Richmond Education & Enterprise Campus

STEM Centre

Reserved Matters Application

STATEMENT OF COMMUNITY INVOLVEMENT

www.reec.org.uk

Contents

1.0 The Consultant team

The Reserved Matters application for the STEM Building and surrounding land within the College development zone has been produced by RPS (Town planning advisors), Fusion Project Management (The Project Managers), Ricardo (The Environmental Impact Assessment and Environmental Statement Authors) and Atkins Global Ltd (Design team). The consultants responsible for the traffic and transport and landscaping elements are the Transport Planning Practice (TPP) and Land Use Consultants (LUC) respectively.

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2.0 The current site

The site proposed for the REEC development is the current site of Richmond Upon Thames College at the junction of Egerton Road and Chertsey Road within Twickenham.

The existing site is as shown within figure 1

Figure 1 – current site

This Statement of Community Involvement has been prepared pursuant to the SCI for the approved outline planning application that covers the entire REEC site.

Specifically, this statement is intended to complement the original SCI and is prepared for the development of the College STEM Centre off Langhorn Drive and Marsh Farm Lane.

3.0 Purpose of Community Involvement

This Statement of Community Involvement (SCI) describes the various activities that were undertaken to ensure that the local community was fully and closely involved in planning the future of the Richmond upon Thames College STEM Centre in Twickenham.

This document details the results of a pre-application community involvement programme and complements the original SCI submitted with the Outline Planning Application. It identifies the key themes which emerged and the responses of the project team.

From the outset, Richmond upon Thames College adopted an approach that ensured that residents, local interest groups, social infrastructure providers and businesses could input their views at an early stage in the planning process.

The objectives set for the community involvement programme were to ensure that stakeholders could:

- Have access to information about the scheme;
- Put forward their own ideas
- Comment on proposals as they were refined in preparation for the submission of a reserved matters application
- Gain feedback and be informed about progress and outcomes.

Before commencing the community involvement programme, the Project Team reviewed Richmond Council's Statement of Community Involvement (amended in 2015). Section 8 of this document sets out the Council's expectations in relation to engaging with the local community on significant planning applications. *"The approach will vary according to the developer and landowner, but the Council encourages pre-application discussions and community involvement from the outset. Seeking community views on the acceptability of the proposals, especially before an application is finalised, strengthens people's ability to exert influence and provides an opportunity for problems to be ironed out, thus reducing the potential for later confrontation."*

Therefore, the College, supported by all partners involved in the Richmond Education and Enterprise Campus, aimed to create a collaborative programme of consultation and engagement activity to inform and empower stakeholders, to create goodwill and build consensus towards a common vision for the future of the site.

4.0 Stakeholders

An extensive stakeholder database was established for the entire REEC development which included;

4.1.1 REEC Local Community Forum – which represents local groups and organisations.

4.1.2 Local residents in the area surrounding the College;

4.1.3 Residents who have signed up for more information on the reec.org.uk website;

4.1.4 Residents who would be interested in attending the College, or parents of prospective students;

4.1.5 The wider community i.e. residents who live beyond the surrounding area of the College site;

4.1.6 Parents of current and prospective pupils of Clarendon School;

4.1.7 Parents of prospective pupils of the secondary school

4.1.8 Staff at Richmond College / Haymarket / Harlequins and the Council

4.1.9 Councillors – particularly local ward councilors

5.0 Outline Planning Approval & Reserved matters consultation

The scheme secured a resolution to grant in February 2016, which was followed by approval by the GLA and the NPCU (National Planning Casework Unit). The Section 106 Agreement was signed in May 2016 and permission granted on 16th August 2016. A Reserved Matters consultation process was completed in March 2016 for the Schools Development Zone (after the London Borough of Richmond Upon Thames resolved to grant approval of the application in February 2016).

Methodology of consultation:

Feedback was gathered using an online questionnaire. A copy of the questionnaire can be found in section 6.

