The Eastbourne Academy

Design & Access Statement

Contents

1.0 Introduction

1.1 Executive Summary

This planning application relates to the transformation of The Eastbourne Academy on its existing estate in Hampden Park, Eastbourne, in partly new and partly refurbished buildings. The Eastbourne Academy was formed when approval was given for the former Eastbourne Technology College to be transformed in to an academy in July 2009 and it opened with academy status in its existing buildings in September 2010.

Sussex Downs College and East Sussex County Council are co-sponsors of the academy and The University of Brighton is an education partner. Between them the sponsors have education expertise that extends through all stages of formal education and all share a commitment to the local community and its young people.

This proposal seeks permission for redevelopment at the centre of the school, where a new entrance, kitchen, dining hall and block of teaching accommodation will be provided, connecting in to the existing buildings. The existing gym and frontage block will be significantly remodelled and other spaces will be refurbished, while the poorest quality buildings will be demolished. A new landscape scheme will provide better access, amenity space and security for all users of the buildings and both internal and external circulation will be simplified.

The academy will provide places for 900 11-16 year olds, as well as a dedicated ASD (Autistic Spectrum Disorder) facility a Multi-Agency Facility (MAF).

The specialism of the academy is Science and Digital Technologies, which is reflected in the school's motto, 'your future at your fingertips'. The school is rooted in its community and is dedicated to giving the best opportunity to all of its learners to realise their potential. The school is currently undersubscribed and the ambitious vision of transforming education in this part of the county plans to see numbers on roll at The Eastbourne Academy increase significantly.

The proposals are for an academy with a gross internal floor area of 7961 sqm.

The arrangement of the spaces, both internally and externally is the result of a detailed process of dialogue and discussion with the sponsors and academy and represents a scheme that is affordable and practical, whilst demonstrating the education vision that the brief set out.

View of the Brodrick Road frontage, looking west

2.0 Site Analysis

2.1 Location

The Eastbourne Academy is located in the residential district of Hampden Park, north and in-land of Eastbourne, on Brodrick Road. The site sits due north of Hampden Park itself and north-west of the railway station of the same name. Hampden Park is the largest neighbourhood within Eastbourne and has a population of 11,700.

Brodrick Road is a broad residential street with two storey houses on both sides, set back from the pavement line behind low garden walls. The academy's principal public elevation sits between semi-detached housing and the school can also be seen clearly beyond its boundary to the south and east.

Aerial view with site boundary, looking North

2.2 Context

The academy site extends to the south and covers an area of 60400 sqm (six hectares). To the east it is bounded by the rear gardens to properties on Henfield Road and to the west it is bounded by the external spaces of Lindfield Special School and residential properties on Lindfield Road. Residential development continues along the boundary as school land descends to the south towards Parkfield Road.

The academy serves this residential community, and development in the wider context is predominantly two storeys; academy buildings are also typically two storeys, though the science and humanities buildings, to the south, are three.

From the rear of the buildings, when approaching the school from the east and indeed from all of its upper floor windows, the distinctive characteristics of the surrounding landscape can be fully appreciated, with ridges of the Downs closing the views on the near horizon. The presence of these hills gives atmosphere and particularity to an otherwise suburban setting. Despite its proximity the coast remains out of view, even from the top floor art rooms.

View of Brodrick Road opposite The Eastbourne Academy

Glynde Avenue

2.3 Topography

From Brodrick Road in the north, to Parkfield Road at the southern boundary, the academy site is about two and half times as long as its frontage is wide and has a significant fall across it: the entrance level on Brodrick Road is a full storey above the ground at the rear of the existing buildings, and the site continues to fall towards the ultimate boundary, to approximately seven metres below the entrance level. As the school was added to over many years, rather than being the product of a master plan, the changes in level are not celebrated in the buildings' organisation and, instead, make for some awkward spaces, complicated internal relationships and difficulties in use. The multiple changes in level break up the plan, detrimentally affecting the buildings' legibility.

The changes in level do, however, allow views back to the site from the residential streets on the eastern and southern periphery, with the school buildings appearing to loom more prominently than their street elevation suggests. It is these views back in to the site that give the school some greater physical presence within the community.

View South from the Eastern boundary looking towards the Academy site

View South from the Science block

View towards the coast

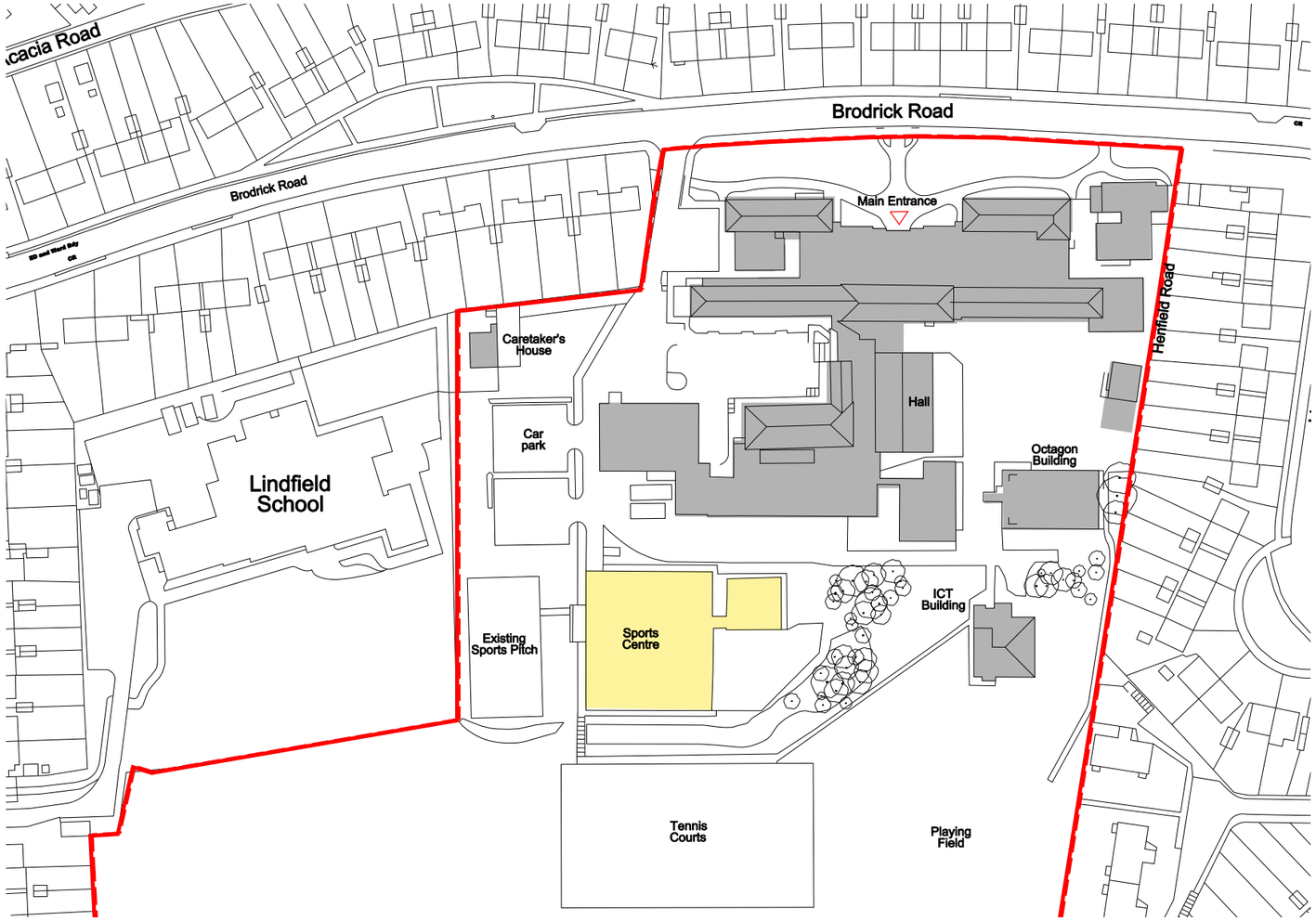
View from the rear of the Sports Hall, panning East, South and West

