

Brookleigh Eastern Primary School

Brookleigh, Burgess Hill

DESIGN & ACCESS STATEMENT

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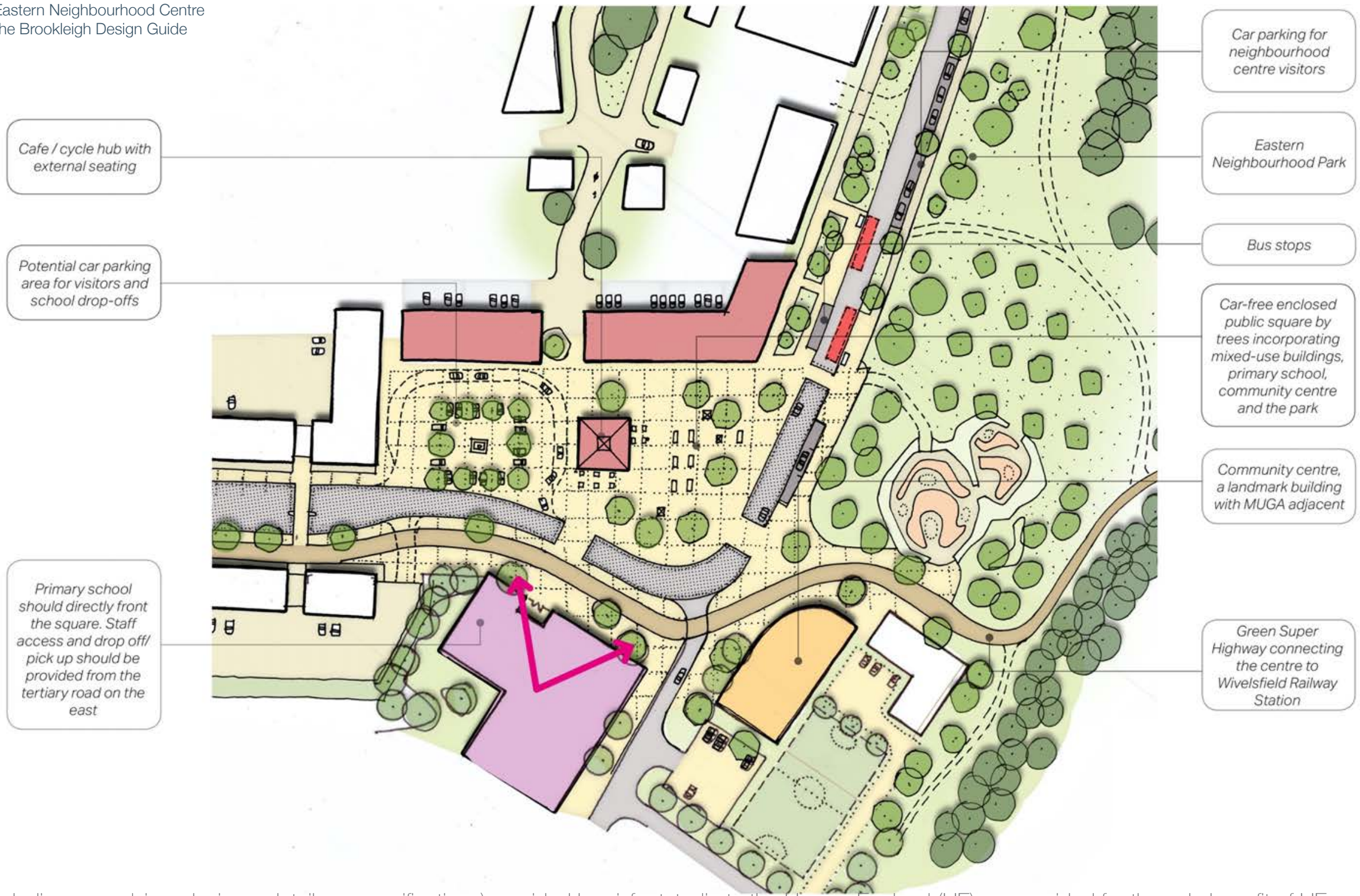


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Document ref:
2084-SFS-X-00-RP-A-DRP-P04



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Doc. No:	Date:	Revision:	Notes:	Prepared:	Reviewed:
2084-SFS-X-00-RP-A-DRP-P00	14/09/25	P00	Issued for collaboration	DMa	MTa
2084-SFS-X-00-RP-A-DRP-P01	23/09/25	P01	Issued for comment	DMa	MTa
2084-SFS-X-00-RP-A-DRP-P02	24/09/25	P02	Issued for WSCC comment	DMa	MTa
2084-SFS-X-00-RP-A-DRP-P03	13/10/25	P03	Issued for Planning	DMa	MTa
2084-SFS-X-00-RP-A-DRP-P04	16/04/26	P04	CGIs revised to incorporate redline boundary information	DMa	MTa

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1.0 INTRODUCTION

INTRODUCTION

This Design and Access Statement (DAS) supports a Reserved matters application to consider access, appearance, landscaping, layout and scale pursuant to application **DM/21/3279** (original reference DM/18/5114) for parcel P1.2 comprising of the construction of a primary school with nursery and special support centre, car parking, multi-use games area, playing fields, landscaping and associated infrastructure.

This DAS demonstrates how the scheme responds to the conditions of the outline consent, relevant design guides, stakeholder engagement, and statutory requirements for accessibility and inclusive design.

This DAS should be read in conjunction with the Design Principles Statement (DPS - ref: **2084-SFS-X-00-RP-A-DPS**). This DPS demonstrates how the proposed Brookleigh Primary School responds to and complies with the design principles established through the Outline Planning Permission (OPP) Parameter Plans and the Revised Brookleigh Design Guide.

This DAS has been prepared for Homes England, by sixfootstudio on behalf of the multi-disciplinary design team led by CampbellReith, to accompany the reserved matters application for Brookleigh Primary School. It is also the product of the collaborative process with Homes England, West Sussex County Council (County Education) and Mid-Sussex District Council (Planning Authority).

Note, that ‘Brookleigh’ replaces the former title of ‘Northern Arc’. Similarly, Northern Arc Avenue or the EBLR is now to be references as Holmbush Avenue

THE EDUCATION BRIEF

Brookleigh Primary School will be a two-form entry (2FE) school, offering a basic capacity of 420 pupil places. The school is additionally required to accommodate a 52-place (Full-Time Equivalent) nursery and a 16-place SSC (Special Support Centre).

The design schedule of accommodation (SoA) for the main school (including the nursery) was derived from the DfE’s Excel-based tool - ‘Schedule of Accommodation

Tool for any Mainstream Primary School’ with the SSC schedule elements derived from BB104’s guidance on SEND ‘Units’ with reference also to WSCC’s Red and Purple Guides.

Subsequent changes were made during the RIBA Stage 2 consultation process to reflect WSCC’s additional detailed requirements, noting that it is WSCC’s preference that the Nursery should be capable of independent operation by a third party. The developed design proposed for this application, reflects further refinements during RIBA Stage 3, with negligible impact on proposals.

DESIGN GUIDANCE

The following design codes, guidance and specifications have be utilised and will also form part of the Employer’s Requirements moving forward:

- Homes England Strategic Plan
- Building for a Healthy Life (BfHL)
- The Revised Brookleigh Design Guide
- Outline Planning Permission (OPP) Parameter Plans
- Building with Nature
- DfE Building Bulletin 103 (additional BB’s are also relevant)
- MSDC Planning Policy
- BREEAM (Excellent)
- WSCC School Design Guides
 - Red Guide (Primary Schools)
 - Green Guide (External Spaces)
 - Purple Guide (SEND Schools)
 - Yellow Guide (Fabric & Materials)
 - Grey Guide (M&E Services)
- DfE Output Specification & Annexes



Image reproduced from the Brookleigh Design Guide

2.0 SITE LOCATION & DESIGN CONTEXT

2.1 SITE CONTEXT & EXISTING CHARACTER

SITE CONTEXT & EXISTING CHARACTER

The wider site covers approximately 180 hectares and is situated to the north and north-west of Burgess Hill, within a predominantly rural and landscape. The site spans several administrative boundaries, crossing the wards of Leylands, Dunstall, Hurstpierpoint and Downs, and Cuckfield, and lies within the parishes of Burgess Hill, Ansty and Staplefield, and Hurstpierpoint and Sayers Common.

The prevailing land use is agricultural, comprising a mosaic of open fields, hedgerows, scattered woodland (including areas of Ancient Woodland), and grassland. Built form is minimal and dispersed, consisting largely of low-rise agricultural buildings and a number of small-scale commercial operations.

The character of the site is predominantly open and green, contributing to the wider landscape setting of northern Burgess Hill. Vegetation structure, including mature hedgerows and woodland blocks, provides a framework for understanding visual containment, ecological value, and spatial identity, all of which inform the emerging design principles.

To the south, key neighbouring uses include St Paul's Catholic College, a household waste recycling facility, areas of woodland, and Jane Murray Way, which serves as a key movement corridor. Further south, beyond this threshold, lie The Triangle Leisure Centre and residential neighbourhoods within Burgess Hill.

To the south-east, Freeks Farm, where outline planning permission has been granted for approximately 460 homes, represents an area of planned growth and integration. To the east, Bedelands Nature Reserve offers a valuable ecological and recreational asset that influences green infrastructure planning and habitat

The northern and western edges of the site remain largely rural, characterised by agricultural land interspersed with woodland, hedgerows, and occasional residential or commercial properties. Within the broader site boundary, a number of existing residential and commercial properties remain outside the proposed development area.

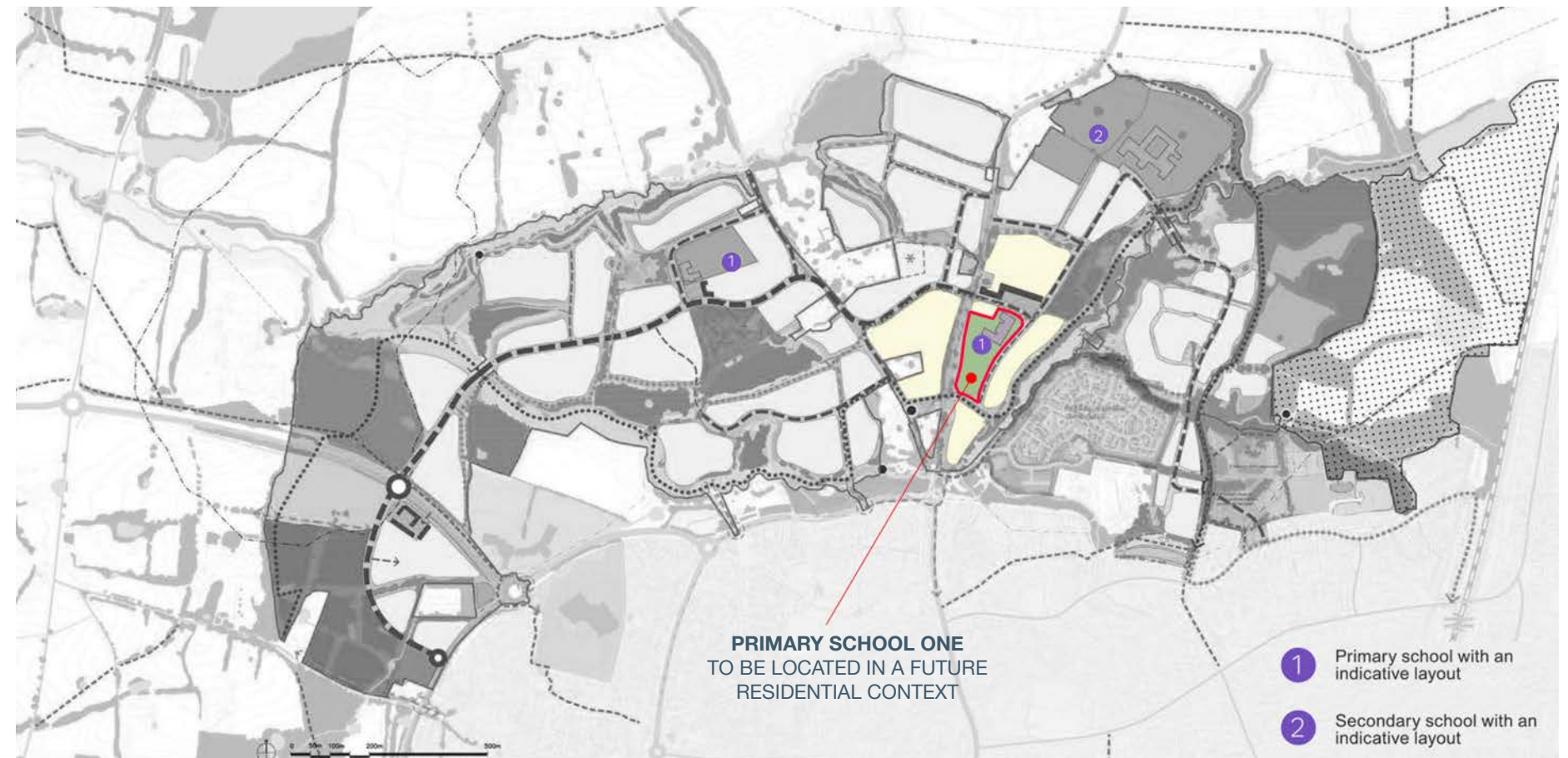


Image reproduced from the Brookleigh Design Guide

The site's rural character, varied edge conditions, and dispersed built form present an opportunity to create a development that:

- Respects and reinforces the existing landscape structure, using hedgerows and woodland to shape form and identity.
- Responds sensitively to adjacent land uses, including educational, ecological, and residential areas.
- Provides a legible and well-integrated layout, with connections to surrounding green infrastructure and neighbouring growth areas.
- Delivers a development that is landscape-led, with clear structure, ecological resilience, and a strong sense of place.

