PLANNING AND DESIGN AND ACCESS STATEMENT

Anders Hall, Jubilee Park, Milton Road, Waterlooville, PO7 6AW

Pre-Application Reference: GEN/25/00914

Submitted on behalf of Growing Places (Registered Charity, est. 2001)

GRK Architecture

This document covers:

Planning Statement
Design and Access Statement
Lighting Note
Noise Note
Landscaping Strategy
Parking, Travel and Transport Strategy

---

08 May 2026

1. Introduction

This document supports a full planning application for the change of use of Anders Hall from Class E to Class F1(a) for educational use, together with a temporary double-decker bus classroom, to be replaced with a permanent single-storey extension after two years. The application is submitted on behalf of Growing Places, a registered charity founded in 2001, which currently provides childcare, community education and alternative provision services at the site.

The proposal seeks to extend that provision to primary-age education, creating a small, non-fee-paying independent community primary school open to all local families. This document serves as both the Planning Statement and the Design and Access Statement, and includes the following supporting notes incorporated within it: Lighting Note, Noise Note, Landscaping Strategy, and Parking, Travel and Transport Strategy.

It should be read alongside the submitted Biodiversity Net Gain Assessment (Arbtech Consulting Ltd, April 2026) and the supporting plans and drawings.

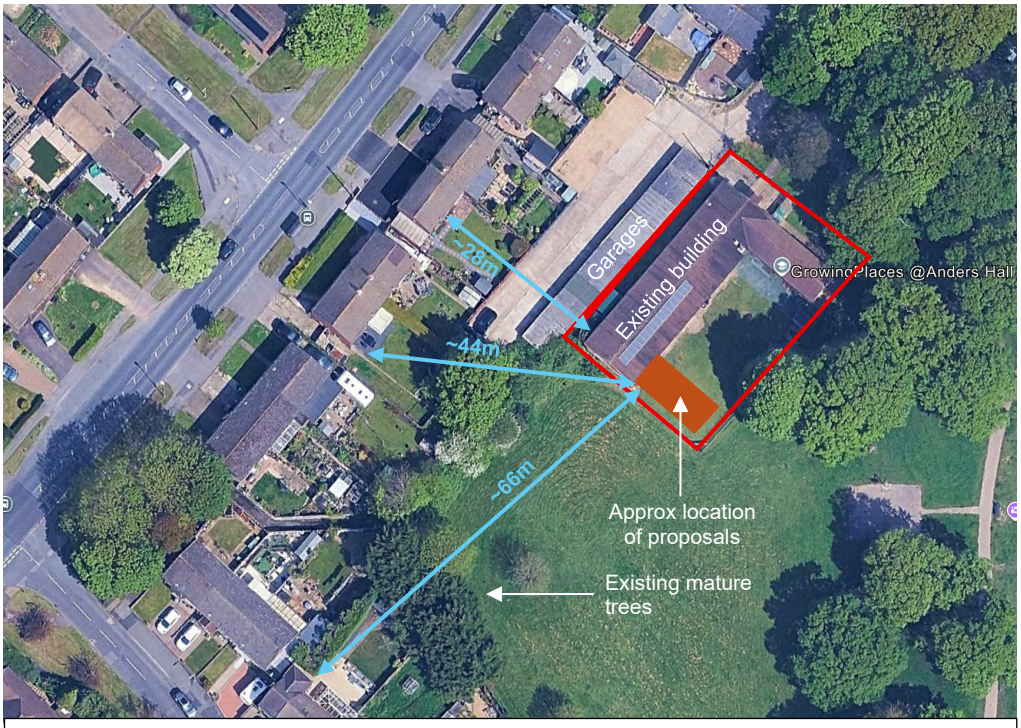

Fig. 1: Google Satellite imagery of site and surroundings showing distance to residential properties across small corner of park and natural screening.

2. Site and Context

Anders Hall is located within Jubilee Park, Milton Road, Waterlooville, PO7 6AW, at National Grid Reference SU 68017 10297. The site has an area of approximately 910m². It sits within a parkland setting with surrounding two-storey residential development, with the park providing a substantial open space with many trees that buffers the hall from neighbouring

properties. Directly behind the building is a row of garages, with the nearest houses approximately 28m beyond.