The questionnaire was hosted on the Council's consultation portal and signposted from the following websites:

www.richmond.gov.uk

www.reec.org.uk

www.rutc.ac.uk

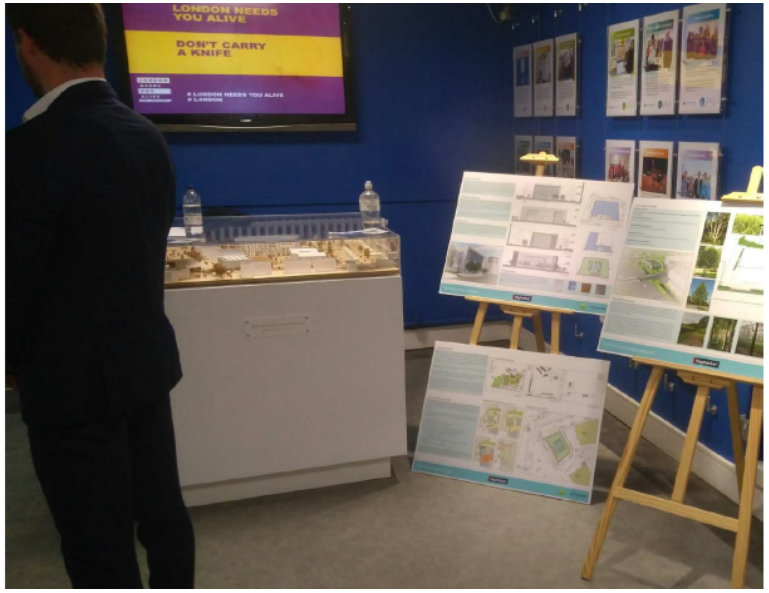
A public drop-in session was held on the 16th July 2019 to provide residents with the opportunity to see the changes to the proposals since the last consultation and to discuss the proposals with representatives of Richmond upon Thames College and to give their views in order to help shape the

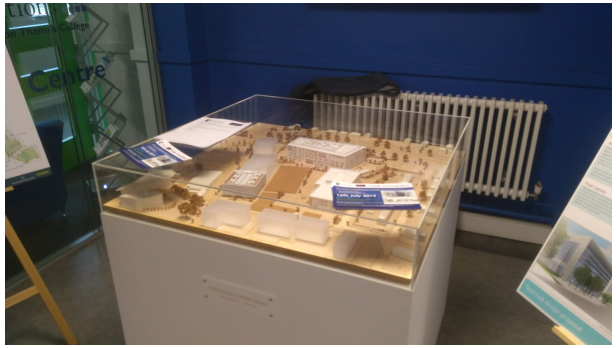
plans as they evolve. The feedback from this event has been collated and the key themes can be found in section 6 below.

Paper copies of the surveys were also made available at the drop-in session and on request.

The consultations were promoted in emails to 1,000 residents that have signed-up to receive regular e-updates on the Richmond Education and Enterprise Programme (via www.reec.org.uk), leaflet drops to local residents, social media via @LBRUT Twitter account, and an article in the Richmond and Twickenham Times.

A Copy of the boards that were displayed at the consultation event and photographs of the event itself are detailed below;





Photographs taken at public consultation

Residential Development

The programme for the residential development remains in line with the phasing set out in the Outline Planning Application. Construction of the first phase of the development will commence after the College have decanted into the new building to the north of the site and the existing college buildings have been demolished.
A RMA has been submitted.

The Richmond upon Thames School

The school building incorporates the existing Clarendon SEN school and The Richmond upon Thames School a new 11-16 five form entry secondary school.

The three storey design wraps general and specialist teaching accommodation around centre spaces – the school halls and shared dining hall.

Construction completed in June 2018.

Richmond upon Thames College

The College Phase 1 building is located to the north of the Campus adjacent to the A316. The five-storey building consists of a central atrium space with curriculum spaces wrapped around the perimeter.

The building also features industry standard commercial spaces, such as a TV Studio, Performing Arts Theatre and a fine-dining restaurant, to provide students with a realistic working environment in which to develop their skills and prepare them for their future career.

The building is currently on site with completion in February 2020.