2.4 Existing Buildings

The original linear Brodrick Road block was built as Hampden Park Secondary Modern in the 1960s. This frontage block is built in red brick with Crittal windows as two single storey hipped, pitched roof buildings sitting either side of the flat-roofed main entrance, on to which an aluminium canopy has recently been added. From this vantage point the buildings have a modest presence, sitting behind the residential building line and do not command attention or speak of a more public building typology.

Beyond this main east-west frontage, the school buildings extend south-wards, with additional buildings seemingly added to no overriding masterplan up to 2002. The individual buildings differ in quality, with some in dire need of improvement and others offering a good quality of teaching and learning space. Recent internal decorations make some parts feel refreshed, though in many areas the building fabric requires major overhauling and would leave the school with significant ongoing maintenance commitments if they were not addressed. Adjacencies and connections between buildings require attention as much as the internal spaces themselves.

The academy brief calls for a substantial amount of refurbishment, which has required an assessment to be made about the value of each existing building, relative to its educational use, its backlog maintenance demands and its potential to contribute to a revived school organisational diagram and teaching model. Phasing is also a critical consideration. These criteria were all used in assessing which buildings would be retained during the earlier feasibility stage of the design.



Existing Site Plan

The existing buildings are predominantly brick, with aluminium framed curtain walling to the three storey science block and some very limited use of diagonal timber boarding. Six different kinds of brick are present. In different buildings windows have steel, aluminium, timber and UPVC frames. Buildings in the vicinity of the school are universally built of brick, though nearer to Hampden Park railway station the larger residential properties also employ some render and timber details to gables.

The south elevation of the hall has a mosaic tile set in to the elevation, but the presence of other buildings around it means it is essentially hidden from general view and cannot appreciated.

The external spaces are vital to the functioning of any school and to the overall well-being of the students. Despite a very large overall site, outdoor space of any real quality is lacking at The Eastbourne Academy site. The extensive playing fields suffer a flooding problem, which makes them unusable for most of the school year and they are also remote from the buildings for supervision.

The soft landscape to the Brodrick Road elevation provides a green threshold to the site, but contains no seating or shelter, so doesn't work as a gathering, play or amenity space. The large tarmac area to the east has a sloping surface and courts are marked out on it. This is the main playground area, and a zone close to the hall has recently been turned in to a decked area for dining, with enormous parasols to provide shade.

Before the start of the school day students can be seen gathering in all of the nooks and crannies that the disparate layout provides – to the west of the plant room and at the rear of the science block for example – partly because there is no strong magnet to arrive at any particular point on the school's periphery; the school has 14 external doors all of which can be used to gain access to the buildings, even though the door on Brodrick Road adjacent to the 'formal' entrance for visitors is clearly marked 'student entrance'. The provision of this number of unsecured doors is at odds with the fact that visitors must use an intercom to enter.

View from the South towards the drama block, hall and science block

View of the Octogan building north elevation

There is no secure line to the west, despite the fact that the driveway in to the car park is used by the general public for sports centre access, and some of the outdoor space has the characteristic of feeling like left-over space, rather than designed space. The design seeks to address all of these issues.

Although it is not strictly part of the school, Hampden Park sports centre sits on the school site and is open to the public every day. It is a very popular and well used facility. It is clad in metallic silver corrugated metal panels with a flat roof. The Eastbourne Academy has an ongoing agreement to use the facilities for sport, including the changing rooms, and when school sport is in session, there is no public use, to prevent any conflicts. For this reason, no discrete sports facilities are contained within The Eastbourne Academy brief.

Existing Main Entrance

View of the Western playground and entrance; English block on right

Science block

Poor quality existing fabric; hills beyond to the West

Existing hall, East elevation; with new decking and parasols

Poor quality existing fabric

Exisiting mobile block on Eastern boundary; roofs of Henfield Road properties beyond

2.5 Site Constraints

Development on the site is limited by several factors, including the budget, which dictates that not all of the buildings can be replaced. In order to provide a plan with improved cohesion, this automatically determines that the new buildings will be in close proximity, if not adjoining, existing ones. One of the concerns with the existing estate is that the buildings are poorly connected and many of them can only be accessed by external routes, which is something that must be improved upon and makes negotiating the academy particularly hard for those with mobility difficulties.

The dual-use Eastbourne Borough Council-run sports centre, is an important community facility and will remain in its existing position, with a requirement for car parking and access when the school is not in use. Safe and secure access to it from The Eastbourne Academy also needs to be maintained.

An existing culvert, and an underground high voltage cable, also run east-west along the site, immediately south of the sports hall, and cannot be built across. Therefore the evolving design has always kept away from this area of site, and likewise the playing fields, which East Sussex County Council planning development brief support maintaining as a wide open green space. Notwithstanding that, the land south of the sports hall, and extending all the way south to the boundary was used as a landfill site during the 1960s, making this land unsuitable for development.

