



8. Education

Overview

- 8.1 Education infrastructure is often a critical factor for families when considering where to live, with good quality education facilities often creating a strong local demand for housing within the catchment areas of popular and successful schools. In general terms, education infrastructure can be defined as:
- a. early years and childcare provision;
 - b. primary school provision;
 - c. secondary schools (with and without sixth forms);
 - d. special education needs (SEN) schools
 - e. post-16 education and training, and
 - f. adult community learning.
- 8.2 The population of Brentwood Borough has steadily risen with an increase of 7.56% between 2001 and 2011 (Census 2011). Births in Brentwood are relatively stable, but the trend over time also shows an increase. Natural change in the composition of the population indicates that there will be a deficit of existing primary school places in the plan period which is further exacerbated by new housing. The 10 Year Plan – Meeting the demand for school places in Essex, 2019 – 2028 sets out the demand for new places in mainstream education in the next 10 years; identifies solutions already in the pipeline and potential options to address medium to long term forecast demand. Additional new schools and necessary expansions will be secured through developer contributions, and provision by developers on allocated sites, where necessary.

Early Years and Childcare Overview

- 8.3 With regard to early years and childcare provision, as a local authority, Essex County Council has a duty through the Childcare Act 2006, to ensure, that there are sufficient, high quality and accessible early years and childcare places within the local area. Section 6 of the Act defines 'sufficient' as being able to meet the requirements of parents who require childcare in order to enable them to take up or remain in work or undertake education or training. Parents may choose to access an early years and childcare place away from their home area, for example near a place of work or training.
- 8.4 Early years and childcare provision comprises of a range of private, voluntary and independent providers which includes: full day care nurseries, pre-schools, childminders, school run provision, and wrap around care (Breakfast, After school and Holiday clubs).
- 8.5 Section 7 of the Childcare Act specifically sets out a duty to secure free early years provision. The current regulations prescribe that every child aged three or four is entitled to up to 15 hours per week free early years education entitlement (FEEE) for 38 weeks of the year (570 hours for the stretched offer over a maximum of 52 weeks). The FEEE entitlement for 2 year olds entitles the 40% most disadvantaged 2 year olds up to 15 hours per week for 38 weeks of the year of free nursery education. Since September 2017 local authorities are required to provide an Extended Free Entitlement (EFE) offer of an additional 15 hours a week for eligible working families with 3-4 year olds.

Primary and Secondary Education Overview

- 8.6 With regard to primary and secondary education, under section 14 of the 1996 Education Act, local authorities must secure sufficient school places to serve their area. The available schools must be sufficient in number, character and equipment to provide all pupils with the opportunity of an appropriate education. Section 2 of the 2006 Education and Inspections Act further places Essex County Council, as the appropriate local authority, under a duty to secure diversity in the provision of schools and increase opportunities for parental choice. Subsequent legislation has encouraged the development of a more diverse range of education providers, particularly Academy Trusts and Free Schools. To meet these needs ECC acts as a commissioner rather than a provider of new schools, and sets the requirements for the provision of any new school.
- 8.7 Regardless of whether local schools have Academy status, are Free Schools, or are Maintained Schools, ECC is the appropriate authority to assess the requirement for additional school places to serve any new housing developments proposed by a Local Plan or supported by a Neighbourhood Plan. Where a Section 106 agreement (developer contribution) delivers the land and funding for a new school, ECC will usually procure the buildings and then transfer it to the successful school provider.
- 8.8 The importance of providing sufficient school places is identified in NPPF (2019), paragraph 94, which requires local authorities to ensure a provision of a sufficient choice of school places is available to meet the needs of existing and new communities. Local planning authorities are required to take a proactive, positive and collaborative approach to meeting

this requirement, and to development that will widen choice in education. In preparing Local Plans and determining planning applications local authorities are required to:

- a. give great weight to the need to create, expand or alter schools through the preparation of plans and decisions on applications; and
- b. work with schools promoters, delivery partners and statutory bodies to identify and resolve key planning issues before applications are submitted.