These contextual features and patterns are integral to the development's emerging design vision and form the basis of the core principles shaping the masterplan.

CURRENT DEVELOPMENT PHASES

Oakhurst (Phase 1A) is being delivered by Vistry and there have been 49 completions with 141 occupations to date.

Fallow Wood View (Phase 1B) is being delivered by Bellway and has 60 completions with 60 occupations.

Brookleigh phase 1C (by Hill) has been submitted to planning.

2.0 SITE LOCATION & DESIGN CONTEXT

2.2 BROOKLEIGH MASTERPLAN - THE EASTERN NEIGHBOURHOOD

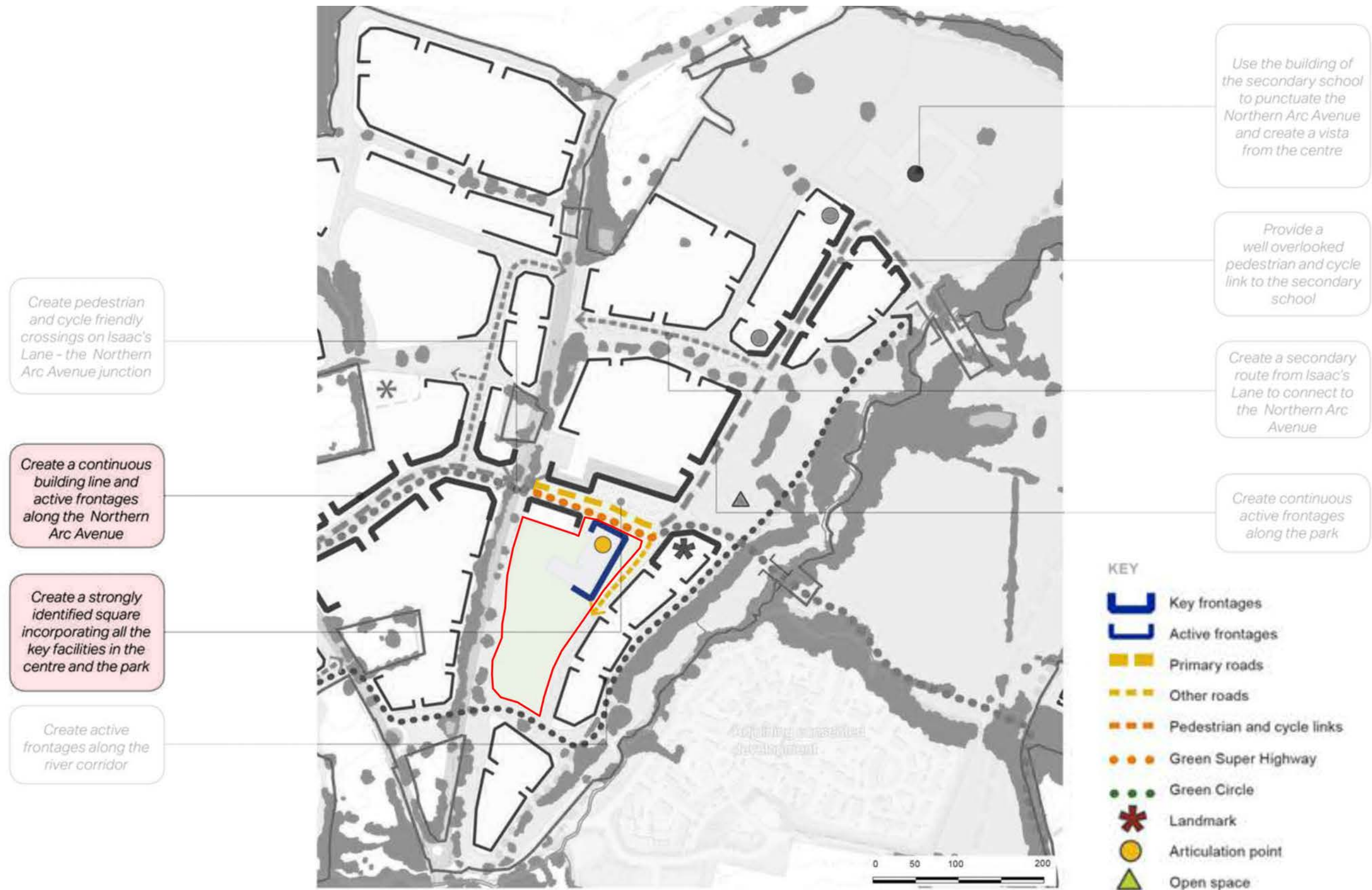
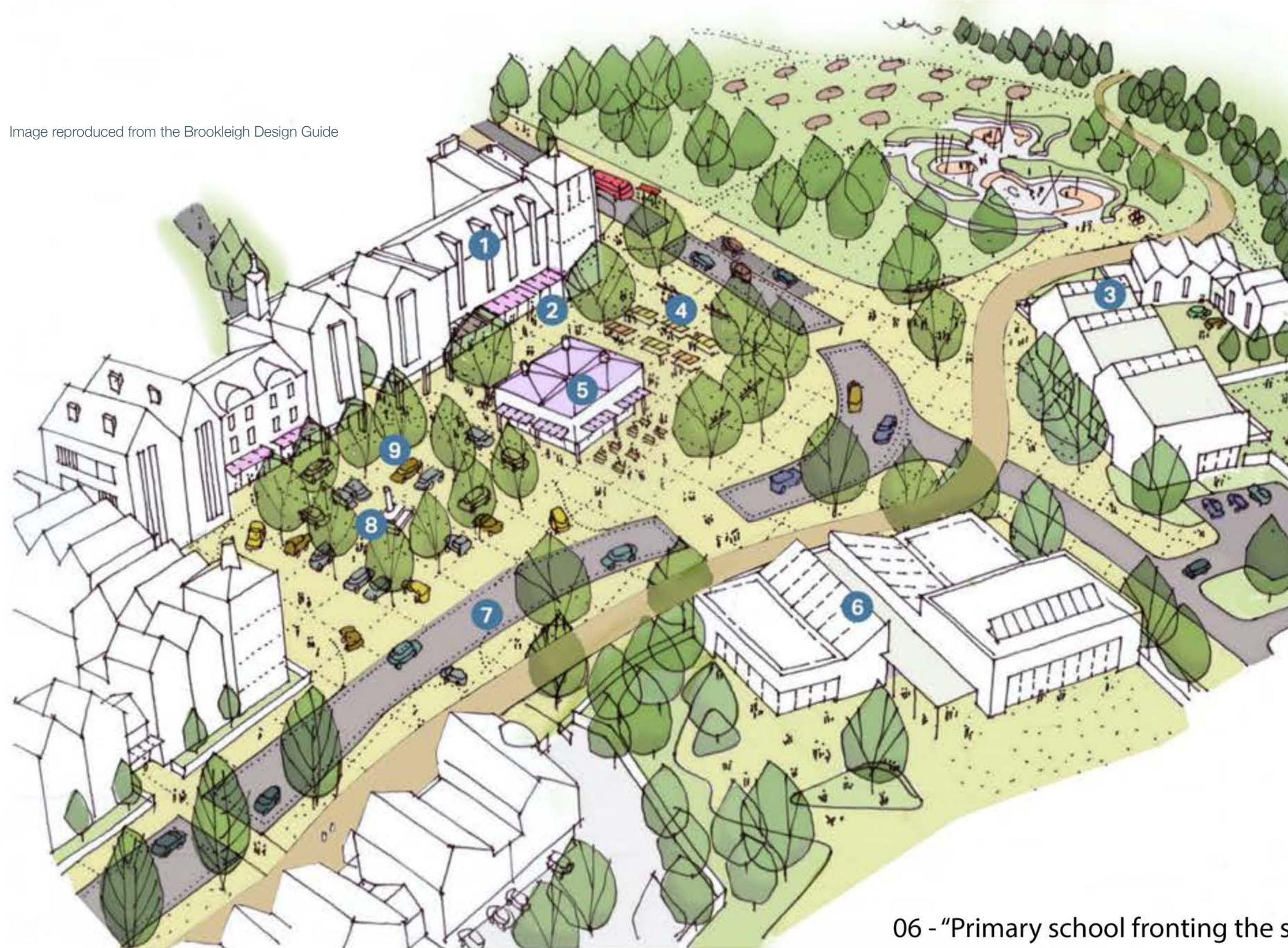


Image reproduced from the Brookleigh Design Guide

2.0 SITE LOCATION & DESIGN CONTEXT

2.2 BROOKLEIGH MASTERPLAN - THE EASTERN NEIGHBOURHOOD

Image reproduced from the Brookleigh Design Guide



06 - "Primary school fronting the square"

2.0 SITE LOCATION & DESIGN CONTEXT

2.2 BROOKLEIGH MASTERPLAN - THE EASTERN NEIGHBOURHOOD

THE BROOKLEIGH MASTERPLAN

The approved Brookleigh Masterplan describes the proposed development as follows:

"The Brookleigh (Formally Northern Arc) will combine the best of town and country to offer vibrant local centres, excellent community facilities and well-designed residential neighbourhoods set within a highly attractive landscape of existing mature woodlands, river valleys and extensive natural areas to provide a great place to live, work and visit. It will provide approximately 3,500 new homes, local employment, education, health, leisure, recreation and community facilities within a series of sustainable neighbourhoods linked by green cycle and footpaths and successfully integrated into its wider social, economic and environmental context."

Brookleigh Primary School is the first of two primary schools envisaged to meet the future demand for school places within the Brookleigh Masterplan.

The proposed site lies within the eastern neighbourhood, at the proposed neighbourhood centre.

The centre will comprise a tree-lined public square, bounded to north and west with mixed-use buildings, to the east, by a park and community centre and to the south, by the primary school.

The Holmbush Avenue roadway will run east-west through the square to the southern edge, adjacent to the primary school boundary. The school site will be bounded to the east by residential gardens and to the northwest by a small residential development plot.

Notable, on the adjacent drawing, is the extent to which the Neighbourhood Centre crosses Holmbush Avenue to engage the park to the east, community centre to the southeast and the primary school to the south. **This illustrates an important design imperative; that of considering the 'plaza' as one space; one place and critically identifying the necessity to coordinate across the numerous stakeholders.**



3.0 SITE ANALYSIS

3.1 SITE OPPORTUNITIES & CONSTRAINTS



3.0 SITE ANALYSIS

3.1 SITE OPPORTUNITIES & CONSTRAINTS

BROOKLEIGH (FORMALLY NORTHERN ARC) DESIGN GUIDE CONTEXT

The Site Opportunities and Constraints diagram provides a detailed analysis of how the principles set out in the revised Brookleigh Design Guide inform the development of the Brookleigh Primary School site.

CONSTRAINED SITE

While the site is of adequate overall size to accommodate the proposed school capacity, it presents specific constraints, most notably in the north-east corner, which is designated in the masterplan as the location for the school building. The northern boundary narrows due to the proposed adjacent residential development to the northwest, resulting in a reduced developable width in this area.

BUILDING LOCATION STRATEGY

These spatial constraints create a distinct ‘pinch point’, leaving a defined area in the north-east suitable for the school building. A larger, more flexible area to the southwest remains available for external play and associated open space.

Positioned at the heart of the future Neighbourhood Centre, the school building must serve multiple important roles:

- Act as a secure threshold between public and school domains
- Address and activate the public square to the north, forming its southern edge
- Potentially accommodate multiple entrances for the primary school
- Provide safe, welcoming gathering areas for parents and carers, particularly to the south of Holmbush Avenue and the proposed cycle superhighway
- Maintain sufficient frontage along the site boundary for potential vehicular access and egress

This design approach ensures the school responds both to site-specific constraints and to its wider civic role

within the neighbourhood.

ARCHITECTURAL EXPECTATION

The Design Guide notes:

“provide a high-quality primary school building with a distinct architectural element responding to the character of the centre and contributing to the enclosure of the square”

Architecturally, the building should express its civic significance while carefully mediating between the surrounding residential geometries; those to the northwest (at the corner of Holmbush Avenue and Isaac’s Lane), as well as to the north and east along the adjacent tertiary road.

The design must also respond to the ‘Articulation Point’ identified in the Brookleigh Revised Design Guide, a key spatial moment defined by the relationship between the public square and a prominent pedestrian desire line extending northwards toward the secondary school.

