



**DEPARTMENT FOR INFRASTRUCTURE | JERSEY PROPERTY
HOLDINGS**

Public Inquiry into P/2016/0870 (January 2017)

Proposed School, Les Quennevais

Construct secondary school with associated external facilities, parking, landscaping and sports field. 3D Model Available. AMENDED ADDRESS. ADDITIONAL PLANS energy centre drawings AMENDED PLANS revised vehicular exit, widening of La Rue Carree.

Field No. 80, 84, 85, 86, 86A, 87, 87A, 88 & 88A
La Rue Carree, St. Brelade,

Proof of Evidence

**Planning Policies of the Revised Island
Plan 2011 and relevant Supplementary
Planning Guidance**

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1. I will set out a summary of comments as to how the proposed development compares to the relevant policies of the Revised Island Plan 2011 along with the relevant Supplementary Planning Guidance.
2. More extensive commentary, and in particular the comments as compared to the relevant extracts and policies themselves of the Revised Island plan 2011 is attached at Appendix RG4 to this proof. The Appendix is an appropriately modified version of Chapter 18 of the Environmental Impact Statement (EIS) which accompanied the application for planning permission. Where appropriate comments from relevant consultees have been included

Strategic Policies

3. Policy SP 1 - Spatial strategy

The proposal is for a facility that provides schooling close to the community it serves and is justified in terms of need. There has been a proper assessment of alternative options and no suitable alternative site has been identified. Environmental implications of this proposal have been identified and avoided or mitigated as far as possible.

Other secondary schools are provided for appropriately across the remainder of the island within the Built Up Area and a proposal for another school outside the Built Up Area will not arise. As such this proposal constitutes an exceptional circumstance.

4. Policy SP 2 - Efficient use of resources

The proposal makes efficient and proportionate use of resources including appropriately located land – close to the existing school site - along with a design that facilitates efficient ongoing resource requirements, the use of renewable resources and seeks to secure climate change resilience.

5. Policy SP 3 - Sequential approach to development

Policy SP3 makes no direct mention of significant public infrastructure but the application demonstrates the adoption of a robust sequential approach to selecting the site of this project. The sequential approach is centred on the site of the existing school so as to reflect the established catchment area for the school.

6. Policy SP 4 - Protecting the natural and historic environment

The need for new school accommodation is the driving force with this project but at every stage there has been an awareness to ensure the natural and historic environment has been respected.

Whilst the scheme involves the loss of some improved grassland the inclusion of specially designed landscaping and a wildlife area for the school is likely to enhance biodiversity. There is no demonstrable threat to any ecological

feature of value although appropriate steps will ensure the situation is constantly reviewed during the construction phase of the project. There are not anticipated to be any features of archaeological / heritage importance on the site but an appropriate and proportionate approach has been adopted in assessing any potential impact. This has been confirmed in the consultation response to the application by the Historic Environment Team

7. Policy SP 6 - Reducing dependence on the car

Reducing dependency on the car is a behaviour but there needs to be appropriate infrastructure and facilities to assist that behaviour. The school has significant secure bicycle parking, is well served by a network of footpaths has an excellent dedicated bus service and is located adjacent to the 15 bus route –every 15 minutes – and the 22 bus route.

A Travel Plan has been adopted by the school to monitor transport patterns to and from the school.

A 20mph limit will be introduced around the site at school opening and closing times.

There are no concerns over any potential air quality implications.

8. Policy SP 7 - Better by design

The form of the building represents and maximises the opportunities for a place of learning and takes full account of the site and its assets without impacting on the surrounding open spaces and buildings and the amenities of the area.

Further discussion over the design will be demonstrated by other evidence submitted to the inquiry.

General Development Policies

9. Policy SCO 1 - Educational facilities

Since the adoption of the Island Plan in June 2011 the demographics of Jersey have altered and what was once a static/ falling school roll is now a rising. The rise is uniform across the island and managing the capacity of Les Quennevais School by adjusting the school catchment area – as indicated in para 7.19 of the pre-ambule to Policy SC01 – cannot be achieved.