The building has an established community use history, having previously operated as a nursery (Class E) for up to 40 children and, under Growing Places, as a 48-place after-school and holiday club. The site benefits from existing pedestrian and vehicular access, four accessible pedestrian routes into the park, and is served by an adjacent public car park providing 61 spaces, including 3 Blue Badge bays.

The proposal builds on this existing community infrastructure and retains the site's established role as a local community hub.

3. Growing Places: Educational Ethos and Approach

Growing Places Community School will be a small, independent, non-fee-paying primary school open to all local families seeking a different kind of education for their child. It is not a specialist school and does not restrict its intake to children with particular diagnoses or needs. It welcomes any family for whom the Growing Places model feels right for their child, whether that is driven by the child's specific needs or by parental preference for a different educational approach.

The school's educational approach is rooted in Reggio Emilia principles, alongside relational and outdoor learning practice, with an emphasis on child-centred learning, curiosity-led exploration, and creative and experiential education. The school is intentionally small, with low pupil numbers, high adult-to-child ratios, and weekly access to outdoor and land-based learning provision. This enables a holistic approach to education that supports emotional regulation, engagement and confidence alongside academic development.

Fig. 2: Children doing self-lead activities outside, Growing places website

Relationship-based practice and emotional safety are central to the model. Strong, consistent adult relationships, calm and predictable environments, and flexible approaches to engagement mean the school is particularly well suited to children who find larger or more traditional school settings difficult — including those experiencing school-based anxiety or Emotionally Based School Avoidance (EBSA), sensory or social overwhelm, or with Special

Educational Needs and Disabilities (SEND), including children with EHCPs where the school is confident it can meet their needs appropriately. Admission decisions are made on an individual basis, in collaboration with families and, where relevant, other professionals.

Growing Places does not position itself as superior to or in competition with mainstream or specialist provision. It offers an additional, complementary option — a school that some children and families will thrive in, which others will not need, and which makes no claim to replace any existing part of the educational system. Where appropriate, the school actively supports transition pathways, including reintegration into mainstream education. Practice is grounded in relational and trauma-informed principles, recognising that behaviour and attendance are often closely linked to underlying emotional and developmental needs.

In 2024, Growing Places reserved over 15% of its holiday club places for children eligible under the Council's Holiday Activities Fund (HAF) scheme. That commitment to reaching the most vulnerable families will continue in the school setting, working with local authorities and other agencies to identify children who would benefit from this type of provision.

4. Planning Principle and Need

4a. Principle of Development

The site is already in established educational and community use. The proposed change of use from Class E (nursery/crèche) to Class F1(a) (educational) is therefore consistent with the existing character and function of the site and represents a natural continuation of its role as a community facility. Policy CS7 (Community Support and Inclusion) of the Havant Borough Local Plan (Core Strategy) supports development that provides educational and training improvements and that has been informed by community involvement. This proposal satisfies both criteria. The Local Planning Authority has indicated in-principle support for the continued educational use of this site in its pre-application response.

4b. The Case for a Different Kind of School

Hampshire currently records among the highest levels of Elective Home Education (EHE) in England. Nationally, 126,000 children were in EHE in autumn 2025, with 175,900 known to have been home educated at some point during 2024/25, up from 153,300 the previous year. Within Hampshire, numbers have risen several-fold over the past decade, with a sharp acceleration during and following the COVID-19 pandemic.

The drivers of this rise are varied. National analysis consistently identifies mental health and school-based anxiety as among the most frequently cited reasons. Increasing numbers of children with SEND whose needs are not fully met in traditional settings is another significant factor. Alongside these, there is clear and growing parental preference for more flexible and individualised approaches to education — families who are not in crisis but who believe a different model would better serve their child's development, character and wellbeing. Hampshire County Council's own guidance acknowledges that some families consider EHE not because mainstream school has failed their child, but because they actively seek an alternative.

Growing Places is approached regularly by families across this full spectrum: parents in genuine crisis because children are not attending school or are on reduced timetables, parents whose chosen school places have been declined because the school cannot meet their child's

needs, and parents who simply want something different — smaller, more relational, more connected to the natural world — for their child. The two nearest independent schools offering alternative provision in this area have recently closed, widening an already significant gap in local educational choice.