The school and indeed the sports centre must remain operational throughout the construction works, which mean that phasing and construction method are also important considerations, to be considered alongside the longer-term commitment to providing an excellent quality environment

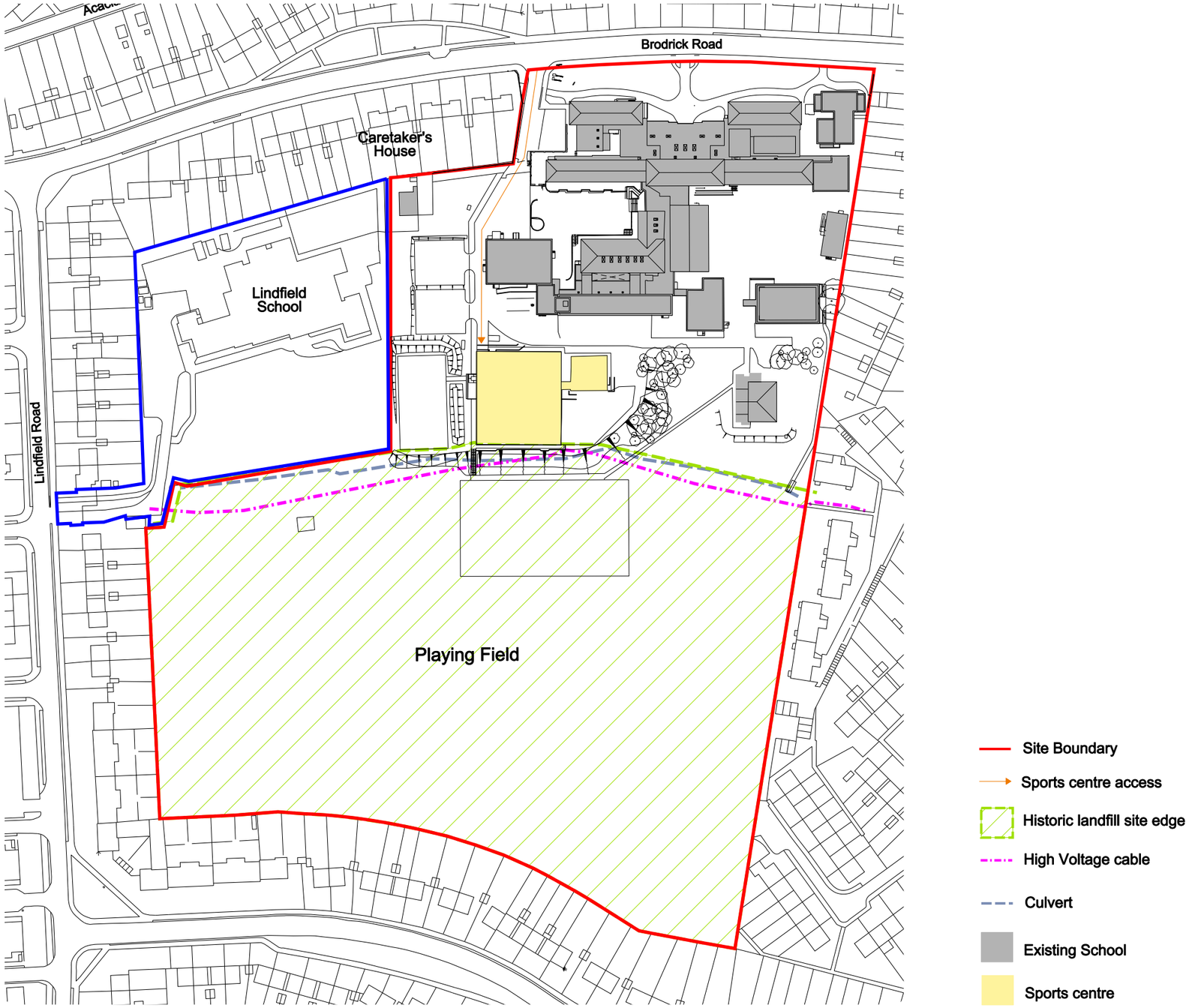
Access for vehicles will remain via the existing point on the boundary, as this works in masterplan terms and limits any changes to the highway. It will also allow access for the sports centre to be maintained, for the car park to be expanded and mean that the existing service route can be maintained.

The academy's site manager lives in a house on the western boundary of the site, backing on to Lindfield School's grounds. The site manager provides a valuable on-site presence and will remain in residence both during and after the works.

Residential properties to the eastern boundary are The Eastbourne Academy's closest neighbour and these need to be respected when considering how close new development should go to the boundary; the existing boundary fence is poor and a single storey mobile classroom against the fence line makes the gardens of these properties vulnerable.

Existing site from the West

Site from the East


Brodrick Road
Caretaker's House
Lindfield School
Lindfield Road
Playing Field
Site Boundary
Sports centre access
Historic landfill site edge
High Voltage cable
Culvert
Existing School
Sports centre

3.0 Design Report

3.1 Scale and Appearance

The scheme for The Eastbourne Academy proposes a new building slotting in to the centre of the existing school, over the footprint of the existing hall, drama wing and western entrance. It will improve connections with existing buildings, many of which will change function. It will also offer an entirely new circulation diagram and experience of being in the academy.

The site entrance will be re-worked so that it is approximately twice as wide, allowing for a dedicated pedestrian/cycle zone, on the approach to 'Academy Square', next to the vehicle route.

The new building entrance is conceived as a simple grand portico, to celebrate arrival at the heart of the new Eastbourne Academy and give a sense of pride, striding through tall doors, to all new arrivals – an experience that is lacking in the present compressed entrance arrangement. The entrance sequence will draw people in through the secure line at the western edge of Academy Square. Views directly through the entrance foyer and new hall to the playground and eastern boundary will immediately give legibility and clarity to the plan, and a sense of openness.

To the south the new building will be two storeys high, and its footprint will extend slightly beyond the existing three storey science building, making its different volume appear quite deliberate. The single storey hall will be articulated as a separate volume, with a terrace providing external dining space, gently descending to the main playground to the east with big chunky, timber baulk seats. This will make a strong and positive connection to the playground, and deal with the significant level change by providing some much-needed 'hanging-out' space for students.

The three-storey north elevation of the science block will become exposed by the demolition of the CIA building (Centre for Induction and Acceleration) and re-cladding will be carried out to this façade. A new single-storey Site Manager's office will also be provided in this location, as the existing one will be demolished to make the pedestrian entrance more generous.

Materials
As described, the existing school estate is almost entirely built of brick. Introducing another material would further emphasise the lack of unity of the existing building stock, and make the new element jar with its already disparate neighbours. For these reasons brick is proposed as the facing material for the new extension.

The new entrance will also have one solid cladding panel, silver-grey Trespa, and this material will be repeated in the replacement of the timber panels on the north and west faces of the existing English block. This will attempt to tie the new Academy extension back to its existing neighbours.

The proposed brick will be light in colour, so that the new extension is clearly read as distinct against the existing buildings. It will be similar to, if not the actual brick, shown in the images opposite, which is a Belgian brick 'TBS Mystique'. The hue will be buff (rather than yellow like a London stock), but with some tonal variation within the bricks, where some are almost white and others more golden. The mortar colour would be light and although the overall appearance would be quite monolithic, the variation in tone would give some richness.

The north elevation of the science block will have its original aluminium curtain walling replaced, as it is beyond repair. Rather than being replaced in the original blue panels, the replacements will be silver grey, to match the new Trespa – the colour of which comes from the school badge/logo. This elevation becomes much more prominent and it is important that it is tied in visually to the new buildings, to help give cohesion.

Large glazed openings at the end of two corridors and a larger scale version looking south, from the return wall of the hall, will make strong connections with the outdoors. Strip side-hung windows from the new classrooms will provide natural ventilation to most rooms and bring daylight deep in to the plan. Doors from the hall will make a strong horizontal emphasis to the east elevation, and a clerestory to the west elevation which will line through in plan with the doors on the East, will bring a different warmth of illumination to the space.

