



Wokingham SEND Resource

Keep Hatch Primary School SEMH SEND Unit

Design & Access Statement

Contents

1. Introduction	3	4. Access and H&S	15
1.1 Overview	3	4.1 Accessibility	15
2. Brief	3	4.2 Fire Safety	15
2. Existing	4	4.3 Principal Designer (CDM)	15
2.1 Site and Context	4	4.4 Principal Designer (Building Regulations)	15
2.2 Site Access at Main Entrance	5	5. Environmental Impact	16
2.3 Proposed Site Area	6	5.1 Sustainability	16
2.4 Adjacent Areas and boundaries	7	5.2 Ecology and Biodiversity Net Gain	16
2.5 Site Opportunities and Constraints	8	5.3 Arboricultural	16
3. Proposed	9	5.4 Transport	16
3.1 Proposed Plan	9	5.6 Ground Conditions	16
3.2 Area Schedule and BB104 Comparison	10	5.7 Noise and Acoustics	16
3.4 Site Plan Proposed	11	5.8 Construction Management	16
3.5 Landscape proposals	12	6. Planning Context and Next Steps	17
3.6 Architectural Approach	13	6.1 Design development	17
3.7 External Materials & Colour	14	6.2 Planning Considerations	17
		6.3 Relevant Planning History. Keep Hatch	17

Document Ref: WKS-RSS-01-ZZ-RP-A-9110

Keep Hatch Stage 2

Rev	Date	Suitability	Status	Initials
PL1	10/02/26	S3	For Planning	RT

This document has been prepared to be printed and read at A3.

The Site:

Keep Hatch Primary School
Ashridge Rd, Wokingham RG40 1PG

The Client and Applicant:

Wokingham Borough Council
This statement has been prepared on behalf of the client by:
Rivington Street Studio - Architects

1. Introduction

1.1 Overview

This Design and Access Statement has been prepared in support of a full planning application for the proposed SEMH Resource Base Unit at Keep Hatch Primary School Wokingham.

The project forms part of Wokingham Borough Council's (WBC) ongoing programme to expand and enhance SEND provision across its primary and secondary estates, responding to increasing local demand for high-quality specialist support within mainstream school settings.

The scheme seeks to deliver a self-contained, flexible and inclusive Resource Base offering targeted support for pupils with SEMH (Social, Emotional and Mental Health), whilst maintaining strong visual and physical connections with the wider school community.

The design has been developed following site visits and has been presented to the school's leadership team and Wokingham Borough Council for comment.

The proposals have been developed to RIBA Stage 3 and form the basis of this planning application.

2. Brief

SEMH Resource Base - 15 students

Wokingham Borough Council commissioned Rivington Street Studio Architects to develop proposals for the new SEMH Resource Base Unit. The principal objectives of the brief are to:

Provide a dedicated, calm and structured learning environment for pupils with ASD, supporting a range of learning, sensory and social-communication needs.

Deliver a suite of appropriately scaled spaces in line with DfE SEND guidance and WBC's standardised accommodation model for Additionally Resourced Provisions (ARPs), including:

- Entry space/ cloakroom
- 3No. flexible learning spaces (2 standard classroom and 1 small)
- Classroom storage
- Kitchenette/ staffroom
- 1No.Sensory room (medium)
- Small meeting room/ Office space
- Staff/ Pupil/ Accesible WCs to suit occupancy
- 1No. hygiene room
- Secure outdoor play area/ garden (with a canopy)

Ensure safe, legible and independent access for pupils, including separation from mainstream circulation routes where beneficial.

Maintain controlled access to outdoor learning space, with clear boundary definition and opportunities for small-group play.

Achieve a design that is cost-effective, robust, low-maintenance and compliant with current Building Regulations, BB103/BB104 guidance, and WBC standards.

The overarching ambition is to create an environment that promotes pupil confidence, reduces anxiety, supports sensory regulation, and integrates seamlessly with the existing school layout.

