

as an integral and seamless part of the same space as the area in the College Development Zone. Design Guidance on this areas is provided in section 4.3.

2.3.3.4 CAR PARKING & SERVICE & DELIVERY AREA

The Tech Hub Development Zone incorporates a delivery area to the north of the Tech Hub, as indicated in diagram 2.3.3 This area should be accessed off of the Cross Site Right-of-Way and will incorporate an area of car parking. The total number of car parking places for the Tech Hub should not exceed 10 spaces, including 1 accessible space. Detailed guidance on this area is provided in section 3.2.13.

2.3.4 BUILDING ZONES

The Tech Hub Development Zone has one Building Zone, as indicated in Parameter Plans PL-09 and PL-10, as illustrated in diagram 2.3.4. By virtue of the Tech Hub's location, where it will be visible from the Public Realm on all sides, it should be designed as a pavilion set within an attractive public realm.

2.3.4.1 TECH HUB BUILDING ZONE

The minimum setbacks required for the Tech Hub Building Zone are indicated in Parameter Plan PL-04. The minimum setback to the north is measured from the property boundary adjoining the A316. The minimum setback to the west is measured from the existing fence-line / wall to the west of Marsh Farm Lane. This setback should ensure that the width of the lane at this point is suitable to accommodate the proposed uses in this area and to ensure that the Building Zone is not overly proximate to the edge of the site.

The permitted extents, including maximum and minimum heights, of the Tech Hub Building Zone are indicated on Parameter Plan PL-10. The permitted height is to accommodate a maximum of 3 storeys of development.

2.3.4.2 BUILDING ALIGNMENT

Whilst it is expected that any buildings in the Tech Hub Building Zone should be predominantly in line with the geometry indicated in the Parameter Plans, variation from this geometry should be allowed, provided the building(s) do not exceed the boundaries of its Building Zone.

2.3.4.3 RELATIONSHIP WITH COLLEGE BUILDING ZONES

The redevelopment site occupies an important location in the arrival into Greater London from the west. This should be reflected in the design of the College buildings, and the design of the Tech Hub should reinforce the reflect the role the College will serve as an important local landmark in the Public Realm, and should not compete for prominence.

2.3.4.4 ENTRANCES & ACTIVE FRONTAGES

The ground floor of the Tech Hub building(s) that front directly onto the Public Realm should be designed as Active Frontages wherever possible. In particular, the front of the building should face onto the entrance area should be active across the majority of its frontage and this activity and extend around the sides of the building insofar as is practical. Additionally, the main entrance should be evident on approach to the entrance area. Refer to illustrated in diagram 2.3.5.

Design Guidance on Entrances and Active Frontages is provided in section 5.

