

4. Educational Requirements for Residential Developments

4.1 Overview

- 4.1.1 The following draws upon the experience of past work to help increase the efficiency of the process for potential developers, Oxfordshire County Council and the District / City Councils.
- 4.1.2 It is intended to help developers of housing sites gain an understanding of Oxfordshire County Council's position arising when Section 106 requirements include provision of a school site. This guide is however indicative only; every project and site has its own unique issues; the passage of time inevitably has effect upon requirements whilst corporate strategies do change and the law evolves so this is simply intended to help ensure developers are informed of the likely issues as early as possible within the process.
- 4.1.3 The principles set out within this guide will also apply as appropriate to other aspects of County Council service requirements as appropriate and it is recommended that contact is made with the Infrastructure Framework Team to establish the potential implications at an early stage

4.2 Educational Perspective

4.2.1 The Council's Vision

Oxfordshire County Council has a statutory duty to ensure there are sufficient primary and secondary school places in the area as well as to ensure provision for 3 and 4 year olds. Other statutory requirements include the requirement to arrange for sufficient numbers of children's centres in the area to meet local need.

In Oxfordshire there is a diverse mix of schools including:

- Community
- Foundation
- Voluntary (divided into Controlled and Aided)
- Academies

The way in which pupil places are provided can be dependent on a number of key factors including:

- The current capacity of the school and the number on roll
- The forecast number of places required including demand from demographic change
- The sufficiency of supporting infrastructure and the ability to accommodate further expansion
- The size of the school site and the availability of playing field provision etc

The County Council will need to ensure appropriate and sustainable infrastructure is provided to meet increased demand. In some cases this could involve a reorganization of existing provision for example utilising S106 funding and other resources to relocate and/or expand an existing school.

In planning school places the County Council will take a strategic approach to ensure that service provision within an area is provided in a way that supports good educational organisation and management principles. This will include providing primary education based on admission multiples of 15, e.g. 30, 45, 60, to ensure compliance with infant class size regulations. The overriding aim will be to provide high achieving, excellent primary schools in the heart of the community to support the 'Every Child Matters' national approach to provision of services for children and young people. This is stated in the Authority's approved Primary Strategy for Change. The Secondary Strategy for Change is currently under development and will be subject to further consultation. Once approved, it will inform the approach to provision of secondary education places in the future. The provision of new opportunities for study for 14-19 year olds and the raising of participation in education age will be significant factors in the provision of new secondary education facilities.

4.2.2 Locating the school within the development

The location of a school on the site must look toward consideration of the needs of the community. In some instances the site is selected by the master planner in other instances it could be as a consequence of the design code of the planning authority. It should always seek to be located at the heart of community with easy access where the need for car travel is minimised. The County Council will not accept a proposal which simply seeks to offer school sites with the poorest developable potential to the developer.

The site with its adjacencies will reflect the technical requirements set out in Section 4.7

4.3 The initial developer contact

4.3.1 Provision of Information

The County Council must be fully integrated into discussions on developing proposals to ensure that any conflicting requirements between design standards and developer contribution levels are appraised and 'abnormal costs' recognised by the developer before summarising in the Design Code

In order for there to be efficient and effective dialogue a **site visit** must be arranged for the **OCC Infrastructure Framework Team** and they must be provided with information which should include

- the number of dwellings, an indicative mix of house occupancy together with the split of affordable housing / market sector provisions within the development in order to establish the likely size of the school required.
- The projected delivery programme of the development
- A site development plan showing the proposed location of the
 - School buildings and playing fields.
 - Local centre
 - Residential sites
 - Road network

Ideally the following would also be provided at the initial stage:

- School site plan with an exploratory schematic for a new school
- Topographical survey across the School site and adjacent development.
- Acoustic survey across the whole development area
- Hydrological and flood risk assessments.

OCC will take a holistic view of educational infrastructure which could mean changes to neighbouring schools, catchment areas¹ or even relocating existing schools on to new developments to meet the need created from increasing pupil numbers. This will establish the size of site which is required to be provided as part of the section 106 agreement by the developer.

The developer's initial concept, should take full account of the requirements for a school site as set out in this guide.

4.3.2 Communications

OCC will identify a single lead officer for the project within the Infrastructure Framework Team and will endeavour to maintain continuity throughout. Other officers will become involved including:

¹ The Council's ability to alter catchments are restricted due to statutory requirements for consultation and emerging procedures regarding Academy's

Developer Guidance as at 11/07/2013

- Property representation (to review the proposals for the school site)
- Cost consultant (to review the costs of delivering the school on the site)
- Legal representation (to determine the section 106 agreement)
- Directorate representation (to determine the pupil place planning consequences)
- Land Drainage representation (to consider the sustainable drainage proposals)
- Highways representative (to review the highway design and servicing)

4.4 Process

4.4.1 The key stages in working with the County Council are shown below

Stage	OCC Activity	Planning Activity
1	Indicative requirements	Initial consultation
2	Formal review of proposals	Detailed proposals through draft submissions and consultation
3	Legal drafting	Planning application / Section 106 negotiations

4.4.2 Initial Concepts

Once initial high level developer led discussions regarding a specific development proposal with the planning authority have taken place or the specific school site has been identified in the Local Development Framework it is expected that core information will be submitted by the developer to the County Council's Infrastructure Framework Team.

The County Council's Infrastructure Framework Team, upon receipt of information outlined in 4.3.1 above, will liaise internally to identify the County Council's indicative requirements arising from the potential development based upon perceived numbers and mix of housing. It is expected that the developer will then take these requirements into account and produce conceptual proposals.

4.4.3 Definition of Land and Mix

When the proposer is able to identify the indicative mix / tenure and numbers of residential units OCC's requirements can be established, OCC will look toward determining whether the proposed school site is acceptable and the likely construction costs of provision excluding land costs (nb. Freehold transfer of the school site will be required and land will be expected to be provided by the developer at nil cost). Clearly OCC cannot confirm acceptability until the proposed boundaries of the land have been adequately defined

OCC will assess the suitability of the land parcel initially on the basis of topography, noise levels, size, shape, orientation and location within the development. Indicative sketch layouts will be prepared to show the diagrammatic layout of buildings on site simply to satisfy the appropriate nature of the site to accommodate the school.

4.4.4 Initial funding requirements

Costs of meeting the capital implications of services will then be based upon developer's master plans taking account of data provided by the developer. It is emphasised any costs which cannot be specifically quantified at this stage will affect the extent of 'abnormal costs' (see separate advice upon abnormal costs).

