



# ST. AUGUSTINE'S CofE PRIMARY SCHOOL

Design & Access Statement

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# 01 Executive Summary

# 01.01 Executive Summary

## Project Overview

- **Project:** Proposed replacement of life-expired modular classroom with a new single-storey extension at St Augustine's Church of England Primary School.
- **Site Address:** St Augustine's Church of England Primary School, Vicarage Lane, Scaynes Hill, West Sussex RH17 7PB
- **Applicant:** West Sussex County Council (WSCC)

This Design and Access Statement sets out the proposal for the construction of a new single-storey extension at St Augustine's Church of England Primary School to replace the existing life-expired modular classroom block. The scheme includes a Junior Classroom, Library, SEN Room, Hygiene and WC facilities, and associated internal reconfiguration works within the existing building. The design aims to improve accessibility, circulation, and the overall learning environment, with minimal impact on the existing external play areas.

## Design Proposal

The architectural design has been shaped by the need to deliver functional, flexible, and inclusive learning environments that integrate seamlessly within the existing school context. The proposed single-storey extension replaces the current modular unit located to the north of the main building and will house a Junior Classroom, SEN Room, Library, Hygiene facilities, and associated circulation space. Drawing inspiration from the existing school's massing and roof profiles, the new building adopts a pitched roof and matching eaves height to maintain architectural continuity. Large windows in the library and classroom areas enhance natural daylight and create strong visual connections to the surrounding play areas. The material palette — including matching brickwork, tiled roofing, and framed window detailing — complements the existing school while subtly distinguishing the new addition through refined proportions and simplified detailing.

Internally, the layout has been carefully considered to promote efficient movement between new and existing spaces. The extension connects directly to the existing corridor, improving both legibility and accessibility. The design prioritises inclusivity by minimising the need for external ramps or steps, ensuring a level approach and step-free access throughout. This thoughtful planning supports the school's commitment to creating a welcoming and accessible environment for all users.

As part of the proposals, a life-expired modular unit will be removed, and the surrounding external area will be re-landscaped to include level access and improved circulation. The extension is designed to integrate sensitively with the existing building, using materials and architectural detailing in keeping with the school's established character.

## 02 Introduction

# 02.01 Introduction

## Introduction

This Design and Access Statement sets out the proposal for the construction of a new single-storey extension at St Augustine's Church of England Primary School to replace the existing life-expired modular classroom block. The scheme includes a Junior Classroom, Library, SEN Room, Hygiene and WC facilities, and associated internal reconfiguration works within the existing building. The design aims to improve accessibility, circulation, and the overall learning environment, with minimal impact on the existing external play areas.

The document has been prepared by AtkinsRéalis on behalf of West Sussex County Council and forms part of the full planning submission to Mid Sussex District Council. It should be read in conjunction with the full set of supporting drawings, technical reports, and consultant statements that accompany this application.

## Statement of Need

West Sussex County Council has a statutory responsibility to provide sufficient, high-quality school accommodation across the county. St Augustine's Primary School has been identified as requiring replacement of existing temporary accommodation due to the deteriorating condition of the modular classroom currently in use.

The proposed extension supports WSCC's ongoing Capital Improvement and SEND Expansion Programme, which aims to enhance local educational infrastructure and ensure the continued delivery of inclusive, accessible, and modern learning environments.

The design proposal will provide long-term, sustainable accommodation integrated with the existing school buildings. The improved layout and facilities will support the school's inclusive ethos, deliver better internal connectivity, and provide high-quality teaching and learning spaces for pupils and staff.

## Relevant Planning Policies and Considerations

Scaynes Hill is recognised as a 'Category 3' settlement which is described as a medium sized village providing essential services for the needs of their own residents and immediate surrounding communities. Whilst more limited, these can include key services such as primary schools, shops, recreation and community facilities, often shared with neighbouring settlements.

Policy DP25 (Community Facilities and Local Services) of the adopted Mid Sussex DC District Plan states *"The provision or improvement of community facilities and local services that contribute to creating sustainable communities will be supported"*.

The National Planning Policy Framework (December 2024) highlights the importance of meeting the needs to existing and new communities (paragraph 100), particularly through giving great weight to development proposals improving education provision:

*It is important that a sufficient choice of early years, school and post-16 places are available to meet the needs of existing and new communities. Local planning authorities should take a proactive, positive and collaborative approach to meeting this requirement, and to development that will widen choice in education. They should:*

*a) give great weight to the need to create, expand or alter early years, schools and post-16 facilities through the preparation of plans and decisions on applications; and*

*b) work with early years, school and post-16 promoters, delivery partners and statutory bodies to identify and resolve key planning issues before applications are submitted.*

The NPPF includes a revised paragraph 101 which stated that *"Significant weight should be placed on the importance of new, expanded or upgraded public service infrastructure when considering proposals for development."*

## Planning Approach

The design development has been undertaken in close dialogue with the planning authority to ensure the proposal accords with local policy and design guidance. A pre-application meeting was held with Mid Sussex District Council to review the scheme's layout, scale, and relationship to surrounding properties. The principle of development was considered acceptable, with no significant planning constraints identified on the site. The planning officer supported the replacement of the life-expired modular classroom with a permanent, modern teaching block that provides long-term educational benefit and improved accessibility.

The proposed works represent a modest and sensitive extension to the existing school, consistent with the established pattern of development in Scaynes Hill. The scheme is designed to enhance the school's capacity without altering its local character or creating adverse impacts on neighbouring properties.

## Design Development

The architectural design has been informed by the need to provide functional, flexible, and inclusive learning spaces that sit comfortably within the existing school setting. The new single-storey extension replaces the existing modular unit to the north of the main building. It accommodates a Junior Classroom, SEN Room, Library, Hygiene facilities, and associated circulation.

The building's form takes cues from the existing school's massing and roof profiles, using a pitched roof and matching eaves height to maintain a consistent architectural language. Large windows to the library and classroom maximise natural daylight and provide visual connection to the surrounding play areas. Material selection complements the existing school palette — matching brickwork, tiled roof, and framed window detailing — creating visual harmony while subtly distinguishing the new addition through refined proportions and simplified detailing.

The internal layout has been carefully planned to ensure efficient circulation between new and existing spaces. The extension connects directly to the existing corridor, improving legibility and accessibility. The design minimises the need for external ramps or steps, providing a level approach and step-free access throughout.