BUILT FORM, MASSING & SITE LAYOUT

The building is positioned towards the northeast corner of the site, reinforcing its civic presence along the southern edge of the neighbourhood centre. The massing is primarily two storeys, with a reduction to single-storey at the northern edge to create a more human-scaled interface with the public realm and key pupil arrival points.

ACCESS, PARKING AND SUSTAINABLE MOVEMENT

The access and movement strategy for the school site has been designed to align with the wider masterplan, ensuring seamless integration with adjacent routes and neighbourhood structure. The scheme includes:

- On-site parking provision for staff and visiting professionals
- Electric vehicle (EV) charging points
- Secure cycle and scooter storage to encourage active travel
- Drop-off areas integrated within the wider masterplan
- These measures support a sustainable transport

hierarchy and help reduce reliance on the private car.

LANDMARK, WAY-FINDING & ‘ARTICULATION POINTS’

The design approach to landmarks across Brookleigh encourages the creation of visually engaging, contextually responsive buildings and features that aid navigation without overwhelming the setting.

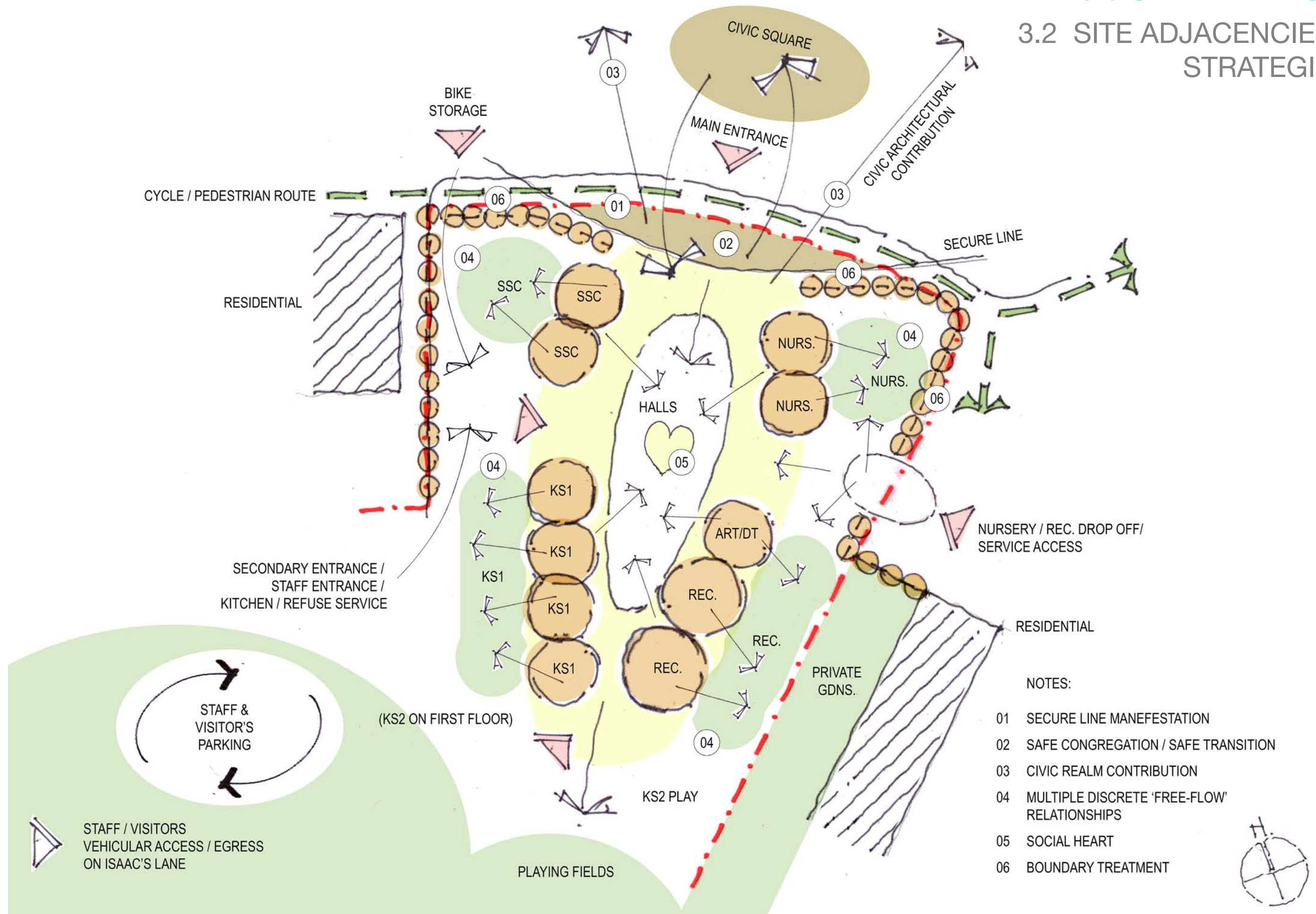
The Brookleigh Primary School’s placement at a highly visible, strategically important neighbourhood centre ‘edge’ enables it to function as a natural landmark. Its architecture is designed to articulate this southern edge, respond positively to its surroundings, in both form and scale, contributing to a clear sense of place while avoiding visual dominance.

FREE-FLOW TO EXTERNAL LEARNING

Furthermore, with the nursery, SSC, early years and KS1 classroom accommodation all requiring access to discrete external learning and play areas, and with the vast majority of the ground floor plan consumed by their respective learning clusters (including ancillary accommodation), it is essential that the building be formed in such a way as to provide for the secure external play spaces without impacting its civic realm duties as outlined above.

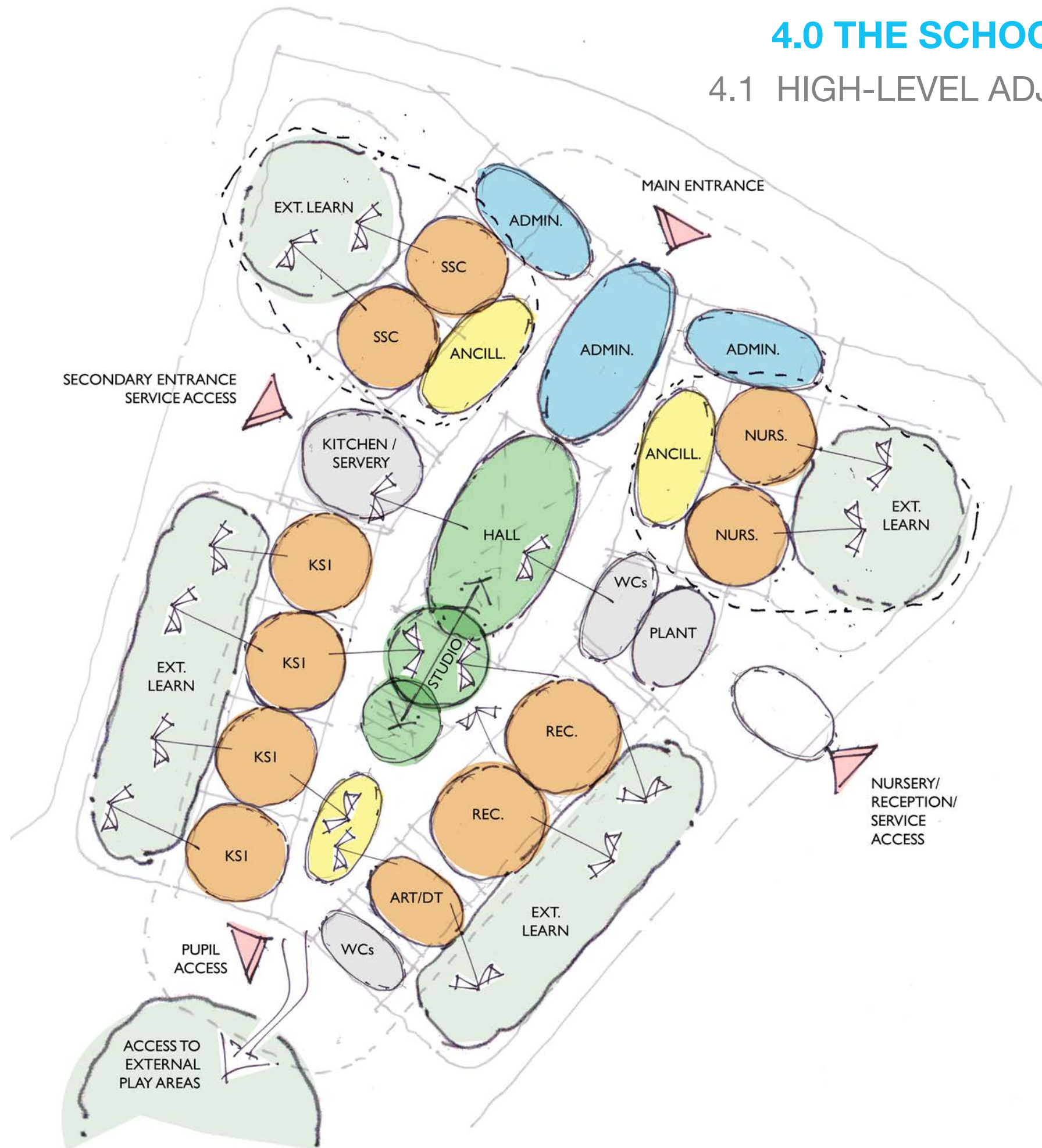
3.0 SITE ANALYSIS

3.2 SITE ADJACENCIES / STRATEGIES



4.0 THE SCHOOL BUILDING & RESPONSE TO SITE

4.1 HIGH-LEVEL ADJACENCY DIAGRAM - GROUND FLOOR



POTENTIAL FOR MULTIPLE POINTS OF ACCESS

Dedicated access is proposed for the Nursery and potentially for the SSC. Separate access to the Reception cluster may also be advantageous.

The proposed plan form and spatial adjacencies have been designed to accommodate multiple potential entry points, ensuring flexibility for future operators.

NON-PUPIL AREAS TO THE NORTH FACADE

In the proposed arrangement, pupil accommodation is excluded from the ground floor of the northern façade.

This allows the building itself to establish a secure boundary with the civic realm, removing the need for intrusive or unwelcoming perimeter fencing.

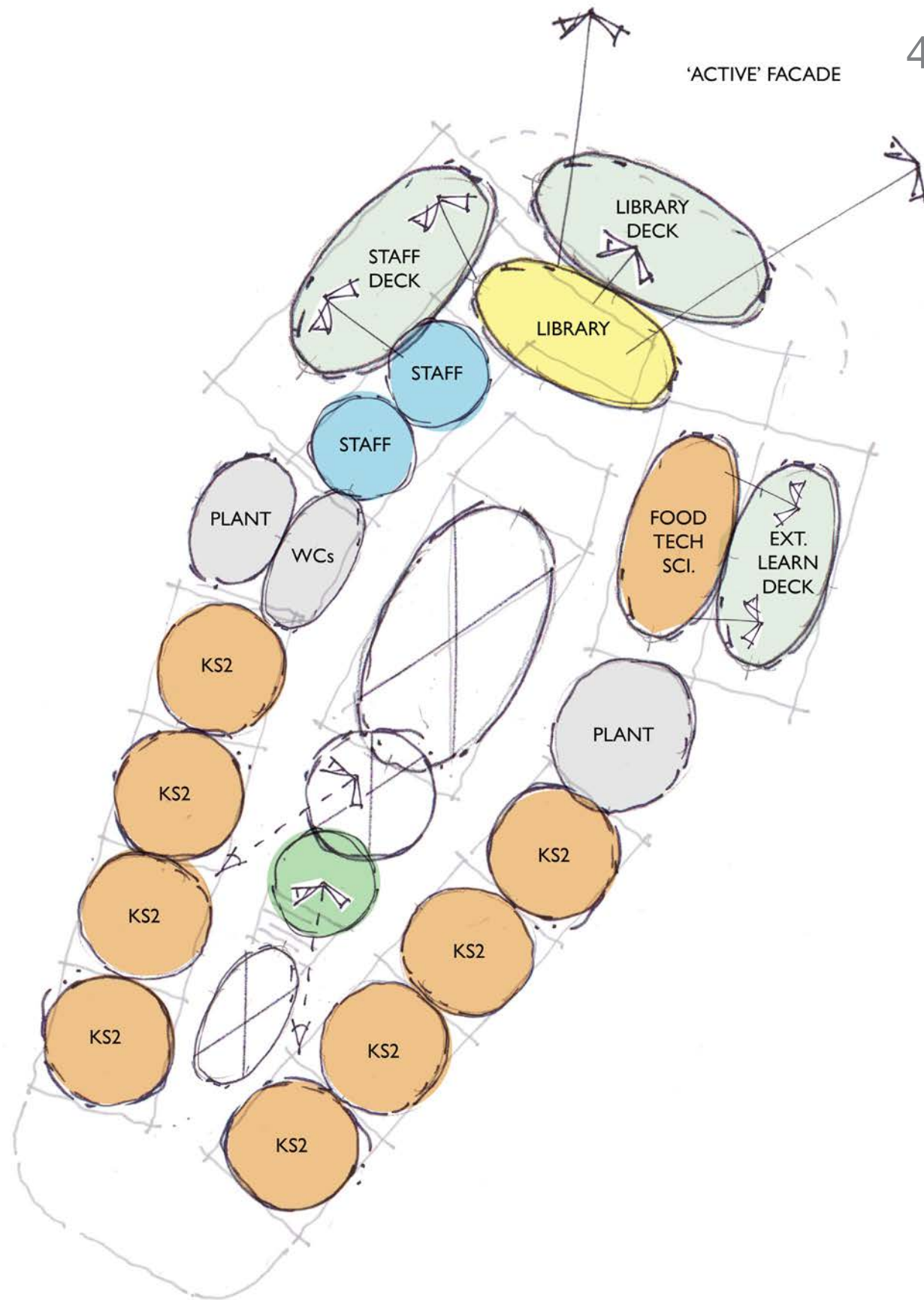
1. CENTRAL HALLS

By locating the main hall, studio space, and amphitheatre seating as a connected suite of central spaces, the design enables near whole-school assembly at the heart of the building.

