

PLANNING, DESIGN & ACCESS STATEMENT

Supporting Planning Statement

Proposed Change of Use from Class E (Commercial Offices) to Class F1
(Education)

Alternative Learning Provision

Units 1 & 6

Sheldon Business Park

Sheldon Corner

Sheldon

Chippenham

Wiltshire

SN14 6RH

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Planning Application

Proposed Change of Use

Commercial Offices (Class E)

to

Alternative Learning Provision (Class F1)

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1. Executive Summary

This Planning, Design and Access Statement has been prepared in support of an application seeking planning permission for the change of use of Units 1 and 6, Sheldon Business Park, from existing commercial office accommodation (Use Class E) to an Alternative Learning Provision (Use Class F1).

The proposal will provide a specialist educational environment for a maximum of 16 primary-aged learners daily who require additional educational support outside mainstream educational settings.

The provision will operate with up to 7 members of staff, allowing a high level of supervision and personalised education through individual tuition and small-group learning.

The proposal has been carefully designed to ensure that it operates compatibly with neighbouring commercial occupiers and the limited number of nearby residential properties.

No external alterations are proposed.

Existing parking provision will be retained.

Vehicle movements will be actively managed through designated parking arrangements and staggered learner arrival and departure times.

The enclosed rear garden at Unit 1 will provide a secure outdoor learning and wellbeing space for quiet, supervised educational activities.

Overall, the proposal represents the sustainable reuse of existing commercial premises to deliver an important educational facility while protecting neighbouring amenity and maintaining the character of the business park.

2. Introduction

This statement accompanies an application for planning permission seeking the change of use of Units 1 and 6, Sheldon Business Park, from existing office accommodation within Use Class E to an Alternative Learning Provision within Use Class F1.

The proposal has been developed in response to the increasing need for specialist educational provision for learners whose needs cannot currently be met within mainstream educational environments.

The application relates to two commercial units situated directly opposite one another within Sheldon Business Park.

The proximity of both buildings enables them to function together as a single educational setting whilst allowing different activities to be accommodated in separate buildings.

The proposal makes effective use of existing commercial premises and requires only minor internal alterations.

No extensions are proposed.

No changes are proposed to the external appearance of either building.

Existing access arrangements and parking provision will remain in place.

The proposal has been designed with careful consideration of neighbouring occupiers, highway safety and residential amenity.

A detailed Transport and Operational Management Plan accompanies this application.

3. Site Description

The application site comprises Units 1 and 6 located within Sheldon Business Park, Sheldon Corner, Chippenham.

The business park is an established commercial location comprising office and light industrial premises served by existing internal access roads and dedicated parking areas.

The surrounding area is predominantly commercial in character, with a limited number of nearby residential properties.

Both units are already occupied as commercial office accommodation.

Unit 1

Unit 1 provides the principal educational accommodation and benefits from:

- * Existing reception area
- * Office accommodation suitable for conversion into classrooms
- * Kitchen and welfare facilities
- * Toilet facilities
- * Ten allocated parking spaces
- * Meeting rooms
- * Staff facilities
- * One disabled access parking space
- * A secure enclosed rear garden surrounded by existing fencing

The rear garden is positioned behind the building and is naturally screened from neighbouring properties and the estate road.

Its location makes it particularly suitable for quiet educational and wellbeing activities.

Unit 6

Unit 6 is situated directly opposite Unit 1 across the private estate road.

It provides additional educational accommodation together with administrative space and benefits from:

- * Existing reception area
- * Office accommodation suitable for conversion into classrooms
- * Kitchen and welfare facilities
- * Toilet facilities
- * Ten allocated parking spaces
- * Meeting rooms
- * Staff facilities

The proximity of the two units enables staff and learners to move safely between buildings where necessary.

Such movements will only occur under the direct supervision of designated staff members.

4. Existing Use

Both units currently benefit from lawful commercial office use within Use Class E.

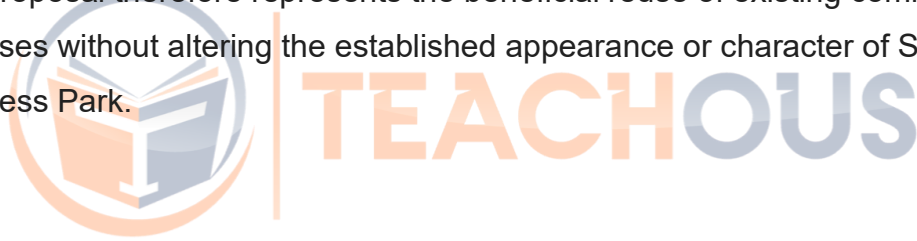
The existing office use can generate:

- * Daily employee movements
- * Client visits
- * Business meetings
- * Courier collections
- * Deliveries
- * Service visits
- * Contractor attendance

throughout normal working hours.