The revisions to the Island Plan in 2014 recognised there may be a need for a new school and that subject to certain tests it could be located within the Green Zone. Amendments to Policy NE7 allow for the possibility of a school within the Green Zone provided that: the need is proven; alternatives have been properly identified and considered; and that environmental implications for the Green Zone are properly identified, avoided and/or mitigated as far as possible. The need for the school and the consideration of alternatives are the subject of other submissions to this inquiry.

The Minister for Planning and Environment during the revisions did not consider that it was appropriate to amend Policy SC01 as no specific site had been identified at the time for any new school. As such this application cannot

comply with Policy S01 but there are other material policy considerations that justify the proposal.

10. Policy GD 1 - General development considerations

The new school will

- contribute to a sustainable pattern of development by retaining the existing catchment of the school and in turn the retention of sensible travel patterns and delivery of a social function at the heart of the community it serves
- provide a significantly more appropriate learning environment to the existing school building
- achieve BREEAM 'very good' through its use of design features, materials and energy usage / generation
- does not seriously harm Jersey's natural or historic environment or have a significant effect on the landscape character
- will not impact on important open space (as defined by the Plan), trees of importance or any natural or built features.
- Will not unreasonably affect the character of the area
- Does not unreasonably harm the amenity of surrounding residents
- Contributes to the island's economy by educating a sustainable workforce
- Whilst there will be a regrettable loss of agricultural land, on balance the merits of the project outweigh that loss.
- Is of a high quality of design

In light of the above the proposal accords with Policy GD1 of the Plan

11. Policy GD 5 - Skyline, views and vistas

The building does not have any impact on the skyline or on a strategic view or important vista as identified in the Island Plan or other guidance and there are no landmark or Listed Buildings or places affected by the proposal.

The proposal will have an impact on views across what are existing agricultural fields but which in the context of the surroundings of the site, including the heavily trafficked Route de Quennevais, could not be considered open countryside. This impact will be extremely localised – limited to the immediate boundaries of the site - and as such will not be seriously detrimental

12. Policy GD 7 - Design quality

The form of the building represents and maximises the opportunities for a place of learning and takes full account of the site and its assets without impacting on the surrounding open spaces and buildings and the amenities of the area.

The layout allows service, parking, bus and cycle access without impacting on the pedestrian movement through and across the site.

A simple palette of materials detailed carefully creates an impression of quality and longevity. The building sits comfortably within a mixed scale of building form and character and open vistas across to the west is maintained. Internally the Street is the soft centre of the School providing a central coming together space for formal and informal activities along with the opportunity to communicate and celebrate activities and achievements.

13. Policy GD 8 - Percentage for art

As the contribution to public art is being made within the school and its wider community there will be no percentage for art contribution for this project

Natural Environment Policies

14. Policy NE 1 - Conservation and enhancement of biological diversity

The steps taken to consider potential impact of the development on the ecology of the area along with the suggested actions of maintaining a watching brief during the works, implementing a species migration plan and creating bio-diverse environments within the development accord with Policy NE1. This has been confirmed by the consultation response from the Natural Environment Team

15. Policy NE 4 - Trees, woodland and boundary features

There will be no loss of trees, woodlands or boundary features that contribute to landscape or amenity value. A boundary wall that contributes to habitat value will be lost but this will be compensated for by the provision of new landscape features to be provided by the project. The landscape team will ensure that features are included in the landscaping that encourage local biodiversity.

16. Policy NE 7 - Green Zone

The site has been identified following an extensive and thorough search applying the sequential test against all the reasonable alternative options. The need for new school accommodation has arisen due to rising pupil numbers and the deteriorating condition of the existing school.

Policy NE7 allows for the erection of major public infrastructure, including a secondary school where the need has been demonstrated and relative to the proper assessment of alternative options and subject to the environmental implications being identified, avoided or mitigated as far as possible.