8.9 Brentwood has a wide range of schools, including fee paying public schools. The main focus for this chapter, however, is upon state funded schools.

Special Education Needs Overview

8.10 The statutory obligation to provide primary and secondary school places set out above applies also to school provision for those children who have special educational needs.

8.11 Forecasting requirements for school provision for children with special needs is much more complex than projecting mainstream places. This is because the needs of these children often do not manifest themselves until the child has been in the school system, and failing to thrive in it, for some time. The additional needs presented are varied and include: visual impairment; hearing impairment; physical disability; moderate learning difficulties; severe learning difficulties; autism or social emotional and mental health needs. Indeed, some children have more than one need to be met. Essex County Council therefore seeks to ensure that provision is available to meet a range of needs in each geographic area of the County.

8.12 SEN schools may be met in a mainstream school, a specially resourced or enhanced provision within a mainstream school or in a special school depending upon the level of need.

8.13 As the number of children to be educated in Essex has increased, so too has the number of children with special educational needs.

8.14 In 2015 a shortage of special needs places and an increasing reliance on independent placements prompted Essex County Council to undertake a review of special needs provision and estate. This review projected a shortfall of places of 344 by 2020. In response to the review ECC put a strategy in place to ensure there would be sufficient good quality provision available for all children with special needs within their communities.

8.15 The strategy supports academies to form multi academy trusts which can bid to open SEN Free Schools. In the last 3 years ECC has secured funding for 4 new SEN Free Schools, two to meet the needs of children and young people with social, emotional and mental health needs and two to meet the children and young people with complex autism needs. The four schools are at various stages of development with the first scheduled to open in 2021. Three of these Free Schools will provide boarding provision. None of the new schools are to be provided in Brentwood borough.

- 8.16 Several community special needs schools have been expanded to provide additional places, including boarding places, which ECC hopes will enable more children to be educated in their own communities.
- 8.17 There has been no additional SEN capacity developed in Brentwood as a result of the investment.

Post 16 Education and Training and Adult Community Learning Overview

- 8.18 The Department for Education's Raising the Participation Policy requires all young people in England to continue in education or training beyond the age of 16.
- 8.19 Young people have a choice about how they continue in education or training post-16, which could be through:
- a. full-time study in a school, college or with a training provider;
 - b. full-time work or volunteering (20 hours or more) combined with regulated part-time education or training (about one day per week);
 - c. an apprenticeship or traineeship
- 8.20 ECC has a duty to secure sufficient suitable education and training provision for all young people in their area who are over compulsory school age but under 19 or aged 19 to 25 and for whom an Education, Health and Care (EHC) plan is maintained. To fulfil this, local authorities need to have a strategic overview of the provision available in their area and to identify and resolve gaps in provision.

SCHOOL SIXTH FORMS

- 8.21 There are 53 School Sixth Forms in Essex funded by the Education and Skills Funding Agency to deliver training to 16-18 year olds. There is also some special school Post 16 provision. In 2017/18, around 10,770 learners were enrolled at School Sixth Forms in Essex. In addition, a number of learners travel to School Sixth Forms outside of Essex, including schools in Southend-on-Sea and Hertfordshire. There are also a number of independent schools in Essex offering Post-16 courses. All secondary schools in the Borough offer further education through a sixth form.

FURTHER EDUCATION AND SKILLS

- 8.22 Further Education and skills comprises the following types of learning:
- a. Education and training covering further education learning delivered mainly in a classroom, workshop or through distance or e-learning;

