

ST. AUGUSTINE'S CHURCH OF ENGLAND PRIMARY SCHOOL  
**LANDSCAPE DESIGN REPORT**

October 2025

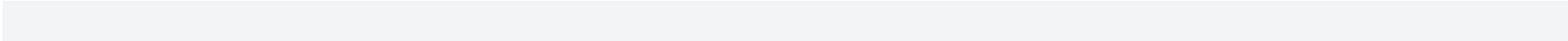
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SAS-ATR-XX-XX-RP-L-400010\_Landscape Design Report (Planning)

JOB NUMBER: 100116277 | DOCUMENT REF: SAS-ATR-XX-XX-RP-L-400010 St. Augustine’s Church of England Primary School - Landscape Design Report (Planning)

Revision	Purpose Description	Originated	Checked	Reviewed	Authorised	Date
P01	FOR INFORMATION	BC	BC	JH	JH	13-10-2025



# 1.01 Landscape Setting, Key Design Principals, External Design Strategies

## Landscape Setting

The site of St Augustine's Church of England Primary School is located in the village of Scaynes Hill, within the Mid Sussex District of West Sussex.

The site is bounded to the west by the Scaynes Hill Recreation Ground; to the north, it adjoins residential area; to the south, it is bordered by the cul-de-sac of The Coppice with further residential properties beyond, and to the east, it is bordered by Vicarage Lane.

## Site Appraisals

### Access Route:

The existing main school building structure is a single-storey. Primary access to the building and other school facilities is via the car park and an external play area to the north. A secondary entrance is located on the southern side, facing the rear garden and play area.

### Accessibility:

Some existing building entrances do not feature flush thresholds, and appear non-compliant with BS8300 / Building Regulations (BR) Part M.

The informal play areas and habitat areas to the south-east of the existing building are situated at a higher elevation than the finished floor level of the building and the perimeter access path. This area can currently be reached by two sets of steps, but which do not comply with either Equality Act 2010 or BR requirements.

The existing temporary building is located adjacent to the rear play area with covered stepped access. This building and its associated structures are to be removed. The desired alignment of the access path / steps to the rear playground, soft breakout area, and pond / habitat area should connect to the external door leading to the main circulation corridor to the Hall. The topographical difference between these areas should be addressed and improved as a part of the proposal.

### Existing Trees:

There are a number of existing trees on the site, some of which are mature and moderate to high value. These mature trees are important constraints for the scheme and should preferably be retained.

## Key Design Principals

The external strategy aims to create cohesive, high quality exterior spaces, with a co-ordinated approach to hard and soft materials, to unify and integrate the design within the existing site.

The landscape strategy of creating clear, safe and defined routes for pedestrian users will allow all users to move safely to and from the new spaces within the confines of the site.

The new external spaces will reflect their intended uses whilst being conducive to learning and social interaction, thereby catering for a variety of educational and social needs. Designed throughout to relate directly with the new internal layout of the school, the external spaces aim to provide an inspiring and rewarding outdoor learning environment.

Careful design will ensure all new spaces will be Equality Act compliant and suitable for all users. Clear movement corridors connecting legible spaces will provide an ordered spatial experience

Key design principals include:

- Provision of clearly and safely defined access route for both pedestrians and vehicles
- Minimise disruption to existing external facilities that are not associated with the proposed work
- Minimise impact on existing trees and ecology features/habitats and if required provide appropriate mitigation.

## External Layout Strategies

A focussed external layout strategy has been developed following a thorough assessment of the site's design constraints, the proposed building works and contextual considerations.

This strategy outlines the proposed spatial organisation and key interventions across the external areas of the school. It should be reviewed in conjunction with the accompanying drawings for a complete understanding of the design intent and implementation.

- Removal of the existing temporary building, non-compliant steps, and connecting canopy. Reinstatement of the modular classroom footprint to a soft informal grassed area.