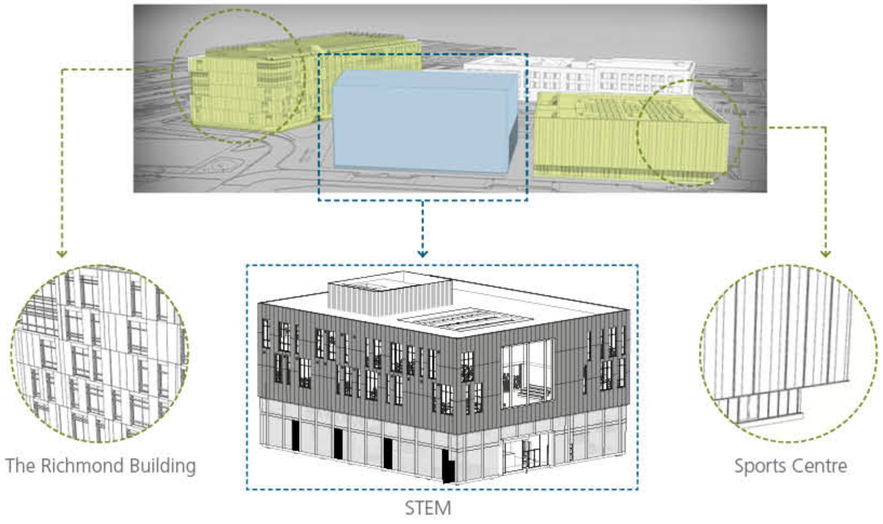
Haymarket Tech Hub

Richmond upon Thames College

ATKINS
Member of the SNC-Lavalin Group

Our Response to the Campus

The STEM building will respond to the overall scale, massing and appearance of the Education & Enterprise Campus. The STEM Building will reflect key architectural cues on the Richmond Building and the Sports Centre, through its proportion and openings.



Site Wide Principles

The landscape for the STEM Building follows the masterplan principles for the Richmond Education and Enterprise Campus, consisting of;

Distinct Identities & Access

Creation of a series of legible places within the Campus, each with their own distinct visual identities

Cohesive Whole, Shared Access

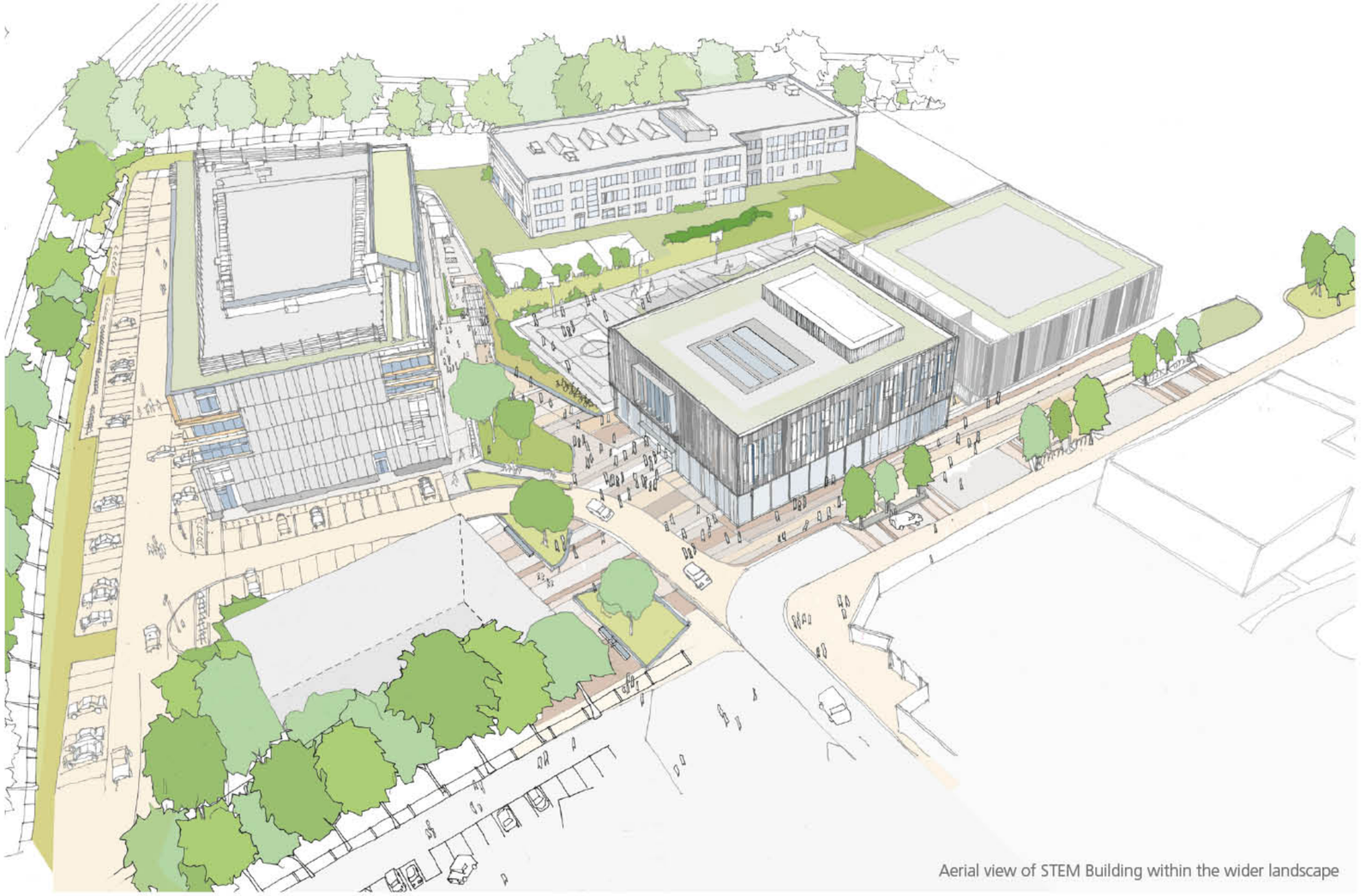
Maintain a cohesive, unified feel across the Campus