- b. Apprenticeships which are paid jobs that incorporate on- and off-the-job training leading to nationally recognised qualifications; apprenticeships are not just for school leavers and young people; there is no upper age limit and if you're over 16, living in England and not in full-time education then you're eligible to become an apprentice;
 - c. Workplace learning which covers a broad range of training including basic skills, Level 2, Level 3 and higher-level skills. This training is mainly delivered in the workplace (but excludes Apprenticeships);
 - d. Community Learning which funds a wide range of non-accredited provision, ranging from creative and cultural learning, modern foreign languages, personal development, IT courses, employability skills, family learning and activities to promote health and wellbeing civic engagement and community development.
- 8.23 In 2017/18, just over 65,950 learners in Essex participated in further education and skills courses (excluding learners attending school sixth forms). Just under two thirds of these learners were aged 19 or over.
- 8.24 Learners are registered with a vast range of providers; around 380 training providers funded by the Education and Skills Funding Agency in 2016/17 delivered further education and skills provision in Essex. However, provision tends to be concentrated in a handful of providers; 30 providers accounted for over 80% of all enrolments delivered in Essex in 2016/17. Likewise, over 110 training providers delivered fewer than 20 enrolments in Essex.
- 8.25 Brentwood has a total working age population of 76,600, of which:
- a. 94.9% with level 1 qualifications
 - b. 83% with level 2 qualifications
 - c. 53.9% with level 3 qualifications
 - d. 40.8% with level 4+ qualifications
- 8.26 As of July 2019, Brentwood has a total 16-18 cohort of 1,550, of which:
- a. 29% attend Further Education or a Sixth Form College
 - b. 60% attend School Sixth Forms
 - c. 5.6% are undertaking an Apprenticeship or Traineeship
 - d. 3.1% are undertaking other types of training (including in some kind of employment, in custodial sentence, or other forms of training)
 - e. 2.3% are either not in education, employment or training, or their destinations are unknown

POST-16 PROVIDERS DELIVERING FURTHER EDUCATION AND SKILLS

- 8.27 The range of providers delivering further education and skills in Essex include:
- a. *General Further Education Colleges:* There are 6 FE colleges based in Essex delivering training to young people and adults (Chelmsford College, Colchester Institute, Epping Forest College¹, Harlow College, USP College² and South Essex College of Further and Higher Education (including Prospects College of Advanced Technology)³). These colleges accounted for just over 30% of further education and skills enrolments delivered in Essex in 2016/17. In addition, a number of colleges based outside of the county deliver training to Essex residents, including Hertford Regional College, Cambridge Regional College and Havering College of Further and Higher Education⁴ plus a number of colleges further afield delivering training through distance learning or subcontracting arrangements.
 - b. *Sixth Form Colleges:* The Sixth Form College Colchester delivers training to 16-19 year olds.
 - c. *Local Authority FE Providers:* Adult Community Learning Essex (ACL), part of Essex County Council, receives funding to deliver training in Essex and is the largest provider of adult education courses in the county.
 - d. *Higher Education Institutions:* The three Higher Education Institutions in Essex (Writtle College, The University of Essex and Anglia Ruskin University) receive funding allocations from the Education and Skills Funding Agency to deliver further education provision.
 - e. *Private sector providers:* These consist of:
 - i. *Independent Training Providers:* A wide range of training providers deliver training in Essex. A number are based in Essex (such as The LightBulb Ltd, LifeSkills Solutions Ltd, SEETEC Business Technology Centre) but there are also a number of regional and national providers operating in the county.
 - ii. *Employers:* A number of large employers are funded directly by the Education and Skills Funding Agency to deliver training programmes – employers delivering training in Essex in 2016/17 included MITIE, BT and Virgin Media.
 - f. *Specialist Colleges:* Typically, these are colleges with a specialist curriculum offer. This also includes the Workers Educational Association (WEA), the UK's largest voluntary sector provider of adult education which delivers a significant volume of training in Essex.

¹ Now part of New City College

² Formed from the merger of SEEVIC College in Castle Point and Palmer's College in Thurrock

³ South Essex College and Prospects College of Advanced Technology have merged.