New external doors will be in aluminium curtain walling sections, which will be dark in colour, and the intention is that the same doors are used in the lobby and foyer to exaggerate the openness of the view through, as shown in the 3D visualisations of these spaces.

3.2 Use

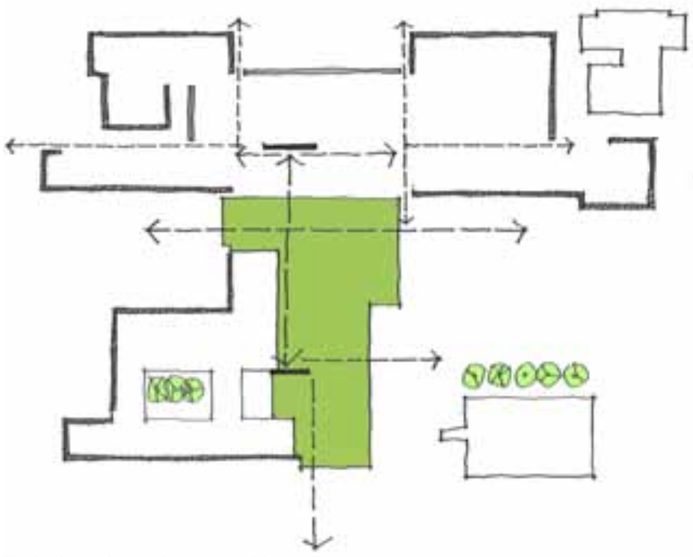
The brief for the Academy was written at a time when an entirely new school was envisaged. Government funding was reduced substantially and therefore the brief, along with the aspirations, have had to be modified during the course of the design to match a reduced budget, and to reach a compromise which is acceptable to the Academy and sponsors alike, whilst recognising that this is still a significant opportunity to improve the Academy.

The brief for the academy organises the school in to three learning communities, each comprising a set of subjects, as follows: Darwin – English, Humanities and Modern Foreign Languages; Da Vinci – Maths, IT, Performing Arts, Music and Sport, and Franklin – Science, Design and Food Technology and Art. The central facilities of the school, such as the library and the dining hall, are all to be located centrally, so that each of the learning communities has clear access to them, and essentially constitute a forth learning community. Students will have their tutor group within one particular learning community but will move around the building, between learning community, throughout the school day, to access different subjects.

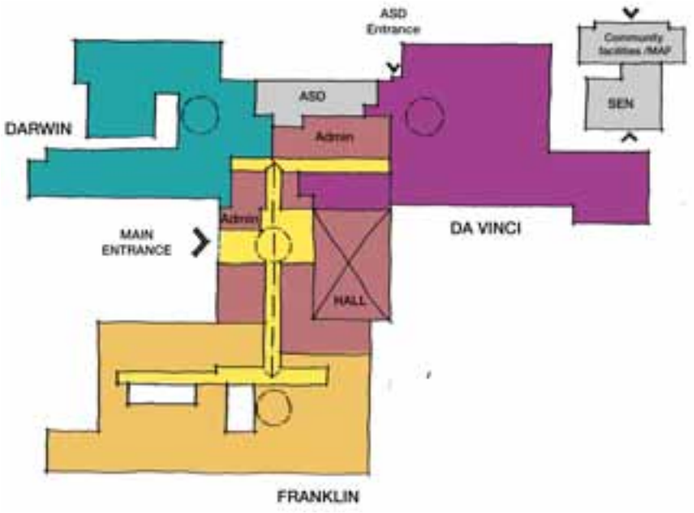
An early briefing exercise asked the Academy and sponsors to prioritise elements of the brief, so that the most important aspirations could be understood. This placed the co-locating of subjects within their respective learning communities, and learning communities themselves, as being the most important aspects.

Strength of IT provision followed second, as this will give prominence to the specialism of digital technology and reinforce the possibility of ‘anytime, anywhere learning’. The three learning communities – Darwin, Da Vinci and Franklin - have therefore been provided in distinct areas of the new plan, as described in ‘Layout’.

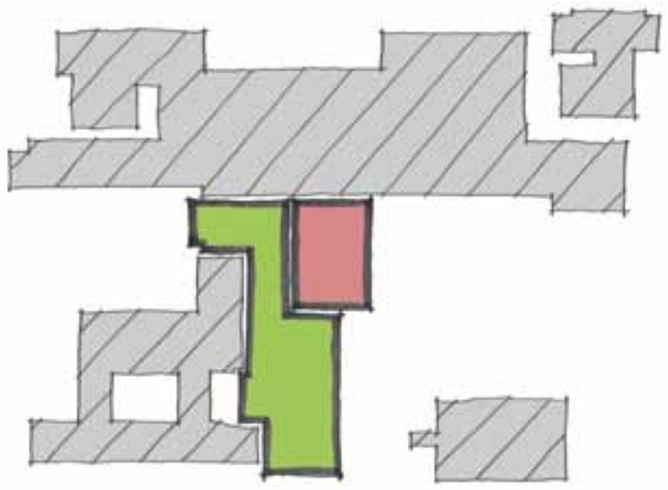
The new buildings will comprise entrance, foyer, main dining hall, food technology and design technology classrooms, the school’s kitchen and several associated facilities such as w.c.s for staff and students, stores and offices. Many of the existing spaces will be significantly remodelled, in particular the central part of the existing frontage building, where the new piece slots in, and the gym that sits directly behind it.



Building Junctions and Views



Learning Communities and Organisation



New Elements

3.3 Amount

The gross internal area of the existing school buildings is 7895 sqm. It is not the volume of space that dictates that these buildings are replaced or refurbished, but their quality and layout. The school currently has fewer than 700 students on roll, although it has capacity for 900. The transformed Eastbourne Academy will also have a capacity for 900 students and it is the intention that the new facilities will significantly improve the appeal of the school to local families. The gross internal floor area of the new buildings will be 1619 sqm and the total (new and refurbished combined), 7961 sqm with new-build therefore representing about 20% of the overall area. The gross external area (for the planning fee) is 1,671m^2

The Eastbourne Academy's total site area, which includes the sports fields, as shown within the red line is 60400 sqm (six hectares).

3.4 Layout

The adjacency diagram for the Academy showed the communal functions at the heart of the school with the learning communities all directly accessed from them. This clear diagram gave immediate direction to the scheme development and opened the discussions about where the entrance to a new Academy should be, and whether it should be a shared entrance for all users of the buildings. Reviewing the location of the entrance was key to realising this diagram and, in the context of the 'straggly' existing school layout, made imposing this organisational idea very difficult, without considerable re-thinking of how people enter and move about the school.

It was agreed that all users of the building should use one entrance (note that the ASD facility has an alternative entrance, if required) and that arriving in the heart of the school would ease circulation problems, and make journeys to each learning community equidistant.