Elective home education, while a legitimate choice, carries significant costs. It places financial and emotional strain on families, with parents sometimes leaving employment to provide it. Hampshire has among the highest rates of home education in England, and there is clear evidence that some children are slipping through without receiving the education they are entitled to. A non-fee-paying school that offers a genuinely different educational model provides families with a meaningful choice that home education and costly private schools do not.

4c. The Role of Growing Places in Hampshire's Educational Ecosystem

Growing Places Community School sits between mainstream and specialist provision, occupying a position that neither currently fills. It is not a specialist school, but it is well equipped to serve children whose needs or whose families' preferences place them outside what mainstream can comfortably offer. By providing a small-scale, relational and flexible environment, it contributes to system resilience: reducing pressure on mainstream schools struggling to meet complex and varied need, reducing the likelihood of children disengaging entirely from formal education, and offering a preventative response to the escalating EHE trend.

National data from the Office for National Statistics indicates that children experiencing mental health difficulties miss approximately 16% of sessions compared to 6% for their peers, and that as absence increases, the likelihood of mental health difficulties more than doubles — a cyclical relationship in which anxiety and non-attendance reinforce one another. Research suggests between 5% and 28% of pupils may experience Emotionally Based School Avoidance at some point in their education. Hampshire public health data indicates that around 50% of mental health conditions begin before the age of 15, underlining the importance of early, primary-level intervention.

Growing Places' model directly addresses these dynamics. Its small, predictable environments, strong adult relationships, and flexible approaches to engagement enable children to rebuild confidence and sustain attendance. Access to outdoor learning, movement, and creative activity supports emotional regulation, particularly for children who find conventional classroom settings overwhelming. For some pupils, access to this environment will prevent escalation of non-attendance and reduce the likelihood of families seeking EHE as a last resort. For others, it will simply be the right school.

4d. Hampshire County Council Education Authority

The Hampshire County Council Education and SEND team has been contacted and the SEND team has expressed interest in the provision. A formal written statement of support from Hampshire County Council Education has been requested and is being actively pursued; it will be submitted as a supplementary document as soon as it is received. The school's intake is not designed to draw from mainstream school rolls in any competitive sense. Beginning with 12 children in Year R in September 2026, it will grow by 6 children per year to a maximum of 48 pupils over seven years, and will have no material impact on local school capacity.

5. Existing Community Role

Growing Places has served the Waterlooville community for 28 years. Since moving into Anders Hall two years ago, the charity has established a wide range of partnerships and community activities. These will all continue as part of the community school model, which places the school firmly within — and as a participant in — the wider life of the local area.

Current community activities at the site include: an after-school club and holiday club for up to 48 school-age children; a weekly parent-run SEND support group open to local families; Get Up and Go leisure and fitness groups run by Havant Borough Council; a weekly youth group for older vulnerable young people; adult learning disability support groups; a clothing sale held four times a year, well attended by the local community; and the hall being made available for local family events. The charity has supported the Waterlooville summer fete for the past two years, using the building as a community base. Men's Shed have built a working relationship with Growing Places, assisting with garden maintenance and building bespoke outdoor furniture. All of these activities will continue. The school will join them, not displace them.

6. The Proposed Development

The development will be delivered in two phases.

Phase 1 (Temporary): A decommissioned double-decker bus will be brought on-site to serve as temporary classroom and library space. This will enable the school to open in September 2026 while funding is finalised for the permanent Phase 2 extension. The bus will remain in situ for 2 years. Should the permanent extension not be ready to proceed within that period, a formal application to extend the temporary permission will be made in good time. The concrete hardstanding base on which the bus will sit is designed to remain in place as part of the foundation works for the Phase 2 extension, ensuring no wasted infrastructure.

Phase 2 (Permanent): A single-storey side extension of 60m² will be constructed onto the existing hall. It will be modest in scale and height, set back from site boundaries and designed as a coherent continuation of the existing building.

Internally, the combination of the bus (Phase 1) and existing hall will provide two classrooms and a small group/SEND room, plus offices, storage and toilet facilities, all in accordance with Department for Education guidelines for small primary schools. Existing WC provision follows BB103 principles. The Phase 2 extension will add a third classroom and additional storage, completing the school's permanent accommodation.

