

Education Provision - Background

QUESTION 1.4.2.7: If you have **not** highlighted 'Education' as a type of physical infrastructure to be funded through HIF please answer the below question:

Please indicate whether the housing development generates a need for new school places and how this will be accommodated, either within the development site or elsewhere.

CONTEXT – EDUCATION APPROACH IN CAMBRIDGESHIRE

The Government provides capital funding, known as Basic Needs, towards the provision of new school places only where there is increased demand arising from population changes. The funding allocations made in each case is determined following analysis of the Surplus Places and Capacity Assessment (SCAP) returns submitted to the Department for Education ('DfE') and is provided on a three year rolling cycle.

There is a clear expectation from the DfE that, where additional capacity is a direct result of housing development, the capital funding required to deliver this should be sought via developer contributions, either Section 106 or CIL. The SCAP guidance and return requires projects required to expand capacity as a result of housing developments to be recorded separately, including details of the levels or anticipated level of developer funding which will be secured.

The process which the DfE operates for the allocation of capital funding towards the provision of new school places, therefore, explicitly excludes the provision of places required as a result of new housing developments.

Cambridgeshire County Council is the Local Education Authority for the Cambridge Northern Fringe.

Early Years and Childcare

Where a new primary school is established it will include facilities for delivery of early years education and childcare usually in the form of one or 2 class bases and ancillary facilities, e.g. small office, in order to deliver the current 15 hour weekly entitlement.

Early Years education and childcare is not only delivered through schools or settings based in schools, but by the private, voluntary and independent (PVI) sector.

Primary

For good organisational reasons, Cambridgeshire County Council's policy is to establish new primary schools with whole forms of entry, e.g.:

- 210 place schools (one form of entry (1 FE))
- 420 place schools (2 FE)
- 630 place schools (3 FE)

This facilitates single year group teaching i.e. children grouped by age and implementation of infant class size legislation which limits Foundation and Key Stage 1 class (Reception, Year 1 and Year 2) sizes to 30 pupils to one teacher.

Secondary

Secondary schools provide for the 11-16 age range. Cambridgeshire County Council has no fixed position regarding the size of new secondary schools. However, as there is a direct correlation between the size of a school and its financial robustness, Cambridgeshire County Council would expect a new secondary school to be no smaller than 5FE (750 places). Schools larger than 11FE (1650 places) are the exception in Cambridgeshire.

Cambridgeshire County Council’s policy is to establish 11-16 schools unless the best option for providing additional post-16 provision in response to demographic growth is identified as being through the establishment of an 11-19 school.

Special Educational Needs

The vast majority of children with special educational needs will be educated in their local mainstream school with additional appropriate support from specialist units, usually co-located with mainstream schools. Those few children with the most complex and severe learning needs (approximately 1% of all Cambridgeshire children), attend one of the Council’s Area Special Schools.

Pupil Multipliers: Children per 100 dwellings

Cambridgeshire County Council’s standard approach to assessing demand from major new housing developments is to develop forecasts based on agreed pupil yield multipliers. For development proposals, such as those at the Cambridge Northern Fringe, where detail of development proposals is available only at a high level the Council would look to use general pupil multipliers. These multipliers, reviewed and approved in January 2018, suggest that for a development of this scale the demand for education provision would be in the range of:

Education Phase (Multiplier Range per 100 dwellings)	Low level projections (Forms of Entry)	High level projections (Forms of Entry)
Early Years 0-3 years of age (20 – 30)	1725	2588
Primary 4-10 years of age (30 – 40)	2588 (12.3FE)	3450 (16.5FE)
Secondary 11-15 years of age (17 – 25)	1466 (9.7FE)	2156 (14.3FE)

This can be further broken down by proposed development phase to:

Site 1 A and B

Education Phase (Multiplier Range per 100 dwellings)	Low level projections (Forms of Entry)	High level projections (Forms of Entry)
Early Years 0-3 years of age (20 – 30)	1120	1680
Primary 4-10 years of age (30 – 40)	1680 (8FE)	2240 (10.7FE)
Secondary 11-15 years of age (17 – 25)	952 (6.3FE)	1400 (9.3FE)

Site 2 A, B and C

Education Phase (Multiplier Range per 100 dwellings)	Low level projections (Forms of Entry)	High level projections (Forms of Entry)
Early Years 0-3 years of age (20 – 30)	605	908
Primary 4-10 years of age (30 – 40)	908 (4.3FE)	1210 (5.8FE)
Secondary 11-15 years of age (17 – 25)	514 (3.4FE)	756 (5FE)

These pupil multipliers best reflect a standard housing dwelling mix as delivered and planned across the wide range of strategic housing developments across the county. As part of this this reflects a standard housing profile with a typical housing density of around 65 dph as anticipated on sites such as Northstowe, Alconbury and the Cambridge Fringe development sites.