The location of the new entrance will bring all users of the buildings directly in to a new focal space, providing an invigorating new centre of gravity and giving views through the new hall to the playground beyond. From here a new clear and direct route leads north to the existing teaching spaces that will be occupied by Darwin and Da Vinci learning communities and south, to the existing science block and the new teaching facilities that form part of Franklin learning community.

The design seeks to completely re-think the levels by bring the entrance level at the centre of the plan up to match the existing level at the Brodrick Road block, and then take a sloping surface up to the existing first floor level of the science block. The effect of this will be to make the Academy feel like a highly legible single storey building with only limited areas of first floor and lower ground accommodation.

The new buildings will seek to clarify the existing complex internal circulation and also significantly reduce the number of external journeys that are currently made.

The single storey mobile classroom, the CIA building and the drama wing will all be demolished. Connecting with existing floor levels means that the existing lifts and stairs will be re-used and the new buildings will sit comfortably next to their existing neighbours, with careful detailing at the junctions.

The science block will continue to provide a home for science, as the labs are in good condition, and will connect to the re-located technology subjects in Franklin learning community in the new block adjacent to it. The food technology rooms will move out of the new Darwin block, allowing that to be refurbished in to a series of general purpose teaching spaces. Da Vinci will occupy the former engineering, design technology, IT and music spaces, with the latter two subjects remaining in their existing rooms, which are considered to function well.

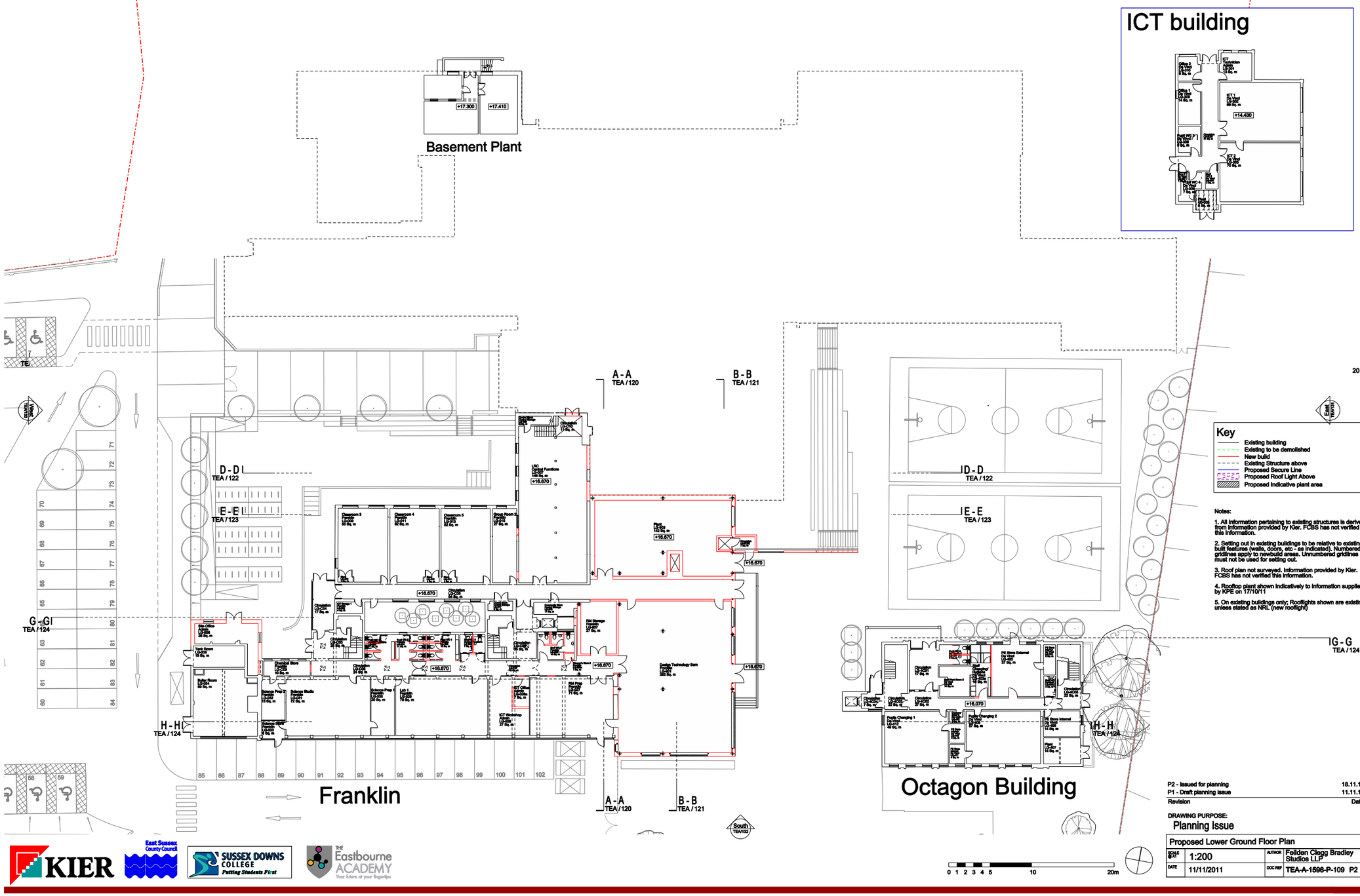
The existing gym will see significant change, with the largest part of it providing a performance studio space that will back directly on to the new hall. A sliding wall will allow it to be opened out to act as a stage or be kept acoustically separate when it is being used as a discrete teaching space. The hall itself will predominantly be used for dining, and will be liberated from examination bookings by the provision of two refurbished spaces in the Octagon building, that can be used for exams exclusively, if required. The new catering kitchen will back directly on the hall, with this arrangement offering considerable improvement when compared to the undersized dining hall and server that are currently in use. Dining will be a central gathering activity and time will not be lost circulating to a distant facility.

Moving the entrance to the centre of the school will also see many of the admin functions relocate. The general office will be directly off the reception, and the principal's office, together with PA will sit opposite to it. The generous entrance foyer will provide a gathering space that there is no equivalent of in the existing school plan, which could be overspill for dining, a foyer for performances, or informal meeting space. The ASD facility and SEN area are important educational support functions that need an appropriate physical position within the Academy to make them easily accessed and acoustically private without feeling that they are on the margins of the plan. Locating them was instrumental on the overall resolution of the upper ground plan, with the former finally settling in the centre of the main existing building, so that it could be accessed independently, as required, and the latter located in the former catering building.