To enable an initial assessment of abnormal costs, the following information should be provided:

- The overall site development plan showing the location of the school within the development as a whole with the following information.
 - Topographical survey with site levels across the whole development area based on a 5m grid
 - Existing and anticipated noise levels across the whole development area
 - Initial Search information including evidence that claimed rights of way, easements, wayleaves and the like do not exist upon the proposed site.
 - Drainage Strategy for the development
 - Location and status of all services and drainage runs across the site and within 1 kilometre of the site

- A defined school site shown on a plan and provided in a digital format that can be printed off, to scale on an A3 sheet with the following information
 - Adjacent roads and housing
 - Size of school site
 - Site levels across the school site and adjacent land
 - Existing and anticipated noise levels across the site and surrounding development
 - Location and status of all trees and hedgerows on the site and within 30m of the site.
 - Location and status of all structures and all underground obstructions on the site
 - Proposed vehicular access positions
 - Proposed pedestrian access positions
 - Proposed site service points

- Initial Service enquiries including evidence that existing services are not present upon the proposed site
- A summary of ecological / environmental statements which could have an effect upon development
- Flood risk assessment ramifications which could affect the proposed site

4.4.5 Abnormal Costs

Each building project brings on its own specific 'abnormals'. The developer's responsibility is to provide sufficient funding to provide educational and other facilities which arise out of the development and it is not for OCC to subsidise

this provision. As a consequence Section 106 funding must meet actual costs of construction as much as practicably possible.

This does mean that any initial indications of costs are based upon a simple build with no abnormalities. For example foundation costs based upon simple 1 metre deep strip foundations.

As part of the investigative process pre Section 106 Agreement the Council will identify matters which will or may constitute Abnormals in relation to the new school. Where it is possible to identify the Abnormal fully and relevant cost implications prior to completion of the Section 106 Agreement then the costs of the Abnormals shall be added to the Education Contribution payable by the Section 106 Agreement.

However, it is recognised that in many cases it will not be possible to establish whether or not there will be Abnormals or their full extent until further information has been collated and considered. .

Once the data has been received OCC will give an initial view of the likely abnormal issues which may arise but clarity may not be possible until the developer's project enters later stages of design development.

An example would be where site levels and adjacent foul sewer inverts are not identified and it is then not possible to confirm a gravity drainage is possible to serve the school or whether potential finished floor levels bring demand for imported top soil.

These issues are those which potentially could generate additional developer funding obligations but at early stages abnormalities information provided to the developer will be purely indicative and will be subject to further analysis at a later stage of the process once the full set of information has been issued.

4.4.6 Legal Drafting

It is expected that as a consequence of the initial assessments by OCC and subsequent liaison by the developer with the OCC design representative and the District Planning Office that the master plan will develop. This may be due to responding to OCC's concerns and requirements, development of any design code by the District, or site 'discoveries'.

Once the site parameters are frozen OCC will revisit build costs and seek to agree the abnormalities where practicable.

Work will commence upon adaptation of the generic terms and conditions to reflect the specific nature of the site and issues.

At this stage there needs to be certainty over how key issues will be resolved either through acceptable 'abnormal' provisions or through detailed data which remove uncertainty. In order to minimise the extent of abnormal provisions it is considered necessary to provide more detailed information around those

issues identified under 4.4.4 above. Also provision of additional elements such as the following is preferred. This information / securing this information must be covered within the agreement.

- Topographical surveys
- Geotechnical surveys
- Site Works / Levels
- Remediation
- Site servicing (what, where and when)
- Access arrangements (including fields maintenance)
- Coach laybys
- Parents drop off
- Site Boundary fencing (where proposed)
- Proposals for resolution of any other outstanding areas of uncertainty]

4.5 Location & Design Considerations

4.5.1 Design and Master Planning

The developer's planning application must include any requisite school

The developer will be required to liaise with the district planning authority to establish initial criteria for the location of the school(s) within the development. The County Council will look toward a central location within the community to seek to reduce car journeys to school. (See 4.2.2)

For the purposes of initial planning the developer should look toward Building Bulletins, the Councils Primary and Secondary School Brief and the parameters set out in Section 4.7 'Technical Requirements'.

A Primary schools schematic layout can be made available but it is emphasised that it is purely for initial concept work. The Developer's indicative layouts must be approved by the County Council prior to any detailed discussions with the District Planning Authority.

Clearly the actual layouts will not become defined until the designers have fully assessed the site and produced a design to meet the County Council's requirements. Where critical elements are essential to the planning authority they shall be defined to be the case but must be overarching principles rather than act to constrain the layout and design of the school itself. The School Plan will be prepared as part of the consultation with the County and District to provide key guidance on the principles of development of the school site and summarised in the Design Code and this School Plan will be included in the S106 agreement.

The County Council will wish to integrate opportunities for the co-location of community services adjacent to school sites and in some instances within the school site which can lead to better land use, a reduction in car journeys for residents as well as reducing future revenue costs to the County Council. The developer must ensure that there is early dialogue with the County Council to

enable such opportunities to be taken into account. See guidance note on potential uses in [Appendix....](#)

It is recognised that there may in some instances be opportunity for some joint use of the playing pitch provision provided that appropriate measures can be put in place to ensure satisfactory school management and safeguarding (fencing), health and safety (dog fouling) and maintenance (avoiding use in waterlogged condition). It should be noted that it is unlikely that school provisions for changing would be suitable for joint public use outside school hours. See guidance note on community use of playing fields in [Appendix](#)

4.5.2 Primary School Design

The County Council have produced high level design principles for primary and secondary school design (see Section 4.7) which are simply intended to help inform initial developer master planning of the school site. It is emphasised that this is to enable initial proposals to more closely meet the potential educational requirements but detailed assessment will inevitably require further modifications by OCC design representatives once the detailed implications of a specific proposal are reviewed.

4.5.3 Planning Parameters ('the School Plan')

It is the intention that a drawing be produced as part of the master planning exercise to show the planning parameters for the school envisaged at a schematic level. This must be jointly agreed between the District and the County

An example might cover:

- the approximate width of development across the frontage of the site,
- the approximate location of the main entrance,
- the location of the school hall, and kitchen
- the proximity of school buildings to the boundary,
- the location of drop off point for parents (off site)
- the location of coach lay-by (off site)
- the location of the vehicular and any other ancillary entrance
- the type of boundary treatment
- notional location of early years, KS1,KS2 and community use spaces and associated external spaces including pitch layout.
- Appropriate connection point for utilities for the school

Equally it would not be expected to cover:

- the design of buildings
- the layout of the buildings
- the materials for construction
- the detailed location of the external playspaces

- general pedestrian and cycle access

It is emphasised that the creation of external teaching spaces directly accessed from the classrooms, the separation and independent access of foundation, keys stage 1 and Key stage 2 spaces, formation of independent play spaces within the playground, orientation of these spaces etc all play a part in the detailed design decision making for the school. The school plan must not compromise the designer's ability to create an optimum design solution for the site at a later stage of design development.