This arrangement allows for layered and flexible modes of operation, supporting a wide range of school activities.

4.0 THE SCHOOL BUILDING & RESPONSE TO SITE

4.2 HIGH-LEVEL ADJACENCY DIAGRAM - FIRST FLOOR



ACTIVE FIRST FLOOR FACADE

A library positioned along the public-facing first-floor façade activates the building edge while maintaining safeguarding integrity.

This creates a positive interface between school and community.

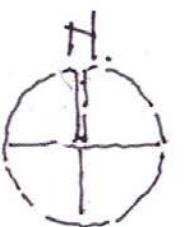
POTENTIAL FOR EXTERNAL DECKS

External decks for the library, science, and staff areas reinforce this interface, providing additional opportunities for engagement and supporting the wider design narrative.

GALLERIES TO THE 'HEART'

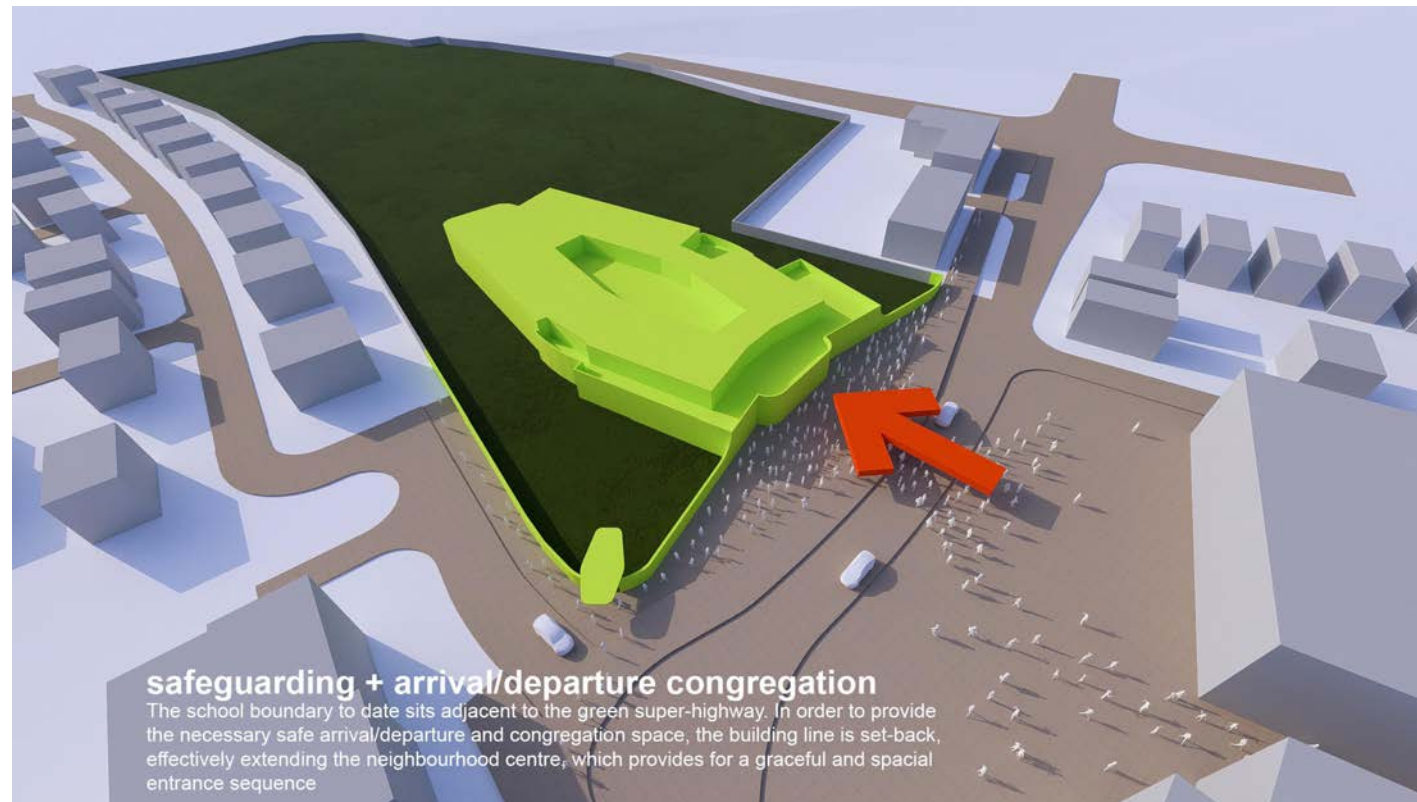
The open-plan, double-height studio and stepped amphitheatre visually connect upper-level KS2 classrooms to the ground floor programme.

This promotes legibility, supports a clear sense of progression, and fosters a strong whole-school community identity.



4.0 THE SCHOOL BUILDING & RESPONSE TO SITE

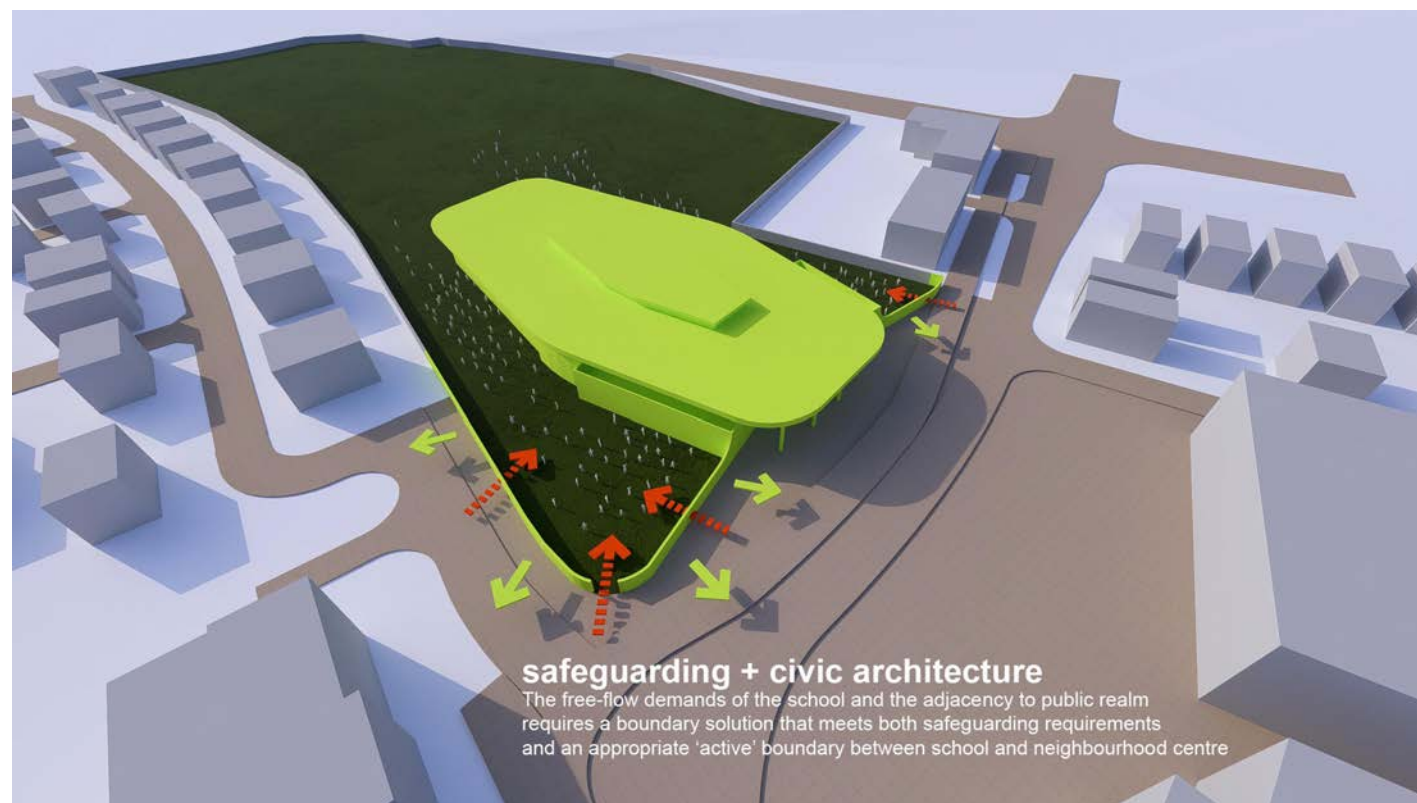
4.3 BUILDING LOCATION, FORM AND CIVIC ROLE



Safeguarding and arrival/departure congregation



Safeguarding set-back



Safeguarding and civic architecture



Anchored building location v free flow

4.0 THE SCHOOL BUILDING & RESPONSE TO SITE

4.3 BUILDING LOCATION, FORM AND CIVIC ROLE

ANCHORED LOCATION

The masterplan positions the school as a defining element in containing the new neighbourhood centre to the south. As such, the building must perform multiple functions:

- Establish a secure boundary between public and school domains.
- Address the public square to the north, forming its southern enclosure with active frontages.
- Provide dedicated entrances for the primary school, SSC, and nursery.
- Offer a safe gathering space for parents and carers within the public domain to the south of Brookleigh Avenue.
- Retain sufficient frontage to enable potential vehicular access and egress.
- These requirements together anchor the school building in the northeast corner of the site.

SAFEGUARDING SETBACK

The northern site boundary directly adjoins a planned cycle thoroughfare (the green superhighway). To ensure safe operation, the building frontage and secure line are set back from this route, creating space for safe congregation and transition between public and school environments.

PUBLIC REALM CONTRIBUTION

The wider masterplan envisages a public realm extending beyond the vehicular avenue to the south and east. Ideally, the public square should flow across Brookleigh Avenue to connect with the park to the east, the community centre to the southeast, and the school to the south.

The building setback, while partly driven by safety considerations, also enhances this civic ambition. It

enriches the quality of the public realm and creates a sense of pause and generosity in the school's main entrance sequence.

The Landscape (Section 07) further explores aspirations for the public realm.

PUPIL FREE-FLOW AND ORIENTATION

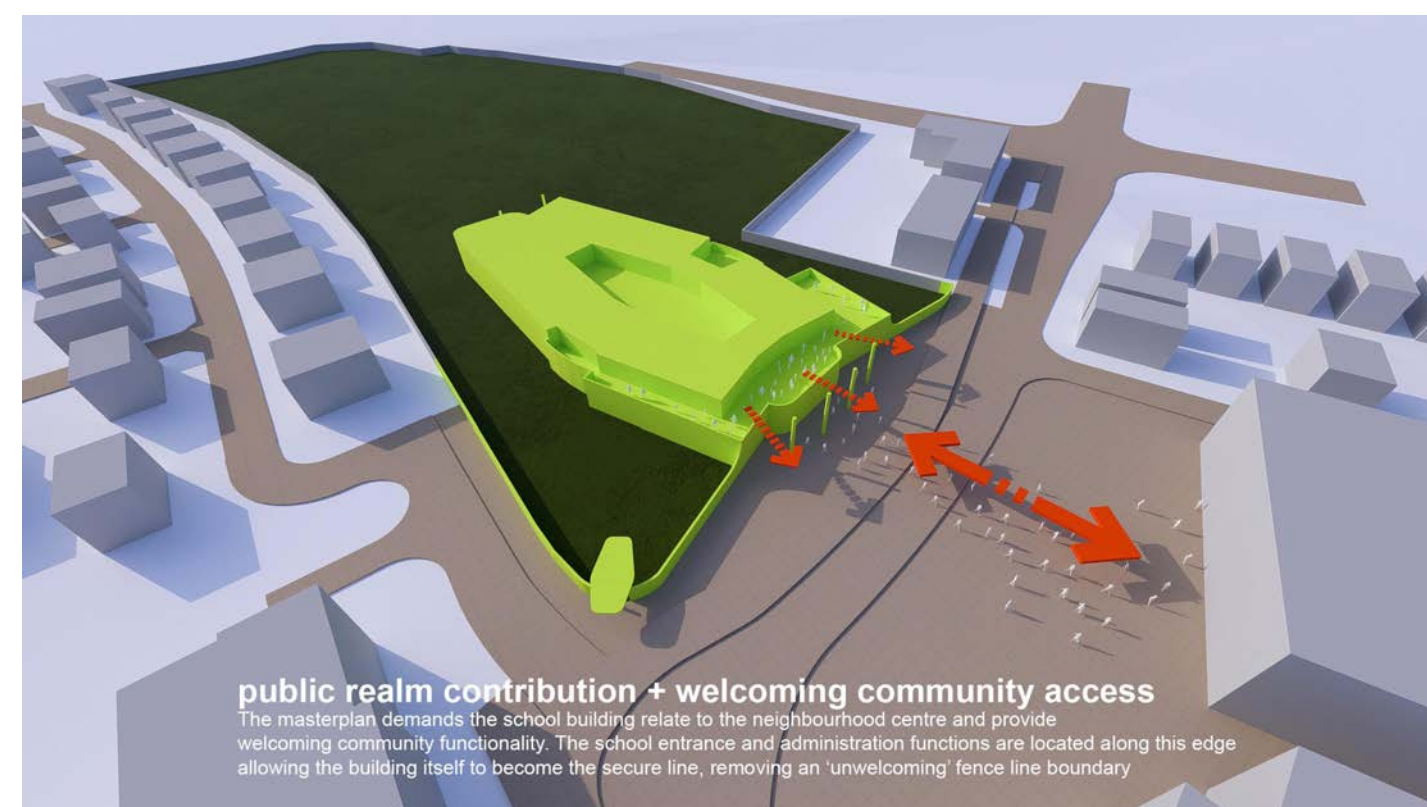
Early Years, SSC, and KS1 classrooms are designed to provide direct 'free-flow' access to associated external learning and play spaces.