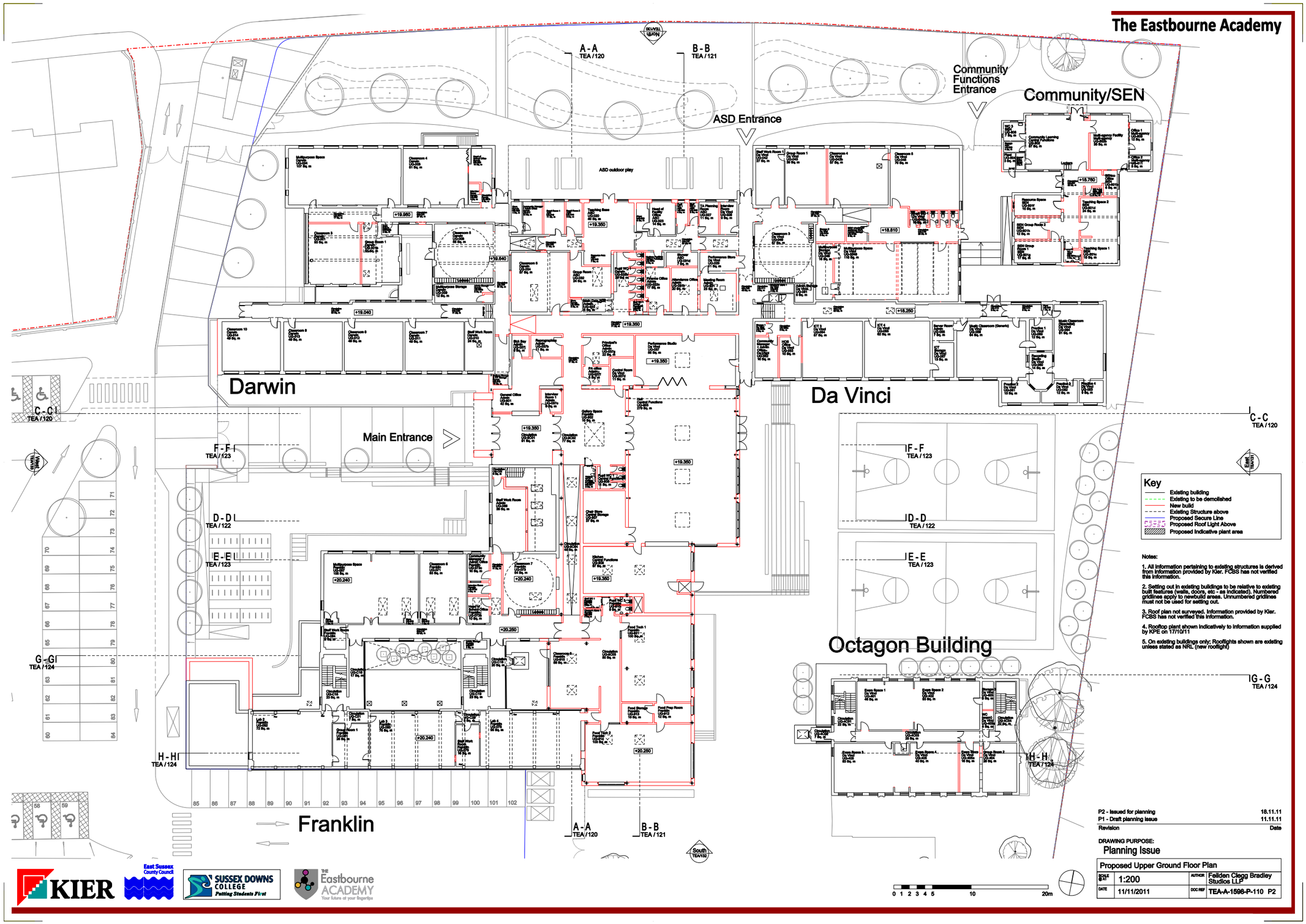
The main circulation routes on the upper ground floor level end with the open/flexible teaching space (equivalent to one classroom), at the threshold to each learning community, that will give each one its character. Staff spaces (community manager, staff work areas and Head of School) are also located at, or near to this threshold, thus providing the focus for each learning community that the brief asked for.

Within the community, the facility of the MAF and the community learning area are important functions that are also given some degree of autonomy, and can be seen and accessed directly from Brodrick Road, being located in the old catering block. This allows them to be open when the rest of the academy is not and their visibility allows adult learners, for example, to access these facilities very directly.

Presenting a new image to the community is vital to the Academy in attracting new students and improving its educational standing locally. Conveying the message to the local community that the academy has been transformed will lead to a shift in how it is perceived. The existing street frontage will be transformed through a new site entrance and significant improvements to the landscaping, which will invite people to the centre of the site at the west. This new west elevation will be seen, with its new crisp entrance, by all members of the public attending the sports centre, which makes it essentially a second public elevation.



Proposed Lower Ground Floor Plan



Proposed Upper Ground Floor Plan

3.5 Landscape

3.5.1 Introduction

3.5.1 Introduction

The external landscape aims to:

- Maintain and enhance local habitat increasing ecology and biodiversity within and adjacent to the site;
- provide an attractive and stimulating environment that fulfils the requirements of the school;
- promote flexibility and accessibility in design, facilitating safe and secure use of the site by staff, students and the community;
- create a landscape that is an important contributory educational resource for the school.

The external works consists as follow:

Area 01. New landscaped frontage to Brodrick Road
Area 02. New academy square and front entrance
Area 03. New external dining terrace and seating amphitheatre
Area 04. External classrooms
Area 05. Courtyard with Birch Grove
Area 06. Area set aside for allotments
Area 07. New all weather pitch (40x60m)

Areas are proposed for play, rest, education and to inspire and are considered to be an extension of the school buildings and the wider landscape.

General emphasis is placed on the use of simply, modern, elegant and robust materials that would be enduring and retain their quality. Planting helps the school blend in with the surroundings, define areas and give them their separate characters whilst enhancing the local ecology and helping stimulate student's interest in the landscape.

Hard and soft landscape, lighting, street furniture and signage are all complimentary to give the school a strong identity that enhances the architecture and makes for an attractive place for people to learn.

3.5.2 Existing Vegetation

Wherever possible, existing trees and habitats have been retained in order to minimise adverse affects to the site ecology.

The site does not form part of any statutory or non-statutory designated nature conservation sites. The college site is dominated by buildings, hard standing and amenity grassland. Overall on the basis of the Phase 1 habitat survey and protected species assessment undertaken by The Ecology Consultancy the site is considered to be of low ecological value in the local context of Eastbourne.

The most ecologically valuable on site habitats are comprised of mosaics of scrub, grassland and tall herbaceous vegetation around the edges of the playing fields. The development of the new Academy building and works are situated well away from these areas and will have no impact upon them.

The proposed development is unlikely to have any significant effect on the habitats described by The Ecologist Consultancy.

The majority of the trees affected by the development are located within the vicinity of the car park. A tree survey will be carried out by a qualified Arboriculturalist. The intention is to maintain as many trees as possible within the site boundary and also to protect the root protection areas of trees within and outside of the site. New tree planting is intended to replace those trees being removed and to further enhance and soften hard social spaces, to create a new Academy frontage, to assist in way-finding and to screen the boundary.

All works to trees will be carried out to BS 5837:2005 recommendations.

3.5.3 Access and Parking

3.5.3 Access and Parking

The main pedestrian access is maintained along Brodrick Road but has been relocated to the west where a larger space has been allocated to receive students and visitors on arrival to the Academy.