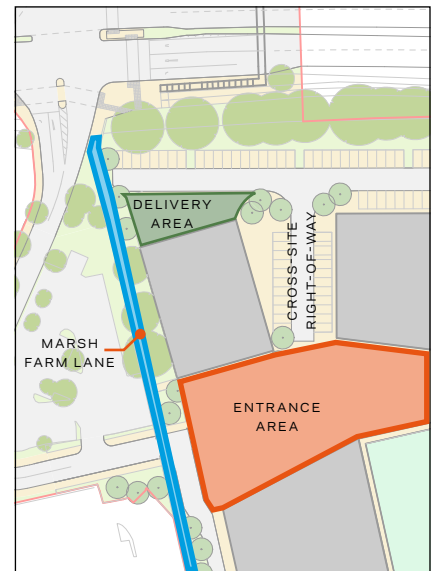


DIAGRAM 2.3.3
EXTERNAL AREAS

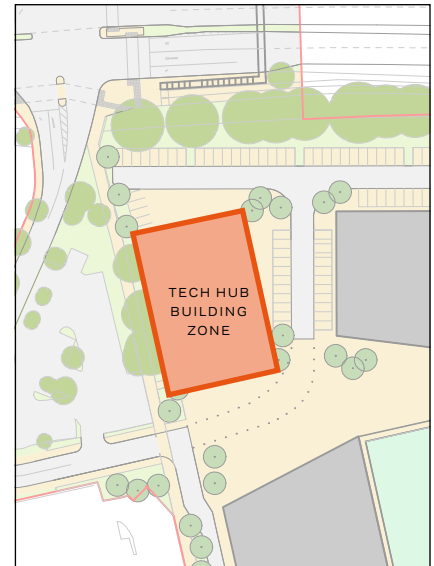


DIAGRAM 2.3.4
TECH HUB BUILDING ZONE

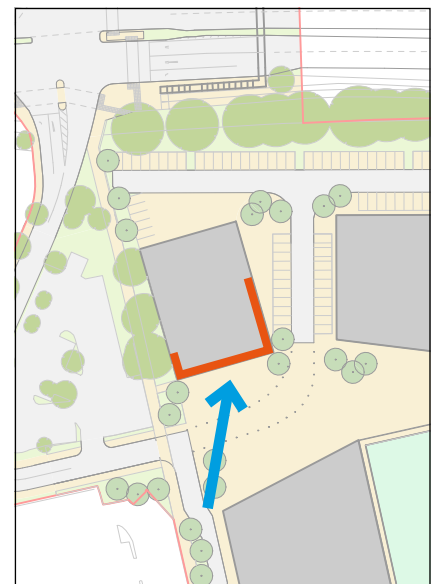


DIAGRAM 2.3.5
ENTRANCES & ACTIVE FRONTAGES

2.4 SCHOOLS DEVELOPMENT ZONE

The Schools Development Zone incorporates a number of key features, including parameters specific to this zone.

2.4.1 LOCATION & OVERVIEW

The Schools Development Zone occupies the north-eastern area of the Main Site.

The Schools Development Zone should accommodate a Secondary School and an SEN School, each of which should be provided with separate entrances and access, but which should be designed to facilitate opportunities for pupil integration, shared educational pathways, and sharing of resources. Accordingly, this section is organised with separate access sections for both schools.

2.4.2 SECONDARY SCHOOL ACCESS

2.4.2.1 PEDESTRIAN & CYCLE ACCESS

Pedestrian and cycle access to the Secondary School should be encouraged and should be possible from a number of directions via the northern part of Egerton Road. This access is illustrated in diagram 2.4.2. Pedestrian access routes should avoid conflicts with vehicular routes wherever possible.

2.4.2.2 VEHICULAR ACCESS

The Secondary School should be provided with access via the A316 from the northern part of Egerton Road in order to minimise impacts on the existing neighbourhood, in accordance with the policy set out in the RuTC Planning Brief SPG. This access is illustrated in diagram 2.4.2. Parental drop-off should be discouraged and this should be reflected in the Secondary School's Travel Plan.

2.4.3 SEN SCHOOL ACCESS

2.4.3.1 PEDESTRIAN & CYCLE ACCESS

Pedestrian and cycle access to the SEN School should be encouraged and should be possible from a number of directions via the southern part of Egerton Road. This access is illustrated in diagram 2.4.3. Pedestrian access routes should avoid conflicts with vehicular routes wherever possible.

2.4.3.2 VEHICULAR ACCESS

As the SEN school is the smaller of the Schools, it should be the only one provided with access through the existing neighbourhood in order to minimise impacts on the existing neighbourhood, in accordance with the policy set out in the RuTC Planning Brief SPG. This access is illustrated in diagram 2.4.3.

Due to the nature of the SEN School's pupils' needs, secure drop-off area(s) should be accommodated in the design of the SEN School entrance area.

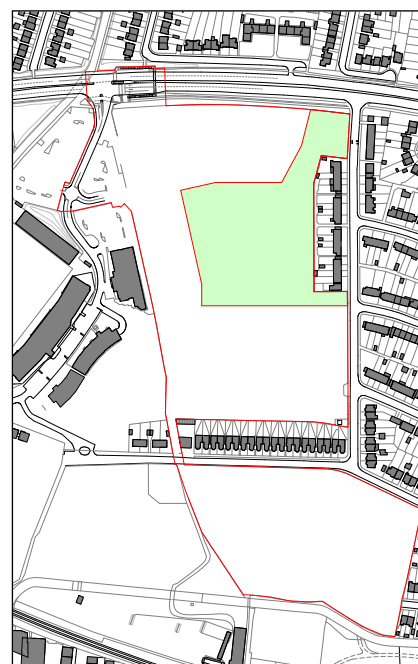


DIAGRAM 2.4.1
SECONDARY SCHOOL DEVELOPMENT ZONE

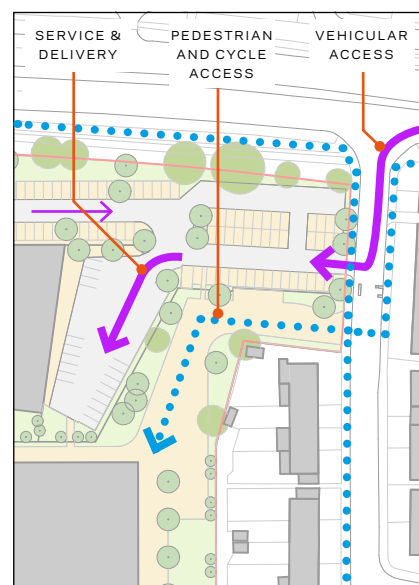


DIAGRAM 2.4.2
SECONDARY SCHOOL ACCESS

2.4.4 EXTERNAL AREAS

2.4.4.1 CROSS-SITE RIGHT-OF-WAY & CAR PARKING AREA

The Secondary School Development Zone should incorporate part of the east-west connection across the site providing the vehicular access to the REEC Site as well as a second means of egress from the Harlequins Site, as illustrated in diagram 2.4.4. Design Guidance on this area is provided in section 3.3.