7. Design and Access Statement

7a. Temporary Bus Classroom — Design Parameters

Description and Siting

The temporary classroom is a decommissioned Volvo B7TL double-decker bus with Plaxton President bodywork, painted grey. It will be positioned at the rear of the site, behind the existing fence line, on a reinforced concrete hardstanding base. This siting means the bus does not face any residential properties and does not overlook or encroach upon the main park area. The nearest residential properties directly across from the proposed location are

approximately 65m away, and obliquely to the east approximately 45m, all well screened by mature trees (see fig. 1). The small green corner of the park between is rarely used by park visitors. The height and massing of the bus are assessed in the submitted technical drawings.

Colour Scheme and Fencing

The bus is painted grey, a deliberately neutral tone that reduces visual prominence and avoids drawing attention to the structure from within the park. The bus enclosure will be defined by a new green PVC-coated welded mesh fence, replacing the previous rusted fencing and significantly improving the visual quality of this part of the site. Additional green mesh netting will be fixed to the fencing panels facing the park to provide a denser, more opaque screen. Large planters will be positioned around the perimeter of the bus at ground level, providing further softening and visual interest.

These measures are being implemented for three reasons: first, to screen the bus from casual park views and protect the character of the park setting; second, to enhance the boundary treatment and biodiversity of this corner of the site compared to its current condition; and third, to create a well-defined, attractive and clearly purposeful school environment.

Fig. 3: The bus classroom in light grey.

Temporary Nature and Restoration

The bus will remain on-site for 2 years, by which time it is intended that the Phase 2 permanent extension will be complete and the bus will be removed. Should the programme require adjustment, a formal application to extend the temporary permission will be submitted in good time. If the extension does not proceed and the temporary use ceases, the concrete hardstanding will be broken out and the area returned to its previous condition, with any new planting retained in place as a lasting ecological and visual benefit.

7b. Permanent Extension — Design Parameters

Form and Massing

The permanent extension is a single-storey addition of 60m² to the south of the existing hall, mirroring in form and massing the existing approved wing on the opposite side of the building, so that the overall composition reads as coherent and balanced. The extension is subordinate to the existing hall in scale and height and is set back from site boundaries. Its design responds directly to the existing built form rather than introducing a new architectural language.

Materials

The extension will be constructed in buff brick to match the tone and texture of the existing building. The roof will use grey cement tiles to mirror the existing hall and the extension works completed in 2010. Fenestration will echo the proportions and style of the hall's existing openings. All materials are chosen for durability, low maintenance, sympathy with the existing built form, and compliance with current fire safety requirements. The approach is consistent with what has already been approved on this site.

Access

All entrance thresholds will be flush and widened to accommodate pushchairs and wheelchairs. A covered cycle shelter providing a minimum of 8 cycle spaces (4 Sheffield stands) will be installed near the main entrance, meeting and exceeding Havant Borough Council Parking SPD requirements for cycle provision.

Fig 4. Artistic Impression Phase 1

Fig 5. Artistic Impression Phase 2

8. Community Engagement

8a. Support for the Overall Offer

Growing Places has served the Waterlooville community for 28 years and has developed a deep and well-evidenced understanding of local need. The proposal for a small community primary school has emerged directly from that relationship with families. As set out in Section 4b, the charity is regularly approached by families across the full spectrum of need and preference, and there is currently no non-fee-paying option in the area that meets it.

A weekly parent-run SEND support group at the hall, established because parents needed a space to come together and address shared challenges, has grown into one of the most direct sources of demand for the school. Many families in that group have asked for a school that can meet their children's needs. Separately, families attending holiday clubs, after-school provision and community events at the site have expressed enthusiasm for the school proposal, particularly for its philosophy, its scale, and the innovative use of the bus as a temporary space.

Hampshire County Council Education and SEND services have been approached and the SEND team has expressed interest in the provision. A formal written statement of support is being sought and will be submitted as a supplementary document on receipt.