In response to site constraints and the secure line, these classrooms are distributed along the east and west façades.

This arrangement necessitates careful environmental design to mitigate potential overheating and optimise comfort.

PUPIL FREE-FLOW AND BOUNDARY TREATMENT

Where SSC and Nursery external learning environments adjoin the public realm, boundary treatments must balance multiple priorities: ensuring safeguarding, reducing noise, and presenting a civic-facing edge that complements the surrounding public environment.



Public realm contribution and welcoming community access

DESIGN DEVELOPMENT IMAGERY

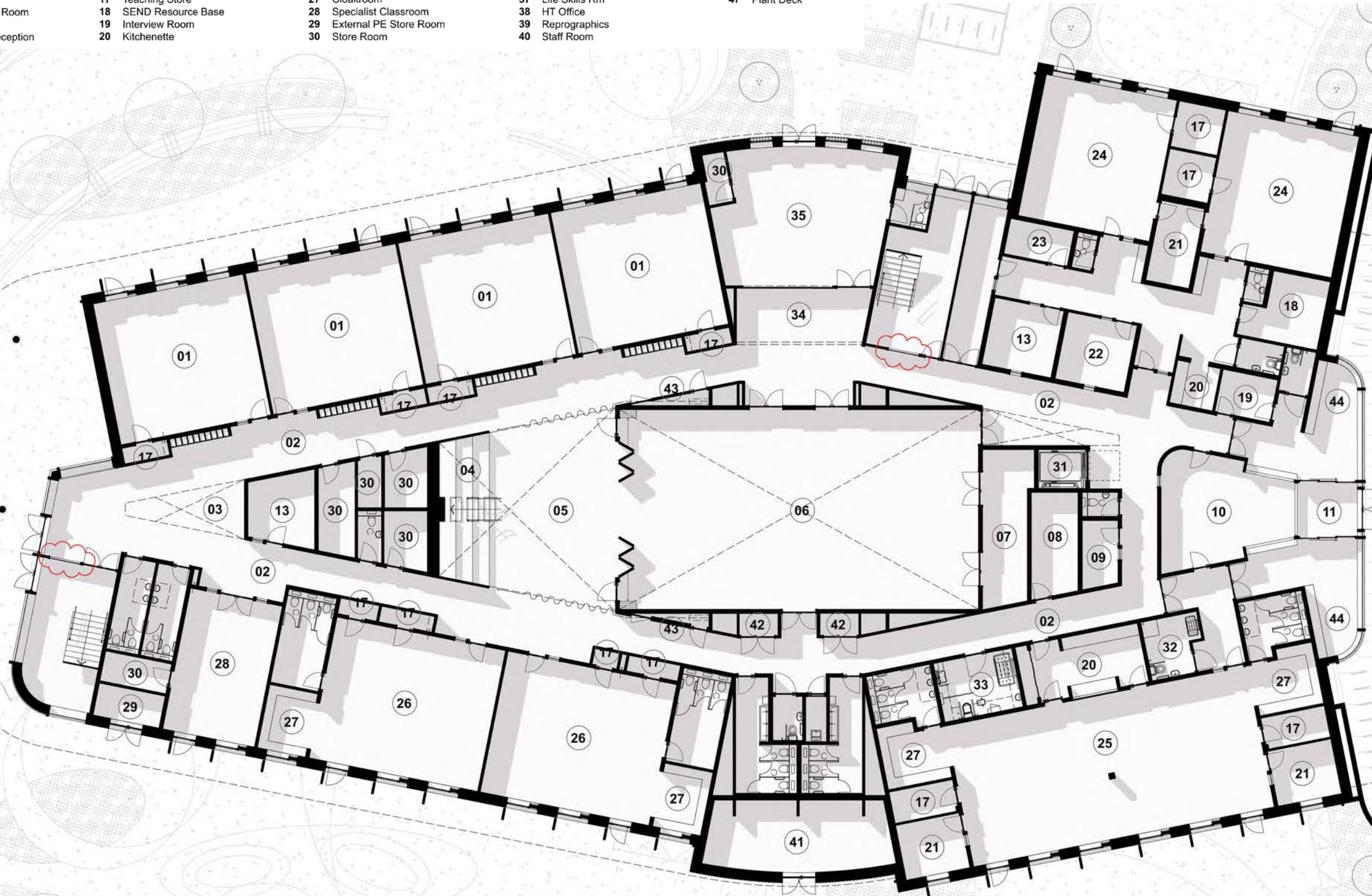
These graphics illustrate the initial design intent, where the nursery entrance was proposed to be positioned at the northeast corner of the site. Subsequent design development refined this arrangement, relocating the entrance to a central position between the Reception and Nursery class bases. This revision provided a more cohesive and legible site layout, improving connectivity between key early years spaces and mitigating potential pedestrian congestion at the northeast corner.

5.0 THE SCHOOL BUILDING

5.1 GROUND FLOOR PLAN

Room Description

01 Classroom	11 Main Entrance Lobby	21 Small Group Room	31 Lift	41 Plant Room
02 Corridor	12 Void	22 Sensory Room	32 Nursery Hygiene Rm	42 Community Store
03 Open-plan Small Group Area	13 Staff Office	23 Quiet Room	33 School Hygiene Rm	43 Acoustic Curtain Store
04 Amphitheatre Step Seating	14 External Roof Access Deck	24 SSC Classroom	34 Furniture Store / Servery	44 Waiting Area
05 Open-plan Studio Hall Area	15 Library	25 Nursery Room	35 Catering Kitchen	45 Science Deck
06 Main Hall	16 External Library Deck	26 Reception Classroom	36 Staff Work Room	46 Staff Deck
07 PE Store Room	17 Teaching Store	27 Cloakroom	37 Life Skills Rm	47 Plant Deck
08 Medical Inspection Room	18 SEND Resource Base	28 Specialist Classroom	38 HT Office	
09 Sick Bay	19 Interview Room	29 External PE Store Room	39 Reprographics	
10 General Office / Reception	20 Kitchenette	30 Store Room	40 Staff Room	



5.0 THE SCHOOL BUILDING

5.2 FIRST FLOOR PLAN

Room Description

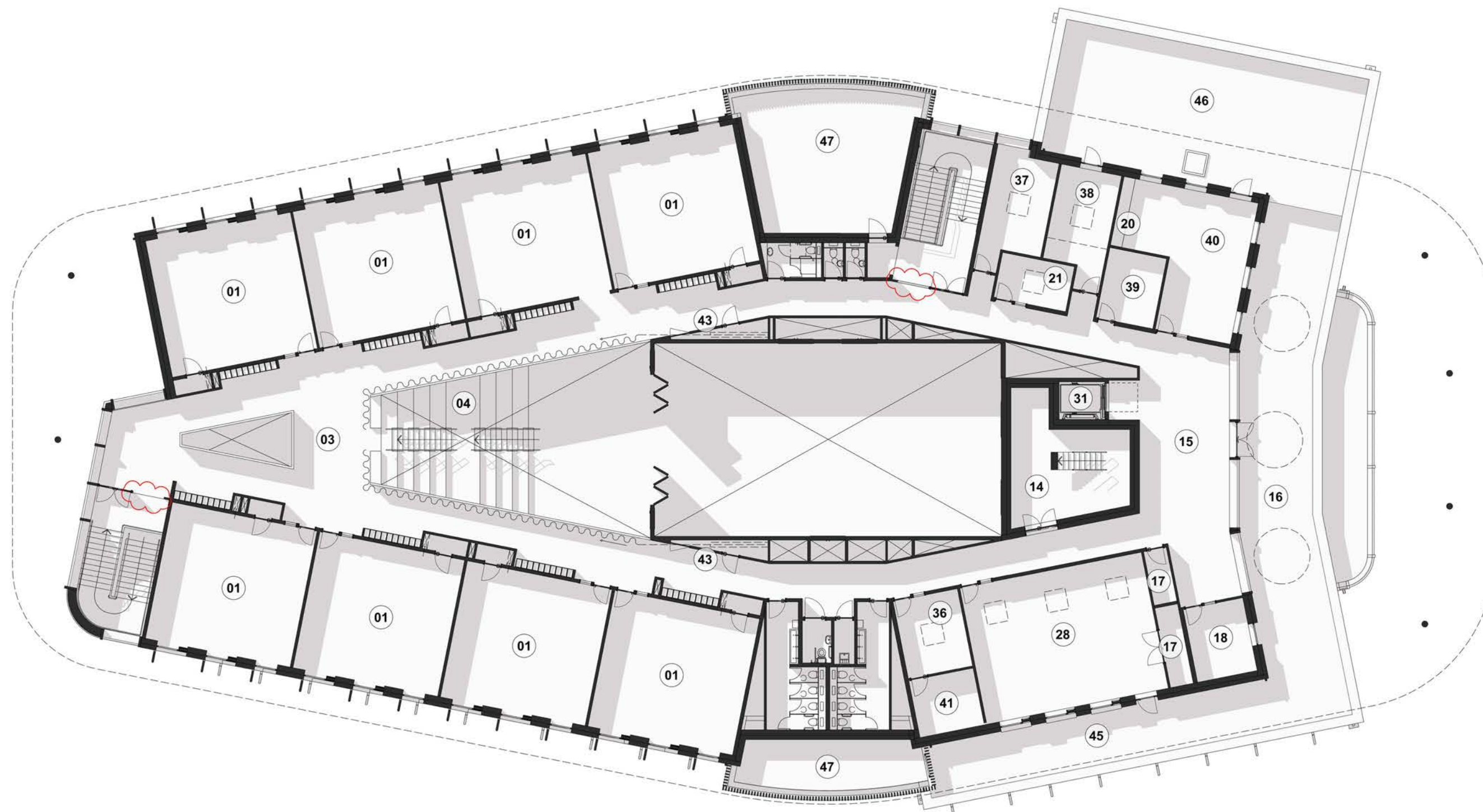
01 Classroom
02 Corridor
03 Open-plan Small Group Area
04 Amphitheatre Step Seating
05 Open-plan Studio Hall Area
06 Main Hall
07 PE Store Room
08 Medical Inspection Room
09 Sick Bay
10 General Office / Reception

11 Main Entrance Lobby
12 Void
13 Staff Office
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15 Library
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17 Teaching Store
18 SEND Resource Base
19 Interview Room
20 Kitchenette

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25 Nursery Room
26 Reception Classroom
27 Cloakroom
28 Specialist Classroom
29 External PE Store Room
30 Store Room