Vibrant & Characterful

Areas set out on a landscape garden principle to create safe and comfortable environments

Managed Boundary, Clear Interior

Supervision and secure boundaries are key



Aerial view of STEM Building within the wider landscape

Landscaping

Whilst observing the site wide principles of the Campus, the proposed landscaping around the immediate STEM Building is driven by function, robustness and resilience.

External areas around the building will consist mainly of block-paving to match external areas near the Phase 1 College development.

Shared surface principles are adopted throughout the development to transfer priority to pedestrians. Demarcation of pedestrian zones will be handled through changes in material and/or colour.

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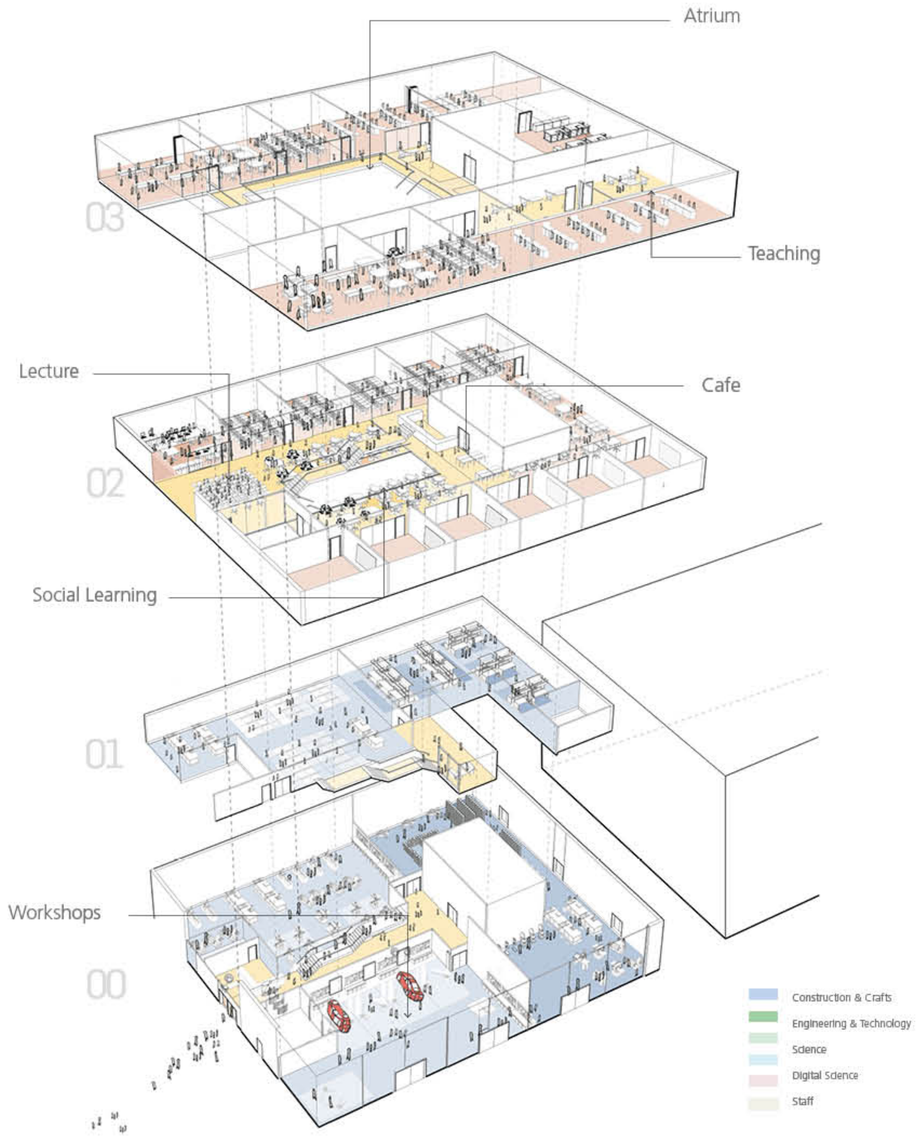
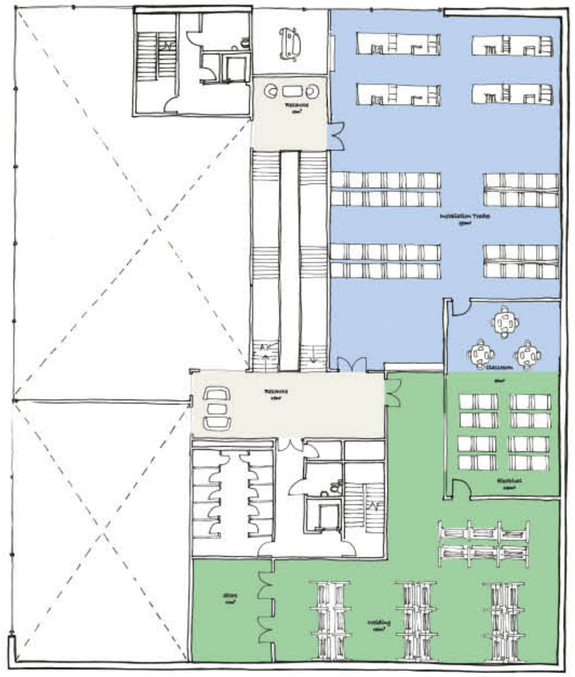