The proposed development seeks to retain the existing buildings while introducing an educational use that operates on a modest scale and incorporates detailed management arrangements designed to minimise any impact upon neighbouring occupiers.

The proposal therefore represents the beneficial reuse of existing commercial premises without altering the established appearance or character of Sheldon Business Park.



5. Proposed Development

Planning permission is sought for the change of use of Units 1 and 6 from commercial offices (Use Class E) to an Alternative Learning Provision (Use Class F1).

The proposal will provide education for a maximum of 16 primary-aged learners requiring specialist educational support.

The provision will deliver:

- * Individual tuition
- * Small-group teaching
- * Literacy and numeracy support
- * Life-skills education
- * Therapeutic-informed learning
- * Wellbeing support
- * Practical educational activities
- * Quiet outdoor learning

The proposal is not for a mainstream primary school.

There will be:

- * No playground
- * No sports pitches

- * No outdoor PE lessons
- * No school assemblies
- * No school bells
- * No amplified music
- * No evening events
- * No community hall use

Teaching will take place predominantly indoors within existing buildings.

The outdoor learning area will be used only for quiet educational activities under staff supervision.

The provision will operate with a maximum of 16 learners supported by up to seven members of staff, providing a high level of supervision and personalised learning.

6. Need for the Development

6.1 Introduction

The proposed development will provide a specialist Alternative Learning Provision (ALP) for primary-aged learners who require educational support outside a mainstream school environment.

Alternative Learning Provision plays an increasingly important role within the education system by supporting learners whose needs cannot currently be met through conventional educational settings. The proposed development will contribute towards meeting this need by providing a calm, structured and supportive educational environment that promotes engagement, wellbeing and positive educational outcomes.

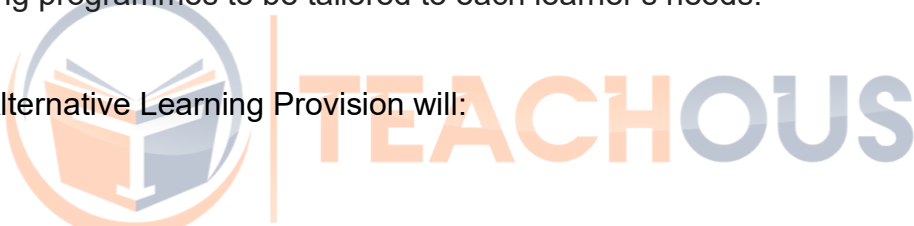
The proposal represents an opportunity to make effective use of existing commercial premises to deliver an important community service without requiring new buildings or significant external development.

6.2 Community Benefit

The proposal will provide an important educational resource for the local area by offering specialist learning opportunities for a maximum of 16 learners at any one time.

Education will be delivered through individual and small-group teaching, allowing learning programmes to be tailored to each learner's needs.

The Alternative Learning Provision will:

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- The logo for TEACHOUS features a stylized circular emblem on the left containing an open book with a graduation cap on top. To the right of the emblem, the word "TEACHOUS" is written in a large, bold, sans-serif font. The letters "TEACH" are orange, and "OUS" is blue.
- Provide high-quality education for children and young people who are unable to access or thrive within mainstream education.
 - Support pupils at risk of exclusion through early intervention and personalised educational programmes.
 - Help improve attendance, engagement, behaviour, confidence and educational achievement.
 - Offer opportunities, where appropriate, for learners to successfully reintegrate into mainstream education or progress into further education, training or employment.
 - Enable many children and young people to remain living at home while accessing specialist educational support within their local community, reducing the need for education placements further away from their families where appropriate.
 - Work collaboratively with schools, local authorities, social care, health professionals and families to deliver coordinated support for vulnerable learners.
 - Create skilled employment opportunities for local people, including teachers, teaching assistants, behaviour mentors, SEND practitioners, youth workers, administrative staff and support staff.
 - Support the local economy through the use of local contractors, suppliers and professional services.

- Make effective and sustainable use of an existing commercial premises without requiring significant external alterations or adversely affecting the character of the surrounding area.
- Improvement of personal wellbeing.

The proposal therefore provides clear educational, social and economic benefits which are considered to significantly outweigh any limited impacts associated with the change of use.

The proposal therefore provides a clear social and community benefit through the delivery of specialist educational services within existing buildings.

6.3 Sustainable Reuse of Existing Buildings

The proposal makes efficient use of two existing commercial buildings that already benefit from established access, parking and infrastructure.

No demolition is required.

No extensions are proposed.

No significant external alterations are proposed.

The development therefore represents the sustainable reuse of existing premises while avoiding unnecessary construction works and preserving the established appearance of Sheldon Business Park.