4.5.4 School Site and Building Area

The County Council has its own standards based on Building Bulletins 98 & 99 which provide definition of areas of the expected on projects and are entitled The Primary School Brief and The Secondary School Brief. It should be noted that the Secondary School Brief is still under development.

The County Council has its own Primary and Secondary School briefs which include a schedule of site and build areas for different sizes of school. Where data is not available in the County documentation 'Building Bulletins' will provide data. It should be noted that site areas for secondary schools are required to be at the upper end of the range due to the potential for school specialism in sport.

When calculating the site area it is emphasised that this must relate to the 'developable area' of the site suitable for use. This excludes for example sloping land, site area within the canopy of trees and hedgerows, ditches, land within any 100year plus 30% climate change floodplain, land effected by archaeology, etc.

Should the developer wish to include any such non developable areas within the overall site offered to the County Council they must be acceptable to OCC and be in addition to the defined site area.

4.5.5 Pre-Planning Application

Confirmation of OCC's acceptance of the location of the school site should be obtained from the Infrastructure Framework Team prior to the submission of any planning application. It is essential at this stage that there is a common understanding of the extent and implications of 'abnormals'.

In order for OCC to comment upon whether the proposed site is likely to be appropriate the information as set out in Section 4.4.4 is likely to be required

4.5.6 Agreed Boundaries

It is a requirement that precise boundaries must be agreed prior to completion of the Section 106 agreement. In exceptional circumstances where this is impractical it may be accepted that certain boundaries are frozen with others

more flexible subject to the written agreement of OCC with constraints upon minimum dimensions and overall developable site area.

Perimeter fencing is a key issue for any school therefore where the developer intends to erect permanent perimeter fencing details shall be first approved by OCC (timber posts and domestic fence panels are unacceptable). Such Fencing on the boundary is to be in the ownership of the school.

4.5.7 Unencumbered site

The principle of any proposal is that delivery of the capital provision necessary to meet the service needs of a development should be met without any costs being borne by the local authority.

This requires all costs to be identified and funded; where any costs cannot be identified prior to execution of the section 106 agreement the legal agreement will set these out as 'abnormals'

In order to establish what costs are 'abnormal' it is necessary to identify 'normal costs'

Normal costs are deemed to be the construction of a school building on an 'ideal' site where ground conditions, levels, environmental issues etc. are best case.

4.5.8 Site Issues (Abnormals)

The following sets out some aspects where **abnormal costs** may be encountered or an increased site area required and where the most likely resolution scenario will be one of the following through:

1. Locate school site to avoid the issue.
2. Increase the base costs of delivering the school.
3. Increased site area.
4. Developer to deal with the issues prior to site transfer.
5. Developer legal obligation to do so after transfer which may include paying for the increased costs

but clearly each site may bring unique aspects not identified below

Abnormal cost issue	Most likely resolution	action
Power Lines and Services for example; <ul style="list-style-type: none">• overhead high voltage power lines shall not be within 200 metres of the school site, due to social responsibility and parental	1 or 4	Developer will be required to provide service records from

<p>expectations</p> <ul style="list-style-type: none"> • mains services shall not be present upon the school site due to the potential for interruption to the delivery of services and the potential for constraining future development upon the site 		<p>the service providers</p>
<p>Site Constraints / rights of way for example;</p> <ul style="list-style-type: none"> • rights of way across school sites are not acceptable due to the need to maintain full site accessibility and safety of pupils within the site • noise levels upon the site – the maximum noise level at the perimeter of a school site should be <i>50 dBLAeq,30min</i> 	<p>1 or 4</p>	<p>Developer to provide searches and acoustic survey data</p>
<p>Archaeology</p> <p>The developer will be required to carry out suitable desktop studies as may be required the planning authority, undertake any consequential investigations upon the school site which may be forthcoming.</p> <p>Where phased implementation of investigations is accepted by the planning authority the developer shall ensure that the school site investigations are carried out as an integral part of the first phase of investigations to ensure that the delivery programme for the school and its consequential ability to meet the pupils generated by the development is not compromised.</p> <p>Where investigations are not sufficiently addressed by the developer to enable start on site for the school site abnormal costs will arise</p> <p>Where programme delays occur as a consequence and provision of pupil places are affected it may be necessary to provide temporary accommodation which shall be an abnormal cost.</p>	<p>2</p>	<p>Developer to provide desk top studies and where necessary invasive survey reports</p>
<p>Ground Conditions for example</p>	<p>2</p>	<p>Developer to provide</p>

<ul style="list-style-type: none"> Increased construction costs arising as a consequence of special foundations (i.e. those over and above foundations upon an ideal site e.g. one metre deep mass concrete footings) 		geotechnical reports
<p>Temporary Buildings For example</p> <ul style="list-style-type: none"> The need to provide temporary buildings to meet the service needs of residents of the new development prior to the completion of the new school due to the developers speed of development or constraints upon the County Council's ability to construct the new school (which may then also affect the new build construction cost) 	2	Developer to provide construction programme
<p>Temporary Access / Haul Roads for construction For example</p> <ul style="list-style-type: none"> The need to provide access roads and services to enable construction of the school in advance of the developers development programme due to the overall speed of residential development 	4	Developer to provide phasing drawings
<p>Site levels For example</p> <ul style="list-style-type: none"> Existing site levels on the proposed school site do not conform to level site requirement. 	1	Developer to provide topographical data together with detailed proposals in the vicinity of the site (levels and drainage)
<p>Hedgerows and trees For example</p> <ul style="list-style-type: none"> Hedgerow and trees across proposed site have to remain due to ecological status so compromising economical site layout of school and playing team game playing fields. 	3	Developer to carry our ecological surveys and resolve as necessary

4.6 Programme Considerations

4.6.1 Pupil Numbers / school places

The developer's proposed construction programme must consider the potential pupil numbers generated by the completion of dwellings and the availability of school places within existing infrastructure to meet this pressure prior to the construction of the new school. Where needs cannot be met by existing infrastructure the developer may be required to

- fund the provision of temporary facilities or
- to reduce/ hold development at a manageable level within a reasonable period which enables the Council to resolve statutory requirements, design, construct and commence operation of the new school

4.6.2 Timescales for delivery of the school

Time scales for the Council to commence delivery of the new school cannot begin until Outline or Full Planning Consent for the development is granted including provision of the school(s), the Section 106 is signed and any consequential period for judicial review is completed. Some preliminary feasibility work may be undertaken to help inform completion of the S 106 agreement but delivery programmes are unlikely to be accelerated as a consequence.

The County Council will provide indicative programmes for delivery of the school based upon historic data once the location and design considerations are resolved.

Even once S106 is signed it is critical there is ongoing communication with OCC about the timing of house construction as this affects the programme for the school

4.6.3 Determination / statutory procedures: changes to existing schools

Under the terms of the Education and Inspections Act 2006 the local education authority ("LA") acquired the role of '(de-)commissioner of school places'. This involves compliance with specific statutory procedures in particular circumstances. These are shown below.