## 02.02 Introduction

### Access Statement

The proposal ensures that all pupils, staff, and visitors, including those with mobility impairments, can move easily throughout the site. The new extension provides fully accessible routes to classrooms, toilets, and shared facilities. All door widths, corridors, and sanitary provisions comply with the Building Regulations Part M.

External access routes from the main entrance and playground are designed to maintain gentle gradients, ensuring inclusive access to all teaching spaces. The project incorporates visual contrast in finishes, adequate lighting levels, and clear wayfinding to support safe and intuitive movement within the building.

The proposal also enhances safeguarding and supervision by maintaining clear sightlines from teaching spaces to external areas. In doing so, the scheme aligns with WSCC's accessibility standards and the Department for Education's design principles for inclusive learning environments.

### Stakeholder Consultation

Engagement with key stakeholders has been integral to the development of the proposal. Meetings were held with the Headteacher, school staff, and West Sussex County Council representatives to discuss the internal arrangements, teaching needs, and circulation within the new extension. Early discussions focused on integrating the new learning spaces with the existing school, while ensuring minimal disruption to the external play areas and maintaining a coherent architectural character across the site.

Feedback from the Headteacher and WSCC was positive throughout the design process. The revised layout and inclusion of the new library and SEN provision were welcomed as an opportunity to enhance the quality of the learning environment and better support pupils with varying educational needs. Stakeholder input directly informed the positioning of classrooms, the selection of finishes, and the overall massing strategy. This collaborative approach ensured that the scheme evolved in response to educational priorities and operational requirements.

### Community Engagement

Prior to the submission of the planning application, a community engagement event was held at the school on 15th July 2025. The purpose of the event was to present the proposed design scheme to local residents and stakeholders, fostering transparency and encouraging feedback. During the event, the design proposals were showcased through a series of architectural drawings and a comprehensive design statement, outlining the vision and key features of the scheme. Attendees were given the opportunity to review the materials, ask questions, and share their

thoughts.

The response from the community was positive and supportive. Numerous complimentary comments were received, with many expressing enthusiasm and support for the proposed development. The community conveyed a strong sense of excitement about the design and the future plans for the site.

This engagement has provided valuable affirmation of the scheme's direction and has helped to build a foundation of local support ahead of the formal planning process.

### Planning Submission

This report is split into three sections.

1. Executive Summary & Introduction - This provides the necessary background to the project, summaries of the characteristics of scheme, and our current understanding of relevant planning policies and considerations.
2. Existing School - This provides analyses of the site, informed by site 'walkovers' and desktop studies.
3. Architectural and Landscape Architectural Proposals - Design Proposals. This provides proposed plan layouts, sections and elevations, together with 3D views showing the scale and massing of the proposal.

The level of information provided within this report is considered proportionate to the nature of the proposal and sufficient to allow the WSCC Planning Department to take an informed view of the proposal for full planning approval.

## 03 Existing School

# 03.01 Site Location

## West Sussex

West Sussex is a county in the south of England, bordering East Sussex (with Brighton and Hove) to the east, Hampshire to the west and Surrey to the north and it is one of the West Sussex Home Counties surrounding Greater London.

West Sussex is the western part of the historic county of Sussex, formerly a medieval Kingdom. With an area of 1,991 square kilometres and a population of over 900,000, West Sussex is a ceremonial county, with a Lord Lieutenant and a High Sheriff. It is comprised of the shire districts of Adur, Arun, Chichester, Horsham, and Mid Sussex, and the boroughs of Crawley and Worthing. Over half the county is protected countryside, offering walking, cycling and other recreational opportunities.

## Mid Sussex District

Mid Sussex is a local government district in the English non-metropolitan county of West Sussex, within the historic county of Sussex. It contains the towns of East Grinstead, Haywards Heath and Burgess Hill.

The district was created on 1 April 1974 from parts of East Sussex: the urban districts of Cuckfield, Burgess Hill, and East Grinstead and nearly all of Cuckfield Rural, the far north-west of which was transferred to Crawley.

The district borders the Tandridge district of Surrey to the north, Wealden and Lewes districts to the east, and Brighton and Hove to the south, all in East Sussex, and Horsham district to the west and Crawley, northwest, equally in West Sussex.

## School Locality

St Augustine's CofE Primary School is located in Scaynes Hill Village. Scaynes Hill is a village in the civil parish of Lindfield Rural in the Mid Sussex District of West Sussex, England. It lies on the A272 road 2.2 miles east of Haywards Heath.

Scaynes Hill has a Site of Special Scientific Interest within the village. The site is a disused quarry, which has exposed sandstone originating from the Wealden flood plain. The village church is dedicated to St. Augustine of Canterbury and was constructed in 1858. The church was given Grade II listed status in 2006.

St Augustine's CofE Primary School is predominately in a quiet residential area, next to a playing field.

The next nearest primary school to St Augustine's is Northland Wood Primary Academy, located 2.6km away in the town of Hayward Heath.

The closest secondary school is Oathall Community College, 4.5km away and located within the town of Hayward Heath.