Spaces & Adjacencies

At ground level the main entrance is accessed via the main student plaza, and links to the main circulation and accommodation stair, positioned centrally at the heart of the building, providing access to all the workshops. Workshops have direct external access with internal doors positioned to provide identity and enable flexibility between spaces. Level 01 has a resource area serving as a viewing gallery into automotive workshop and carpentry space below, that is double height to act as a showcase for displaying work.

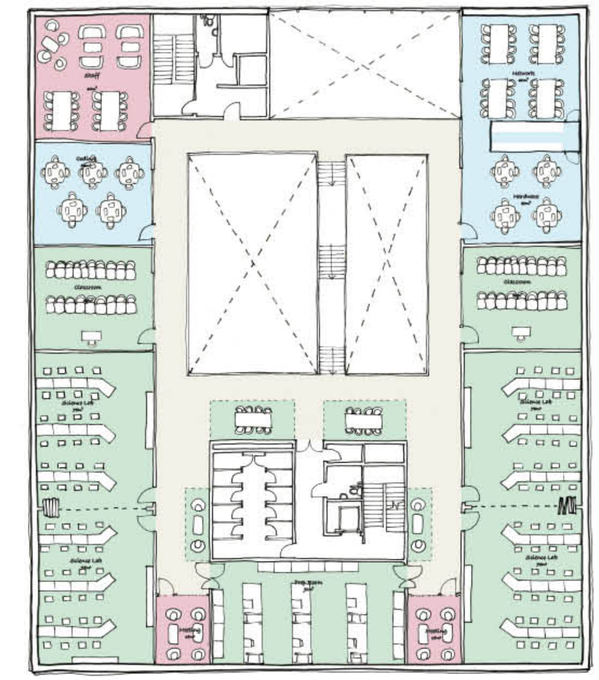
At Level 02 Students arrive into a double height atrium that combines learning accommodation with a dining area. This is designed for more active and noisier activities. Teaching spaces are provided around the perimeter of the building and are grouped according to their department.