- Close a school
- Expanding a school (25% or 200 places (secondary) / 30 places (primary) whichever is the lesser) or adding a sixth form.

- Making other changes e.g. change in age range, change of category, closing a site
- Foundation or trust status-4 weeks for representation and Governors decision maker

There are generally five stages to the statutory process.

Stage	Action	Time
1.	Informal consultation – with prescribed stakeholders	Usually six weeks, excluding school holidays
2.	Results of consultation considered by decision maker and approval to publish statutory notice granted	Up to six weeks
3.	Publish statutory notice and invite representations	Either four or six weeks, depending on nature of change proposed, within one year of consultation
4.	Decision maker to determine	Within two months of the publication of a notice
5.	Decision to be implemented	Usually has to be within 3 years

Note; if the development does not proceed within a reasonable timescale it is possible that the process would have to be repeated

It may be possible in the case of proposals not related to the creation of a new school for the first stage of the statutory process (consultation only) to proceed in advance of the signing of the section 106 agreement provided a formal decision has been made by the planning authority to grant consent subject to the section 106 agreement. Where timescales are critical to the developer, representation to OCC should be made following planning determination. This will however be subject to OCC's view on the certainty regarding the nature of the school to enable consultation process to commence.

These procedures apply to non-academy schools; academies need to submit a business case to the Department for Education to make such significant changes, and will need to have consulted in advance of doing so.

4.6.4 Determination / statutory procedures: new schools

Where new schools are required, the 2011 Education Act says that all new schools are expected to be academies, including special types of academies such as Free Schools, University Technical Colleges (UTCs) and Studio Schools. This means that they are not run by the county council, but by independent academy trusts. These trusts can be set up by a wide range of organisations, including religious groups, educational specialists, employers,

charities and community groups. Existing academies can apply to run new schools.

Oxfordshire County Council will not run new schools, but has two roles in their creation.

- Planning for and secure sufficient school places: the county council is responsible for negotiating sites and funding for new schools.
- Deciding who will run the schools: the new schools could be run by organisations which already run schools in the area – for example local outstanding academies or the church dioceses – or by organisations new to Oxfordshire. The decision is shared by the county council and central government Department for Education (DfE).

The government has set out a bidding and selection process to choose which organisation(s) will run the new schools. In Oxfordshire, the process for new schools is:

Stage	Action	Time
1.	Undertake a public consultation to identify the academy model to be implemented.	Approx. 3 months, including six weeks, excluding school holidays, for consultation
2.	Invite initial expressions of interest in running the school through a DfE website set up for this purpose.	Four weeks
3.	Assess expressions of interest and then invite detailed bids from three or fewer providers to show clear plans of how they will contribute to the raising of education standards, add diversity of choice and which best fits the local requirements and meets the needs of those within groups offered specific protection under s149 Equality Act 2010	Approx. 3 months
4.	Assess bids against criteria and rank in order of preference. Agree a preferred option to be approved by Lead Member for Education or Cabinet as appropriate.	Approx. two months
5.	Submit report to Secretary of State for decision.	Approx. two months expected.
6.	Proposal developed with provider approved by Secretary of State through sharing vision of community, county and sponsor, to secure Funding Agreement from	Aim for funding agreement to be signed twelve months before the school is due to open, to allow for informed parental decisions in school

	DfE..	admissions process.
--	-------	---------------------

Note; if the development does not proceed within a reasonable timescale it is possible that the process would have to be repeated

To allow for due consideration and informed decision-making, it is therefore desirable to commence the consultation stage of this process at least two years before the school is expected to open. An earlier start to the process, where possible, would allow the eventual sponsor greater involvement in shaping the design of the new school buildings. This would suggest an ideal timing such that Stage 6 above occurs before or alongside the design stages of the build programme.

In many cases it is likely that the consultation stage will need to start in advance of the signing of the section 106 agreement. However, the sponsor specification, on which Expression of Interest are based, needs to include information about capital funding for the new school, and it is therefore unlikely that Expressions of Interest can be sought until a Section 106 has been agreed.

Once the academy sponsor funding agreement is signed, the school is committed to opening at a set date, except with authorisation from the Secretary of State. Before Stage 5 above, therefore, and preferably before detailed bids are invited, there needs to be an assured timescale for new school accommodation.

4.6.5 Notional Build Programmes

The following give indicative generic programmes for the briefing, design, construction and occupation of typical school types; it is emphasised that each building project will have unique issues therefore the Developer must gain specific scheme based programme information from the Infrastructure Framework Team.

Time scales for the Council to commence delivery of the new school cannot begin until Outline or Full Planning Consent for the development is granted including provision of the school(s), the Section 106 is signed and any consequential period for judicial review is completed. Some preliminary feasibility work may be undertaken to help inform completion of the S106 agreement but delivery programmes are unlikely to be accelerated as a consequence.

The local authority cannot and should not pre-empt the decision of the planning authority nor unreasonably commit funding 'at risk' in advance of such decision making. The developer may however provide 'at risk funding' and data to enable preparatory work to be carried out.

In circumstances where the developer provides data prior to gaining planning consent such as the detailed location of the school site based upon full

topographical surveys with detailed proposals and levels for infrastructure in the immediate vicinity of the school site and geotechnical data, it is possible for preparatory work to commence.

The authority will utilise in-house resources where practicable to enable work upon the project to proceed quickly but the preparation of a detailed feasibility study will rely upon provision of funding to enable the Council's external consultants to be commissioned.

Should the developer be in a position to be able to identify funding to enable earlier detailed development of proposals it may be possible for design development to start once the developer's planning application has been submitted. Any gains in timing which may result however may be compromised by the need to engage the new school organisation in design development

An indicative programme is shown in **Appendix F** for information which also shows notional timing for procedures under the terms of the 2011 Education Act. It is emphasised that this is only indicative (attention is also drawn to changes noted within 4.6.3 & 4.

It should be noted that the formal competition process *for* education cannot commence until the section 106 has been signed and planning permission granted

Primary Schools

10 weeks briefing to commissioning
81 weeks commissioning to start on site
64 weeks construction
10 weeks school set up prior to opening

Secondary schools

25 weeks briefing to commissioning
100 weeks commissioning to start on site
100 weeks construction
12 weeks school set up prior to opening

4.6.6 Innovation in procurement

Design expertise and competency levels required to achieve guidelines and regulations set both through government standards and local standards dictate that the County Council must ensure that any design team appointed has the requisite level of expertise and competence. The County Council requires that consultants have been selected through a comprehensive procurement and evaluation procedures in accordance with public works procurement law and the councils constitution.