7. Planning Policy Context

7.1 National Planning Policy Framework (NPPF)

The National Planning Policy Framework (NPPF) places significant emphasis on achieving sustainable development by supporting strong, healthy and inclusive communities while making effective use of land and existing resources. The Framework encourages proposals that deliver social infrastructure, promote

sustainable patterns of development, and balance economic, social and environmental objectives.

The proposal is consistent with these objectives by:

- **Making effective use of previously developed land and existing buildings**, bringing an established site back into productive use and avoiding the environmental impacts associated with unnecessary new-build development.
- **Providing an important educational facility** that will deliver specialist learning opportunities within the local area, increasing access to education and supporting the long-term development and wellbeing of those who will benefit from the facility.
- **Strengthening local community infrastructure** by introducing a valuable community asset that complements existing services, addresses an identified local need, and contributes to the resilience and sustainability of the local community.
- **Minimising environmental impact through the adaptation and reuse of existing buildings**, reducing construction waste, conserving embodied carbon, limiting the consumption of new materials, and making efficient use of existing infrastructure and services.
- **Protecting the amenity of neighbouring occupiers and maintaining highway safety** through a carefully considered design, appropriate site layout, suitable parking and access arrangements, and an operational model that is compatible with the character of the surrounding area and will not give rise to unacceptable levels of noise, disturbance or traffic.

Overall, the proposal represents sustainable development in accordance with the core principles of the NPPF. It delivers clear social benefits through the provision of an important educational facility, makes efficient use of an existing site, and does so in a manner that respects the character of the area while safeguarding residential amenity and highway safety. The proposal therefore accords with the overarching presumption in favour of sustainable development set out in the Framework. The proposal also reflects the NPPF's emphasis on achieving well-designed places that respond positively to local circumstances and support community needs.

7.2 Wiltshire Planning Context

The proposal has been carefully designed to align with the objectives of Wiltshire's planning framework, particularly those relating to:

Promoting sustainable patterns of development by bringing an existing building back into active use, reducing the need for new-build development, and locating community services within an established settlement where they are accessible to local residents.

Delivering and supporting community facilities through the provision of a purpose-designed care facility that will meet an identified local need, improve access to essential health and social care services, and contribute to the resilience of community infrastructure.

Ensuring highway safety by utilising an existing access, providing appropriate parking and manoeuvring space, and generating traffic movements that can be safely accommodated within the surrounding highway network without resulting in a material adverse impact.

Protecting the amenity of neighbouring occupiers by ensuring that the scale, layout and operation of the development are compatible with surrounding uses, with careful consideration given to issues such as privacy, noise, activity levels, lighting and traffic.

Making effective use of existing buildings by adapting and repurposing an established building rather than requiring demolition or extensive new construction, thereby reducing waste, conserving embodied carbon, and making efficient use of previously developed land and existing infrastructure.

Fostering inclusive and sustainable communities by providing a facility that enables people with care needs to remain within their local area, supporting independence, reducing pressure on health and social care services, creating local

employment opportunities, and contributing to a diverse and balanced community where residents can access appropriate care close to family and support networks.

The proposal has been carefully designed to ensure that the educational use remains compatible with neighbouring commercial occupiers and nearby residential properties.



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8. Design Statement

8.1 Existing Buildings

Both application units are existing commercial buildings that are currently used as offices.

The proposal does not alter the overall appearance, scale or character of either building.

Existing materials, rooflines, windows and entrances will remain substantially unchanged.

Only minor internal alterations are required to adapt the premises for educational use.

As a result, the visual character of Sheldon Business Park will remain unaffected.

8.2 Internal Layout

The internal layout has been designed to provide a calm, structured educational environment.

Accommodation will include:

- * Teaching rooms;
- * Individual learning spaces;
- * Staff offices;

- * Meeting rooms;
- * Consultation areas;
- * Welfare facilities;
- * Kitchen facilities; and
- * Secure storage.

The layout enables learning activities to be separated according to need while allowing staff to supervise learners effectively.

8.3 Outdoor Learning Area

Unit 1 benefits from an enclosed outdoor area located to the rear of the building.

The space is enclosed by an existing fence and is screened from neighbouring premises by the building itself and surrounding boundaries.

The area has been selected because it provides a safe and secure environment for outdoor learning while minimising any impact on neighbouring occupiers. The outdoor space will be used solely during the normal operating hours of the school and will be managed as a quiet, supervised environment for educational and therapeutic activities. Its use will be ancillary to the main educational function of the site and will not involve organised sporting activities, large gatherings, or events likely to generate significant levels of noise.

Activities undertaken within the outdoor areas will include:

- **Environmental learning**, enabling pupils to engage with nature, develop an understanding of biodiversity and sustainability, and support curriculum-based outdoor education.
- **Gardening and horticultural activities**, providing practical learning opportunities that develop life skills, responsibility, teamwork and an appreciation of the natural environment.