More detailed pupil multipliers are applied as details of development schemes become confirmed, mostly beyond the grant of outline planning consent. Until this point it is not appropriate to apply these more detailed multipliers as assumptions around development mix will fluctuate significantly.

However, the Council does recognise that the specifics and scale of this proposed development do make planning on the basis of a typical development density of 65 dph is not appropriate. The scale of development required to deliver a viable development will inevitably push the development density to become in excess of 150+ dph. As has occurred with similar outlier developments (University of Cambridge's Northwest Cambridge site for example), the Council is committed to working with developers to identify appropriate variations to the standard pupil multipliers to ensure that planning is undertaken on an appropriate basis.

This additional work cannot yet be undertaken, but it is clear that the shift in development density will significantly reduce the overall pupil yield which would be anticipated from the site. Therefore, although at this stage it is not possible to provide clarity over the actual scale of mitigations required, it is possible to provide assurance that these will not be in the magnitude of that indicated from the Council's general multipliers.

Forecasted Number of Children from Development (combining Sites 1A and B, and 2A, B and C)

Whilst it is not appropriate to use the County Council multipliers which are based on lower density and different housing mixes from local developments, we can in broad terms estimate the requirements on site to provide education. There are a number of assumptions made below that are subject to change. A detailed assessment of educational need, in discussion with Cambridgeshire County Council, will be required at the Area Action Plan and Planning Application processes. Considering the type of housing envisaged from Sites 1A and B, and Sites 2A, B and C, the provision of facilities is outlined below:

Education Phase	Suggested Provision of Facilities
0-3 (pre-school)	Private, public and voluntary services and facilities provision to reflect the range of providers: maintained schools; non-maintained schools; independent schools (including

	free schools and academies); all providers on the Early Years Register; and all providers registered with an early years childminder agency (CMA);
4-10 (primary)	At least one, potentially 2 new primary schools. Each offering the capacity for 2-3 Forms of Entry. Final determination will need to reflect detailed housing mix and assessment of capacity in existing catchment areas adjacent to the development site.
11-15 (secondary)	This site will not generate sufficient demand for a new, stand-alone secondary school. However, provision has been made within the Masterplan for a school should that position change. Otherwise, contributions towards off-site mitigations, in the form of expansion of existing provision within the City, will be required.
Further Education	The Council is planning a number of expansions of Further Education provision serving the wider Cambridge Area Partnership (CAP) area, which includes all local providers. Ongoing review and commissioning work will identify when and where additional capacity will be needed to mitigate the significant levels of housing development within the CAP area. The constraints of this site means that on-site expansion of provision would not be sought. There remains the potential that developer contributions towards off-site mitigation will need to be sought from the developer.
Special Education Needs	No specific provision is made to SEND provision within the Cambridge Northern Fringe. There remains the potential for developer contributions towards off-site mitigations to be sought from the developer.

Timeframes for Delivery

The initial primary school requirements will need to be secured via an early trigger point stage in the development phasing plan, in order to ensure that children can access education within relatively close proximity to where they live. Final determinations about this approach and triggers will need to reflect the phasing plans for the development and analysis of existing capacity in surrounding catchment areas. This will help establish if existing schools offer any scope for mitigating the early phases of construction. However, for the initial stages of planning and viability assessment, it should be assumed that the site and first phase of a new primary school would be required from the outset of development.

It is likely that as a result of wider secondary education capacity commissioning work there will be some secondary school capacity which could mitigate the initial impact in the early years of the development. This would mean that off-site contributions would not be needed at the outset of the development. Triggers for contributions would need to be negotiated and secured as part of wider S106 / viability discussions.