2. Existing

2.1 Site and Context

Keep Hatch Primary School is located in a predominantly residential area of Wokingham, between Ashridge Road to the north and Hughes Road / Budes Gardens to the south. The school sits within an established suburban neighbourhood characterised by two-storey housing, mature trees and clear pedestrian routes linking surrounding residential areas.

Vehicular access to the school is from Ashridge Road, with pedestrian approaches from Hughes Road and Budes Gardens, providing good permeability through the site.

The wider school campus has developed incrementally over several decades. The original Junior School opened in 1970 following planning approval in 1969, operating alongside the Infants School until their formal merger in 2003 to create the current all-through primary school. Subsequent planning permissions through the 1970s to 1990s delivered a nursery, small extensions and alterations to play areas, reflecting the gradual evolution of the site.

The northern boundary of the site is well screened by mature trees, which provide a visual buffer to neighbouring residential properties.



Site Location Plan

2. Existing

2.2 Site Access at Main Entrance

The main school entrance and car park are accessed from Ashridge Road, with separate vehicular and pedestrian gates leading to the school reception area.

Pedestrian access to the proposed SEND Resource Base will be taken from this main entrance. From the reception area, a defined external pedestrian route is provided between the car park and the school sports hall, forming the primary circulation route to the new SEND building, as illustrated in the photographs below.



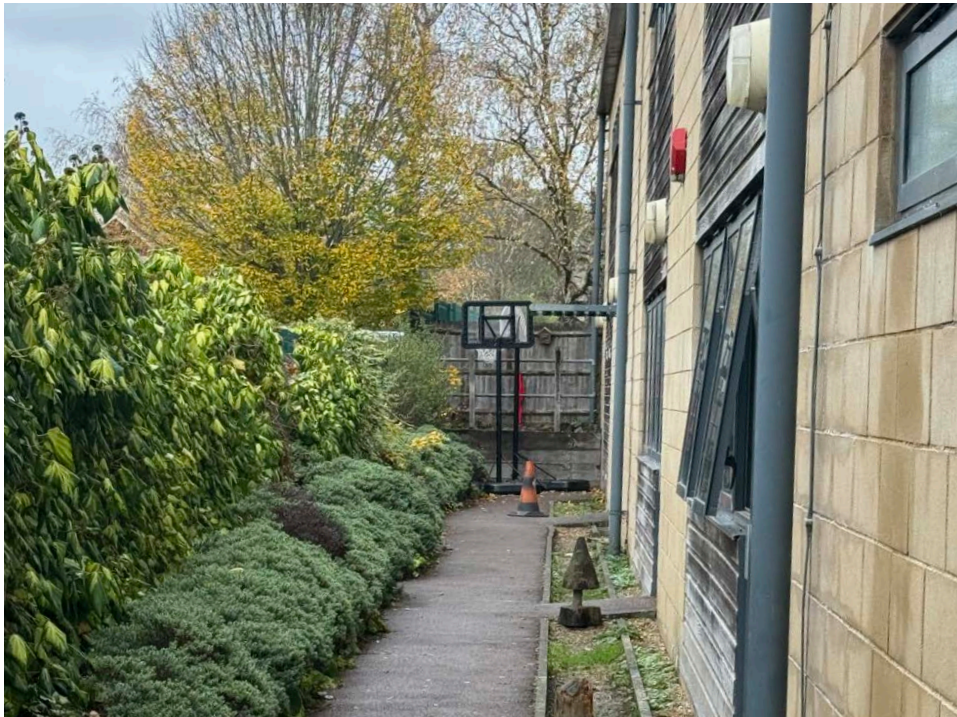
Parking area looking towards main entrance



Main entrance gates



Proposed pedestrian route from existing entrance



Proposed pedestrian route to SEND unit



Proposed pedestrian route to SEND unit from site.

2. Existing

2.3 Proposed Site Area

The proposed site is an underused hard-surfaced area, screened from nearby residences and located close to existing school facilities. Its southern boundary is defined by the fenced edge of the adjacent education establishment, Foundry College.