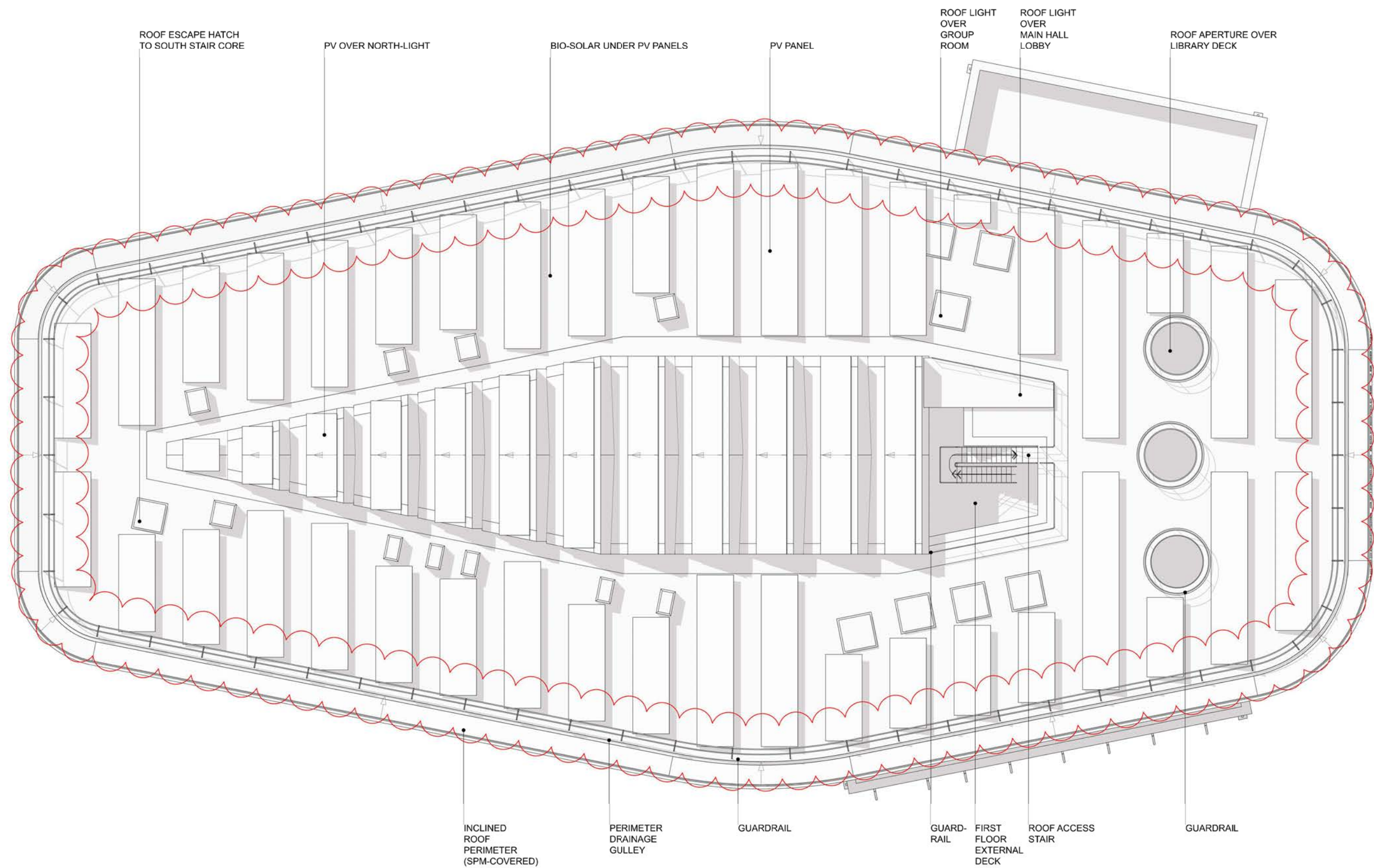
31 Lift
32 Nursery Hygiene Rm
33 School Hygiene Rm
34 Furniture Store / Servery
35 Catering Kitchen
36 Staff Work Room
37 Life Skills Rm
38 HT Office
39 Reprographics
40 Staff Room

41 Plant Room
42 Community Store
43 Acoustic Curtain Store
44 Waiting Area
45 Science Deck
46 Staff Deck
47 Plant Deck



5.0 THE SCHOOL BUILDING

5.3 ROOF PLAN





5.0 THE SCHOOL BUILDING

5.4 CIVIC RESPONSE - WELCOME EMBRACE



5.0 THE SCHOOL BUILDING

5.5 CIVIC RESPONSE - SOFT PERMANENT EDGES



5.0 THE SCHOOL BUILDING

5.6 CIVIC RESPONSE - TURNING THE CORNER



5.0 THE SCHOOL BUILDING

5.7 CIVIC RESPONSE - ACTIVE FRONTAGE TO THE EAST



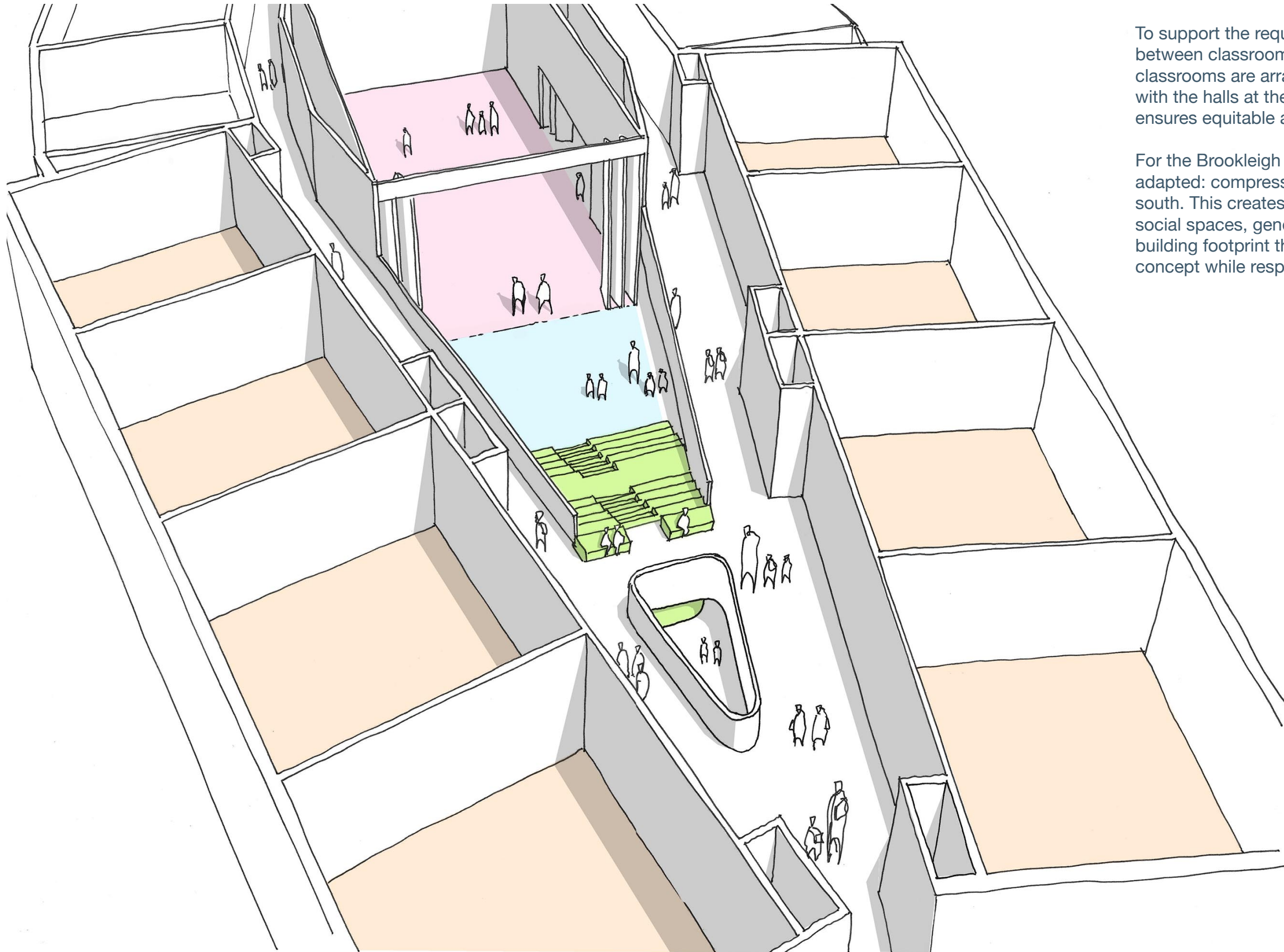
5.0 THE SCHOOL BUILDING

5.8 CENTRAL HALLS CONCEPT

THE PIN-WHEEL CONCEPT

To support the requirement for free-flow relationships between classrooms and external learning environments, classrooms are arranged around the building perimeter, with the halls at the centre. This 'pin-wheel' concept ensures equitable access to outdoor learning.

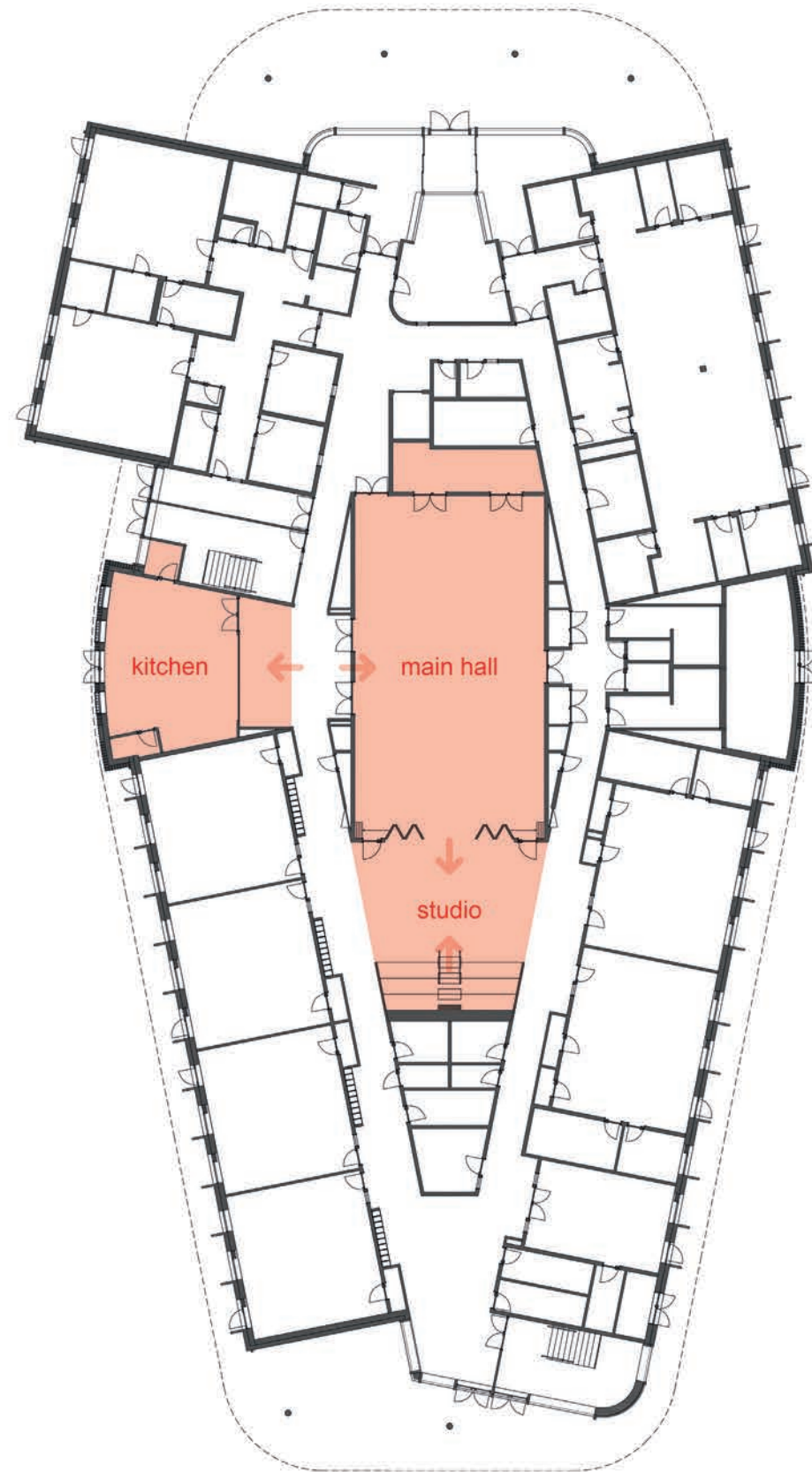
For the Brookleigh site, the pin-wheel form has been adapted: compressed east-west and extended north-south. This creates a sequence of interconnected hall and social spaces, generating an oval or diamond-shaped building footprint that remains faithful to the underlying concept while responding sensitively to site constraints.



