



Staffordshire
County Council

Community Impact Assessment Checklist and Executive Summary

Name of Proposal:

**Implementation of the Updated “Staffordshire Education
Infrastructure Contributions Policy”**

Project Sponsor:

Tim Moss

Project Manager:

Andrew Marsden

Date Completed:

09/12/20

Final Checklist

Prior to submitting your Community Impact Assessment (CIA), please ensure that the actions on the checklist below have been completed, to reassure yourself / SLT / Cabinet that the CIA process has been undertaken appropriately.

Checklist	Action Completed	Comments/Actions
The project supports the Council's Business Plan, priorities and MTFS.	Completed	The updated policy supports the Council's strategic priority to invest in infrastructure for growing communities.
It is clear what the decision is or what decision is being requested.	Completed	A six week public consultation on the updated policy was undertaken via the consultation portal, and 7 responses were received. A Cabinet report summarising the consultation responses and seeking approval to implement the updated policy.
For decisions going to Cabinet, the CIA findings are reflected in the Cabinet Report and potential impacts are clearly identified and mitigated for (where possible).	Completed	Yes, the Cabinet report has been informed by this CIA.
The aims, objectives and outcomes of the policy, service or project have been clearly identified.	Completed	The updated policy is based on the latest government legislation and guidance and would provide the foundation for identifying the impact of new residential development on education infrastructure and the necessary mitigation. More detail is provided in the cabinet report.
The groups who will be affected by the policy, service or project have been clearly identified.	Completed	The updated policy will impact on children of school age, teachers, parents, local planning authorities and housing developers.
The communities that are likely to be more adversely impacted than others have been clearly identified.	Completed	The potential adverse impact on housing developers due to increased costs has been identified.
Engagement / consultation has been undertaken and is representative of the residents most likely to be affected.	Completed	A six week public consultation on the updated policy was undertaken via the consultation portal, and 7 responses were received.
A range of people with the appropriate knowledge and expertise have contributed to the CIA.	Completed	A number of officers with the appropriate knowledge and expertise in school place planning have contributed to this CIA.
Appropriate evidence has been provided and used to inform the development and design of the policy, service or project. This includes data, research, engagement/consultation, case studies and local knowledge.	Completed	The updated policy has been informed by the latest legislation and guidance. A working group within the school Organisation team has been established. Joint working has been undertaken with internal colleagues including colleagues in Highways, Transport connectivity, Early

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		<p>years, SEND, Post 16, Admissions, Strategic Property, Home to school travel and legal since the policy working group was established in September 2018.</p> <p>Officers attended a meeting with the Staffordshire Development Control Officers Group (SDCOG) on 17th January 2019 and 16th January 2020 to discuss issues that need to be considered in the new policy document. No objections to the draft policy were formally raised by the group.</p> <p>Lead member for education Councillor Philip White was briefed on the 16-12-18 and the current lead member of education Councillor Jonathan Price was briefed on 16-09-20.</p> <p>A report was presented to the Staffordshire Learning and Infrastructure Board (SLIB) on the 15-01-19 where the Board approved the recommendation to seek approval through delegated decision to undertake a formal consultation on the draft policy document. For information, the policy was sent to SLIB members on 15/10/20 for comments.</p> <p>The draft policy document was sent to colleagues in Highways, Transport connectivity, Early years, SEND, Post 16, Admissions, Strategic Property, Home to school travel and legal for review and comments on 26th August 2020.</p>
<p>The CIA evidences how the Council has considered its statutory duties under the Equality Act 2010 and how it has considered the impacts of any change on people with protected characteristics.</p>	<p>Completed</p>	<p>The updated policy does not impact on the Councils duties under the Equality Act 2010</p>
<p>The next steps to deliver the project have been identified.</p>	<p>Completed</p>	<p>A six week public consultation on the updated policy was undertaken via the consultation portal. A Cabinet report summarising the consultation responses (7 in total) and seeking approval to implement the final report will be taken to Cabinet in February 2021.</p>

Executive Summary

The Executive Summary is intended to be a collation of the key issues and findings from the CIA and other research undertaken. This should be completed after the CIA and research has been completed. Please structure the summary using the headings on the left that relate to the sections in the CIA template. Where no major impacts have been identified, please state N/A.