Proposed site where group is standing



North East Elevation of existing Hall



Boundary to car park of Foundry College



Tarmac expanse with falls to the boundary



Changes in level and surface to landscaped areas. View looks towards school North boundary with mature trees

2. Existing

2.4 Adjacent Areas and boundaries



Foundry College entrance and access from Budges Gardens



Boundary to car park/ Foundry College entrance



Foundry College Car Park



Swimming Pool



Changes in level at North East Elevation of existing Hall

2.Existing

2.5 Site Opportunities and Constraints

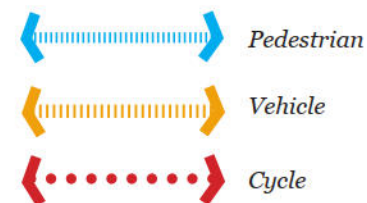
Opportunities

- Make use of underused part of site
- Connect to existing access routes
- Create access from main reception
- Adjacent to wooded area calming to pupils

Constraints

- Neighbour issues/ avoid building onto boundary
- Sloping site and level changes
- Impact on mature tree next to hall to be considered

1. Keep Hatch car park
2. Keep Hatch Entrance/ Reception
3. Foundry College car park
4. Budes Gdns Foundry College entrance
5. Outdoor Swimming Pool
6. Playing Field
7. Play equipment Area
8. Wood area



3. Proposed

3.1 Proposed Plan

The proposed plan has been developed in consultation with the school and is arranged on a modular grid of approximately 3.3 m by 11.5 m. Modular construction has been selected to minimise disruption to the operational school and to support a consistent approach to SEND provision across Wokingham Borough. The photograph below shows a typical modular unit during installation.

A central corridor provides clear circulation and allows each classroom to operate independently, supporting the management of pupils who may become dysregulated. A calm room is accessed directly from the corridor, providing a discrete withdrawal space without impacting teaching in adjacent rooms.

The office and meeting room are located close to the main entrance to allow straightforward visitor access and passive supervision. Classrooms have direct access to a covered external area, supporting all-weather outdoor learning.

Refer to the Schedule of Accommodation on the following page.



Example of modular unit being installed by crane



3. Proposed

3.2 Area Schedule and BB104 Comparison

The area schedule sets out the Option A accommodation, including teaching, support, hygiene and staff spaces, and has been developed with regard to BB104 guidance for a 15-pupil SEMH cohort. The two main classrooms are approximately 49 m² each, which is consistent with BB104 guidance for primary SEND teaching spaces and allows flexibility for small-group learning, therapeutic activity and de-escalation.

The third classroom, at 30.5 m², is smaller but remains appropriate for targeted SEMH interventions and structured small-group work. Each classroom is supported by a small adjacent store, with additional integrated storage provided within the teaching spaces in accordance with BB104 expectations for SEND provision.

Overall, the accommodation provides a balanced and appropriate mix of spaces to support the needs of a 15-pupil SEMH cohort.

Space	Occupancy (15 SEMH pupils)	Area (m²)	BB104 guidance (m²)	Compliance / Comment
Classroom 1	7–8 pupils	49.0	45–50 m²	Main teaching space
Classroom 2	7–8 pupils	49.0	45–50 m²	Main teaching space
Classroom 3/ Group Room	4–6 pupils (small group)	30.5	25–35 m²	Suitable as small-group base/ group room
Classroom 1 Store		1.7	8-10% = 4-5m2	3m2 of additional in-room storage required
Classroom 2 Store		1.7	8-10% = 4-5m2	3m2 of additional in-room storage required
Classroom/ Group Room 3 Store		0.8	8-10% = 2.5-3m2	2m2 of additional in-room storage required
Calm / Sensory Room	1–2 pupils	8.0	10–15 m²	Slightly below BB104 range; appropriate for short-stay calming and regulation use
Breakout Space	2–3 pupils	11.0	n/a	Small-group and de-escalation space
Kitchen / Life Skills	2–4 pupils plus staff	14.0	10–12 m²	Includes kitchenette and storage
Office / Meeting Room	2–3 staff / visitors	12.0	10–12 m²	Staff workspace / parent meetings
Total Net Internal Area (NIA) 177.7				
Hygiene Room	1 pupil + staff	12.0	12–15 m²	Fully compliant
Pupil WCs (x2)	1 pupil per cubicle (2.7m2)	5.4	1 AWC + 2 WCs	Individual cubicles
Accessible WC / Staff WC	1 pupil or staff	3.4	Included in WC provision	Dual-use accessibility provision
Cleaner’s Store		1.9	Within 5–8% GIA	Adjacent to WC cluster
Plant Room		3.5	3–5 m²	Services / ASHP / AC
Circulation	Movement only	38.1	Part of GIA allowance	ASD-appropriate relief spaces
Partitions		18.0		7% within standard range for modular building)
Total Non Net 82.3				
GIA 260.0				