- **Sensory activities**, making use of the outdoor environment to provide sensory stimulation and regulation, particularly benefiting pupils with additional learning needs or neurodiverse conditions.
- **Wellbeing sessions**, including mindfulness, relaxation and therapeutic activities that promote emotional resilience, mental health and personal development in a calm outdoor setting.
- **Reading and independent learning**, allowing pupils to undertake quiet educational activities in an outdoor environment that supports concentration and wellbeing.
- **Quiet recreation**, providing opportunities for supervised informal play, reflection and social interaction appropriate to the educational setting, without generating excessive noise or disturbance.

The outdoor areas will be always supervised by staff when in use, with activity levels remaining modest and appropriate to the educational nature of the development. The use of these spaces is therefore not expected to result in any material impact on the amenity of neighbouring properties through noise, disturbance or overlooking.

In order to safeguard the amenity of neighbouring residents, the outdoor area will be subject to a clear operational management regime and **will not be used in a manner associated with a conventional school playground**. Specifically, the area will **not** be used for:

- organised sports or competitive games;
- football or other ball games;
- outdoor physical education (PE) lessons;
- school assemblies or whole-school gatherings;
- performances, concerts or theatrical productions;
- large group activities or social events;
- the playing of amplified music or use of public address systems; or
- evening, activities outside the provision's normal operating hours.

The outdoor space has been designed as a **small-scale, quiet and supervised extension of the educational environment**, rather than as a recreational

playground. Its primary purpose is to support low-intensity educational, therapeutic and wellbeing activities that are appropriate to the specialist nature of the school.

Owing to its **limited size, enclosed layout, supervised use, and strict operational controls**, the space cannot accommodate the type or intensity of activities normally associated with a mainstream school playground. Pupils will use the area in small, supervised groups, with activities carefully managed by staff to maintain a calm and structured environment.

As a result, the proposal is not expected to generate the levels of noise, activity or disturbance typically associated with outdoor school recreation. The use of the space will therefore preserve the living conditions of neighbouring occupiers and ensure that there is no material adverse impact on residential amenity, in accordance with the objectives of the National Planning Policy Framework and Wiltshire's planning policies relating to good design and the protection of amenities.

9. Access Statement

9.1 Inclusive Access

The proposal has been designed to ensure that the buildings remain accessible, inclusive and easy to use for all learners, staff, visitors and those with mobility impairments. As the proposal primarily involves the change of use of an existing building, the existing accessibility arrangements will be retained and continue to provide an appropriate level of access for the intended use.

Accessibility will be maintained through the following measures:

- **Accessible parking** – Unit 1 benefits from an existing designated accessible parking bay located immediately adjacent to the principal entrance, enabling convenient and safe access for disabled users, visitors and those with reduced mobility.
- **Safe pedestrian access** – Existing pedestrian routes to the buildings will remain in use, providing clear and direct access between parking areas, entrances and external spaces without the need for significant alterations.

- **Step-free access** – The buildings will continue to provide step-free access to the principal areas of accommodation where this currently exists, allowing users with mobility impairments to access the facilities independently.
- **Accessible sanitary facilities** – Existing accessible toilet facilities will be retained and remain available for learners, staff and visitors, ensuring that the buildings continue to meet the day-to-day needs of all users.
- **Inclusive environment** – The reuse of the existing buildings enables an accessible and familiar environment to be maintained while avoiding unnecessary structural alterations. The layout and operation of the facility have been designed to support a wide range of users, including those with physical disabilities, learning difficulties and neurodiverse conditions.

Overall, the proposal makes effective use of an existing accessible building and does not diminish the current level of accessibility. The development will continue to provide an inclusive environment that enables all users to access the educational facilities safely and with dignity, consistent with the principles of inclusive design promoted by the National Planning Policy Framework and relevant building regulations

9.2 Vehicular Access

The proposal does not involve any alterations to the existing vehicular access serving Sheldon Business Park. The development will continue to utilise the established access arrangements, which have been designed to accommodate commercial traffic and currently provide safe and convenient access to the site.

In particular:

- **Existing highway access** – All vehicles will continue to enter and leave the site via the existing priority junction serving Sheldon Business Park, with no requirement for a new access or modifications to the existing junction.
- **Internal estate roads** – Access to the proposed school will be via the existing internal estate road network, which is already constructed, maintained and

capable of accommodating the anticipated vehicle movements associated with the proposed use.