This will incorporate an area of car parking for the Secondary School. The total number of car parking places for the Secondary School should not exceed 40 spaces, including 2 accessible spaces and 1 minibus space. Detailed guidance on car parking is provided in section 3.6.

2.4.4.2 SECONDARY SCHOOL ENTRANCE AREA

The Secondary School should be provided with a large pedestrian only entrance area, as indicated in diagram 2.4.4. Design Guidance on this areas is provided in section 4.3.

2.4.4.3 SECONDARY SCHOOL GARDEN AREA

The Secondary School should incorporate a secure educational open space with a landscape garden character, as illustrated in diagram 2.4.4. This space should be designed to accommodate quieter activities to provide a buffer to the adjoining residential properties. Design Guidance on this areas is provided in section 4.4.

2.4.4.4 SECONDARY SCHOOL PLAY AREA

The Secondary School should incorporate a secure educational open space accommodating formal sports and play spaces, as illustrated in diagram 2.4.4. Design Guidance on this areas is provided in section 4.5.

2.4.4.5 SEN SCHOOL ENTRANCE AREA

The SEN School should be provided with a large entrance area, as indicated in diagram 2.4.5. Due to the nature of the SEN School's pupils' needs, this area should include a multifunctional drop-off area for minibuses.

This area will also incorporate an area of car parking for the SEN school. The total number of car parking places for the SEN School should not exceed 30, including 2 accessible spaces and 2 minibus spaces.

Design Guidance on this areas is provided in section 4.3.

2.4.4.6 SEN SCHOOL GARDEN AREA

The SEN School should incorporate a secure educational open space with a landscape garden character, as illustrated in diagram 2.4.5. Design Guidance on this areas is provided in section 4.4.

2.4.4.7 SEN SCHOOL PLAY AREA

The SEN School should incorporate a secure educational open space accommodating formal sports and play spaces, as illustrated in diagram 2.4.5. Design Guidance on this areas is provided in section 4.5.

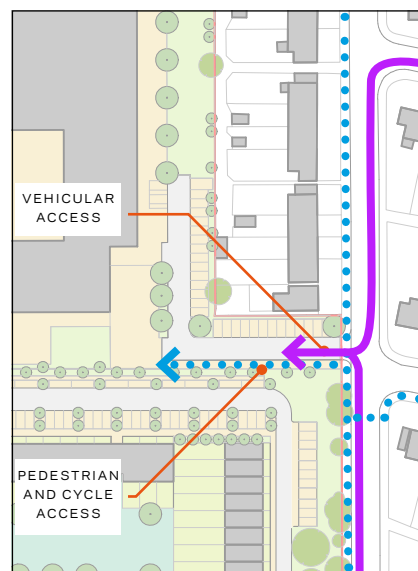


DIAGRAM 2.4.3

SEN SCHOOL ACCESS



DIAGRAM 2.4.4

SECONDARY SCHOOL EXTERNAL AREAS

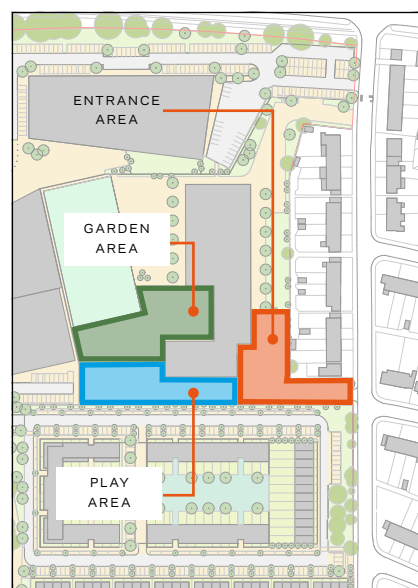


DIAGRAM 2.4.5

SEN SCHOOL EXTERNAL AREAS

2.4.5 BUILDING ZONES

The Schools Building Zone is defined in Parameter Plans PL-11 and PL-12, and illustrated in diagram 2.4.6. It should be designed to accommodate both the SEN and Secondary School in an inter-connected facility with distinct entrances.