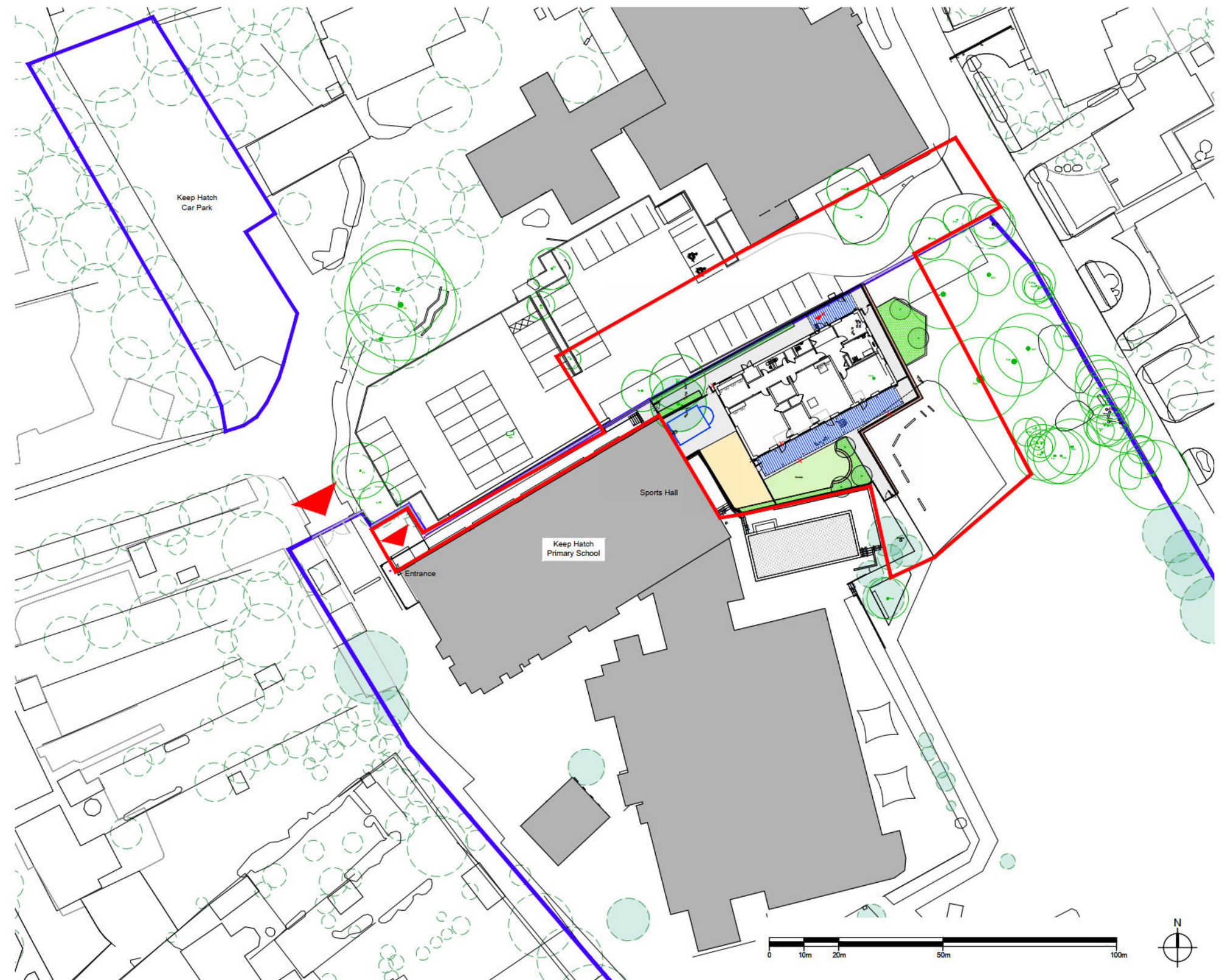
3. Proposed

3.4 Site Plan Proposed

The proposed building is located primarily on an existing area of tarmac, avoiding established play areas and areas of green space. The siting minimises impact on the wider school grounds while making use of previously developed hardstanding.

A dedicated pedestrian connection is provided from the existing Keep Hatch main reception. Vehicular pick-up and drop-off for the SEND provision will operate from the existing school car park, with details of access arrangements, circulation and management set out in the accompanying Transport Assessment.

These routes support safe and legible access for pupils, staff and visitors, subject to appropriate on-site management.



3. Proposed

3.5 Landscape proposals

The landscape proposals are designed to provide a secure, calm and well-defined external environment for pupils, supporting learning and play within a contained setting appropriate to a primary SEMH resource base. The aim is to create an outdoor space that feels safe and reassuring, while offering a range of opportunities for activity and engagement.

The proposals include areas of soft play, such as soft-pour surfacing or artificial grass, together with a small trim trail. These elements are balanced with areas of hard surfacing to allow flexibility of use. The detailed layout and specification of play equipment and surfaces will be developed at the next design stage.

The site slopes across the proposed location and the new pedestrian route involves changes in level. As a result, a combination of ramped access, steps and retaining structures forms an integral part of the landscape design to ensure safe and inclusive access.