8b. Engagement Process and Response to the Specific Development Proposal

Growing Places has actively engaged with the local community since moving into Anders Hall two years ago, and that engagement has provided a continuous, informal but substantive channel for community response to the school and development proposal.

- Support for the Waterlooville summer fete for the past two years, using the building as a community base, has provided regular opportunity for dialogue with community members about future plans for the site.
- A clothing sale held four times a year is well attended and has provided a consistent informal forum for community feedback.
- Men's Shed have established a working relationship with Growing Places, assisting with garden maintenance and outdoor furniture. They have been supportive of the plans, including the planting scheme and use of the bus.
- Get Up and Go (HBC leisure and fitness) groups, a youth group for vulnerable older young people, adult learning disability groups, and families using the hall for community events have all formed part of the extended community aware of the school proposal.
- Havant Borough Council has been consulting with Growing Places on a national play park initiative using the adjacent plot of land. The school, the bus enclosure and the planting plan have been shared and discussed as part of that ongoing process.
- The concept of the bus as a temporary classroom and library space has been shared with the local community over an extended period. The response has been enthusiastic, particularly in relation to the creative and sustainable character of the idea.

Pre-application engagement with Havant Borough Council Planning Officers has taken place under reference GEN/25/00914, and this submission has been prepared in direct and detailed response to that pre-application advice.

9. Landscaping Strategy

The landscaping strategy is designed to integrate the new elements into the park setting, enhance biodiversity, provide a stimulating outdoor environment for pupils, and improve the visual quality of the site. It is focused and proportionate to the modest scale of the development.

9a. Tree Planting

Three native trees will be planted at the rear of the site, near the new extension wing. Species will be selected from native broadleaves appropriate to the South Hampshire Lowlands National Character Area — such as pedunculate oak, field maple and hazel — chosen for ecological value, suitability to site conditions, and the habitat they will create over time. The trees are assessed in the Biodiversity Net Gain Assessment at Moderate condition, passing all essential criteria.

9b. Screening and Boundary Planting

Green mesh netting will be fixed to the new green PVC-coated welded mesh fencing surrounding the bus enclosure, providing immediate year-round screening. Large planters will be positioned around the bus perimeter, planted with mixed shrubs and seasonal plants. Native hedging species, including hawthorn and field maple, will be introduced to fill gaps in

boundary planting along the quieter edges of the site. Wildflower turf will be added to available grass areas to increase species diversity and provide foraging habitat for pollinators.

9c. Biodiversity Enhancements

In line with the statutory requirement for Biodiversity Net Gain under Schedule 7A of the Town and Country Planning Act 1990, the following habitat features will be installed as part of the landscaping scheme:

- Insect 'bug hotels' installed within shrub beds
- Bird boxes fixed under the roof eaves
- Hedgehog shelters placed under cover at the site boundary

Children and staff will be actively involved in the installation, maintenance and stewardship of these features as part of the curriculum, building direct connection between school life and the local natural environment. Growing Places also intends to support litter picking and planting in the wider park, extending that sense of stewardship beyond the site boundary.

9d. Existing Surfaces

Existing paved areas, the grass play area and the astroturf surface will be largely retained. No protected trees are affected by the extension footprint. Existing vegetation will be protected during construction.

9e. Management and Monitoring

A Biodiversity Gain Plan (BGP) and Habitat Management and Monitoring Plan (HMMP) will be submitted for approval before commencement of development, covering a minimum 30-year period as required by the Environment Act 2021. These will set out the implementation, management and monitoring programme for all habitat features described above.

10. Lighting Note

The site currently operates as a daytime-only facility and the school will continue that pattern. Core hours are Monday to Friday during term time (broadly 08:00–17:00, with teaching from 08:30 and after-school care to 17:00). No additional evening, night-time or weekend use is proposed. Gates and external doors will remain locked outside school hours.

External lighting will be minimal and purpose-limited. Only low-level LED wall-mounted or bollard luminaires will be provided, positioned to illuminate the main walkways and building entrance for safety. All fixtures will incorporate full cut-off shields and will be controlled by timers and dusk-to-dawn sensors to prevent glare or skyglow. No upward lighting, floodlights or decorative illumination is proposed. Any incidental lighting associated with the bus or play areas will also be sensor-controlled and directed downward.