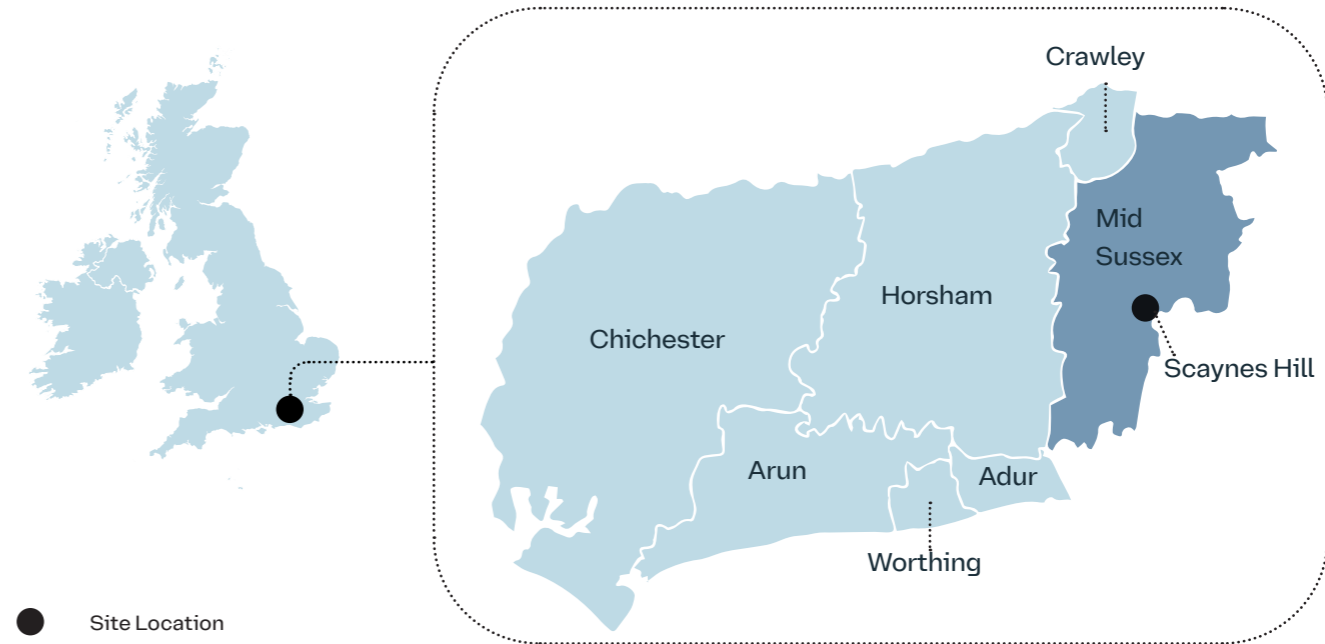


Figure 1. Map of the British Isles | West Sussex

Figure 2. West Sussex | Mid Sussex | Scaynes Hill Village

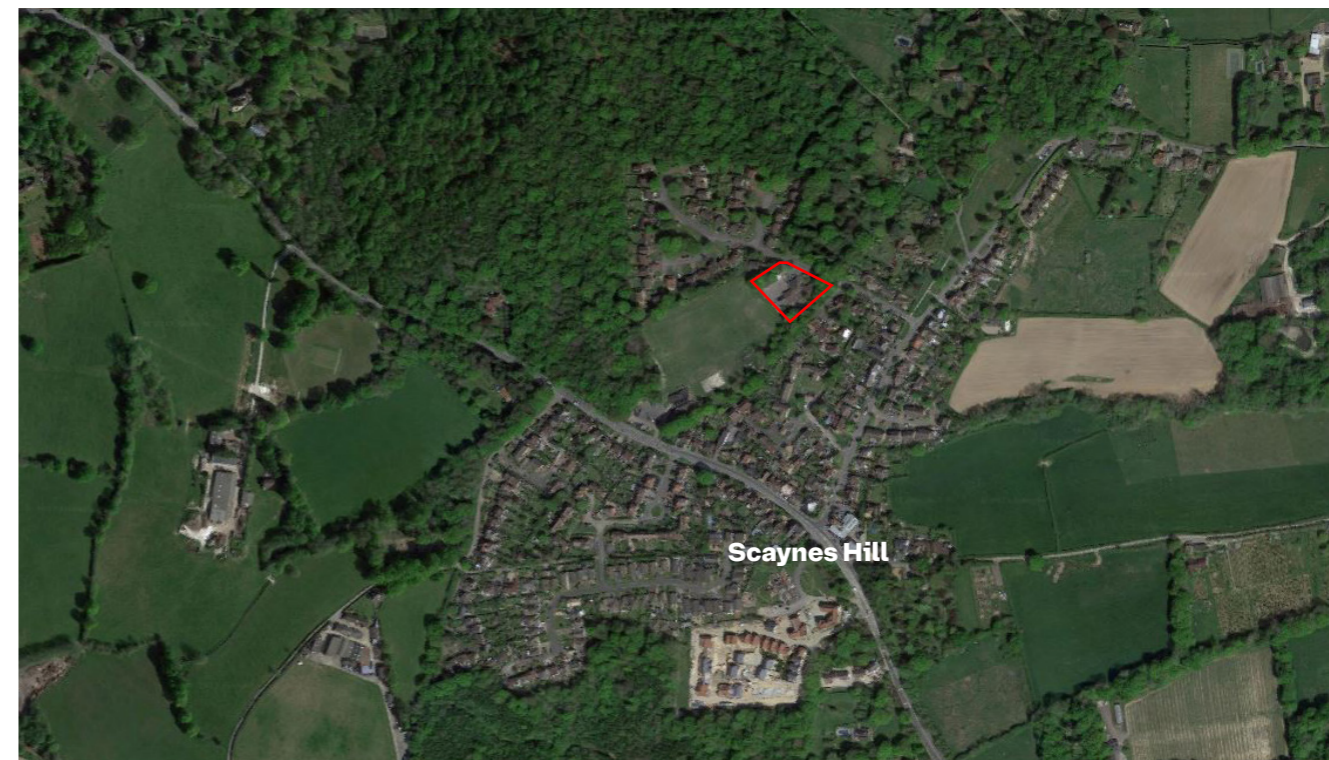


Figure 3. St. Augustine's CofE Primary School map view - Image Courtesy of Google Earth

— Site boundary



Costells Wood

St. Augustine's CofE Primary School

Scaynes Hill Recreation Ground

St. Augustine's Church

A272

Figure 4. School Aerial Map

## 03.02 Site Layout

### St. Augustine's Church of England Primary school

St Augustine's CofE Primary School is located in Scaynes Hill Village on Vicarage Lane. The school caters for pupils aged 4-11 years.

The school site is approximately a 5-minute walk from the nearest bus stop, which is the only public transport nearby. The surrounding buildings are mostly residential houses, which are generally two storeys in height and detached or semi-detached. Residential gardens back to the site from the north. Two quiet roads (Vicarage Lane and The Coppice) form the eastern and southern boundaries of the site. To the west, the school site backs onto a large community playing field.