Existing vegetation has informed the layout of the external space. The retention of the mature birch tree is proposed where possible, as shown on Planting Proposals Plan 7000, providing established visual amenity and a natural setting. The removal of a hawthorn tree is required to accommodate the development; replacement planting and wider ecological enhancements are set out within the Planting Proposals Plan (Drawing 7000) and the accompanying Biodiversity Net Gain Report.



3. Proposed

3.6 Architectural Approach

The architectural language of the proposed modular building is consistent with the simple rectilinear character of the existing school and the adjacent low rise Foundry College which it faces.

The design prioritises robustness, an essential consideration for all school environments and particularly important for an SEMH cohort.

Generous, well-proportioned windows provide good levels of natural light and visual connection to the wider school grounds, supporting a sense of openness and inclusion. The external cladding will allow the modular form to be expressed with clarity while offering durable, low-maintenance finishes.

Boundaries, thresholds and access points are designed to achieve the necessary levels of security and controlled movement, without the unit feeling isolated or overly enclosed, ensuring a calm, legible and welcoming environment for pupils.

Refer to the next page for the proposed cladding and colour treatment.



View from south



View from north

3. Proposed

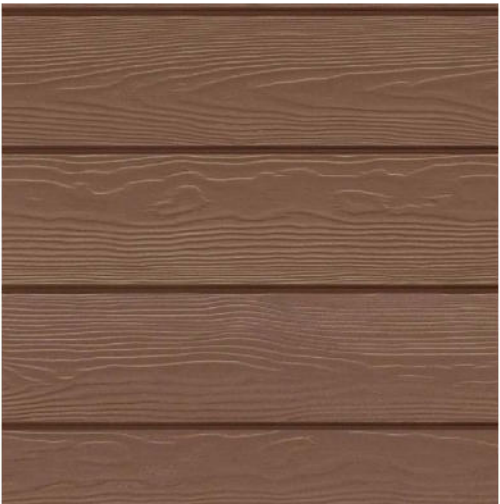
3.7 External Materials & Colour



CLASSROOM ELEVATION WITH CANOPY



CLASSROOM ELEVATION



CLADDING

Cocoa Brown



WINDOWS/DOORS/COPING/RWP

RAL 1001



GRILLS

RAL 8002



BASE

Blue Engineering brick



CANOPY

RAL 7024

4. Access and H&S

4.1 Accessibility

The proposed development has been designed with inclusive access as a core principle and will comply with the requirements of the Equality Act 2010. The design is informed by Approved Document Part M and BS 8300 and will provide step-free access, accessible circulation and appropriately designed internal and external spaces to meet the needs of pupils, staff and visitors.