The entrance area has been enlarged to provide a generous 6 metre wide space by removing the caretaker's office, this allows for the free movement of students towards the main entrance. The dedicated pedestrian/cycle zone and vehicular road are separated by a change in level, on approach to the 'Academy Square'.

An entrance gate has been maintained to the east along Brodrick road providing a point of egress for the community during 'out of hours', as well as allowing access to the academy and its SEN/ASD units.

The existing vehicular access from Brodrick Road is to be maintained and the car park expanded from 57 spaces to 102 spaces including 9 disabled bays and 2 mini-bus spaces. The expansion has been facilitated mainly by the removal of the 'CIA' building to the west of the main building cluster and by extending the existing car parking westward toward the boundary. The simplified car park layout assists way-finding, passive surveillance and also allows a new on-site drop off facility. By retaining the existing access it further rmaintains access to the local authority run Sports Centre.

Currently the school only has a 34 space uncovered cycle parking facility, the new design includes for a 100 space covered and secure parking area which can be supervised by the care takers office and can be viewed from the main reception. Service access continues to be maintained to the south at the rear of the buildings. A new turning area and dedicated bin store are included.

3.5.4 Individual Areas:

Overview
The intention is to use those areas as an educational resource, by incorporating varied opportunities for flexible learning within the subjects on offer that these varied specialism's need for further teacher and student development. A correct balance between hard and soft areas is sought whilst equal attention is paid to defining opportunities for social development and inclusion. This is achieved by providing opportunities to gather in small groups, as well as the larger forum spaces. This enables each area to be created to suit the end users needs. This will involve further consultation with the teachers and students at the next stage to gain an in-depth understanding of particular requirements as well as the opportunity to engender ownership of the environment.

Level changes on site have been used as an opportunity by incorporating timber amphitheatres. This not only provides a large number of seating for students during break and lunchtimes but also provides the opportunity for larger organised performances. The terrace adjacent to the dining hall provides external dining and a viewing platform to the hard courts.

Timber sleepers are used as the key material that unifies the Academy landscape and applies a degree of solidity and permanence that currently lacks on the site. New tree planting both screens and softens unchanged elements of the Academy whilst simultaneously focusing attention to areas on new build, therefore emphasising the positive changes to the Academy.

3.5.4 Individual Areas

3.5.4.1 The Academy Frontage (Brodrick Road)
The landscape of the site is cluttered with blue fencing, railings and changes in level. The external works proposals seek to unify the site leaving clear and uncluttered social spaces, aiding way-finding and inclusion.

Along Brodrick Road the landscape design creates a new sculptural frontage with a series of elegant grass mounds which distract the eye away from the modest frontage and toward a new Arrival Plaza which leads the visitor around to the main entrance at the heart of the Academy. The sculpted earthworks are reminiscent of the seafront of Eastbourne with its longshore drift and timber groynes.

The new Arrival plaza is an open hard space with low gates denoting the Academy site from the street. This space allows student to gather and meet before entering the main entrance. It provides street presence to the Academy which was previously lacking along Brodrick Road. As students move through the arrival space they reach the Academy Square passing through the main secure line to the Academy itself.

3.5.4.2 New Academy Square, Front Entrance and Hard Social Space
The approach to the main entrance opens out to the Arrival Plaza that is located within an enclave defined by the building perimeter and a secure fence line. The space provides for an open and inviting approach whilst also allowing for a meeting/ gathering space that could be used at the start and end of the school day and during break periods. Features include a generous paved approach leading up to the main entrance with shrub and tree planting providing softening and definition at either side whilst partially segregating the route from the adjoining seating formed out of timber terraces, and which step down to a lower social area that can also be reached via an accessible ramp. The plaza also includes cycle parking within the secure boundary.

3.5.4.3 A new external dining terrace and seating amphitheatre
To the east of the main Academy building within an inverted 'L shape' formed by the building edge is an area that contains external dining and hard play, segregated by timber terraces/seating. The schools doors open out to a timber decked area that is raised above the adjoining hard courts and offers a good vantage point whilst being separate from the activity below. The decking steps down via a series of timber steps and seats that provides an area for viewing or informal congregation. A further smaller timber decked area is provided just to the south of the external dining area that includes an extension of the timber seating. At the lower level the existing hard courts are retained whilst an existing pre fab classroom has been removed to make way for a stretch of trees along the eastern boundary. Birch trees are proposed to screen the Octagon building and to provide further softening.

3.5.4.4 External Classroom
At the front of the school an external classroom is provided for use by ASD students. The classroom is located away from were large groups of people are likely to congregate and is separated from Brodrick Road by the sculptural grass mounds and screens. It will include seating, shrub planting and a feature wall to create a semi-secluded, tranquil, landscaped space.

3.5.4.5 Courtyard with Birch Grove
An existing courtyard is proposed to be overhauled by planting irregular stands of Birch trees that provide a vertical element whilst still allowing dabbled light to permeate through the light canopies. A large mirror the full width of the courtyard would be positioned at one end doubling the perceived length of the space.

3.5.4.6 Area Set Aside for Allotments
The proposals utilise the space adjoining the ITC building by designating it as an area for a potential future allotment.

3.5.4.7 New All Weather Pitch (40 X 60m)
A potential new all weather pitch that will be provided by others has been located on the plan adjacent to the existing tennis courts.

3.5.5 Service Yard and Bin Store

3.5.5 Service Yard and Bin Store

The service area is located just east of the existing Sports Centre and adjoins the area of car parking allowing easy access whilst being at the back of the school and therefore out of sight. The area of hard standing is sufficient to permit vehicles to turn and includes an area designated for bin storage.

3.5.6 Street Furniture and Cycle Parking

Street furniture will be contemporary in style, simple, elegant and robust so as to be resistant to vandalism and everyday wear and tear. The palette of materials is limited to co-ordinate with the paving and building materials.

Seating is positioned where people would reasonably expect to congregate for instance within the courtyard. Furthermore street furniture has been sited to respect pedestrian flow and to avoid creating an obstacle.

The cycle parking area is to be secure and sheltered. A bespoke shelter will complement the building.

3.5.7 Lighting

Existing lighting will be maintained ensuring safety within the site during dark hours.

Extra emergency lighting will be provided where necessary.

3.5.8 Management and Maintenance

3.5.8.1 Hard Landscaping

To maintain the conditions of the hard landscaping and to ensure the public realm remains attractive a maintenance regime needs to be put in place that:

- generally removes any litter, leaves and other debris;
- keep surfaces, gutters and drains free from detritus;
- regularly removes stubborn stains and chewing gum whilst not damaging the paving or street furniture;
- refills any mortar or sand joints;
- cleans any street furniture; signage; lighting etc. and retreats any timber;
- replaces any light bulbs;

The 1990 Environmental Protection Act contains a code of practice for litter and refuse that can be used as a minimum standard for cleanliness.