The orientation of the building maintains the visual break between the current northern boundary of St Brelade's and the airport, The development does not cause serious harm to landscape character (Chapter 8 of the EIS).

Historic Environment

17. Policy HE 5 - Preservation of archaeological resources

A desktop survey of the site has not identified any likely features of archaeological importance. Appropriate pre-construction intrusive investigations are proposed followed by a watching brief approach during the main period of construction.

This approach constitutes an appropriate and proportionate approach and has been endorsed by the Historic Environment Team.

Transport Policies

18. Policy TT 5 - Road safety

A Transport Assessment (TA) concluded that the project as proposed will not have any deleterious effect on movement on and around the site for pedestrians and vehicles.

Many of the pupils are likely to access the school on foot. Existing local footpaths and cycleways and their integration into the engineering solutions for access to the site will all mean that pedestrian movement will be safeguarded and encouraged.

A new 20mph speed limit close to the school will improve the highway environment in regard to highway safety.

There will be minor re-alignment of Rue Carre along the northern boundary of the site which will standardise the width of the highway and not have any highway safety implications.

19. Policy TT 8 - Access to public transport

The school will be served by dedicated bus services for pupils and provision for the number of buses on the site exceeds the existing level of service.

The site is adjacent to the 15 bus route – which runs every 15 minutes from St Helier to the airport – and the 22 bus route.

20. Policy TT 9 - Travel plans

A Travel Plan has been agreed by the school in relation to the anticipated opening date of the development

Natural Resources

21. Policy NR 7 - Renewable energy in new developments

The building is anticipated to be able to achieve BREEAM 'Very Good'. This assessment reflects the fact that the scheme includes the provision of energy efficient heating and cooling of the building beyond the requirements of the Building Bye-Laws.

The proposal also includes the provision of a significant array of PV cells on the south facing roof slope of the building that will generate electricity for use in the building resulting in a significantly lower energy requirement than would otherwise be required.

Waste Management

22. Policy WM 1 - Waste minimisation and new development

A Waste Management Plan will be produced prior to the development commencing to mitigate on the potential effects of waste generation on the site. This approach accords with the consultation response received from the Environmental Protection Team.

23. Policy LWM 2 - Foul sewerage facilities

The new school will connect to the existing sewerage system which has sufficient capacity to accommodate the development.

24. Policy LWM 3 - Surface water drainage facilities

Surface water will be stored to provide an irrigation resource for the school grounds. Other surface water will fall on porous surfaces or discharge to soakaways to re-charge groundwater

Economy & Employment

25. Policy ERE 1 - Safeguarding agricultural land

Unfortunately there is no way of mitigating against the loss of agricultural land but on balance against contribution the new school will make to Jersey makes it an appropriate change of use.

RELEVANT SUPPLEMENTARY PLANNING GUIDANCE

Advice Notes

26. Site waste management plans - September 2013

An outline Waste management Plan has been included in the EIS but it cannot be finalised until a contractor is appointed. Added to this the Contractor will be able to integrate their ways of working into any Plan making it more practical to achieve. The contractor will be required to provide a full Waste Management Plan prior to the development commencing.

27. Disposal of foul sewage - May 2012

Chapter 15 of the EIS addresses drainage issue in accordance with this SPG

28. Crime impact statements - March 2012

See Chapter 13 of EIS

29. Percentage for Art - June 2008 (amd. Oct. 2012)

See comments in relation to Policy GD8 above.

30. Design Statements - Dec 2006

Subject to other evidence at the inquiry

31. Development of Potentially Contaminated Land - Oct 2005

See Chapter 12 of EIS endorsed by Environmental Protection

Guidance Notes

32. Archaeology and Planning - Jan 2008

The requirements of this SPG have been met - See Chapter 11 of the EIS – and endorsed by the Historic Environment team

33. Parking Guidelines - Sept 1988

The requirements of this SPG have been met - See Chapter 10 of the EIS