This approach ensures compliance with local Dark Skies guidance and the provisions of Policy CS11 (Protecting and Enhancing the Special Environment and Heritage of Havant Borough). The lighting scheme will cause no new nuisance to park users or neighbouring residents and will have no adverse impact on ecology or visual amenity.

11. Noise Note

The proposed school use does not introduce any activities that are materially different in noise character from the existing and historic uses of the site. The building has previously accommodated up to 40 nursery-age children and, under Growing Places, has operated as a 48-place after-school and holiday club. The proposed school will begin with 12 pupils and grow to a maximum of 48 — reaching historic occupancy levels only after seven years.

Outdoor play and lessons will take place during the same hours as the nursery previously operated. The park setting provides a substantial open-space buffer that naturally dissipates noise generated on-site. Children will regularly spend time in the wider local community and in outdoor learning provision as part of the curriculum, further reducing the concentration of noise and activity at the site itself.

The total number of children on-site will be lower in the early years than under the previous nursery and current holiday club operation. Staggered arrival and departure times, described in Section 12, will prevent any concentration of noise or activity at a single point in the day.

No noisy construction is proposed for Phase 1. For Phase 2, a Construction Environmental Management Plan (CEMP) will be submitted prior to commencement of extension works, covering hours of working, delivery management, and measures to protect park users, neighbouring residents and the highway network. It is anticipated that the CEMP will be secured by planning condition.

In accordance with Policy CS16 (High Quality Design), the development will not cause unacceptable harm to the amenity of neighbouring occupiers. The reduced intensity of use in early years, the park buffer, the staggered timetable and the CEMP together provide a comprehensive and proportionate response to any potential noise or disturbance concern.

12. Parking, Travel and Transport Strategy

12a. Current and Proposed Usage — Comparison

The table below sets out clearly the current and proposed patterns of site use and their implications for traffic generation.

	Current Usage	Proposed — Year 1	Proposed — Full Capacity (Year 7)
Children on site	Up to 48 (holiday club); up to 40 (historic nursery)	12 school pupils + 48 holiday club	48 school pupils + 48 holiday club
Staff on site	Up to 10 (nursery); 7 (holiday club)	3 (1 walking, 2 by car)	~5–7

	Current Usage	Proposed — Year 1	Proposed — Full Capacity (Year 7)
Drop-off pattern	Simultaneous arrivals for holiday/after-school club; high peak pressure	Staggered: spread over 1-hour breakfast club window (08:00–09:00)	Staggered arrivals maintained; after-school care to 17:00 staggers departures
Conflict with local school peaks	After-school club coincides with 15:00 mainstream pickup	Timings set to avoid 08:45–09:00 drop-off and 15:00 pickup peaks	Staggered timings maintained throughout

The proposed school will generate fewer car movements than the current and historic use of the site, particularly in its early years. Car drop-off is estimated to reduce by approximately one quarter in Year 1 and by at least 20% at full capacity — partly because the school is specifically targeting local families likely to walk or cycle, and partly because arrivals will be staggered rather than simultaneous. The road network around Jubilee Park is quiet with low peak flows. Arrival and departure times are structured to avoid coinciding with the 08:45–09:00 and 15:00 peaks at nearby mainstream schools, reducing any compounding effect on the local highway network.

12b. Parking Provision

The only on-site parking is one dedicated bay for the Growing Places minibus, retained as existing. All other vehicles — parents, staff, visitors and deliveries — will use the adjacent Jubilee Park public car park, which provides 61 spaces including 3 Blue Badge bays (approximately 5% of total provision, meeting Havant Borough Council Parking SPD requirements). A second car park within the park boundaries, accessed via London Road, is also available to park visitors.

The public car park is currently significantly under-utilised even with existing club and community uses. The school's modest staffing — initially 3 staff, growing to approximately 5–7 at full capacity — is comfortably accommodated. Staff will be encouraged to use the outer bays, leaving nearer spaces for parents and Blue Badge users. There is no planned drop-off or queuing on Milton Road.

Parents who wait for their children will do so inside the park car park, not on the public highway. For the first three years, parents will walk their children directly to their classroom, which naturally staggers movements and eliminates gate congestion. Thereafter, a member of staff will meet and greet children at the school gate. After-school care is available until 17:00, further distributing departure movements.