2.4.5.1 SCHOOLS BUILDING ZONE

The minimum setbacks required for the Schools Building Zone are indicated in Parameter Plan PL-04. The minimum setback to the east is measured from the existing boundary wall between the School site and the adjoining residential properties. This setback will ensure that the School is set back further from the boundary than the existing buildings in this area. The minimum setback to the south is to the Schools Development Zone boundary and should ensure that the School is adequately setback from Residential Building Zone 1 and to ensure usable open space within the Schools Development Zone.

The maximum permitted extents, including maximum and minimum heights, of the Schools Building Zone are indicated on Parameter Plan PL-10. The permitted height is to accommodate a maximum of 3 storeys of development to the eastern part of the building zone and 4 storeys to the western part. The maximum area of building(s) in the Schools Building Zone is indicated in the Development Specification.

2.4.5.2 BUILDING ALIGNMENT

Whilst it is expected that any buildings in the Schools Building Zones should be predominantly in line with the geometry indicated in the Parameter Plans, variation from this geometry should be allowed, provided the building(s) do not exceed the boundaries of it's Building Zone.

2.4.5.3 ENTRANCES

Insofar as is practical the entrances to the Secondary and SEN schools should be visible from the site entrance in order to ensure intuitive access to the buildings and to promote passive supervision and security of the site and its approaches. Where this is not possible, alternatives should be provided to mitigate this shortcoming. Refer to diagram 2.4.7.

2.4.5.4 ACTIVE FRONTAGES

By virtue of the location of the Schools Building Zone within the Schools Development Zone, it is not anticipated that there will be any facades fronting directly onto the Public Realm. Nevertheless, as at times the entrance areas may function similarly to practical extensions of the public realm, active facades facing these entrances areas should be encouraged, to encourage passive supervision of these areas at such times. Refer to diagram 2.4.8.

Design Guidance on Entrances and Active Frontages is provided in section 5.

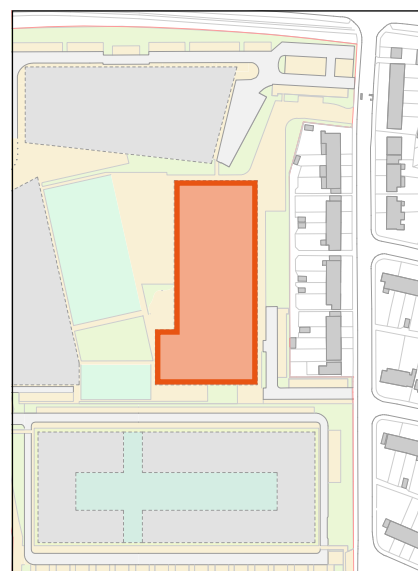


DIAGRAM 2.4.6
SCHOOLS BUILDING ZONE

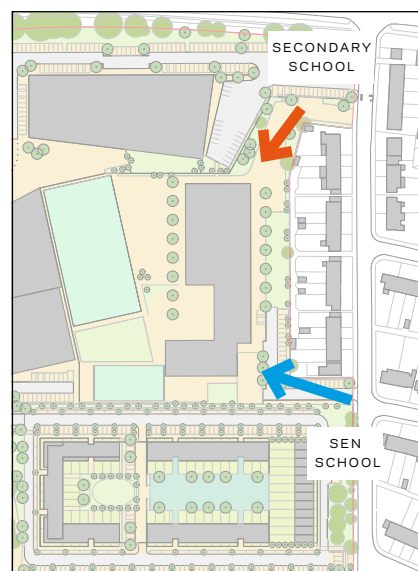


DIAGRAM 2.4.7
SCHOOLS ENTRANCES

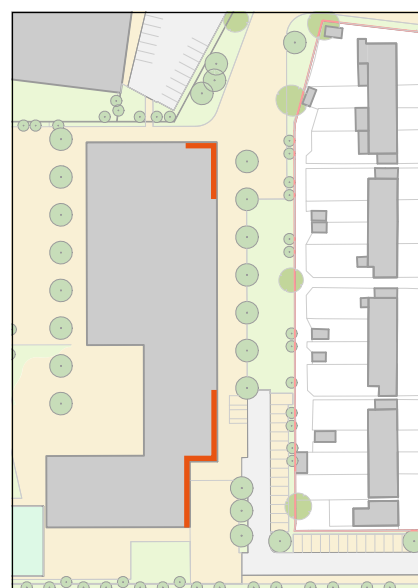


DIAGRAM 2.4.8
ACTIVE FRONTAGES