Detailed accessibility measures will be developed further at the next design stage.

4.2 Fire Safety

Fire appliance access is proposed via Budges Gardens, which provides the closest and most appropriate route for emergency access to the site. The proposed building is single-storey and physically separated from existing school blocks, ensuring that the development does not adversely affect existing means of escape or the wider site fire strategy.

Detailed fire appliance access arrangements, together with fire escape routes and external assembly areas, will be confirmed as part of the detailed fire strategy and agreed with relevant stakeholders as the project progresses.

4.3 Principal Designer (CDM)

The project will be delivered in accordance with the Construction (Design and Management) Regulations 2015. Construction works will be carefully planned and coordinated to ensure the safety of pupils, staff and neighbouring residents throughout the build period.

Key health and safety considerations identified at RIBA Stage 3 include underground services, construction activity adjacent to an operational school, and future access for maintenance. These matters will be addressed through further surveys, detailed design development and the preparation of a Construction Phase Plan.

Pre-Construction Information is being developed as further site and survey information becomes available.

4.4 Principal Designer (Building Regulations)

Introduced through the Building Safety Act 2022, the Principal Designer (Building Regulations) is responsible for planning, managing and monitoring the design work to ensure compliance with the Building Regulations

The Client, Wokingham Borough Council, has:

- made suitable arrangements for managing health and safety throughout the project;
- appointed the required duty holders;
- ensured that sufficient time and resources are allocated for the work to be carried out safely; and
- provided, or will provide, relevant background information relating to the site, including existing surveys and known hazards.

At RIBA Stage 3, the Principal Designer (Building Regulations) has reviewed the developed design and confirmed that:

- the proposals are capable of complying with the relevant requirements of the Building Regulations in principle;
- the design team has appropriately managed and coordinated the design work;
- the designers are suitably competent to undertake their respective roles; and
- records of key design decisions and relevant regulatory information are being maintained.

The Principal Designer (Building Regulations) has had appropriate influence over the design as it has progressed to this stage. Detailed compliance will be confirmed through the next stages of design development and the Building Control approval process.

5. Environmental Impact

5.1 Sustainability

The sustainability strategy focuses on robust, low-maintenance solutions compatible with modular construction. The proposals include air source heat pumps (ASHPs) and roof-mounted photovoltaic panels to reduce operational energy demand.

Further detail is provided in the submitted Sustainability Statement.

5.2 Ecology and Biodiversity Net Gain

An Ecological Assessment and Biodiversity Net Gain (BNG) assessment have been undertaken to inform the proposed development.

The emerging proposals include enhanced planting within the application site boundary, including additional tree planting, in order to achieve the required minimum 10% biodiversity net gain in accordance with current legislation.

The proposed landscape strategy and planting types are illustrated on the submitted Soft Landscape Plan.

Refer to the submitted Ecological Assessment, Biodiversity Net Gain Report and Soft Landscape Plan.

5.3 Arboricultural

The proposed building has been sited to avoid impacts on existing mature trees, including the retention of the established birch tree adjacent to the site. One hawthorn tree within the proposed building footprint will require removal; however, this will be mitigated through replacement planting and wider landscape enhancements.

Further detail is provided in the submitted Arboricultural Report and the soft landscape proposals shown on Drawing 7000.

5.4 Transport

Vehicular and pedestrian access to Keep Hatch Primary School is currently from Ashridge Road, serving staff, visitors and the main school reception. These access arrangements will remain unchanged.