12c. Travel Plan

Aims and Objectives

The aim of the Growing Places Travel Plan is to minimise car use associated with the school and to actively encourage walking, cycling and public transport for all journeys. The school's overarching target is that at least 50% of pupils arrive by sustainable modes (walking, cycling or public transport) in Year 1, rising to 70% by full capacity. These targets reflect the school's deliberate focus on recruiting from the immediate local community. The Travel Plan will meet the requirements of the Hampshire County Council Guidance on Development-related Travel Plans (2025) and will be monitored and updated annually.

Action Plan

- Walk to school: Parents and children will be actively encouraged to walk. The school will draw its intake from the local community, and safe pedestrian routes via the four accessible park entrances will be publicised to all families at the point of admission.
- Cycle to school: A covered cycle shelter providing a minimum of 8 cycle spaces (4 Sheffield stands) will be installed near the main entrance. This provision could be increased to match demand. Growing Places has an established partnership with Bikeability, providing cycle maintenance classes and cycling confidence training for children and families. Bike racks with security chains will be available inside the school gate.
- Public transport: The site is on a local bus route, with a bus stop on College Walk approximately 200 metres from the park entrance. Families travelling from further afield will be directed to available bus services.
- Staggered arrival: A breakfast club from 08:00 spreads drop-off across a one-hour window, avoiding any single peak and avoiding duplication of mainstream school arrival times.
- Staggered departure: After-school care to 17:00 further distributes pickup movements and avoids the 15:00 mainstream school peak.
- Staff travel: Of the initial 3 staff, 1 will travel on foot. All staff will be encouraged to walk, cycle or use public transport and will be offered Bikeability support where helpful.
- Monitoring: Mode of travel for pupils and staff will be recorded termly and reported against targets. The Travel Plan will be reviewed and updated annually.

13. Safety and Security

The site perimeter is already fenced and this will be renewed as part of the works. The main entrance gate will be secured outside school hours. CCTV cameras will be installed around the building perimeter and entrance area, linked to a monitoring system, deterring after-hours trespass and providing reassurance to neighbouring residents. CCTV signage will be displayed in accordance with data protection requirements. The park setting provides additional informal surveillance, and the charity already benefits from a network of local community members who provide informal oversight of the site out of hours.

During school hours, staff supervision, clear sightlines through windows, and open sight of play areas will ensure child safety at all times. All staff are DBS-checked and hold appropriate safeguarding qualifications. The school operates in line with statutory safeguarding guidance, with clearly designated safeguarding leadership and robust procedures in place.

Child drop-off and collection are managed safely. For the first three years, parents will accompany children directly to their classroom, which naturally staggers movements and

ensures no unsupervised congregation at the site boundary or on the public highway. Thereafter, a member of staff will greet children at the school gate.

Fig. 6: Existing welded mesh site fencing will be renewed and made more opaque with additional green netting to screen from park

14. Biodiversity and Ecology

A Biodiversity Net Gain Assessment has been prepared by Romany Poole BSc (Hons) MSc, Consultant Ecologist, Arbtech Consulting Ltd (April 2026). The assessment demonstrates a net gain of +20.53% in area-based habitat units, significantly exceeding the statutory minimum requirement of +10% under Schedule 7A of the Town and Country Planning Act 1990 (as amended by the Environment Act 2021) and consistent with the National Planning Policy Framework (2024). All trading conditions have been satisfied.

No irreplaceable habitats are present on or were present before 30 January 2020. The site has not undergone habitat degradation since that date, as confirmed by satellite imagery analysis. The net gain is achieved through the planting of three native trees (assessed at Moderate condition) and the retention of existing modified grassland and hard surfaces. The site falls within National Character Area 128 (South Hampshire Lowlands) and the Hampshire Local Nature Recovery Strategy area.

A completed Biodiversity Checklist and the statutory Biodiversity Metric Calculation Tool results (Jubilee Park, PO7 6AW, v1, Arbtech Consulting Ltd, 2026) are submitted with this application. A Biodiversity Gain Plan (BGP) and Habitat Management and Monitoring Plan (HMMP) must be approved by the planning authority before commencement of development, covering a minimum 30-year period. These will be prepared and submitted for approval prior to any works commencing on-site.