⁴ Merger proposed with Havering Sixth Form College and New City College

Existing Infrastructure, Gaps and Programmes

Early Years and Childcare Provision

- 8.28 The early years and childcare sector includes a wide range of provision including full day care nurseries, pre-schools, childminders, school run provision and wrap around care (Breakfast, After school and Holiday clubs) which often means that the County Council acts as a facilitator to the childcare marketplace – working in partnership with the private, voluntary and charitable sectors to enable a wide range of childcare options to be available. Demand for early years and childcare provision is driven by the quality of provision, housing and also employment-led development, as well as accessibility and the needs of the local community.
- 8.29 Essex County Council (ECC) has a duty to ensure, as far as reasonably practicable that there is sufficient and accessible, high quality childcare across Essex to meet the needs of parents. This is called childcare sufficiency, with ECC required to publish a 'Childcare Sufficiency Assessment' to give a portrait of the local supply and demand for childcare. ECC collects headcount data on a regular basis from existing early years providers which is used to inform responses to local developers, Local plans and the issues affecting childcare sufficiency.
- 8.30 Ward level information from Summer 2018 on early years and childcare capacity issues, indicates challenges to provision in Brentwood North, Brizes and Doddinghurst, Herongate, Ingrave and West Horndon, Hutton Central, Hutton South, Ingatestone, Fryerning and Mounnessing, Pilgrims Hatch, Shenfield, South Wealth and Warley wards. Summer 2019 data is currently being reviewed and is expected to be released by October 2019.

Primary School Capacity Existing Provision

- 8.31 The capacity at existing primary schools in the Borough is some 6,238 spaces based on places offered for September 2018, historic admission trends and GP registrations. ECC's 10 Year Plan to meet demand for school places (2019 – 2028) forecasts a need for 49 additional reception places for the 2028/29 academic year. These forecasts also include pupils anticipated from potential housing development proposals with permission or included within a 'Submission Draft' Regulation 19 Local Plan. These forecasts are reviewed annually.
- 8.32 ECC uses a mixture of funding sources to finance additional places and deliver school building projects through the ECC Capital Programme. These include basic need grant from central government (if awarded), section 106 contributions (if secured), Community Infrastructure Levy (CIL) if in place and Education and Skills Funding Agency (ESFA), if

ECC contracted as delivery partner. New school places must be funded through these means as ECC has no other grants/funds dedicated to providing school places.

- 8.33 Schools are grouped under planning areas which are agreed between the LEA and DfE to help consider strategic school place planning.
- 8.34 The 10 Year Plan forecasts that by 2028 all Brentwood's Planning Groups would, without action, experience a deficit in pupil places. There are, however, projects to provide some additional capacity at Warley Primary (1fe expansion) by 2019/20, West Horndon Primary (0.5fe expansion) by 2020/2021 and Mountnessing Primary School (0.5fe) by 2020/21. Other new facilities will be provided on development sites allocated in the Local Plan, where the demand for such facilities has been identified, and these are outlined in the IDP Part B Schedule. A summary of the forecasts between 2019 – 2028 are outlined in Figure 8.1 below.

Figure 8.1: Primary Schools by Planning Group

Primary School	Current Capacity (Census January 2018)	Reception Place Forecast 2028/29 (including housing adjustment for planning permissions and allocation sites)
BRENTWOOD TOWN	4883	-5
Grouped Schools: Bentley St Paul's Church of England Primary, Hogarth Primary, Holly Trees Primary, Hutton All Saints' Church of England Primary, Ingrave Johnstone Church of England Primary, Larchwood Primary, Long Ridings Primary, St Helen's Catholic Junior, St Helen's Catholic Junior, St Joseph the Worker Catholic Primary, St Mary's Church of England Primary, Shenfield, St Peter's Church of England Primary, South Weald, St Thomas of Canterbury Church of England Infant, Brentwood, St Thomas of Canterbury Church of England Junior, Brentwood, Warley Primary and Willowbrook Primary.		
INGATESTONE / MOUNTNESSING	420	-10
Grouped Schools: Ingatestone and Fryerning Church of England Infant, Ingatestone Junior and Mountnessing Church of England Primary		
DODDINGHURST / KELVEDON HATCH	810	-23
Grouped Schools: Blackmore Primary, Doddinghurst Church of England Infant, Doddinghurst Junior and Kelvedon Hatch Primary.		
OTHER / NOT GROUPEd – WEST HORNDON	125	-11
Grouped School: West Horndon Primary School		
GRAND TOTALS	6238	-49

Secondary School Capacity Existing Provision

- 8.35 As at September 2017, there were 6 state funded mainstream secondary schools in Brentwood split between two planning groups (see figure below). The capacity at these schools is some 8,182 places. The 10 Year Plan forecasts there to be a need for additional pupil places in some year groups peaking at 72 extra places for the 2026/27 academic year.
- 8.36 Along similar lines to the primary school data, Figure 8.2 below indicates school capacity (May 2017) and forecast surplus/deficit in Year 7 pupil places (including an adjustment for housing) for each secondary school group.