- **No highway works required** – The proposal does not require any changes to the existing road layout, carriageway widths, junction geometry, visibility splays, footways or traffic management arrangements. Consequently, no off-site highway improvements or engineering works are necessary to facilitate the development.
- **Efficient use of existing infrastructure** – By making use of the established highway network, the proposal avoids unnecessary infrastructure works and represents an efficient and sustainable reuse of an existing developed site.

As the proposal relies entirely on the existing highway infrastructure, there will be no physical changes to the public highway or the internal estate roads. The existing access arrangements are considered suitable for the proposed educational use and will continue to provide safe and convenient access for staff, learners, visitors and service vehicles. The application does not propose any alterations to the existing highway access serving Sheldon Business Park. Vehicles will continue to access the site using the existing entrance and internal estate roads. No changes are required to the existing road layout.

9.3 Movement Between Units

Units 1 and 6 are located directly opposite one another within Sheldon Business Park.

Where educational activities require learners to move between the buildings, movements will be carefully managed.

Learners will only cross between the units under the direct supervision of a designated member of staff.

Crossings will take place in small groups and only where operationally necessary.

The limited scale of the provision, together with the high staff-to-learner ratio, enables these movements to be managed safely and effectively.

9.4 Hours of Operation

Day	Hours
Monday to Friday	9:00am - 5:00pm
Saturday	9:00am - 12:00pm (pre-booked educational support sessions only)
Sunday	Closed
Bank Holidays	Closed

The proposed operating hours are:

Saturday sessions will operate on a significantly smaller scale than weekday provision and will typically involve individual or very small-group educational support. They will not involve large gatherings, events or activities likely to generate additional traffic or noise.

10. Highway, Parking and Transport Assessment

10.1 Introduction

The proposed Alternative Learning Provision has been designed to operate on a modest scale, with a maximum of 16 learners and up to seven members of staff present on site at any one time.

Transport and parking arrangements have been carefully planned to ensure the development operates safely and efficiently while protecting neighbouring occupiers and maintaining the effective operation of Sheldon Business Park.

The proposal makes full use of the existing parking provision and does not require any alteration to the existing highway network.

10.2 Existing Highway Network

Sheldon Business Park is served by an established vehicular access from Sheldon Corner.

The business park already accommodates commercial traffic associated with existing office and light industrial premises.

Both application units benefit from existing vehicular access, dedicated parking and established circulation routes.

No alterations are proposed to:

- * The existing site entrance;
- * Internal estate roads;
- * Pedestrian routes;
- * Visibility splays;
- * Highway alignment; or
- * Existing parking layout.

The proposal therefore makes effective use of existing transport infrastructure.

10.3 Parking Provision

The application benefits from a total of 20 allocated parking spaces.

Unit 1

- * 10 allocated parking spaces
- * 1 accessible parking bay

These spaces will primarily serve:

- * Learner drop-off and collection;

- * Parents and carers;
- * Authorised transport providers;
- * Visitors; and
- * Professional meetings.

Unit 6

- * 10 allocated parking spaces

These spaces will be reserved primarily for use by:

- * Staff;
- * Management; and
- * Operational vehicles.

Separating staff parking from learner transport ensures that the parking closest to the main learner entrance remains available throughout the day.

This arrangement reduces congestion, improves vehicle circulation and assists safe arrivals and departures.

10.4 Maximum Occupancy

Occupants	Maximum Number
Learners	16
Staff	7
Total persons on site	23

Alternative Learning Provision has been intentionally designed to operate on a modest scale.

Maximum occupancy will comprise:

This relatively small scale of operation is significantly different from that of a mainstream primary school and forms the basis of the operational management strategy.

10.5 Learner Arrival Procedures

Arrival times will be managed through a structured scheduling system. **(illustrated in the attached Traffic and Operational Management Plan)**

Parents, carers and authorised transport providers will receive written guidance explaining:

- * Designated arrival windows;
- * Parking arrangements;
- * Collection procedures; and
- * Site expectations.

Arrival times will be allocated to minimise the number of vehicles entering the business park simultaneously.

Learners will be greeted by staff immediately upon arrival and escorted safely into the building.

Vehicles will leave the site promptly following drop-off.

Staff will supervise the arrival period throughout each school day.

10.6 Learner Collection Procedures

Learners will be prepared for departure before their allocated collection time.

Parents and transport providers will be asked to arrive only during their allocated collection window.

This arrangement minimises unnecessary waiting within the business park.

Where delays occur, staff will coordinate collections to prevent congestion.

Vehicles will not be permitted to queue within the internal estate roads.

10.7 Staff Parking

All staff vehicles will park within the available 10 allocated parking spaces at Unit 6.

This deliberate separation of staff parking from learner transport provides several benefits:

- * Increased parking availability at Unit 1;
- * Improved vehicle circulation;
- * Reduced congestion outside the principal entrance;
- * Improved pedestrian safety; and
- * Greater convenience for visitors and transport providers.