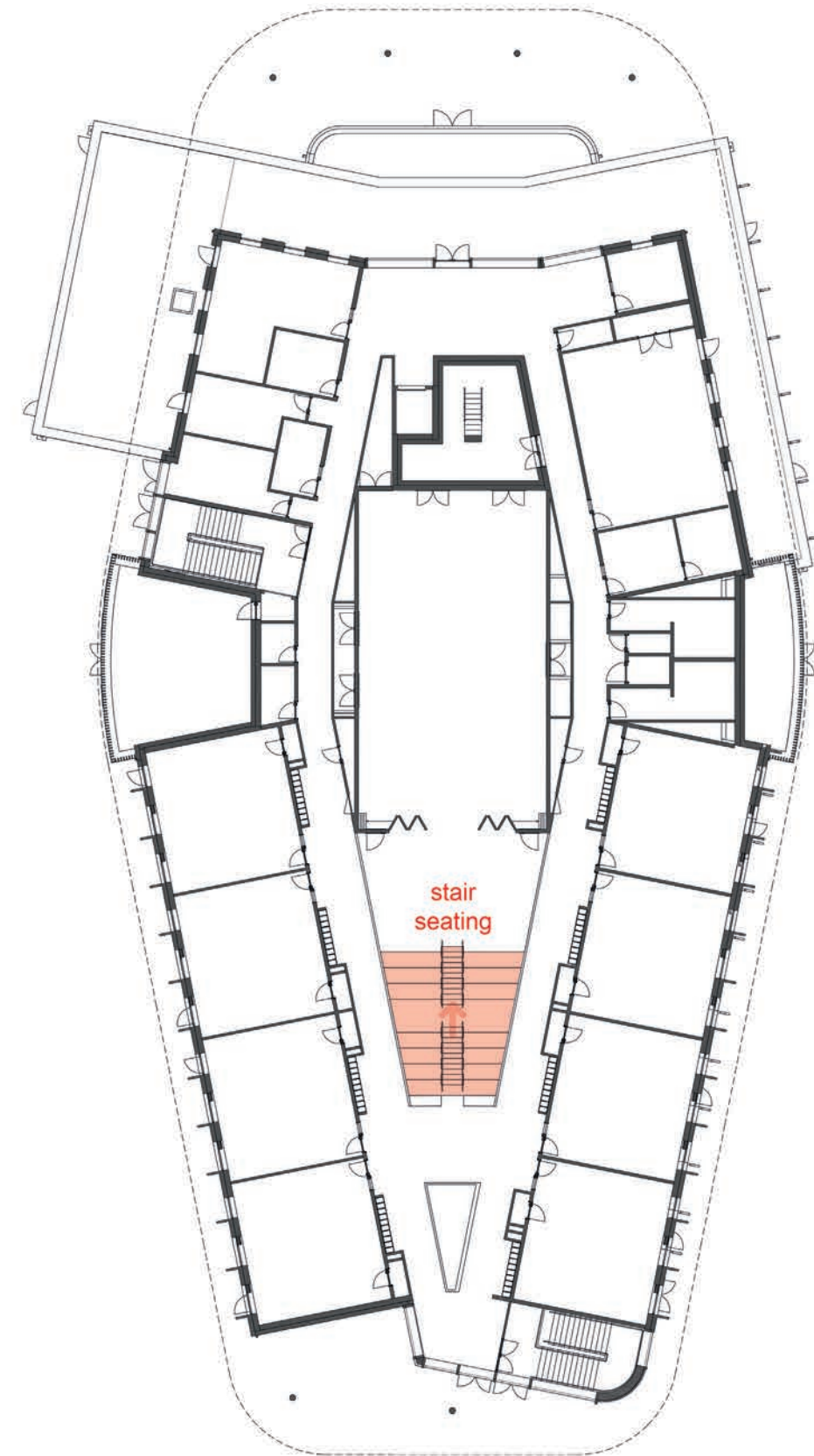
5.0 THE SCHOOL BUILDING

5.9 CENTRAL HALLS ARRANGEMENT

GROUND FLOOR PLAN

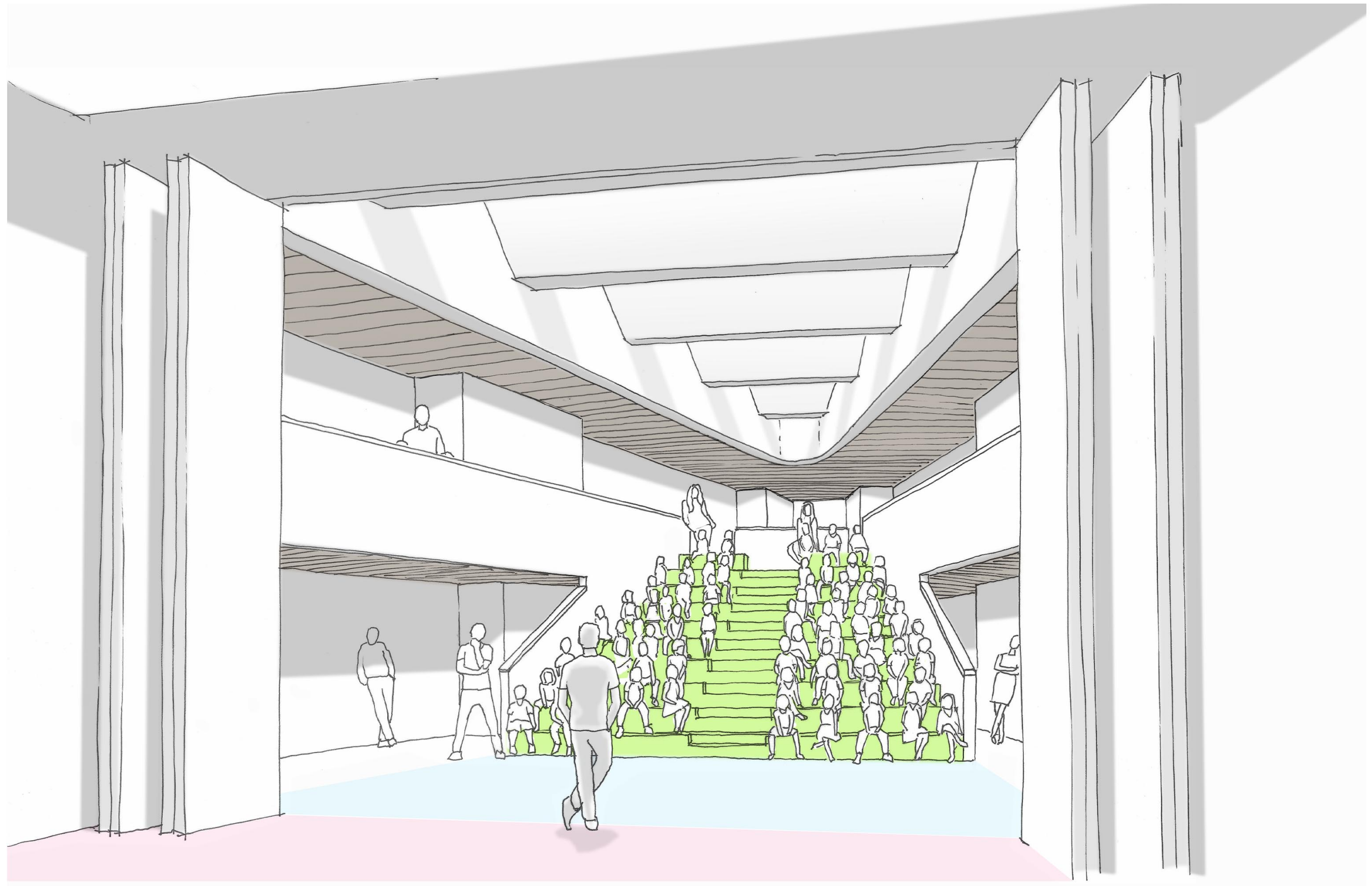


FIRST FLOOR PLAN



5.0 THE SCHOOL BUILDING

5.10 CENTRAL HALL / SCHOOL HEART CONCEPT



5.0 THE SCHOOL BUILDING

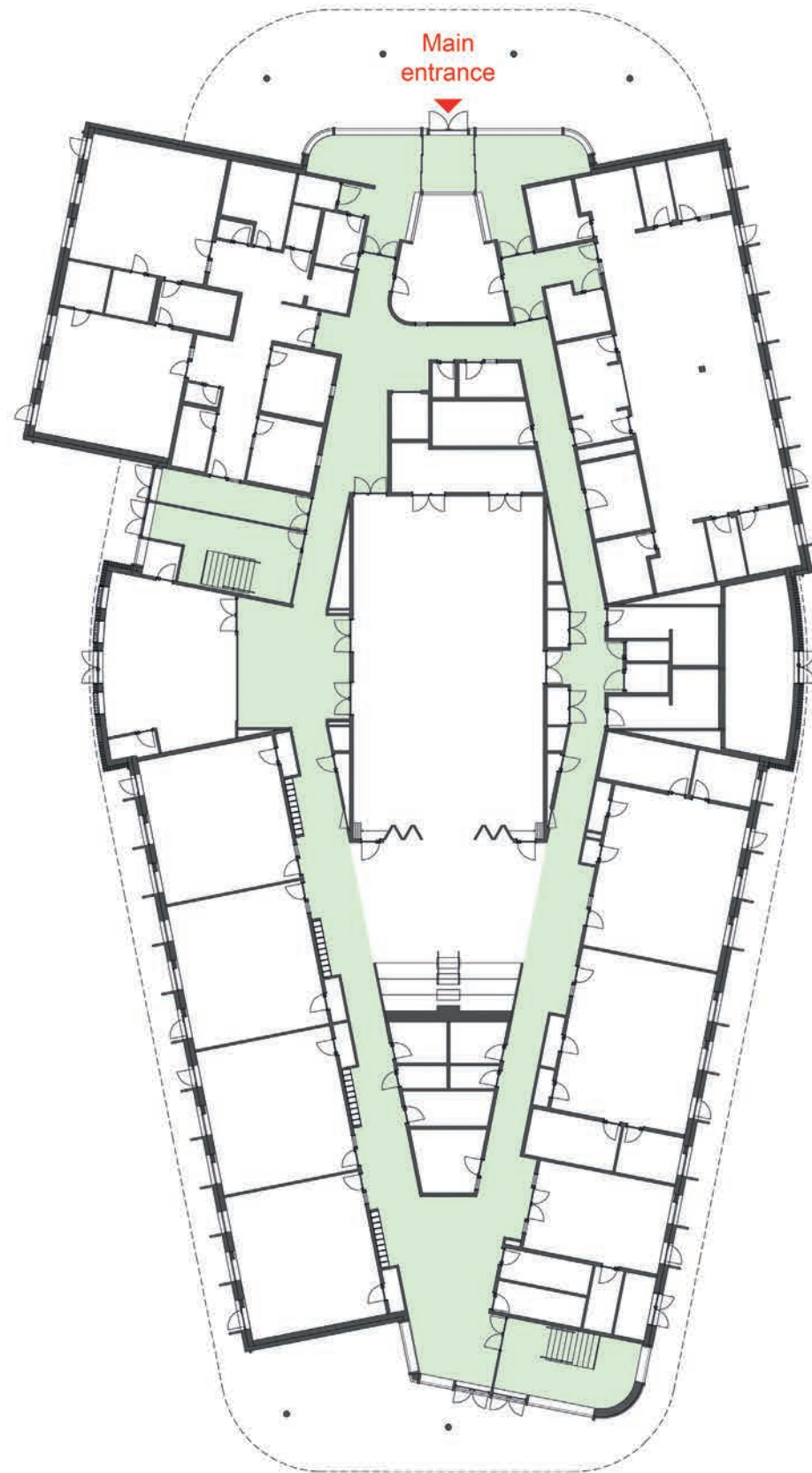
5.11 AMPHITHEATRE / SITTING-STAIRS CONCEPT PROPOSAL



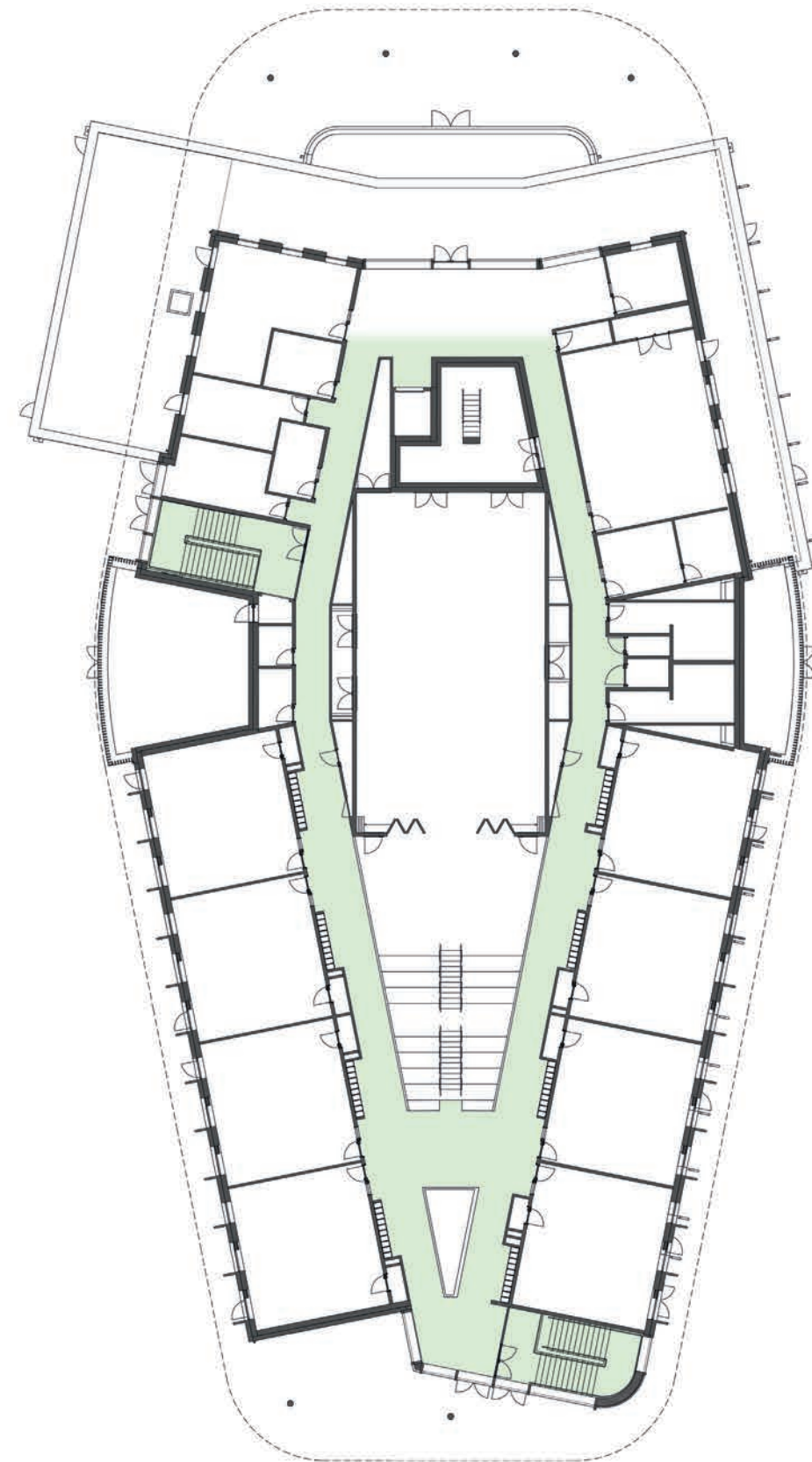