15. Construction and Management

The development will be delivered in two phases, each managed carefully to protect park users, neighbouring residents and the highway network.

Phase 1 — Bus: Delivery of the bus to site will be coordinated with Havant Borough Council to agree a suitable time and access route that avoids park peak hours and minimises impact on the public car park and highway network. The bus will arrive as a single vehicle movement. The concrete hardstanding base will be installed in advance of bus delivery. All materials will be stored within the fenced site boundary and will not encroach on public open space.

Phase 2 — Extension: A detailed Construction Environmental Management Plan (CEMP) will be submitted for approval before commencement of extension works. The CEMP will address: hours of working (avoiding disturbance to park users and residents); delivery scheduling (avoiding school arrival and departure times); material storage (within the site boundary only); waste management; and dust and noise control. It is anticipated that adherence to the CEMP will be secured by planning condition.

The extension footprint avoids the root protection areas of any existing trees on-site. Existing vegetation will be protected during construction in accordance with BS 5837:2012.

16. Planning Policy Compliance

The proposal complies with all relevant planning policies. The following summarises compliance against the key policies identified in the pre-application advice:

- CS7 (Community Support and Inclusion): The proposal delivers educational provision shaped by 28 years of community engagement and evidenced local demand across a wide spectrum of families.
- CS8 (Community Safety): CCTV, secure perimeter fencing, safeguarding-trained staff and managed access arrangements ensure community safety throughout.
- CS11 (Protecting and Enhancing the Special Environment): Materials are sympathetic to the park setting; lighting is minimal and fully shielded; no protected trees are affected.
- CS13 (Green Infrastructure): Native tree planting, native hedging, wildflower turf and biodiversity habitat features enhance the green infrastructure of Jubilee Park.
- CS14 (Efficient Use of Resources): The proposal reuses an existing community building; the bus is a repurposed vehicle; the hardstanding base is retained as the foundation for the permanent extension.
- CS16 (High Quality Design): The extension uses matching materials and mirrors the form of the existing building. The bus enclosure improves on the current fencing. No unacceptable harm to neighbouring amenity.
- CS19 (Effective Provision of Infrastructure): The proposal delivers community educational infrastructure in response to a documented and growing local need.
- CS20 and DM12 (Transport): All parking uses the public car park; staggered timings avoid highway peaks; a Travel Plan is in place meeting HCC 2025 guidance.
- DM1 (Recreation and Open Space): No recreational land is lost. The school will actively contribute to park stewardship through planting, litter-picking and community engagement.

- AL8 (Local Green Spaces): The development is confined to the existing site boundary and does not encroach on designated green space.
- NPPF (2024), para 135: The development is sympathetic to local character and landscape setting while enabling appropriate community innovation.
- Environment Act 2021 / NPPF BNG requirement: A minimum +10% net gain is achieved and confirmed (+20.53%) by professional ecological assessment.

17. Conclusion

The proposal represents the sympathetic reuse of an established community building for a small, non-fee-paying independent primary school, open to all local families seeking a different kind of education. It retains and strengthens the site's existing community role, responds to a documented and growing local need across a wide spectrum of families — from those in crisis to those making an active educational choice — and introduces only modest built form carefully designed to respect the park setting.

The temporary bus classroom is a creative and sustainable response to the immediate need for teaching space while permanent accommodation is funded and built. The permanent extension is modest, material-matched and subordinate to the existing hall. The landscaping scheme enhances biodiversity and the visual quality of this corner of the park.

All material planning considerations identified in the pre-application advice have been addressed in this document: visual impact and design, landscaping, neighbouring amenity, noise, traffic and transport, materials, biodiversity, lighting, safety and construction management. The physical changes are modest, carefully mitigated and compliant with the relevant planning policies of the Havant Borough Local Plan, the National Planning Policy Framework (2024) and the Environment Act 2021.

The application is submitted in good faith and in the genuine expectation that it can be determined without further delay.

Prepared on behalf of Growing Places
Anders Hall, Jubilee Park, Milton Road, Waterlooville, PO7 6AW
May 2026