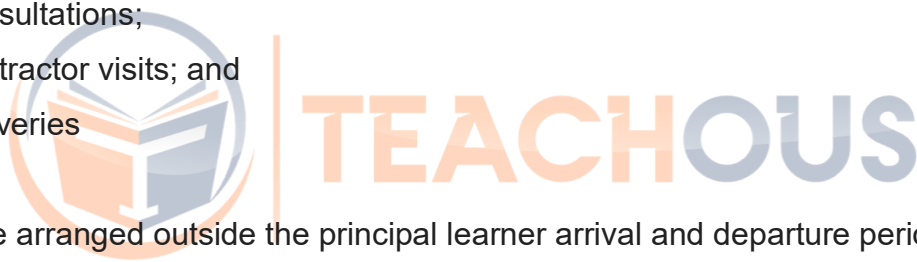
The allocation of staff parking to Unit 6 forms an integral part of the **Traffic and Operational Management Plan** strategy.

10.8 Visitor Parking

Visitor parking will be accommodated within the allocated spaces at Unit 1.

Where practicable the below:

- * Professional meetings;
- * Consultations;
- * Contractor visits; and
- * Deliveries



will be arranged outside the principal learner arrival and departure periods.

This further reduces vehicle activity.

10.9 Deliveries

Deliveries associated with the educational use are expected to be limited.

Where practicable, deliveries will be scheduled outside learner arrival and collection periods.

Delivery drivers will be instructed not to obstruct neighbouring premises or estate roads.

Large commercial servicing associated with industrial, or warehouse uses is not anticipated.

10.10 Learner Movement Between Units

Units 1 and 6 are situated directly opposite each other within Sheldon Business Park.

Where movement between buildings is required, learners will:

- * Remain under the supervision of a designated member of staff;
- * Cross only in small groups;

- * Use the most direct route between buildings; and
- * Move only where educational activities require.

Given the modest scale of the provision and high level of supervision, these movements are expected to be limited and safely managed.

11. Operational Management

11.1 General Management

The Alternative Learning Provision will operate under the direction of the Registered Manager.

Daily operational management will include oversight of:

- * Learner attendance;
- * Transport coordination;
- * Parking management;
- * Visitor access;
- * Outdoor learning;
- * Safeguarding; and
- * Neighbour liaison.

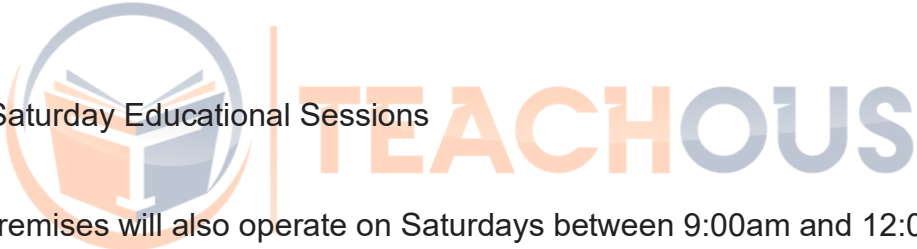
Operational procedures will be reviewed regularly.

11.2 Learner Supervision

The provision will maintain a high level of supervision throughout the school day.

With a maximum of 16 learners supported by up to seven members of staff, the staff-to-learner ratio enables close supervision during:

- * Teaching;
- * Movement around the site;
- * Arrival and departure;
- * Outdoor learning; and
- * Movement between Units 1 and 6.

The logo for TEACHOVS features a stylized orange and blue circular emblem on the left, containing a book and a graduation cap. To the right of the emblem, the word "TEACHOVS" is written in a large, bold, sans-serif font. The letters "TEACH" are orange, and "OVS" is blue.

11.3 Saturday Educational Sessions

The premises will also operate on Saturdays between 9:00am and 12:00 noon.

Saturday sessions will differ significantly from weekday operation.

Attendance will be by prior arrangement only and will normally involve individual learners or very small groups receiving additional educational support.

Traffic movements, parking demand and outdoor activity are therefore expected to be substantially lower than during the normal school week.

No community events or public use are proposed.

11.4 Outdoor Learning Management

The enclosed rear outdoor learning area has been specifically selected because it is positioned behind Unit 1 and screened from neighbouring properties.

The area will be used only:

- * During normal operating hours;
- * Under direct staff supervision;
- * For quiet educational activities.

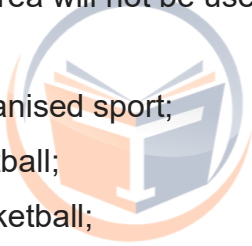
Activities may include:

- * Gardening;

- * Environmental education;
- * Sensory learning;
- * Wellbeing sessions;
- * Reading; and
- * Quiet recreation.

