



## Planning for schools development

### **The consultation questionnaire**

The Government welcomes your views on all aspects of the proposals set out in this consultation.

A range of questions are set out in the attached questionnaire. We would value your opinion on as many or as few questions as you can answer. Your response should follow the format of the questionnaire below.

You have the option of responding to this consultation via the downloadable questionnaire available on our website at:

[www.communities.gov.uk/consultations](http://www.communities.gov.uk/consultations)

The questionnaire will be available from 14 October 2010. You can email it to the Schools Team at the following address: [schools@communities.gsi.gov.uk](mailto:schools@communities.gsi.gov.uk)

Our preference is to receive responses electronically using the consultation questionnaire where possible. If you wish to post your response, however, please send it to the Planning Development Management Division at the following address:

Sharmila Meadows  
Schools Team  
Planning Development Management Division  
Communities & Local Government  
1/J3, Eland House  
Bressenden Place  
London SW1E 5DU

This consultation will run from 14 October to 10 December 2010.

**The deadline for submissions is Friday 10 December 2010.**

## Data protection

This is to inform you that we may, with your consent, quote from your response in a published summary of the response to this consultation. If you are content for your views to be made public in this way, please tick the box.



Otherwise, your views may be set out in the response, but without attribution to you as an individual or to you as an organisation.

We shall treat the contact details you provide us with carefully and in accordance with the data protection principles in the Data Protection Act 1998. We shall not make them available to other organisations, apart from any contractor (“data processor”) who may be appointed on our behalf to analyse the results of this questionnaire, or for any other purpose than the present survey without your prior consent. We shall inform you in advance if we need to alter this position for any reason.

## Questionnaire

### About you

(i) Your details

<b>Name:</b>	<b>Jack Harvie-Clark</b>
<b>Position:</b>	<b>Schools Committee chair</b>
<b>Name of organisation (if applicable):</b>	<b>Association of Noise Consultants</b>
<b>Address:</b>	<b>Association of Noise Consultants The Old Pump House 1A Stonecross St Albans AL1 4AA</b>
<b>Email:</b>	<b>info@theanc.co.uk</b>
<b>Telephone number:</b>	<b>020 8253 4518</b>

(ii) Are the views expressed on this consultation an official response from the organisation you represent, or your own personal views?

<b>Organisational response</b>	<input checked="" type="checkbox"/>
<b>Personal views</b>	<input type="checkbox"/>

(iii) What category do you consider your organisation falls into?

<b>Local planning authority</b>	<input type="checkbox"/>
<b>School promoter</b>	<input type="checkbox"/>
<b>Community group/representative</b>	<input type="checkbox"/>
<b>Parish council</b>	<input type="checkbox"/>
<b>Business</b>	<input type="checkbox"/>
<b>Private developer</b>	<input type="checkbox"/>
<b>Land owner</b>	<input type="checkbox"/>
<b>Voluntary sector or charitable organisation</b>	<input type="checkbox"/>
<b>Other public body (please state)</b>	<input type="checkbox"/>
<b>Other (please state)</b>	<input checked="" type="checkbox"/>

## The consultation questions

**Q1. Do you think that the uses listed under option 2 should be given a permitted development right to convert to a school?  
Please tick one box for each use**

	<b>Yes</b>	<b>No</b>
A1 shops	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A2 financial and professional services	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B1 business	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B8 storage or distribution	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C1 hotels	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C2 residential institutions	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C2A secure residential institution	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D2 assembly and leisure	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Q2. Do you think that the further uses listed under options 3 and 4 should be given a permitted development right to convert to a school?  
Please tick one box for each use**

	<b>Yes</b>	<b>No</b>
A3 restaurant and cafés	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A4 drinking establishments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A5 hot food takeaways	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B2 general industrial	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C3 dwellinghouses	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C4 houses in multiple occupation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sui generis uses	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Q3. Should a use converting to a school for a temporary period retain the right to revert to the previous use if it does so within 5 years?**

<b>Please tick one box</b>	
Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

⇒

<p>Why do you say that?</p> <p>Reduces risk for property owner, as you have identified.</p>
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**Q4. Would allowing the following uses to convert to a school use without the need for planning permission have any unintended consequences?**

	<b>Yes</b>	<b>No</b>
A1 shops	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A2 financial and professional services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B1 business	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B8 storage or distribution	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C1 hotels	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 residential institutions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2A secure residential institution	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D2 assembly and leisure	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A3 restaurant and cafés	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A4 drinking establishments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A5 hot food takeaways	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B2 general industrial	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 dwellinghouses	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 houses in multiple occupation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sui generis uses	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**And if so, what are they?**

**Schools have a unique sensitivity to noise and are also sources of noise in a way that is not typical of any other type of development. Therefore there is no other use Class that would automatically be suitable for use as a school without the normal treatment under the planning processes.**

**Q5. Should the local planning authority have to approve a transport assessment before the permitted development right can be activated for changes from some or all non D1 uses?**

Please tick one box	
Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

⇒

Why do you say that?
Schools also have unique transport needs.

**Q6. Do you think that there are any other matters that the conditions should address?**

Please tick one box	
Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

⇒

Why do you say that?
Because noise should always be considered for every change of use to a school.

**Q7. Should the compensation provisions contained in section 189 of the Planning Act 2008 be applied to change of use to a school, if a permitted development right is given?**

Please tick one box	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Don't know	<input checked="" type="checkbox"/>

⇒

Why do you say that?
Not familiar with this section of the Planning Act

**Q8. The Government would like to permit schools to co-exist with certain dual uses, but not with other. Do you have views about whether and how this can be achieved?**

Please tick one box	
Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

⇒

Why do you say that?
Schools may co-exist with other uses, but only after the normal planning processes have considered noise in the development.

**Q9. Which is your preferred option and why?**

Please tick one box	
Option 1	<input checked="" type="checkbox"/>
Option 2	<input type="checkbox"/>
Option 3	<input type="checkbox"/>
Option 4	<input type="checkbox"/>

⇒

Why do you say that?
Because of the potential for unintended adverse impacts from noise both on and by the development.

**Q10. Do you think these proposals should be applied solely to new free schools or to all schools? Why?**

Please tick one box	
Yes	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>

⇒

Why do you say that?
The consideration of noise applies to all schools

**Q11. Are there any further comments or suggestions that you wish to make?**

**If so, please provide comments in the box below.**

As the only professional body representing acoustic consultants in the UK, we would highlight the following potential issues regarding noise and planning for schools. The correlation between reasonable acoustic conditions and student achievement has been well documented. If students cannot hear adequately or are distracted by noise, they cannot begin to learn.
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Schools are both noise sensitive and sources of noise. We would seek reassurance that both schools' sensitivity to external sources of noise, and the impact of noise from schools, is considered appropriately in the planning process. If permitted development rights are given, we would be concerned about the following issues:

Noise affecting new school buildings is currently controlled under Part E of the Building Regulations. However, if this situation changes, it becomes vital there are other legislative means to ensure good acoustic conditions in schools. We would seek assurance that the conversion of existing buildings to schools would require compliance with this part of the Building Regulations, whether or not there were permitted development rights.

Similarly, we would seek assurance that the potential for noise emanating from proposed school premises to adversely affect neighbouring property is fully assessed. This is to avoid the potential for adverse impact both on neighbouring properties and also on curtailment of normal school activities such as playtime, for example.