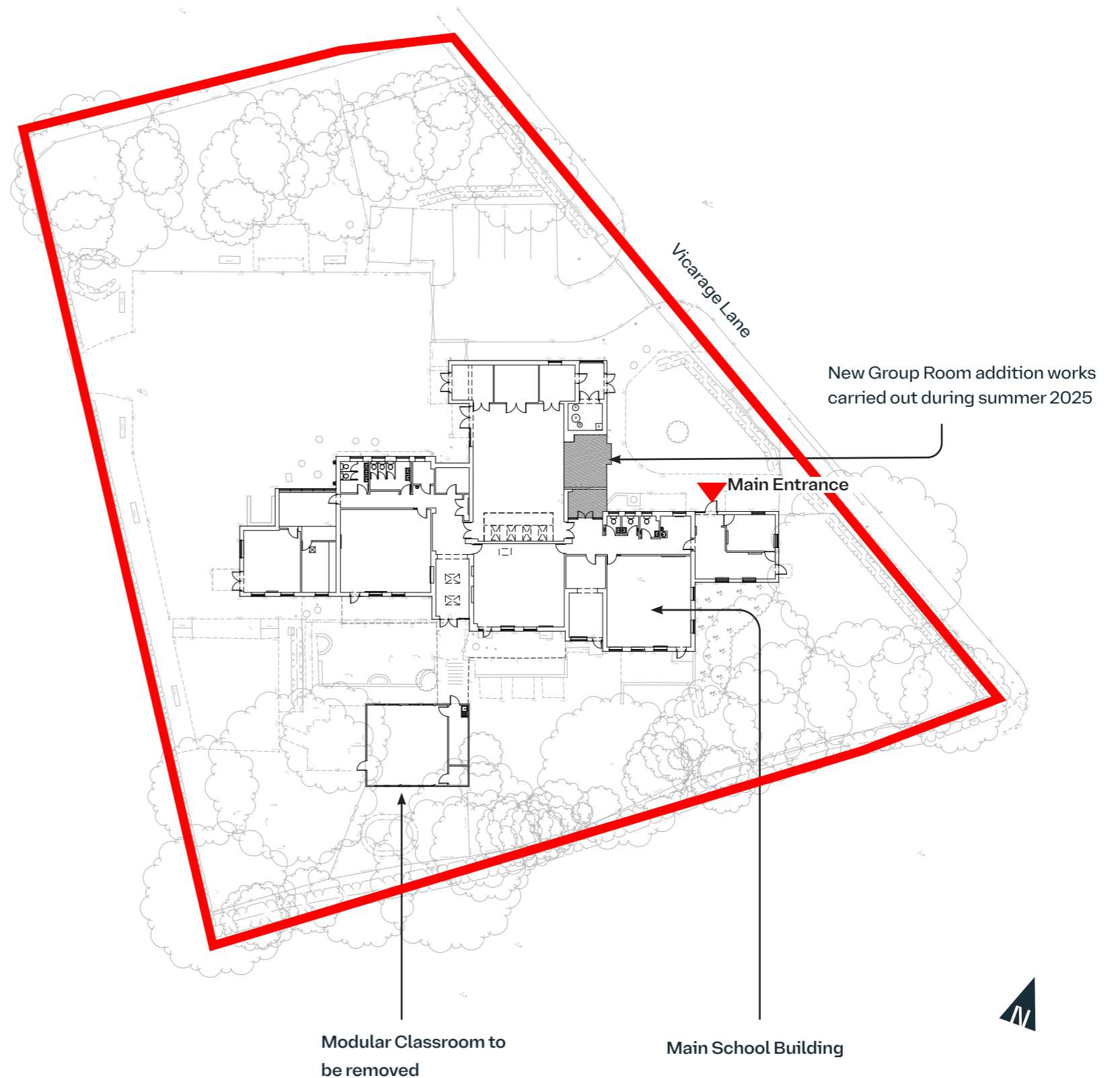
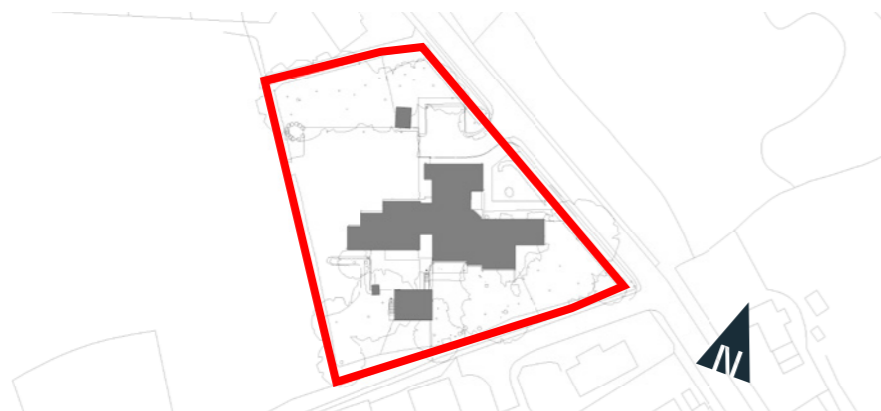
The school site contains the original school building which was constructed in 1981 and extended twice over the years. A mobile classroom was erected on the site in 1987.

### School Buildings

The original three classroom school building was constructed in 1981. A mobile classroom south of the site was erected in 1987. In 1998 a single-storey extension to the existing school was added to the west of the original building. In 2004 a single-storey extension, containing staff facilities was added at the front of the site, which connects back into the original school building.

The school buildings and extensions are all in a similar architectural style. Apart from the modular unit, all the school buildings façades are composed of dark brown bricks, with dark window frames and tiled roofs.

The project comprises the replacement of the life-expired modular classroom on the south of the school site, with a single-storey extension, including internal reconfiguration of some area within the existing school building, external works such as landscape and drainage. The extension will allow extending the existing external play area where the modular unit is removed and create the opportunity for an additional building entrance to the north.



#### KEY

— Site boundary

Figure 5. Existing Ground Floor Plan

Figure 6. Existing Site Location Plan

## 03.03 External Site Images



Image 7. School's Hard Play



Image 10. Existing Reception Classroom



Image 8. School's Hard Play



Image 11. Canopy for modular classroom



Image 9. Modular classroom due to be removed



Image 12. Outdoor play



Image 13. Existing Site Plan

## 03.04 External Site Images



Image 14. School Entrance



Image 17. Outdoor Play Area



Image 15. Modular classroom to be removed



Image 18. Pond next to modular classroom



Image 16. Hard outdoor PE



Image 19. Hard outdoor PE



Image 20. Existing Site Plan

## 03.05 Internal School Images



Image 21. School Library



Image 24. SEN Room



Image 27. Circulation



Image 22. Circulation between Infant and Junior



Image 25. SEN Room



Image 28. proposed location for group Room (works funded by the school)



Image 23. Storage Room adjacent to SEN Room



Image 26. Storage Room



Image 29. Cleaner's Cupboard

## 03.06 Existing Site Plan

### St. Augustine Primary School

The school lies in a site area of 4090m<sup>2</sup>, the main school building has a Gross Internal Area (GIA) of 618 m<sup>2</sup> and 64m<sup>2</sup> in the modular unit. 62m<sup>2</sup> of the main building will need to be demolished in order to facilitate the placement of the extension, which will provide 181m<sup>2</sup>.