Reinstatement materials need to be a similar specification as to the original works and provision for reinstatement needs to be agreed at an early stage. A maintenance manual should be provided that includes:

- 'as built' drawings;
- procedure for maintenance works;
- the names and contact information of all suppliers;
- procedures for reinstatement.

3.5.8.2 Soft Landscaping

Elements of soft landscape will require regular maintenance particularly during the establishment period.

- soft landscape is to be maintained to an agreed detailed programme included with the maintenance manual that sets out management requirements;
- tree details to include water pipes to allow additional water to reach the roots;
- standpipes supplying potable water to be of a sufficient number and appropriately position so as to water all planting;
- all dead or falling trees/plants would need to be replaced with a tree/plant of the same size as the one being replaced.
- the height of the grass will need to be maintained within prescribed limits;
- trees and plants to be pruned in accordance with species requirements;
- weeds to be suppressed using suitable safe methods.

Utilities

The public realm design requires being carefully co-ordinated with the utilities provision at a strategic level. Utilities would require to be positioned so as not to interfere with tree roots and vice versa.

3.5.9 Tree Report

An Arboriculturist's tree assessment is being undertaken and will be used to closely inform our design in relation to the existing trees on site.

3.5.10 Secure by Design

The site is proposed to be enclosed using a mixture of existing and proposed fencing to ensure a secure boundary. In general the existing site boundary is to be retained with areas made good where required.

The existing hoop rail fencing along Broderick Road is proposed to be retained and painted and forms part of the secure boundary. Near the main entrance the secure building transfers to a 2.4M high weld mesh that includes a gate for access and extends to the opposite corner of the building in orderly secure the main entrance and hard social area as well as enclosing the cycle parking. The secure line then continues south along the edge of the building up to the garden where it then transfers back to a 2.4M high fence separating the schools social areas from the car park. The fence eventually runs into the existing school perimeter fence.

A new section of 2.4M high weld mesh fencing is proposed across the main entrance that controls access to the car park by separate vehicular and pedestrian gates. Elsewhere the existing fencing is used to define the boundary.

View of the proposed landscape treatment to the Brodrick Road frontage, looking east

View of the proposed landscape treatment to the Brodrick Road frontage and widened site entrance, looking south-east

View of the proposed landscape treatment to the Brodrick Road frontage, at pavement level

View of the proposed new site entrance and arrival plaza, looking south

View of the proposed landscape treatment to the Brodrick Road frontage, looking west, showing timber groynes and grass mounds

3.6 Access

Accessibility will be greatly improved through the new design. As described in 'Layout' above, the existing buildings suffer from a confusing and incoherent arrangement of disparate buildings – both in layout and in section. Between the main frontage building on Brodrick Road and the central block, where the new entrance will be located, there is currently an internal level change of 1m.

Access in to the buildings will be significantly improved. The existing west doors have a series of steep steps that rise 800mm externally and the need for them will be completely removed. The main entrance will be reached by a gently-sloping plane, 'Academy Square', which will lead directly in to the new reception, removing the need for any steps or a ramp at that point.

To the eastern playground a long ramp currently provides wheelchair access from inside to out. The new scheme proposes a dining terrace at this point and a lift will be provided that allows direct access down to the playground, so that mobility-impaired students do not have to take a route that sends them out of the way of their able-bodied friends. This lift will double-up as use for bringing deliveries in to, and refuse out of, the kitchen.

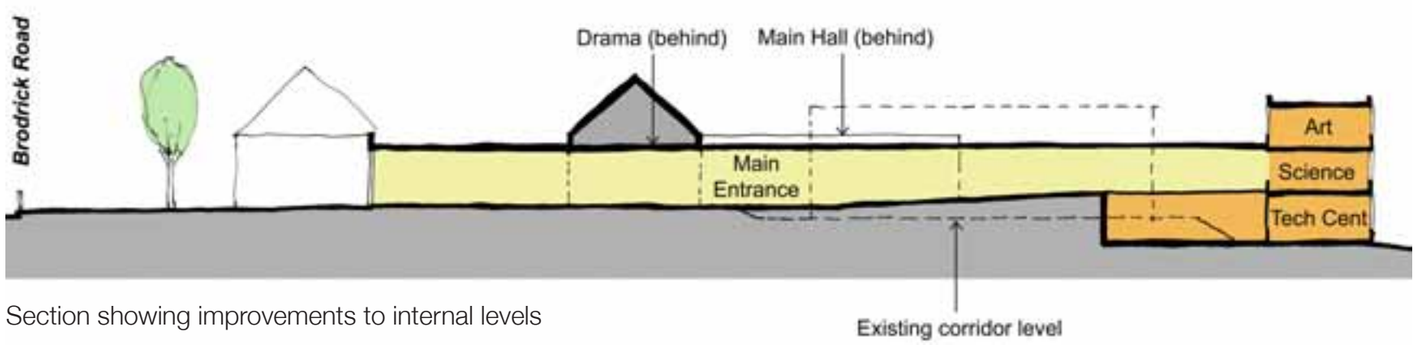
Internally, the steps that currently break up the centre of the plan, where the 1960s building meets the hall and library block, will be removed, and the space-hungry dog-leg ramp that forces wheel chair users to take a separate route, will also be removed. As described, the entrance level will be equal to the existing Brodrick Road entrance level, allowing a completely smooth transition between the new and existing parts of the academy.

The rationalised circulation routes will provide ease of navigation for all users of the buildings in plan and section, with way-funding becoming more legible and instinctive. Demolition of the CIA and the mobile building will require fewer external transfers to be made, with shorter, quicker travel distances between blocks for everyone. The Octagon building will generally be used only for exams and sports changing (plus some staff spaces), so the number of journeys made to and from it will be reduced, as it will no longer contain general purpose teaching space. Travel to the sports centre will be from the changing rooms, which will be closer to the sports centre and courts/field than the existing. The SEN area will be accessed frequently, but improvement to the levels will ease this journey, even though it is outside the main body of the school.

While there is a lift provided in the southern science block, which is three storeys high, even the means of access to that lift is tortuous, requiring the use of a platform lift first. Once again access will be improved so that the sloping surface of the new main north-south circulation route takes people directly up to the existing first floor level, making use of the lift, to go either up or down, only one floor, much more straight-forward.

The independent/out-of-hours entrances to the ASD and MAF/community areas will also be level, without the need for any ramps when approaching from the north.

When circulating from the main school to the SEN area, the space between the two blocks will be re-surfaced and will allow level access, where currently steps out of Design Technology and then a step ramp up the catering block make access tortuous.



Section showing improvements to internal levels

Existing 1m level differance where 1960's block meets extension

3.6 Refuse and Recycling

As described in the landscape section, access for service vehicles is being provided to the south of the existing buildings. Refuse from the main kitchen is currently stored on the Brodrick Road elevation, which is unsightly and the siting of the new kitchen in the centre of the plan will remove the need for this. Refuse from both the kitchen and the school will be kept in the designated refuse bay. Service vehicles will be able to pull in to the site, drive through to the rear, collect refuse, reverse and drive forwards back out of the site.

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