The area will not be used for:

- * Organised sport;
- * Football;
- * Basketball;
- * Outdoor PE;
- * Large gatherings;
- * Amplified music;
- * Outdoor performances; or
- * Evening activities.



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Planning Consideration	Proposal Response
Sustainable development	Reuses two existing commercial buildings with no extensions or significant external alterations.
Community infrastructure	Provides a specialist educational facility addressing an identified need for Alternative Learning Provision.
Highway safety	Existing highway access retained. Managed arrivals and departures. Dedicated parking strategy.
Parking	20 existing allocated parking spaces retained and managed between Units 1 and 6.

Design	No material changes to the appearance, scale or character of the buildings.
Neighbour amenity	Quiet indoor educational use with limited, supervised outdoor learning.
Noise	No playground, sports facilities, assemblies, amplified music or evening events.
Accessibility	Existing accessible parking and step-free access retained where available.
Sustainable use of land	Makes efficient use of previously developed commercial premises.
Business park compatibility	Small-scale educational use operating in a controlled and managed manner alongside existing commercial occupiers.

12. Planning Policy Compliance Matrix

12.1 Overview

The table below summarises how the proposed development responds to the principal planning considerations relevant to this application.

13. Impact on Neighbouring Amenity

13.1 Introduction

A key consideration in determining this application is whether the proposed use would adversely affect the amenity of neighbouring occupiers.

The proposal has been specifically designed to minimise any potential impacts through careful operational management, the modest scale of the provision and the continued use of existing buildings.

13.2 Relationship with Surrounding Properties

Sheldon Business Park is predominantly commercial in character.

The application site is surrounded primarily by office and light industrial premises, with only a limited number of nearby residential properties.

The proposed use is therefore located within an environment where daytime activity already occurs as part of the established lawful use of the business park.

13.3 Scale of the Development

The proposed Alternative Learning Provision differs significantly from a mainstream primary school.

The development will accommodate:

- * A maximum of 16 learners; and
- * Up to seven members of staff.

This modest scale substantially limits the level of activity associated with the use.

Teaching will take place predominantly within the existing buildings.

There are no proposals to increase the physical footprint of the development or intensify the use beyond the capacity described in this application.

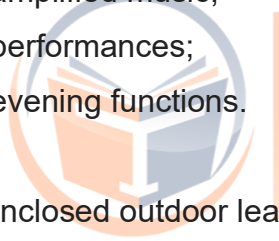
13.4 Noise and Disturbance

The proposed use is expected to generate low levels of noise that are compatible with the existing commercial environment.

Key characteristics include:

- * Individual and small-group teaching;

- * Predominantly indoor activities;
- * Supervised learner movement;
- * Limited outdoor learning;
- * No organised sports;
- * No outdoor physical education;
- * No school bell;
- * No amplified music;
- * No performances;
- * No evening functions.



The enclosed outdoor learning area is intended for quiet educational activities and wellbeing sessions only.

Its position to the rear of Unit 1, together with existing fencing and surrounding buildings, provides additional screening from neighbouring occupiers.

13.5 Privacy

No new windows, balconies, terraces or overlooking features are proposed.

The proposal therefore does not introduce any additional impacts on privacy beyond those already associated with the existing office use.

13.6 Lighting

No significant external lighting is proposed.

Existing lighting associated with the commercial units will remain unchanged.

The proposal will therefore have no material impact upon neighbouring amenity through increased illumination.

14. Noise Assessment

14.1 Existing Situation

The business park already experiences typical daytime commercial activity associated with offices and light industrial premises.

Vehicle movements, deliveries, employee arrivals and departures form part of the established character of the area.

14.2 Proposed Educational Use

The proposed Alternative Learning Provision is expected to generate lower levels of external noise than many other educational establishments because of its intentionally small scale and specialist nature.

Learning will take place primarily indoors.

Outdoor use will be:

- * Infrequent;
- * Supervised; and
- * Limited to quiet educational activities.

The proposal does not include facilities commonly associated with higher levels of outdoor noise, such as playgrounds, sports courts or recreation areas.

14.3 Operational Controls

To minimise noise, the operator will:

- * Supervise all outdoor activities;
- * Limit outdoor learning to appropriate educational purposes;
- * Discourage shouting and noisy games;
- * Manage arrivals and departures efficiently;
- * Ensure vehicles do not idle unnecessarily;
- * Respond promptly to any concerns raised by neighbouring occupiers.

These management measures form part of the day-to-day operation of the provision.

15. Waste Management

Waste generated by the proposed use will be comparable with that produced by the existing office use.

Waste streams will primarily comprise:

- * Paper and cardboard;
- * General office waste;
- * Educational materials;
- * Domestic kitchen waste; and
- * Recyclable packaging.