Level 03 provides a flexible, interactive space that is well lit and has direct visual connectivity with the open ICT & dining spaces below. Level 03 is dedicated to Science and Digital ICT.

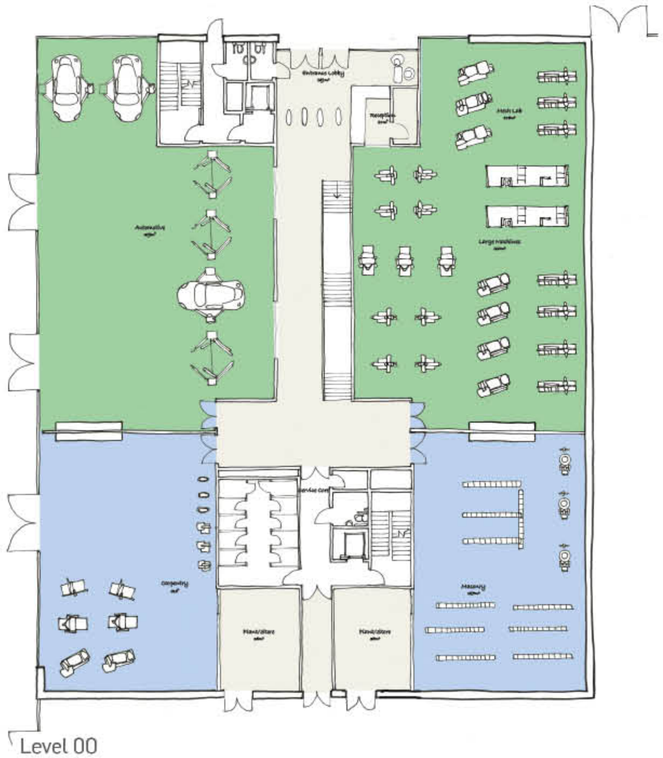




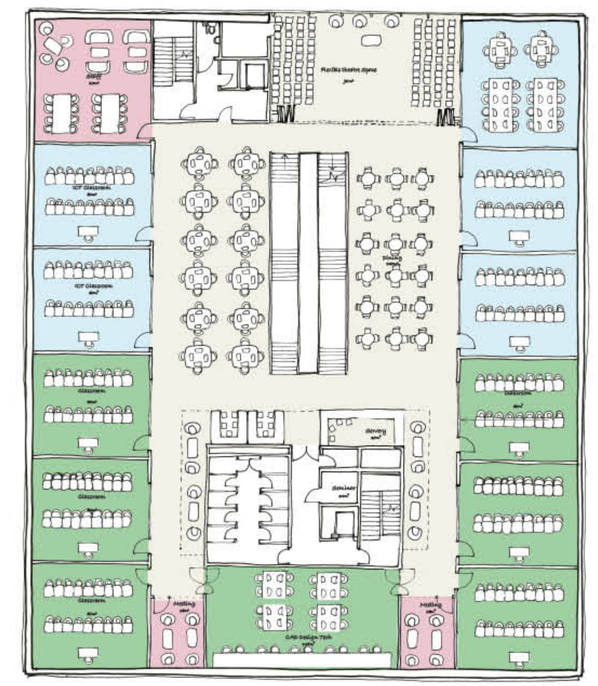
Level 01



Level 03



Level 00



Level 02

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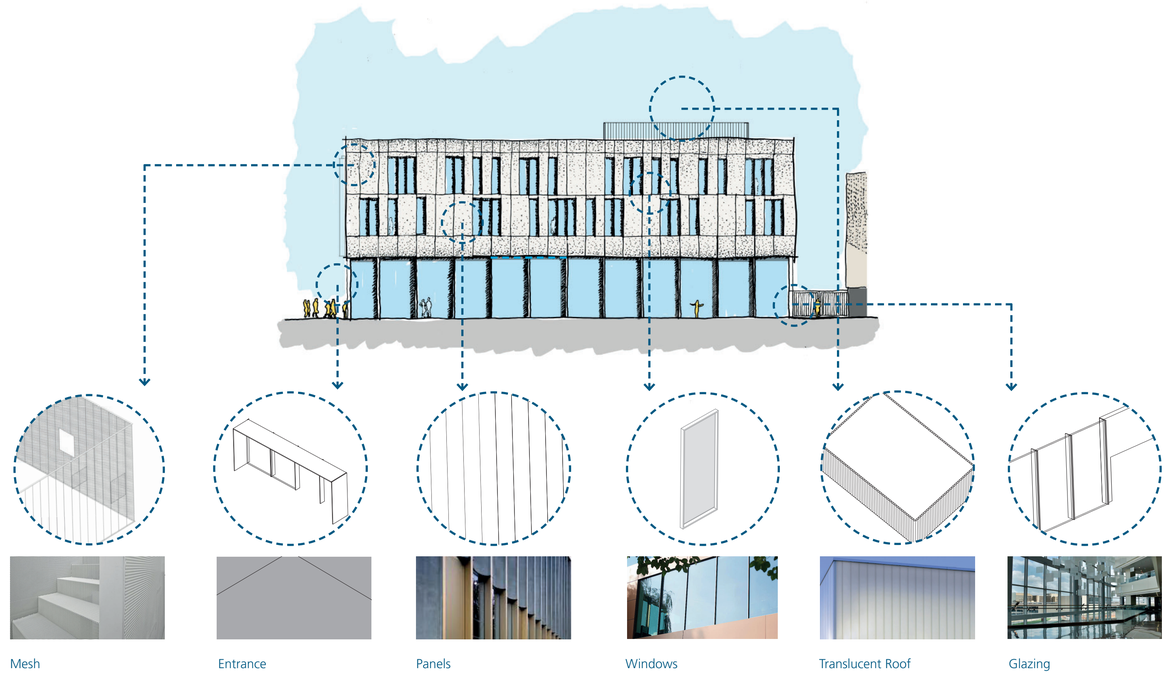
Architectural Elevations

The STEM Building conveys a simple massing, the form being created by two key elements, workshops at ground level with teaching above. The plinth provides an active frontage and forms a grounding element to support the lightweight cantilevering box above.

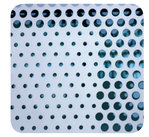
At ground floor, the glazing allows an active frontage into the workshops whilst at in the upper teaching floors, the metal mesh respond to the structural solution and functional requirements of the teaching spaces.



Presence within the College plaza

View from along A316

Approach to STEM from Marsh Farm Lane



Perforated Metal Panel

Glass

Translucent Panel

Material Palette

The material palette has been designed to articulate a simple building form and respond positively to the Campus and surrounding context.

The design evolution has explored material approaches which:

- Complement the Campus material palette
- Reflect neutral tones
- 'Layering' flat mass of the building
- Connect in with College Sport building

6.0 Questionnaire & Results

The questionnaire was available at the event and on the aforementioned websites is set out below;

Q1 Please confirm which development you are providing feedback on?

Q2 An Outline Planning Application (15/3038 OUT) for these proposals was granted consent in 2016 – details available on the LBRuT Planning Portal. Do you believe these proposals accord with the outline application principles?

Q3 Please provide further comment here;

Q4 The Reserved Matters applications determine the detailed design of the following; The layout of buildings above and below ground level and associated roads, routes and open space.

Q5 Please provide any comments relating to these matters…

There was little to no interest in the STEM Centre at the public consultation. Further to this, no responses to the questionnaire were provided by any members of the public. It can be assumed that this is due to the fact that STEM is in the centre of the Development Zone and has the least impact on the surroundings.