- Regrading and resurfacing of perimeter path adjacent to the building to achieve level access and flush thresholds to all new entrances to the building extension.
- Regrading and resurfacing of the Hard Outdoor PE area, to achieve the aforementioned level thresholds, whilst maintaining a suitable area for Outdoor PE, reinstated equivalent to existing provision. The court markings are to be reinstated to match existing provision (type of sports, court dimensions, and linemarking colour; all to match existing, unless agreed otherwise with the School). It should be noted that the existing court markings (and proposed reinstatement) are not full size standard court dimensions for the respective sports, due to the limited size of the existing sports court. It is considered out of scope for this project to provide full size standard sports courts as part of the reinstatement following regrading.
- New multifunctional external breakout space adjacent to the new building extension classrooms to maximise the use of available space for pupils.
- Retention of the existing pond and habitat area, and new fencing to replace the prior demarcation of the removed classroom.
- New demarcation fencing and gates between Infant classroom and Junior classroom outdoor areas.
- Retention of the existing equipped play area and mature trees to the south-east of the building. Retention and extension of concrete flag paving below existing trees, subject to precautionary construction method.
- New compliant step-free sloped access path, and stepped access, leading to play area and habitat area; facilitating inclusive pupil access to the rear garden and promoting better utilisation of the existing play areas.
- Removal of a small existing ornamental tree and several ornamental shrubs, due to impact of proposed works; with new mitigation planting proposals.
- New sensory planting beds adjacent to the reconfigured breakout spaces, with modular interlocking timber retaining wall to accommodate the level change and minimise impact to existing tree root protection areas.
- Relocation/replacement/removal of external shed (to be agreed with the school).

## Planting Strategy

The scheme includes sensory planting and amenity grass. The planting strategy and design will be developed around key concepts - providing a balance of aesthetic and naturalistic amenity, spatial definition, low maintenance, ecology value, climate change resilience, local soil condition, and contributing to an outdoor environment which is positive for learning & development. The outline selection of planting species is referenced in the outline landscape specification.

## Access Strategies

The proposal includes the removal of the existing two non-compliant steps. One accessible slope and two accessible steps, equipped with hazard warning paving and handrails, are proposed to provide direct access from the building to the rear garden.