Existing refuse and recycling arrangements will continue to be used.

Waste storage areas will be maintained in a clean and secure condition.

Collections will utilise the existing arrangements serving the business park.

16. Community and Neighbour Liaison

The applicant is committed to maintaining positive relationships with neighbouring businesses and nearby residents.

To support this commitment:

- * a designated member of the management team will act as the principal point of contact;
- * Any concerns raised by neighbours will be acknowledged promptly and investigated;
- * Operational procedures will be reviewed where appropriate to address any substantiated issues;

* Parents, carers and transport providers will receive clear instructions regarding parking and considerate driving within the business park.

This proactive approach aims to ensure the educational use continues to operate in harmony with surrounding occupiers.

17. Planning Balance

17.1 Introduction

The purpose of the planning balance is to assess whether the benefits of the proposed development outweigh any potential impacts.

Having considered the characteristics of the site, the nature of the proposed use and the operational management measures that will be implemented, it is considered that the proposal represents an appropriate and sustainable form of development.

17.2 Benefits of the Proposal

The proposal would deliver several significant planning and community benefits.

These include:

- * The provision of a specialist Alternative Learning Provision for primary-aged learners who require educational support outside mainstream education.
- * The sustainable reuse of two existing commercial buildings, avoiding the need for new development on undeveloped land.
- * Continued productive use of established premises within Sheldon Business Park.
- * No significant external alterations to either building.
- * Retention of the existing character and appearance of the business park.
- * Use of existing highway infrastructure and parking provision.
- * A carefully managed operational model designed to minimise traffic, parking pressures and noise.
- * Improved access to specialist educational support within Wiltshire.

The proposal therefore contributes positively to both community infrastructure and the efficient use of existing buildings.

17.3 Assessment of Potential Impacts

The principal planning considerations are highway safety, parking, neighbouring amenity and the suitability of the proposed use.

The submitted Operational Management Plan demonstrates that these matters have been carefully addressed.

In particular:

- * Learner numbers will be limited to a maximum of 16.
- * Up to seven members of staff will provide a high level of supervision.
- * Existing parking provision is sufficient to accommodate staff, visitors and learner transport.
- * Staff parking will primarily be accommodated at Unit 6, helping to keep parking at Unit 1 available for short-stay drop-off and collection.
- * Learner arrivals and departures will be coordinated through scheduled time windows.
- * The rear outdoor learning area will be used only for quiet, supervised educational activities.
- * No external alterations are proposed that would materially affect the appearance of the site.

Taken together, these measures significantly reduce the potential for adverse impacts on neighbouring occupiers or the surrounding highway network.

17.4 Overall Planning Balance

When considered as a whole, the proposal represents a modest and well-managed educational use that is compatible with its commercial surroundings.

The development would provide an important community facility while making efficient use of existing commercial premises.

The anticipated impacts on highway safety, parking, noise and neighbouring amenity have been appropriately assessed and mitigated through the management measures described within this submission.

It is therefore considered that the proposal accords with the principles of sustainable development and that the overall planning benefits clearly outweigh any limited impacts arising from the proposed change of use.

18. Conclusion

This application seeks planning permission for the change of use of Units 1 and 6, Sheldon Business Park, from Class E (Commercial, Business and Service) to Class F1 (Education) to provide a specialist Alternative Learning Provision.

The proposal has been designed to deliver a high-quality educational environment for a maximum of 16 primary-aged learners, supported by up to seven members of staff, within existing commercial buildings that require no significant external alteration.

The proposal has been carefully planned to ensure compatibility with neighbouring businesses and nearby residential properties through:

- * Managed arrivals and departures;
- * The retention and effective use of existing parking;
- * Dedicated staff parking arrangements;
- * Supervised movement between the two units;
- * Limited and carefully managed use of the enclosed outdoor learning area; and
- * Comprehensive operational management procedures.

The proposal represents the sustainable reuse of existing commercial premises to provide an important educational facility that responds to a recognised need while maintaining the character and function of Sheldon Business Park.

For these reasons, it is respectfully submitted that the proposed development constitutes sustainable development and that planning permission should be granted.



Appendix A – Operational Summary

Item	Proposal
Use	Alternative Learning Provision (Class F1)
Existing Use	Class E Commercial Offices
Site Address	Units 1 & 6, Sheldon Business Park, Sheldon Corner, Chippenham, Wiltshire, SN14 6RH
Maximum Learners	16
Maximum Staff	7
Teaching Style	Individual and small-group learning
Outdoor Area	Secure, supervised outdoor learning and wellbeing space
Parking	20 allocated spaces (10 at Unit 1, 6 at Unit 10)
Hours	Monday - Friday 9:00am-5:00pm; Saturday 9:00am-12:00pm (pre-booked support only); Sunday closed