During the course of design work there are significant areas of conflict where site constraints, legislation and guidance all require client (OCC/school) interface to determine the most appropriate end solution. In addition such decision making during the design phase has significant effect upon the whole life costs of the end solution which has direct effect upon the revenue budget position of the Council in future years. As a consequence it is not appropriate to divest best value decision making to a developer. Clearly there are direct conflicts between best value to the council and best value to a developer where maintenance costs and cost in use do not apply.

The county council has produced a providers' manual to give guidance in certain areas regarding process and standards but it is performance based rather than specification based and therefore again the consultant's expertise and the client interface remains crucial.

Under European procurement legislation provision of works by the developer, even applying delegated compliance, may not be lawful and the associated risks will not be borne by the County Council. It is therefore the County Councils current position that it is unlikely to be acceptable for delivery of the school to be devolved to a developer but this is currently under review.

The County Council has however gained experience of partnership working with specialist design and construct contractors and are investigating whether this methodology could be used to ensure that the interests of the authority are protected whilst bringing programme benefits.

4.6.7 Temporary Buildings

Where the developer's programme brings occupation of dwellings in advance of the completion of construction of the school / secondary school extensions there will be a need to provide temporary buildings.

As an indicator a maximum of 90 pupil intake would be practicably accommodated in temporary accommodation prior to the opening of a new school. Any forecasting by the Council would be subject to the nature of housing, speed of delivery and occupation and type of tenure. The overriding principle is that there shall not be any increase in cost to the authority or an inability to offer appropriate facilities to the residents arising from

- the projected level of residential development prior to construction of the new school, or
- any acceleration of build; or
- any delay in delivering the school arising from a default of the developer.

Where temporary accommodation is required the Council will require the developer to pay the full costs of providing temporary classrooms (hire / purchase) on existing sites (if space is available) including access works, services, foundations, removal and making good etc together with transport costs as applicable.

It should be noted that provision of a two class temporary building is estimated to cost £343,500 (2012) including furniture and equipment. A notional analysis suggests this provision meets the needs of approximately 100 units but this is a very notional guide and is very much subject to the housing mix and tenure of the dwellings.

In order to meet the needs of pupils clearly there are ancillary facilities which are required such as catering, playing fields, staffrooms, administration etc. In practice this means that temporary accommodation is most economically met through locating upon an existing school site.

4.7 Technical Requirements

When considering the location, amenity and shape of a school site within the design of the development, the following factors should be considered

4.7.1 Access

School sites will require separate access to the public highway for vehicles, maintenance access direct to playing fields (i.e. not via any other entrance), cycles, visitor entrance and separate pupil access (in some instance separated by year groups)

Pedestrian access and circulation routes **must** be kept separate from those used by vehicles

It is also important to consider convenient and safe access requirements for delivery lorries to the catering facilities, waste disposal vehicles to the waste bin compounds and emergency vehicles for dealing with site emergencies.

Primary School Site Access

Each site will require the ability to create two 6m wide site access routes from the highway. They will need to be positioned at opposite ends of the school frontage in order to ensure that maintenance vehicles or construction vehicles do not need to cross from one side of the site to another. This is required to ensure the safety of the pupils and ensure continuity of education during maintenance work to the school buildings, external surfaces and playing fields.

An additional 6m wide access from the highway will be required to the playing field. This is required to ensure the safety of the pupils whilst playing field maintenance is undertaken

Secondary School Access

Each site will require the ability to create up to 6 site access routes from the highway. They will need to be positioned at opposite ends of the school frontage and at various positions around the perimeter of the site. These are required to ensure the safety of the pupils and ensure continuity of education during maintenance work to the school buildings, external surfaces and playing fields

4.7.2 Laybys

All schools will require safe and convenient drop off zones for buses and coaches outside the school site; a Traffic Regulation Order may be required to ensure appropriate restrictions. For secondary schools this shall be provision for 6 coaches; for 10 & 14 class primary schools 2 coaches, for 7 class primary schools 1 coach. The developer's design must ensure that should reversing of coaches be necessary it is designed to occur off the public highway, but outside the developable area of the school site. (A coach is deemed to be a 52 seater coach requiring a 13m layby with additional 3m ingress and 3m egress)

4.7.3 Site frontage

Primary School

- The roads around schools should not be positioned in dead end situations to avoid reversing in close proximity to children
- The frontage of the school (along one side of the site) needs to be not less than 110m long to allow for the facilities below to be positioned appropriately.
- The main entrance should be close to parking facilities both for disabled and staff parking. However the parking should not be positioned in the front of the school.
- Offsite coach drop off/ pick up facilities for up to 2 vehicles will be required adjacent to an entrance to the school.
- The hall, extended schools facilities and therefore the kitchen need to be adjacent to the main entrance for evening use and occasional daytime use.
- The kitchen needs to be next to a vehicular access for service vehicles
- The nursery needs to be at the front of the school to ensure security is maintained during dropping of and picking up during school hours. The Nursery play area therefore needs to be at the front of the school immediately adjacent to the main entrance.
- Safeguarding is an issue that needs to be taken seriously and the layout of the school frontage as set out above is one way of facilitating the school's ability to monitor visitors to the school site.

Secondary School

- The roads around schools should not be positioned in dead end situations to avoid reversing in close proximity to children

- The frontage of the school (along one side of the site) needs to be not less than 200m long to allow for the facilities below to be positioned appropriately. It may need to be longer dependant on the vehicular access positions
- The main entrance should be close to parking facilities both for disabled and staff parking. However the parking should not be positioned in the front of the school to avoid the parking and service area being on general view.
- Coach drop off/ pick up facilities for [6] vehicles will be required adjacent to the major vehicular entrance to the school. Liaison should take place at an early stage to establish whether it is acceptable for the facilities to be accommodated on site
- The hall, Sports Hall with changing facilities, potential community facilities and the kitchen need to be adjacent to the main entrance or near to the main frontage of the school for weekend use, evening use and occasional community daytime use.
- The kitchen needs to be next to a vehicular access for service vehicles
- Safeguarding is an issue that needs to be taken seriously and the layout of the school frontage as set out above is one way of facilitating the school's ability to monitor visitors to the school site.

4.7.4 Site Levels

Land offered for school use must be suitable for such a use. It is essential that school buildings should be on a single level and that full wheelchair access is provided throughout. The inclusion of ramps within the building will only be considered in exceptional circumstances (**abnormal cost**). Levels to facilitate flush thresholds will be required along the full external perimeter of the buildings

The maximum fall on all external circulation routes throughout the school site shall be less than 1:20. Should any measures such as external ramps, retaining structures, re-working of levels etc be necessary to make the site fit for use it will create **abnormal costs and a requirement for additional site area** which will have to be met by the developer.