Figure 8.2: Secondary Schools - Planning Group Data

Secondary School	Current Capacity (Census January 2018)	Year 7 Place Forecast 2028/29 (including housing adjustment for planning permissions and allocation sites)
BRENTWOOD TOWN (Planning Group 1)	6844	35
Grouped Schools: Becket Keys Church of England Free School, Brentwood County High, Brentwood Ursuline Convent High, Shenfield High and St Martin's.		
NOT GROUPED –ANGLO EUROPEAN	1338	-1
Anglo European		
GRAND TOTALS	8182	34

- 8.37 There is sufficient capacity at existing secondary schools in the borough with no immediate plans for major expansion of these schools based upon current need. New facilities will need to be provided on the proposed Garden Village at Dunton Hills, preferably as part of an all-through provision.
- 8.38 It is generally accepted that primary and secondary education provision in an area should not operate at 100% of its capacity, as it is important to retain some level of surplus places. The National Audit Office report 'Capital Funding for New School Places' (2013) refers to a minimum 5% surplus that the Department for Education assumes in its planning as necessary to support operational flexibility (mid-year admissions) and facilitate parental choice. A deficiency may thus be deemed to exist without the certainty of every local place being filled.
- 8.39 There are a number of factors that influence the forecast pupil place requirements for both primary and secondary education, and these are kept under regular review by ECC, as the Education Authority. These include:

- a. Amendments to emerging Local Plans in terms of housing numbers and distribution;
- b. Phasing and timing of actual housing developments;
- c. Changing patterns of growth in mid-year migration;
- d. Schools/Academies adjusting their Published Admission Numbers/Capacities;
- e. Cross border migration patterns and housing delivery;
- f. Changes to admission arrangements;
- g. Project viability; and
- h. Home to school transport.

Special Education Needs Existing Provision

- 8.40 There are two SEN schools within Brentwood Borough – the Endeavour Co-Operative Academy (formerly Endeavour School) and the Grove House School, each school has a small pupil intake.
- 8.41 The Endeavour Co-Operative Academy caters for children aged 5 to 16 years with moderate learning difficulties and complex needs. ECC commissions places for local children with an Education Health and Care Plan at this school. The Academy has identified a gap in the provision of sixth form facilities and continued learning opportunities for students attending the school and pupils requiring specialist education services from other schools. It is recognised within the sector that there is a high educational drop-out rate of pupils originally from specialist schools who attend post-16 education facilities outside the specialist school network or embark on apprenticeships or work orientated training courses.
- 8.42 The Academy is seeking to expand to accommodate a 6th form. ECC welcomes this proposal and intends to commission some of the places for local children with an Education Health and Care Plan. The 6th form provision will enable local children to continue their education within their community and reduce travel time to specialist establishments elsewhere. It is understood that there are physical capacity constraints at the school and the school does not currently have the available land to expand. Site Allocation Policy R19: Land at Priests Lane includes a development principle seeking the provision of land for the expansion of the school.
- 8.43 ECC also provides specially resourced provision for children with speech and language difficulties at West Horndon Primary School to meet the needs of a small number of children with specific speech and language difficulties who are able to access the national curriculum with specialist support.
- 8.44 The full range of SEN is not presently provided for in the plan area. It is generally regarded that 3.4% of children will require access to special needs provision. This may be provided through specialist units in existing mainstream schools.

- 8.45 Given the wide range of SEN amongst children and young people it is not possible to provide for every type of need within each district or borough. Consequently, individual SEN schools operate as a regional centre of excellence for a specific SEN requirement (i.e. autism, severe learning difficulties), and hence children attend individual SEN schools from a wider geographical area than mainstream schools. Consequently, some children in the borough with special needs travel to special schools in other areas of the County, and hence the identification and provision of SEN requirements for the plan is described in general terms.

