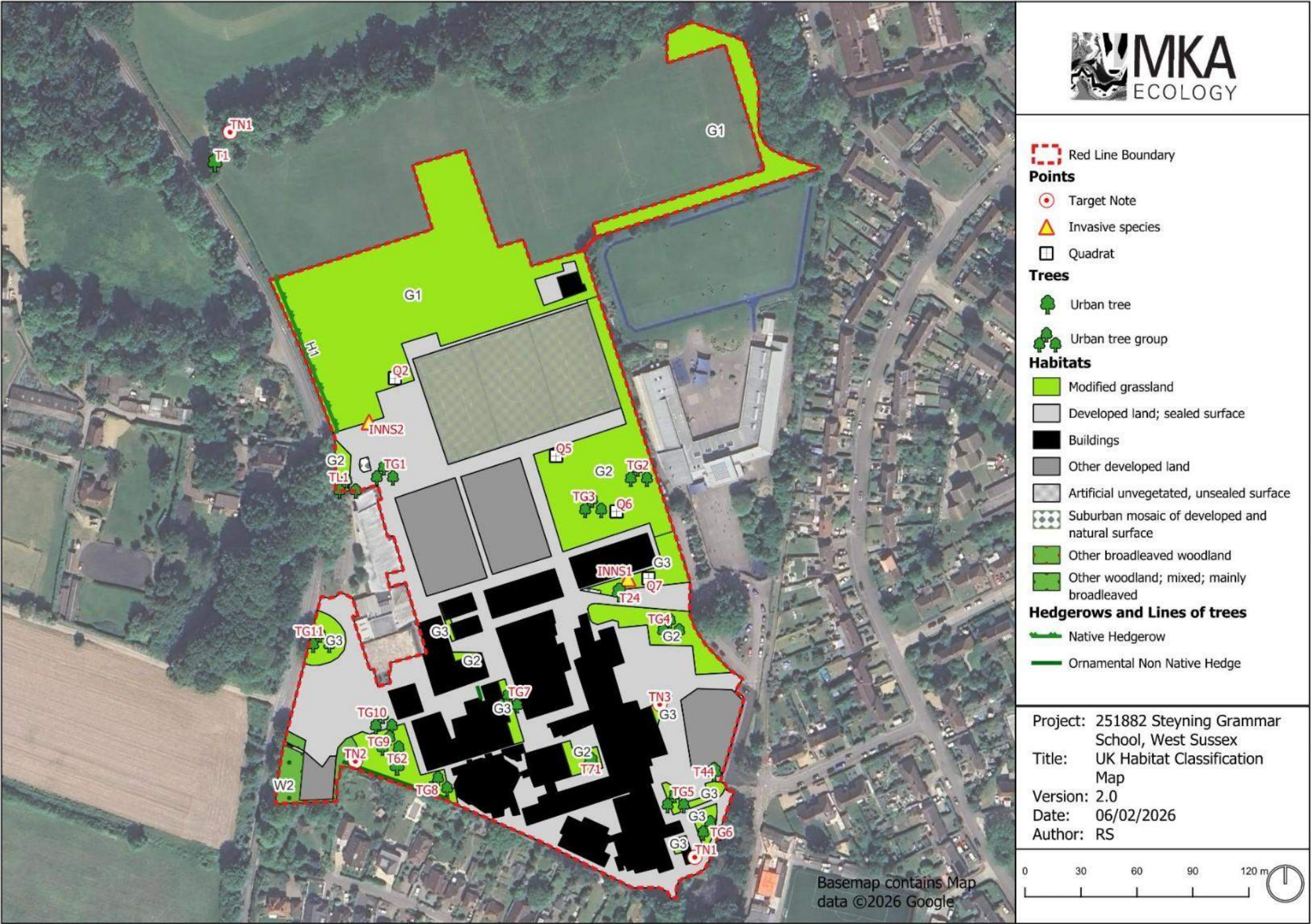
Integrated Brick Bird Houses



Ibstock Swift Box



General Purpose Next Box



UK Habitat Classification Map of Steyning Grammar School

5.10 Multi Use Games Areas

MUGA Provision

The same level of Multi-Use Games Area (MUGA) provision will be retained, albeit split into two no. three court MUGAs.

The two MUGA's vary in size due to their location and proximity to the new teaching blocks. The southern MUGA is larger (36.6m x 64m) and the northern MUGA that sits close to buildings 14 and 15 has been reduced in size (35m x 60m).

Reviewing the DFE's General Design Brief Annex 1 C -Definitions of Spaces: External Spaces, a 3-netball court should measure 60m x 35m. This allows for sufficient distance from Building 14 and 15, whilst also providing sufficient space for sport and exceeds what the School currently have on site. It also allows for additional soft landscape provision which further helps to enhance this courtyard space. Upon the School's request, the Northern MUGA has been enhanced with recessed fencing for goal and equipment storage. This is placed in the middle from the centre court and measures 2.5m x 10m.



- 1. MUGA measuring 36.6m x 64m providing:
 - 3no Netball courts (30.5 x 15.25m) with a 3m run off
 - 3no Tennis courts (23.77 x 10.97m)
 - 1no 7v7 football pitch measuring (30.55 x 58m)
- 2. All Weather Pitch measuring 101.4 x 63m providing:
 - 1no Hockey pitch (91.4 x 55m)
 - 1no Football 91.4 x 55mAreas match existing all weather pitch markings
- 3. MUGA measuring 35m x 60m providing:
 - 3no Netball courts (30.5 x 15.25m) with a 3m run off
 - 3no Tennis courts (23.77 x 10.97m)

5.11 Winter Sports Provision

Sports Provision

The proposed teaching buildings will encroach slightly onto the playing fields to the North. However, this will not compromise the overall Summer or Winter playing provision.



5.12 Summer Sports Provision

Cricket

Due to the development proposals, the existing grass cricket square will be lost. To mitigate this loss, 3no grass cricket wickets will be created with a minimum senior sized outfield that measures 45.75m from the middle stump of each wicket. The artificial cricket wicket and senior outfield measuring 50m, located on the Northern playing field will be retained.



Verification Sheet

PROJECT DATE SUITABILITY	Steyning Grammar School 18.02.26 A3		TITLE REFERENCE REVISION	Design and Access Statement SRP1121-KSS-XX-XX-T-A-0010.pptx P03	
Revision	Date	Description		Issued by	Checked by
P01	26.01.26	Draft Submission		AW	JH
P02	11.02.26	Planning Submission		AW	JH
P03	18.02.26	Planning Submission		AW	JH

Suitability codes to BS1192:
S0 WIP, S1 Suitable for Coordination, S2 Suitable for Information, S3 Suitable for Review & Comment, S4 Suitable for Stage Approval, S6 Suitable for PIM Authorisation, S7 Suitable for AIM Authorisation, SB Suitable for Building Control Approval, SP Suitable for Planning Approval, ST Suitable for Tender, A1, A2, An, Approved and accepted as stage complete, B1, B2, Bn, Partially Signed Off, CR As Construction Record documentation

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