Where changes of level are unavoidable the length of ramps shall ensure that the disabled pupils are not discriminated; the gradients shall therefore be minimal to account for the strength of young people and the length of ramp shall not present risk in descent nor create an inability for a disabled child to maintain connection with his peers in moving across the site

See Section 4.7.6 for levels adjacent to site boundaries

See Section 4.7.8 for levels across the Team Game Playing Fields

4.7.5 Shape of site

The shape of a school site influences how efficiently the building and external teaching areas can be arranged on the site so minimising any potential

abnormal costs associated with sites with a random site boundary. Shape of sites would ideally be rectangular with proportions of approximately 2:1

4.7.6 Site Adjacencies

When considering the position of the school site within a development its adjacency with surrounding land and uses needs to be carefully considered.

Levels

Vehicular, maintenance, cycle and pedestrian access points shall be designed to connect from the site level to the public highway at a maximum gradient of 1:20.

If existing levels need to be adjusted (**abnormal costs**) to create acceptable levels within the school site the relationship of levels at the boundary can become critical. This analysis relies upon topographical information for the site being made available and design decisions being taken regarding levels on adjacent land and highways. Where grading of levels becomes necessary at the boundary of the site this must take place outside the school site and therefore accommodated within the developer's design solution.

See section 4.7.4 and 4.7.8 for further technical requirements on levels

Noise

The school and playing fields need to be situated in a quiet part of the development. As a rule of thumb the noise levels on unoccupied playing fields used for teaching sport should not exceed 50 dB LAeq, 30 min at the site perimeter

See section 4.7.17 for further technical requirements on acoustics

Site Frontage

See section 4.7.4

Adjacency to houses

Passive supervision by surrounding houses would be welcomed

4.7.7 Parking

The developer should refer to county policy on parking for schools. School sites shall be 'self contained' i.e. on site designated parking for staff rather than a shared off site facility.

4.7.8 Playing Fields

Along with all external space, the team game playing field are an important teaching resource.

Land identified for playing fields must have suitable falls. Sports pitches shall have a fall of 1:100 (maximum 2.5%) across the width of the pitch and 1:150 (maximum 1.25%) across the length of the pitch. The size of the formal pitch for Primary Schools shall be 82 metres x 45 metres with additional run off margins of 3 metres on both sides and run off margins of 4m at both ends.

The requirement for team game playing fields is a statutory requirement (see School Premises Regulations for required areas). The area as a whole should have a minimum of 250mm free draining topsoil; be level and capable of use for teaching purposes throughout the year. To ensure this continuity of use land drainage maybe required if the ground conditions are unsuitable. The playing field needs to comply with the recommendations of Natural Turf for Sport - Design Guidance Note published by Sport England. The additional cost of incorporating land drainage using a pipe drainage system with supplementary slit drainage and improving the quality of the topsoil. This will be considered an **abnormal cost**. Normal costs assume that water infiltration rates shall be greater or equal to 5mm/hr to BS7370
For Secondary Schools refer to Sports Council guidance and Building Bulletins.

For potential community facilities such as sports fields/All Weather Pitches consideration will need to be given to the impact of external lighting **(abnormal costs)**.

See guidance note on community use of school playing fields [Appendix](#)

See section 4.7.17 for acoustic requirements

4.7.9 Hard Surfaced play areas

Three dedicated hard surfaced play areas will be required for primary schools, early years, key stage 1 and key stage 2 accessed directly from the dedicated class rooms; The key stage 2 area will need to accommodate a full size netball court (overall dimensions of 30.5m x 15.25m) with a minimum clear width of 1.5m tarmac all around the court. The maximum fall across the hard surfaced areas shall be 1:80.

Site orientation will need to consider impact of external learning environment on neighbouring houses

Secondary schools will require external hard surfaces in line with those set out within Building Bulletin 98

See Section 4.7.17 for acoustic requirements

4.7.10 Surface Water / Sustainable Drainage

No run off of surface water from adjoining land will be acceptable other than swales for exceedence flows along the boundaries of the school site where there are playing fields.

Design requirements in such circumstances will include

- the edge of the swale is beyond the run-off area of the playing pitch,
- the site shape can still accommodate the full range of school facilities,
- the gradient of the swale edge does not exceed 1:5
- the width of the swale does not exceed 5 metres
- the total area compromised by the swale does not exceed 5% of the school site
- fencing to the boundary is set beyond the edge of the swale set at the proposed ground level of adjacent land
- the swale provides sufficient capacity for the outfalls arising from the sustainable drainage solution serving the Primary School
- the design does not provide for any drainage to be directed towards the Primary School itself or otherwise adversely affect drainage or use of the Primary School

Any consequential outflows of surface water onto (e.g. from school/buildings/hard surfaces) or off the school site (e.g. Playing fields) shall be designed to be accommodated by Sustainable Urban Drainage Systems. However, in order to provide full flexibility positive drainage solutions shall be provided by the developer 'off the school site' and accommodated within the developers overall drainage design by connections to their surface drainage systems.

The developer shall be required to provide for, any flood alleviation measures and attenuation necessary to meet the needs of the school site as **abnormal costs**.

Where the developer is looking to provide attenuation as part of the overall development capacities such attenuation shall be designed to take account of the school buildings, hard surfaced areas (which may not be resolved through sustainable drainage techniques) as well as surface water drainage to the playing fields where the natural water infiltration rate is inadequate.

Normal costs assume that water infiltration rates shall be greater or equal to 5mm/hr to BS7370. Where this cannot be demonstrated by independent testing executed as part of the geotechnical survey **abnormal costs** of integrating a surface water drainage scheme to the playing fields will be required

The lead local flood authority considers any school property as a 'Vulnerable Target'. Therefore School sites should be kept away from any natural or contrived flood route e.g. road designed as a flood route or stream, ditch or other drainage water channel.

Any off site flood mitigation measures arising from the school site must be included in the Developer's submission to the Environment Agency or lead local flood authority as appropriate at the same time as submission of proposals for the residential scheme. This will be a requirement of the initial planning submission.

4.7.11 Reworking existing levels

Where ground levels are re-worked changing the natural soil formation as a consequence of historic made ground or the developers design '**abnormal costs**' on construction will arise.

Where it is necessary to import soil to make up levels and/or provide an appropriate specification it shall be of a suitable standard to comply with the recommendations of Natural Turf for Sport - Design Guidance Note published by Sport England and compacted at maximum 250mm layers.

Ground bearing capacities shall be provided to ensure the ground bearing capacity is fit for the intended purpose which shall include ground treatment/improvement works as necessary to achieve a net bearing capacity of 100kPa, the maximum total differential settlement of 25mm in any event and with angular distortion limited to length/250 between any 2 points.

Where the school plan has accepted developer intervention such as

- Cut and fill of existing ground
- Creation of swales
- Removal of structures / obstructions upon the site
- Removal and decommissioning of existing services

works shall fully comply with required standards and the levels defined upon an agreed 'intervention plan'

All imported material shall be tested prior to importation

It is expected that hardstanding areas will be laid to falls to aid drainage (typically 1:80) and any settlement should not compromise the drainage of the site.