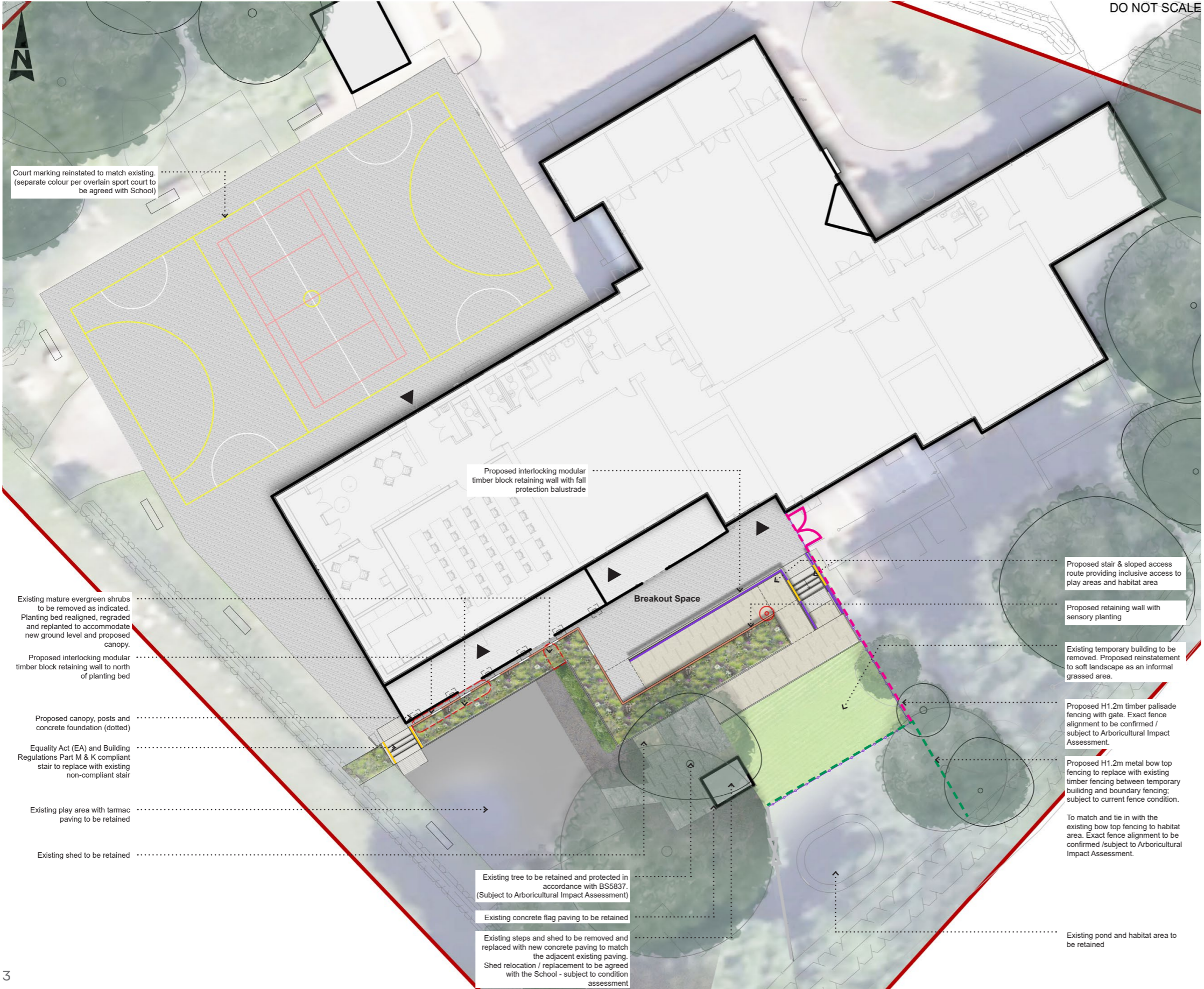
Inclusive access is facilitated to the entrances of the new building extension by the provision of flush thresholds, achieved by re-grading of adjacent hard surfaced areas.

To the north of the proposed extension the existing hard games court directly abuts the proposed building. To achieve level and flush access to the proposed building entrance on this facade, the proposal includes re-grading of the adjacent hard games court. Alternative options such as ramped access have been discounted due to associated encroachment onto the hard games area, with no clear options to compensate provision elsewhere on the site.

## Materials Strategy

The scheme will use a modern palette of materials for both surfacing and any external features. A careful balance of materials will be achieved to ensure that the new external areas are appropriate and safe for their intended user groups and learning requirements, whilst ensuring that all spaces are perceived as belonging to the school and are consistent with the existing school provision.