The school comprises of a playground to the west of the site and a soft play space to the south.

The main entrance to the school is from Vicarage Lane, with the main car parking also off this road.

The main school building is located to the south of the site and is generally rectilinear in shape with a combination of pitched roofs that interlink with each other.

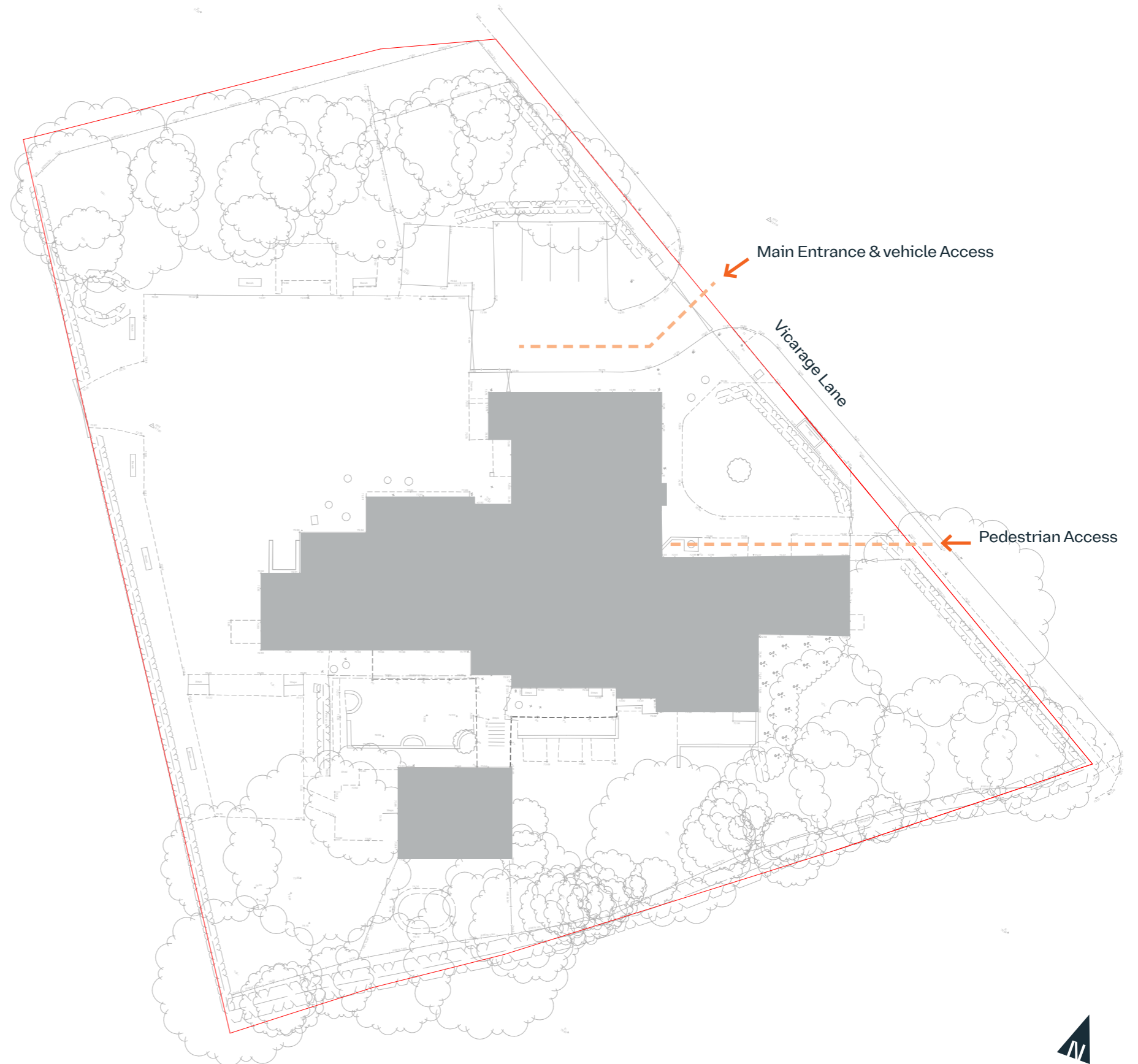


Figure 30. Existing Site Location Plan showing main access points

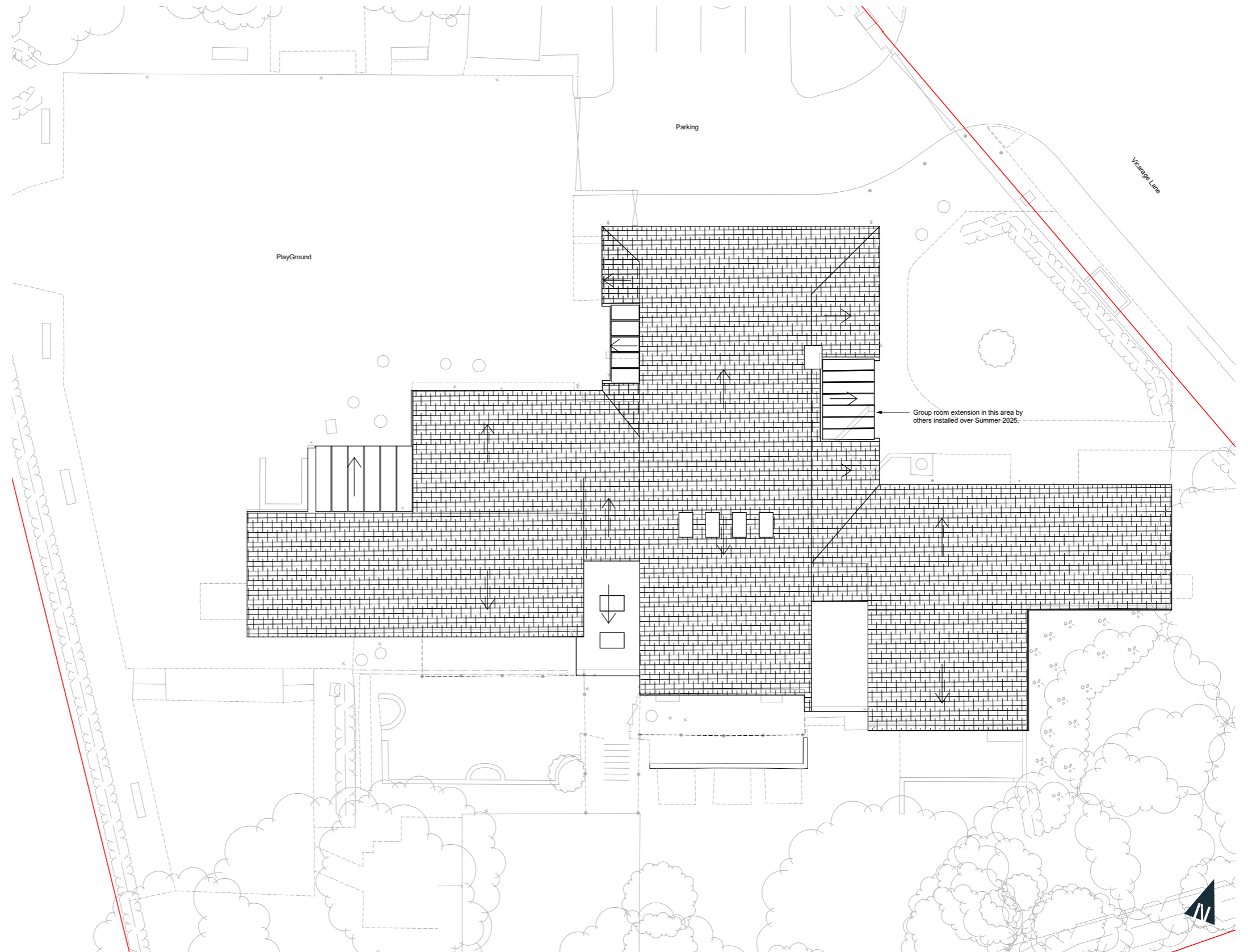
# 03.07 Existing Ground Floor Plan

## KEY

- General Classroom
- Large Spaces
- Learning Resources Area
- Staff & Admin Area
- Storage
- Circulation
- Non-Net Area



# 03.08 Existing Roof Plan



## 03.09 Existing Elevations



Figure 31. Existing West Elevation

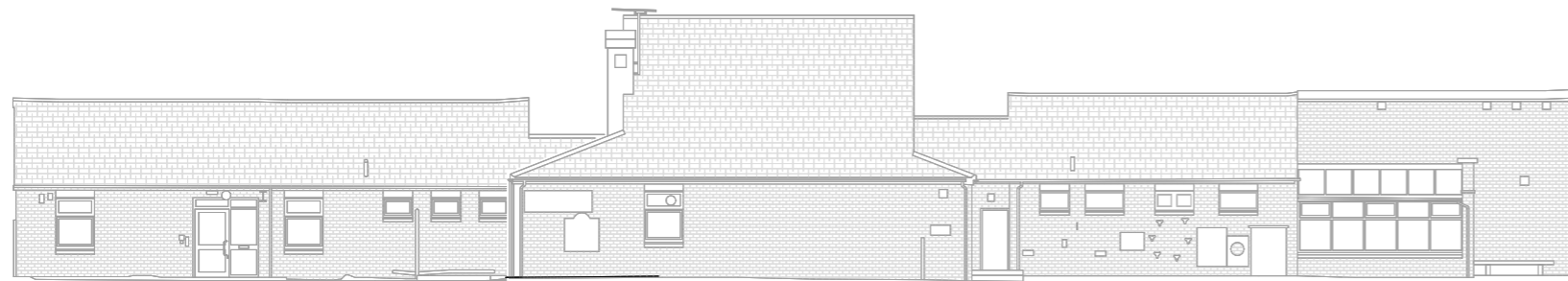


Figure 32. Existing North Elevation



Figure 33. Existing South Elevation



## 04 Architectural Proposal

# 04.01 Architectural Design Concept

## Concept Design

The proposal is for a new single-storey extension to the west of the existing school building at St Augustine's Primary School. The scheme replaces a life-expired modular classroom to provide spaces for a new classroom, toilet spaces, a hygiene room, a SEN Room and a new library that is designed to be a key feature for the school. The layout has been previously agreed with the school.

Careful consideration has been given to the layout in order to minimise the impact on the existing external areas as well as internal demolition in order to work with the client's budget. The proposed extension has been positioned to retain as much existing structure as possible to minimise disruption to the existing school which will be operating during the new extension works. The reduced extent of demolition works will also ensure a shorter programme for the scheme.