	Which groups will be affected?	Benefits	Risks	Mitigations / Recommendations
<p>PSED</p> <p>What are the impacts on residents with a protected characteristic under the Equality Act 2010? Highlight any concerns that have emerged as a result of the equality analysis on any of the protected groups and how these will be mitigated. It is important that Elected Members are fully aware of the equality duties so that they can make an informed decision, and this can be supported with robust evidence.</p>	<p><u>Disability</u></p> <p>Disabled children and young people and those with special educational needs (SEN)</p>	<p><u>Disability</u></p> <p>Increased local provision</p>	<p><u>Disability</u></p> <p>Identifying a suitable project to mitigate the impact of the development</p>	<p><u>Disability</u></p> <p>All special schools in Staffordshire are at full capacity. New residential development will put additional pressure on SEND education and so a contribution will be requested towards additional provision.</p>
<p>Health and Care</p> <p>How will the proposal impact on residents' health? How will the proposal impact on demand for or access to social care or health services?</p>	n/a	n/a	n/a	n/a
<p>Economy</p> <p>How will the proposal impact on the economy of Staffordshire or impact on the income of Staffordshire's residents?</p>	<p><u>Economic Growth</u></p> <p>Staffordshire Local Planning Authorities (LPAs)</p> <p>Housing developers and builders</p> <p>Staffordshire residents</p>	<p><u>Economic Growth</u></p> <p>Setting out a clear policy explaining how education contributions are calculated, including a pre-application advice service will provide more certainty for developers and Local</p>	<p><u>Economic Growth</u></p> <p>The addition of home to school transport and SEND as new policy areas to request a financial contribution where appropriate, may increase the overall financial cost of a development,</p>	<p><u>Economic Growth</u></p> <p>The school organisation team has a good relationship with Staffordshire LPAs and the Staffordshire Development Control Officers Group (SDCOG) who are aware of this updated policy.</p> <p>A six-week public consultation was undertaken via the consultation portal to request comments</p>

	Which groups will be affected?	Benefits	Risks	Mitigations / Recommendations
		Planning Authorities in the early stages of residential development planning	which may impact on the viability of housing developments	and views on the proposed updated policy. Staffordshire LPAs were contacted directly as part of the consultation process. In total 7 responses from a variety of stakeholders – residents, local authorities and education consultants were received. The school organisation team pre-application service provides early information on the likely education contribution amount that will be requested from a development.
Environment	<u>Built Environment</u>	<u>Built Environment</u>	<u>Built Environment</u>	<u>Built Environment</u>
How will the proposal impact on the physical environment of Staffordshire? Does this proposal have any Climate Change implications?	Housing developers, Staffordshire residents	The updated policy will continue to ensure that developments mitigate their impact on educational infrastructure in Staffordshire (in line with CIL regulations and Department for Education (DfE) published guidance for Local Authorities on "Securing Developer Contributions	Increased education contribution request amounts due to the addition of home to school transport and SEND may impact on	In line with CIL regulations, development is required to mitigate its impact. If there are viability issues then discussions between the developer, LPAs and Staffordshire County Council will seek to find the most appropriate solution.

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	<p><u>Transport</u> School aged children, parents and teachers, wider community</p> <p><u>Climate Change</u> School aged pupils, parents, and teachers and the wider communities in the vicinity of the school</p>	<p>for Education”).</p> <p><u>Transport</u> Appendix 6 of the updated policy states that for new schools, school sites should be located with good means of access to encourage walking, cycling and scooting to school.</p> <p><u>Climate Change</u> The promotion of sustainable transport modes as part of the development of a new or expanded school should help to improve local air quality.</p>	<p><u>Transport</u> Parents will continue to travel to the school by private vehicle.</p> <p><u>Climate Change</u> Parents will continue to choose to travel to the new or expanded school by car</p>	<p><u>Transport</u> Sustainable transport modes promoted by the school travel plan will increase opportunities to travel to school using sustainable modes of transport. Where new residential development is beyond the statutory walking distance financial contributions will be sought where appropriate to mitigate the impact on home to school transport costs.</p> <p><u>Climate Change</u> The new school site requirements listed in Appendix 6 of the updated policy include the need for a new school to be located with good means of access to encourage walking, cycling and scooting to school.</p>
Localities / Communities	<u>Educational Attainment and Training</u>	<u>Educational Attainment and Training</u>	<u>Educational Attainment and Training</u>	<u>Educational Attainment and Training</u>
How will the proposal impact on Staffordshire's communities?	School aged children, parents, education providers	The provision of sufficient school places is crucial in ensuring that all children have the opportunity to gain the vital knowledge, skills and qualifications necessary for	Children are not able to access the school of their choice.	Although parental preference is an important consideration in accessing education, SCC seeks to fulfil the statutory duty of ensuring that there is a sufficient supply of school places for all children and young people resident in Staffordshire who

	Which groups will be affected?	Benefits	Risks	Mitigations / Recommendations
		life and work. The provision of sufficient school places is also important in sustaining prosperous communities.		wish to access a publicly funded school. The updated policy would provide the foundation for identifying the impact of new residential development on education infrastructure and the necessary mitigation to make development acceptable in planning terms.
	<u>Best Start</u> Children and parents accessing early years provision	<u>Best Start</u> The policy allows for financial contributions to be sought towards early years provision within publicly funded settings which is in line with current legislation.	<u>Best Start</u> Any contribution requested will provide the infrastructure for additional early years places, it will not fund a package of parental support	<u>Best Start</u> SCC has a statutory duty to ensure early childcare provision within the terms set out in the Childcare Acts 2006 and 2016.