# 1.2 Landscape - External Arrangement

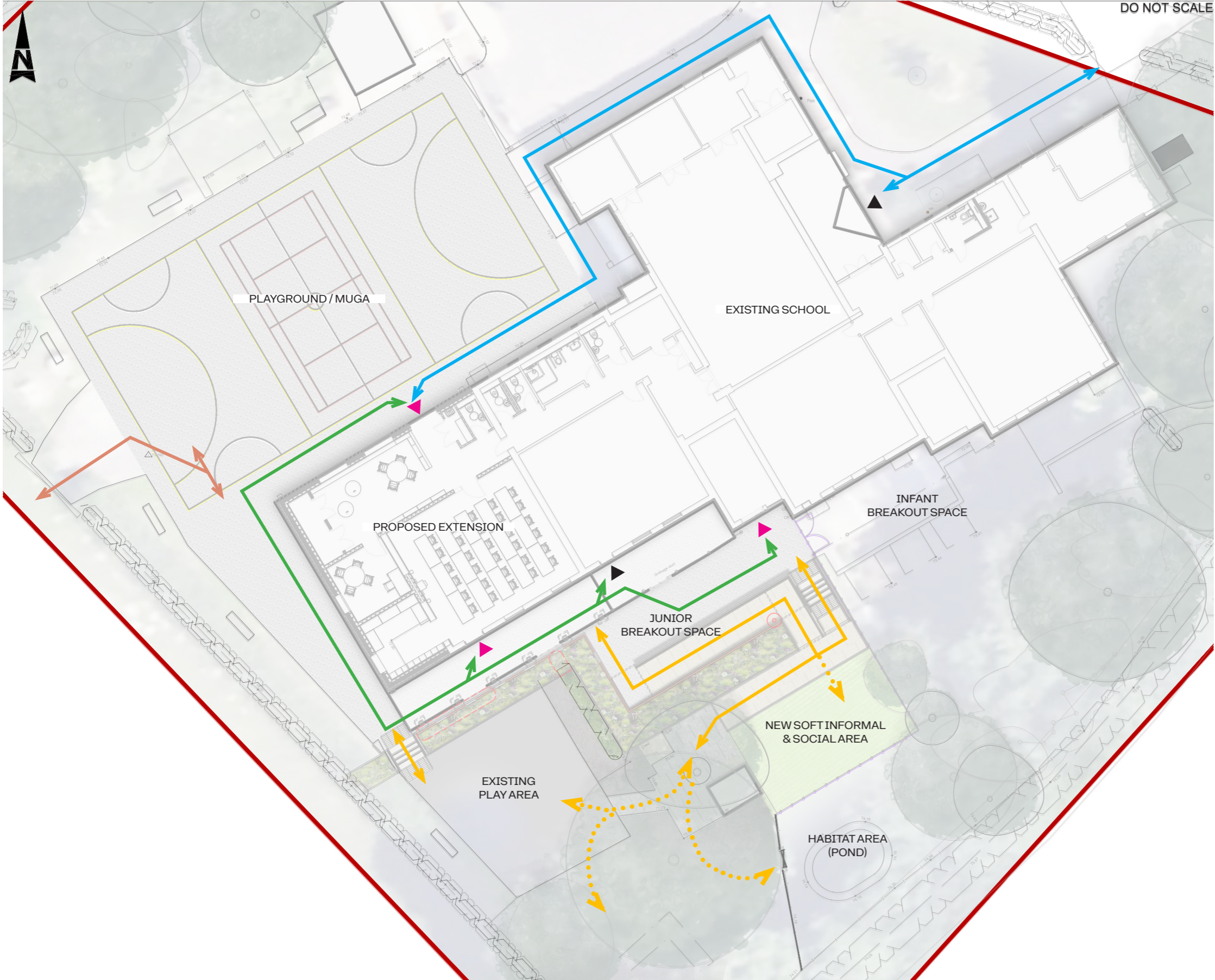


**KEY:**

- Existing trees
- Existing trees / mature shrubs to be removed
- Existing shrubs retained
- Sensory planting
- Proposed amenity grass
- Resurfaced & Proposed asphalt
- Existing concrete flag paving retained
- Proposed concrete flag paving
- Existing playground surface retained
- Existing rubber crumb surface retained
- Proposed interlocking modular timber block retaining wall
- Proposed concrete retaining wall for stairs
- Existing H1.2m metal bow top fencing
- H1.2m Metal bow top fencing
- H1.2m Timber palisade fencing
- Fall height protection balustrade
- Proposed handrail



# 1.04 Landscape - Access & Circulation Strategy



**KEY:**

- ▲ Existing Entrance
- ▲ New Extension Entrance
- ▬ Primary pedestrian access from public footway & building main entrances
- ▬ Secondary pedestrian access from / to classroom entrances & access around building periphery
- ▬ New footpath / ramp / step access to play area
- Access to playground, habitat area & pond
- ▬ Access to hard sports court & adjacent (public) play field