The internal reconfiguration, undertaken in line with BB103 guidance, provides additional toilet facilities for the school, improving convenience, supervision and hygiene. A new hygiene room with accessible toilet and shower has also been included in the design. The new classroom

will benefit from direct access to the play space south of the school, supporting safe and supervised outdoor recreation.

The southern entrance to the classroom will be formed by removing an existing window, and enlarging the existing opening to create a new access point leading directly to the external play area to the south of the building. This will provide improved access and help alleviate congestion during emergency procedures, allowing efficient movement for pupils and staff.

A key consideration in the development of the proposals was the connection between the new extension and the existing school. The final design includes an internal link via a new doorway from the existing circulation. This is achieved by extending the existing circulation between the classroom and toilets, allowing for seamless movement between the two areas.

The design intent is to create an extension that seamlessly integrates with the existing school, while providing modern, flexible learning spaces. A range of design options, façade compositions, and library arrangements

have been explored to understand how the new accommodation could best be integrated with the existing.

The library has been conceived as the key architectural feature of the new extension as this will be a shared area for all the pupils in the school. Positioned prominently on the north façade, the library is articulated through a distinctive sloped ceiling form, helping to define it as a focal point of the design. The inclusion of picture windows and integrated window seating enhances its identity as a bright, inviting, and engaging space for pupils. These elements not only maximise natural light and external views but also create a unique environment that supports quiet learning, reading, and reflection.