Reclamation to include any making good arising from archaeological investigations and the like

4.7.12 Top Soil Requirement

A minimum depth of 250mm top soil is required across the whole site to a quality appropriate for use as playing fields which shall comply with

BS3882:2007. The material must contain no foreign objects or fragments and shall not contain substances which may prove hazardous to health or the environment all compacted at maximum 250 mm layers to meet the defined bearing capacities

The design and construction are to be carried out in accordance with this guidance to achieve a free draining playing field. Where existing material is inadequate the existing topsoil and subsoil is to be replaced in line with a detailed design to be undertaken by an Independent Sport Surface Consultancy approved by and warranted to Oxfordshire County Council and with a proven track record and experience in this type of work. The works is then to be undertaken by a Landscape Contractor (recommended by the Independent Consultancy) and warranted to OCC, who will also have a proven track record and experience of this type of work

The soil shall provide a ph value of between 5.5 and 7.5 to ISO 10390. A full ground condition survey will be required, both in terms of substructure design, potential contamination and quality of the top soil If existing conditions do not meet this standard **abnormal costs** will apply.

Where new top soil is to be imported onto the site it must be demonstrated to meet the above standard by independent testing arranged and funded by the developer.

Where levels have been re-worked the developer will be required to excavate 6 no. trial pits prior to handover to the Council; pits shall be 300mm x 300mm x 600mm deep to demonstrate compliance with the requirements.

4.7.13 Contamination / site remediation

Should any contaminants be identified any consequential remediation shall be carried out to meet residential development standards with plant uptake end-use and accord with the guidance for the safe development of housing on land effected by contamination R&D:66 2008 volume 1 published jointly by the Environment Agency, NHBC and the Chartered Institute of Environmental Health.

Appropriate ground bearing capacity will need to be achieved to ensure the stability of external works and differential movement between the building and external surfaces.

No tipping or excavation work shall be carried out to the site

All the works must be undertaken with the full knowledge approval and acceptance of all the regulators/ relevant authorities including as applicable the District Council and the Environment Agency

4.7.14 Environmental Impact Assessments

Specific advice upon EIA for the specific school site will be required to be submitted prior to completion of the Section 106 agreement. Any costs arising from the assessment including direct and indirect costs arising from the presence of natural species such as Badgers, Newts, plants, etc shall be abnormal costs. Any mitigation measures shall be carried out by the developer prior to handover of the school site to ensure the site area remains full development area.

4.7.15 Geotechnical Requirements

A detailed geotechnical study will be required to establish the **abnormal costs** for sub-structures. Normal costs will assume simple strip foundations in 1 metre deep trenches.

Appropriate site investigations will be required in accordance with BS10175 accounting for a geotechnical and contaminated land assessment and associated reclamation and remedial strategy with appropriate assessment of risks and design of consequential works in accordance with good industrial standards

The contaminated land assessment shall be undertaken in accordance with The Model Procedures for the Management of Land Contamination CLR 11 (2008) technical framework and R&D Publication 66 (2008), which provide a structured decision-making process to assess land contamination.

A geo-environmental assessment report shall be required to provide an assessment of both contamination issues (including regulatory waste management issues in respect of excavated material) and development abnormalities

Works shall include, where necessary, physical barrier to prevent long term exposure to humans and the environment, taking account in particular of the end use of the site as a School with landscape, hard and soft play areas and may include the raising of levels of the School Site if required by the RMS in order to accommodate ground water levels and any flood alleviation measures required by the Environment Agency or the lead Local Flood Authority. In such circumstances specific solutions shall take account of proposed construction to avoid abortive works.

Works may include the

- Infilling with materials to be approved by the County Council such approval to include (a) approval of the source of the materials with the provision of satisfactory test results (frequency and type to be agreed) for the materials and (b) approval of the method statement for installation of the materials with the provision of approved testing to appropriate standards

- raising of levels of the Primary School Site if required by the RMS in order to accommodate ground water levels and any flood alleviation

[and/or attenuation] measures required by the Environment Agency or the lead local flood Authority.

Upon completion of the reclamation and or remediation works, a completion report shall submitted to and approved by the EA and EHO and other appropriate Regulatory Authorities as required prior to submission to OCC. The completion report shall warrant that the remediation has achieved its objectives as evidenced by a verification report and quality assurance certificates. The completion report shall identify whether long-term monitoring and/or maintenance is required.

The report shall detail all works undertaken and the chain of warranty provided for work

4.7.16 Foul Water Drainage

OCC will require the developer's drainage strategy for the development prior to establishing the appropriate drainage requirements for the school. OCC will provide a drawing of indicative connection points based upon conceptual layouts following an agreed freeze of site parameters and receipt of levels and developer's drainage infrastructure strategy. This information will be shown on the School Plan.

Developers will be required to submit detailed proposals which must ensure that the school site is serviced by gravity systems and give 3 months for OCC to review and confirm required invert levels prior to any installation of overall site drainage by the developer.

4.7.17 Acoustics

Acoustic surveys will be required in most circumstances along with anticipated acoustic levels resulting from the proposed development itself

School Buildings

Where noise levels are considered by OCC to be over recommended levels described in Building Bulletins the developer will be required to produce recommendations as to the consequential effect upon the build solution. Where measures are required this will be deemed to be an **abnormal cost**.

External areas

Outdoor ambient noise levels have a significant impact on communication in an environment which is already acoustically less favourable than most classrooms. Ideally, noise levels on unoccupied playing fields used for teaching sport should not exceed 50 dB LAeq,30min.'

If this is not possible due to a lack of suitably quiet sites, acoustic screening should be used to reduce noise levels in these areas Acoustic screening from bunds, fences, walls or buildings may be used to protect external space from noise. Where screening is required this will be deemed to be an **abnormal**

cost and where bunds are used as the most appropriate measure then **additional site area** will be required to accommodate them.

4.7.18 Services

All service capacity data must be provided on a project by project basis but for initial information the following information related to previous project work may be helpful. Clearly its effected by numbers, area, and energy strategy etc.

Secondary schools

The number of pupils and consequent size of the secondary school must be established prior to determining the service requirements.

Specific detail for secondary school can only be indicative and the following provides indicative information

Schedule

Primary Schools

Requirements vary according to primary school size as follows:

School Size	Floor Area m ²	Number of Pupils
7	1738	240
8	1838	270
9	1965	300
10	2192	330
11	2323	360
12	2408	390
13	2540	420
14	2625	450

NB. Refer to current Primary School Brief on the Councils web-site to establish any revisions to areas shown above

Requirements	When – Fully operational prior to	Where ³
Permanent water supply connection from mains Water meter for 7,8,9 and 10 classroom school 20	4 months prior to contract completion of construction of the school	At entrance to school site as shown on the school plan

³ Reason for establishing location of service connections points is that when not done in the past they have not been satisfactory and have led to additional costs for the County.