For the proposed SEND Resource Base, pupil pick-up and drop-off is proposed to take place within the existing Keep Hatch car park. This approach avoids the need for new access points, limits additional vehicle movements on surrounding residential streets, and makes use of established on-site infrastructure.

The access strategy, vehicle movements and operational arrangements are set out in detail within the submitted Transport Assessment.

Pedestrian access for pupils, staff and visitors will be via the existing Keep Hatch main entrance and reception. A pedestrian route between the car park and the sports hall will provide a direct link to the new SEND building. Due to changes in level along this route, the proposals include stepped access.

Where level access is required, such as for wheelchair users, an alternative step-free route can be provided via a gated access from the adjacent Foundry College car park, subject to appropriate management arrangements.

5.5 Flood Risk

The Environment Agency Flood Map for Planning confirms that while parts of the wider school site fall within Flood Zone 2, the proposed SEND unit is located entirely within Flood Zone 1 and is therefore at low risk of fluvial or tidal flooding.

Surface water flood mapping indicates some localised ponding elsewhere on the school site and adjacent land; however, no surface water flood risk is identified within the footprint of the proposed development.

5.6 Ground Conditions

Ground conditions and potential land contamination have been assessed through a desk study and preliminary risk assessment.

Refer to the submitted Desk Study and Preliminary Risk Assessment Report.

5.7 Noise and Acoustics

Noise considerations, including the assessment of proposed plant and background noise conditions, have been reviewed as part of the design process.

Refer to the submitted Noise Impact Assessment prepared by Anderson Acoustics.

5.8 Construction Management

Construction management will be carefully planned to ensure health and safety and to minimise disruption to the operational school and surrounding residential area. Key considerations include site set-up, materials storage, vehicle movements and maintaining effective segregation from pupils and staff.

The modular construction methodology will inform delivery routes, craneage requirements and timing constraints. A detailed, contractor-specific Construction Management Plan will be prepared following procurement, building on the overarching principles set out within this Design and Access Statement.

6. Planning Context and Next Steps

6.1 Design development

The design proposals have been developed to planning stage to establish the siting, scale, layout and access arrangements for the SEND Resource Base. Further detailed design development will be undertaken following the appointment of the modular contractor, who will be responsible for progressing the technical design in coordination with statutory and specialist requirements.

This Design and Access Statement therefore focuses on the planning principles of the scheme rather than detailed technical coordination.

6.2 Planning Considerations

Planning policy compliance, transport impacts, residential amenity considerations, ecology, trees, drainage and other material planning matters are addressed in detail within the submitted Planning Statement and supporting technical reports.

6.3 Relevant Planning History. Keep Hatch

Keep Hatch Primary School has developed incrementally since the original Junior School opened in 1970. The Infants and Junior Schools were formally merged in 2003 to create the current all-through primary setting. A major phase of redevelopment was approved under planning application F/2005/4254 (2006), which introduced significant access, circulation and landscape changes that continue to shape the site today.

Key elements of the 2006 approval included:

- Change of use of the former Infants School to B1/D1 educational and training uses.
- New and upgraded access arrangements to Ashridge Road and Budes Gardens.
- Requirement for a comprehensive Travel Plan and improved pedestrian/vehicular separation.
- Conditions relating to tree protection, boundary treatments, lighting control and landscaping.
- Implementation of repositioned gates and controlled movement systems to manage peak-time activity.

These earlier planning measures established the current access, safeguarded the mature tree belt to the north, and reinforced the need to protect residential amenity around the site.

The proposed SEND Resource Base—set within an underused, well-screened hard-surfaced area—accords with these established planning principles.

28 Navigation Road
London
E3 3TG

Telephone: 020 7739 8945

www.rivingtonstreetstudio.co.uk

rivingtonstreetstudio

Rivington Street Studio is the trading name of Rivington Street Studio Ltd. Registered in England and Wales company No 5379467.
This document has been produced for sole use on this project and is not intended for use by any other person or for any other purpose.
© Copyright RSS (U.K.)