- Demolition Area
- New Construction
- Existing School

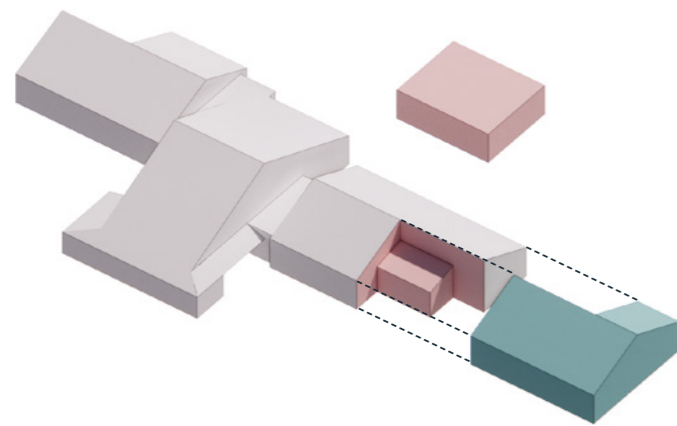


Image 36. Overall Demolition and New Extension Strategy

- Demolition areas
- Existing School to remain

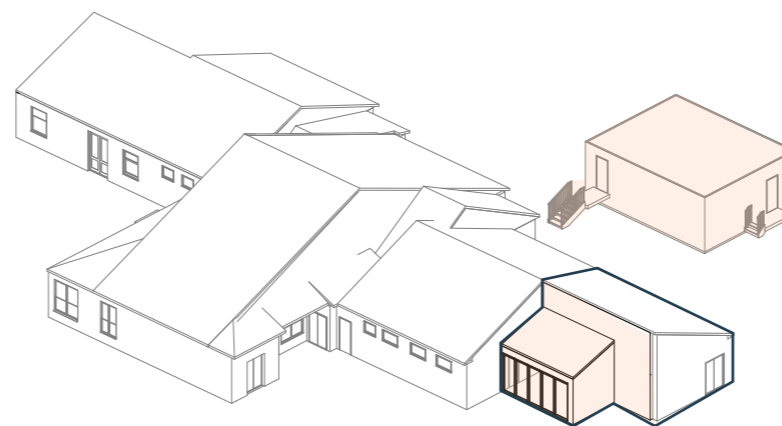


Figure 34. Demolition area of existing school

- Basic Teaching
- Circulation & Non-Net
- LRA

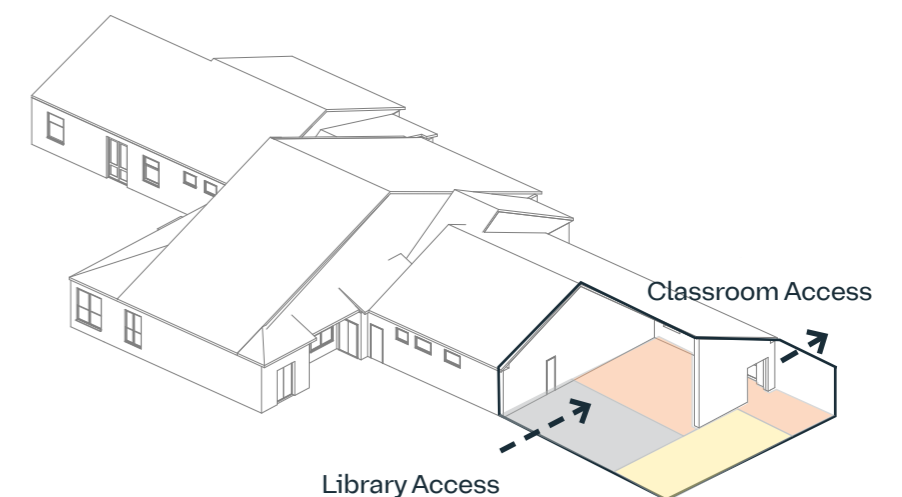
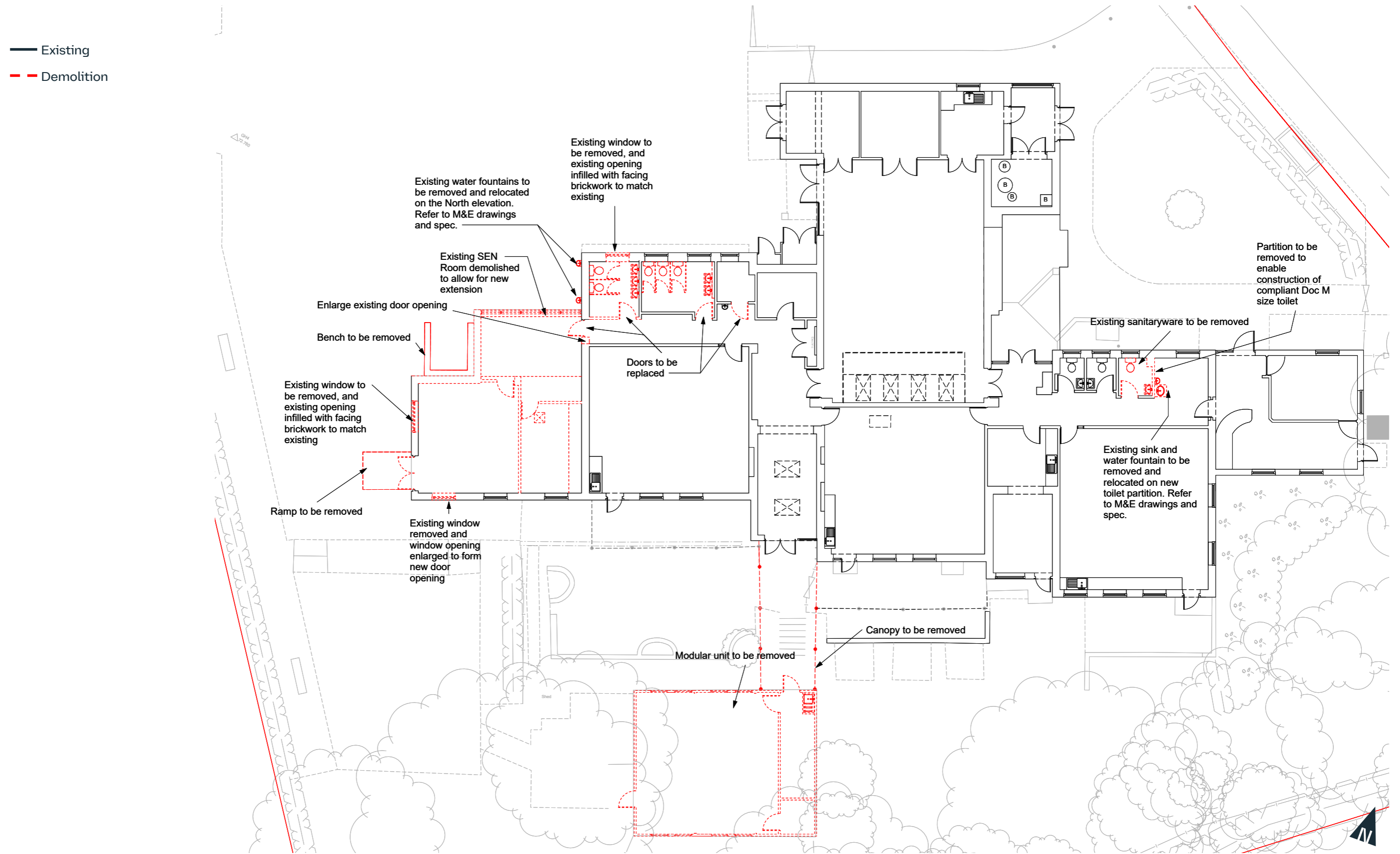