<p>mm internal diameter water service</p> <p>For 11, 12, 13 and 14 classroom school 25 mm internal diameter water service</p> <p>For both types separate 25 mm internal diameter supply for sprinkler system</p>		
<p>Electricity Mains electricity kva requirement</p> <p>7 classroom 45kva 8 classroom 47kva 9 classroom 52kva 10 classroom 54kva 11 classroom 56kva 12 classroom 58kva 13 classroom 61kva 14 classroom 63kva</p>	<p>4 months after contract let date for construction of the school</p>	<p>At entrance to school site as shown on the school plan</p>
<p>Mains gas supply with meter Meter supply capacity m³/hr</p> <p>7 classrooms 60.51 8 classrooms 64.38 9 classrooms 70.40 10 classrooms 75.64 11 classrooms 79.27 12 classrooms 63.70 13 classrooms 86.66 14 classrooms 91.32</p>	<p>6 months prior to contract completion of construction of the school</p>	<p>At entrance to school site as shown on the school plan</p> <p>Meter to be located at school buildings as directed by the County Council</p>
<p>Standard Fire Hydrants</p>	<p>4 months prior to contract completion of construction of the school</p>	<p>Provisions to accord with the recommendations of the Fire Service but as a minimum one hydrant must be provided on the highway / prospective public highway near to each of the entrances</p>

		<p>to the school as shown on the school plan and no more than 150 metres apart</p> <p>Hydrants must be capable of supplying sufficient water at suitable pressures i.e. a minimum of 1500 litres/min</p>
<p>Drainage spur connections from mains Foul drainage from school buildings (min 150mm diameter)</p> <p>Surface water drainage facilities (min 150mm diameter) to accommodate exceedence flows from Sustainable Drainage Systems</p> <p>Note Inverts must accommodate gravity drainage system on and from the school site</p> <p>Spur connection means connection between (a) manhole for mains drains serving development which is located on the highway / prospective highway in close proximity to manhole on school site near the boundary of school site and (b) that on-site manhole</p> <p>OCC will give notices of invert levels required – and projected school</p>	<p>6 months prior to contract completion of construction of the school</p>	<p>At entrance to school as shown and at various positions to be identified on the school plan</p>

<p>opening date.</p> <p>There is to be consultation on drainage of the Development.</p>		
<p>Communications An incoming BT multihead telephone spur providing 2 external ISDN 2 E/lines and 3 analogue lines and a BT line for later installation of the OCN Broadband line</p> <p>Connection to digital communication system</p> <p>If any digital communication system (for example cable television is provided on the Development)</p>	<p>4 months prior to contract completion of construction of the school</p> <p>4 months prior to contract completion of construction of the school</p>	<p>At entrance to school site shown on the school plan</p> <p>At entrance to school site shown on the school plan</p>

4.8 Documentation

- 4.8.1 The Section 106 agreement will reflect these requirements
- 4.8.2 Collateral Warranties will be required for all surveys and works arranged by the developer
- 4.8.3 Transfer of School Site.
The freehold of the site is to be transferred free from encumbrances (except historic encumbrances which do not impact on educational use e.g. restriction against the sale of liquor). There must be no service easements or rights of way affecting the site.

Rights of entry for works, rights of way, services easements and rights of support and where requisite rights of way and services easements are to be granted to the school. However the reservation of permanent service easements, rights of way and entry affecting the school premises are not compatible with school use and pupil safety.

A restrictive covenant as to educational and ancillary use may be agreed for the duration of the construction of the development (up to a maximum of **1** **1**) but otherwise the County Council must not be fettered from future change of use to accommodate the delivery of its statutory functions. Closure of any school maintained by the County Council is governed by the Education and

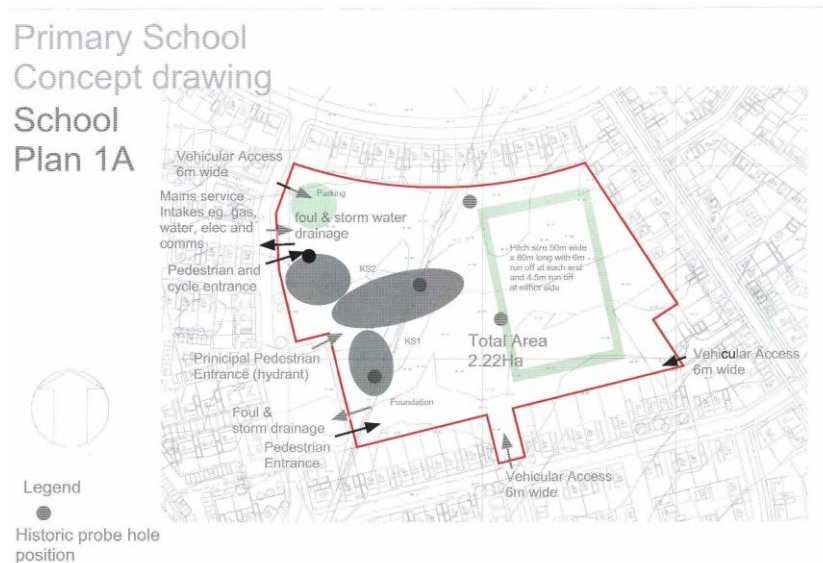
Inspection Act 2006 and regulations entailing public consultation and decision making (see 4.6.3 above)

4.8.4 The developer shall provide draft proposals for the following 2 drawings which are required for the section 106 document

- **A site layout plan (School Plan) in CAD format:**

- An indicative layout illustrating the zone of potential buildings
- North point
- School site boundary marked in red and area stated in line with the area standards defined in the primary school brief / agreed
- Where joint use areas have been agreed shaded areas of joint use are defined.
- Ordnance Survey data / grid lines and background survey data to enable the land to be transferred to be identified in relation to existing features.
- Proposed location/dimensions of sports pitch
- 2 Vehicular access points clearly identified positioned at opposite sides of the school building for emergency access and to ensure that future maintenance / extension work etc. will not compromise operation of the school.
- Maintenance access point for grass cutting of the playing field etc. (may be combined with one vehicular access point where pre-agreed)
- Pedestrian Access Points – visitors (entrance), foundation (play space), KS1(play space) and KS2 (play space)
- Details of all existing features including trees
- Service entry points including Telecom, communications, electricity, gas, and water for school provision only.
- Service exit points including foul and surface water drainage
- Hydrant to be positioned midway along the schools main frontage
- Record of the location of any ground investigations carried out

Typical Example



- **The site works (Enabling works) drawing (in CAD format) where works are agreed to be carried out in advance of land transfer**
 - Definition of existing and proposed levels across the site
 - Definition and specification of any works to be carried out
 -

Typical Example