5.0 THE SCHOOL BUILDING

5.12 CIRCULATION

GROUND FLOOR PLAN



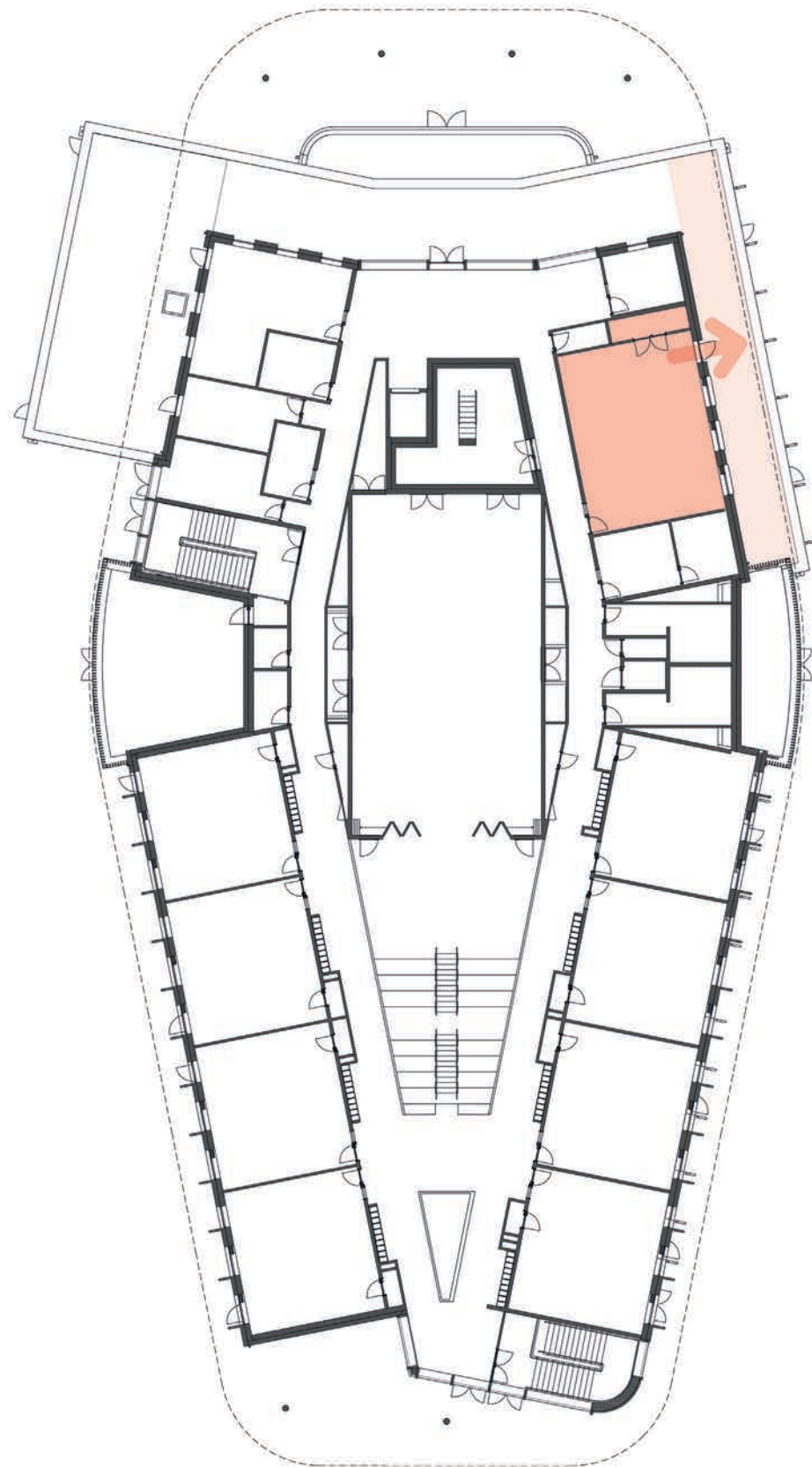
FIRST FLOOR PLAN



5.0 THE SCHOOL BUILDING

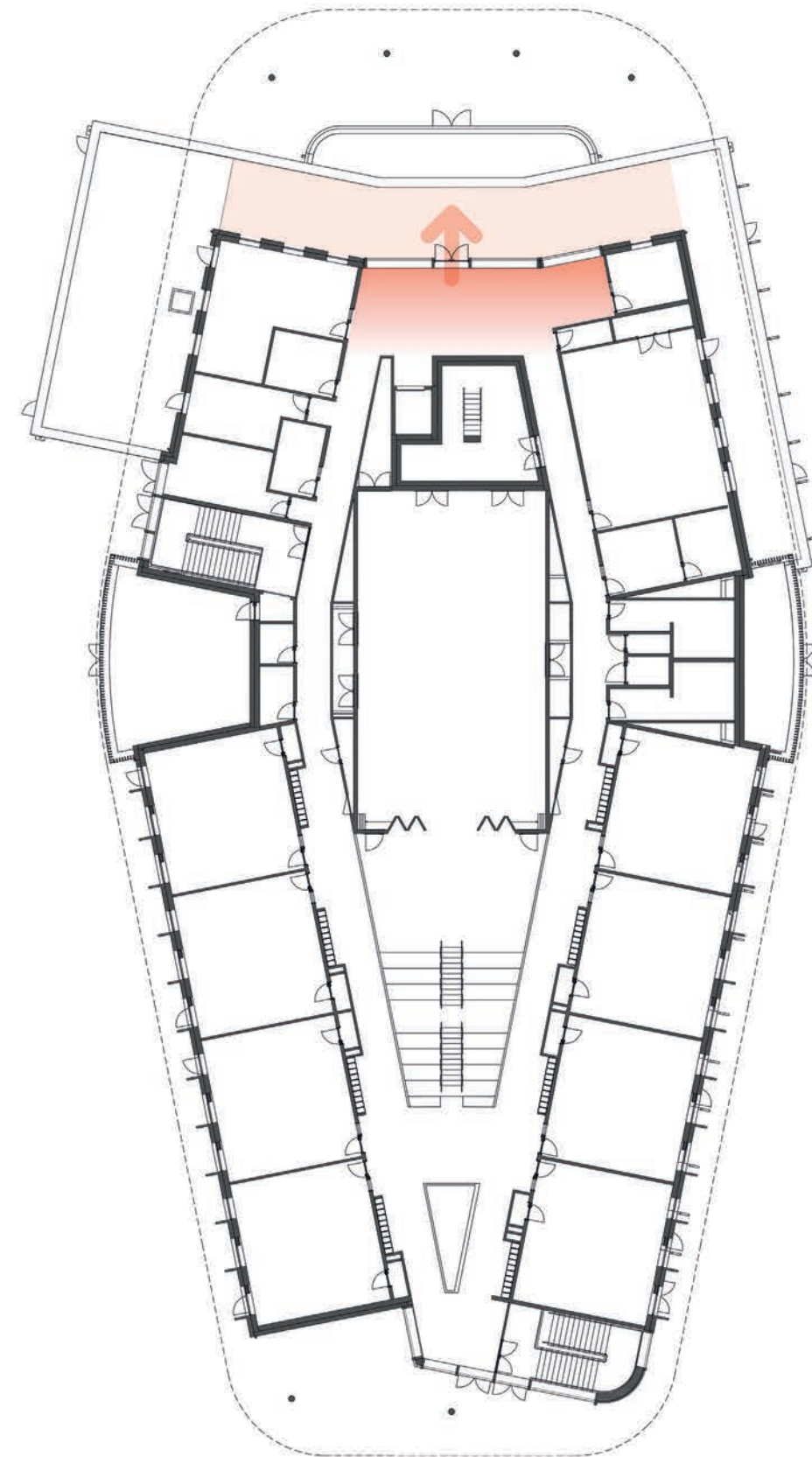
5.13 SCIENCE

FIRST FLOOR PLAN



5.14 LIBRARY

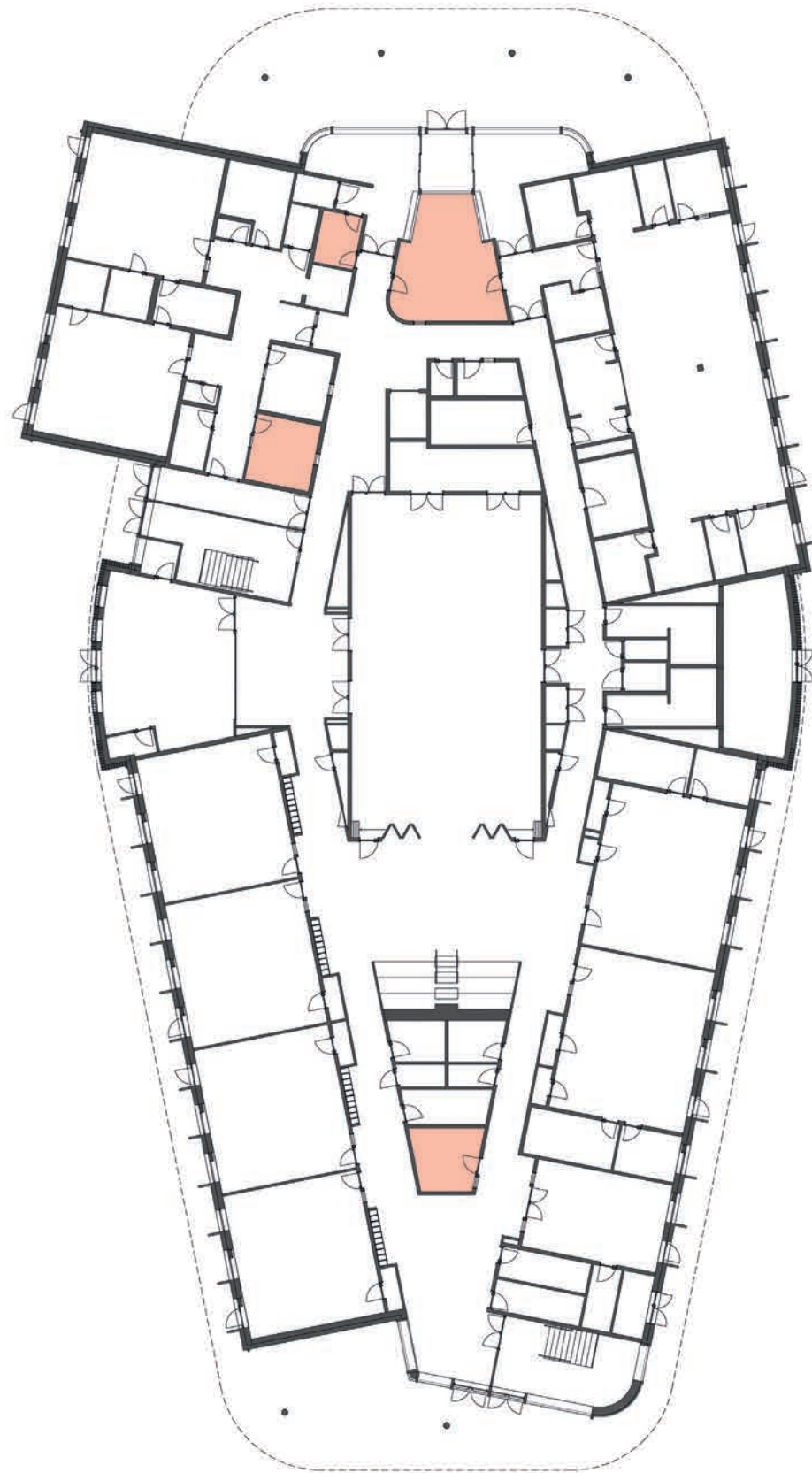
FIRST FLOOR PLAN



5.0 THE SCHOOL BUILDING

5.15 STAFF

GROUND FLOOR PLAN



FIRST FLOOR PLAN