Figure 35. Proposed new extension spatial adjacency

# 04.02 Existing School Demolition Proposal



# 04.03 Proposed Ground Floor Plan

The design proposal includes:

- Reprovision of Junior Classroom from life expired modular block, including a wet area, cloak area and teaching storage.
- Reprovision of Library to suit proposed new layout, including storage and a SEN resource space.
- Refurbishment of existing KS2 toilet area to include a hygiene room which is a requirement by the DfE (including an accessible WC for the pupils).
- Refurbishment of existing staff toilet to accommodate a new compliant size accessible toilet.
- Extend canopy in front of new classroom extension in line with existing canopy.

Basic Teaching	Area
Classroom	60
Learning Resources	
Library	26
SEN Room	12
Storage	
Cloak / Storage	13
Cleaners Storage	2
Library Store	5
<b>Net Total</b>	<b>118</b>
Non- Net	
Pupils Toilet	3
Pupils Toilet	3
Pupils Toilet	3
Pupils Toilet	4
Staff / Visitor WC	4
Hygiene Room	10
Circulation	26
<b>Non-Net Total</b>	<b>53</b>
<b>Total</b>	<b>171</b>

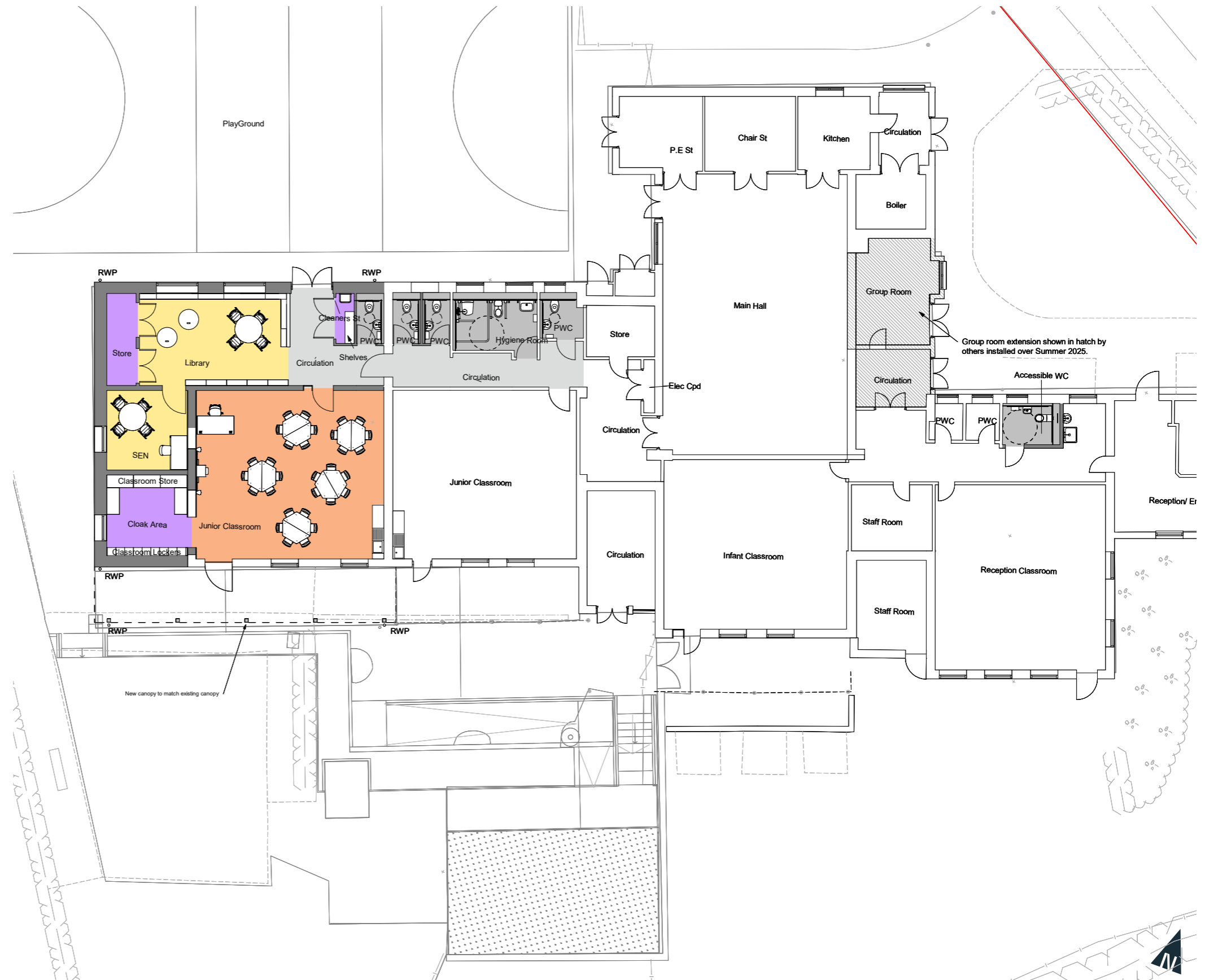




Image 37. Proposed Ground Floor Plan

# 04.04 Proposed Roof Plan

## KEY

-  New Construction
-  Existing