Post 16 Education and Training and Adult Community Learning Provision

YOUNG PEOPLE

- 8.46 The Education and Skills Funding Agency provides funding for young people in further education provision and school sixth forms. Funding covers:
- a. students aged 16 to 19;
 - b. students up to the age of 25 when they have an Education, Health and Care (EHC) plan;
 - c. 14 to 16 year olds who are directly enrolled into eligible FE institutions; and
 - d. home educated students of compulsory school age at any FE college.
- 8.47 The Education and Skills Funding Agency uses a national funding formula to calculate an allocation of funding to each provider, each academic year. The national funding formula is not used for special schools and special academies. These providers are funded on place numbers only.
- 8.48 The basic funding for providers is calculated using national funding rates, which depend on the size of their students' study programmes. These rates are regardless of which type of provider they study at or what they study. Other elements of the funding formula are then applied, including student numbers, retention factor, programme cost weighting, disadvantage funding, large programme uplift and an area cost allowance. To attract funding a student must meet the published eligibility criteria, such as residency requirements. Students must stay on their study programmes for a certain amount of time to qualify for funding.

ADULTS

- 8.49 The Education and Skills Funding Agency provides funding for adult learning (for individuals aged 19 and over) through the Adult Education Budget (AEB). Its principal purpose is to engage adults and provide them with skills and learning needed for work, an apprenticeship

or further learning. It also enables adults to enroll on flexible tailored programmes of learning, which do not need to include a qualification, to help those furthest from learning or employment.

- 8.50 The AEB can be used to fund the following age groups:
- a. 19 to 23, including unemployed;
 - b. 24+ who are unemployed; and
 - c. 24+ other (individuals who do not meet the definition of unemployed, or are employed)
- 8.51 Courses are either fully funded (including where there is a legal entitlement to training⁵), co-funded with the learner or supported through an Advanced Learner Loan. In addition, a new one year trial in 2018/19 has enabled providers, at their discretion, to fully fund learners who are employed and in receipt of a low wage and cannot contribute towards the cost of co-funding fees. This is intended to support adults in low paid employment who want to further progress in work and in their chosen career.
- 8.52 The government is also seeking to transfer control of the AEB to a number of local government areas (local stakeholders, including Local Enterprise Partnerships (LEPs) and local authorities) through devolution agreements. From the 2019 to 2020 academic year, the AEB will be devolved to the following 6 combined authorities and through a delegation agreement to the Mayor of London for the Greater London Authority (GLA): Cambridgeshire and Peterborough, Greater Manchester, Liverpool City Region, Tees Valley, West Midlands and the West of England. Through this transfer of functions, the combined authorities will take on responsibility for the Adult Education Budget to make sure learners, aged 19 and over, eligible for funding from that budget and who reside in their areas, have appropriate education and training.

APPRENTICESHIPS

- 8.53 Funding arrangements for apprenticeships changed in April 2019. To the following:
- a. the introduction of the Apprenticeship Levy, payable by employers with a pay bill of over £3 million each year. Levy-paying employers are able to use their levy funding to pay for apprenticeship training and assessment for apprentices, up to the funding band maximum for that apprenticeship.
 - b. the introduction of a new 'co-investment' rate to support employers who don't pay the levy ('co-investment' is when employers and government share the cost of training and assessing apprentices).
- 8.54 Post-16 providers no longer have a contract with the Education and Skills Funding Agency to receive direct funding allocations to fund apprenticeship programmes for levy-paying employers. Instead, levy-paying employers decide which provider they want to purchase

⁵ Legal entitlement covers (a) English & Maths, up to and including level 2, for individuals aged 19 and over, who have not previously attained a GCSE grade A* to C or grade, or higher, (b) first full qualification at level 2 for 19 to 23 year olds and (c) first full qualification at level 3 for 19-23 year olds

apprenticeship delivery from and when payments are to be made, through the new Digital Apprenticeship Service (DAS). Levy-paying employers are also able to transfer a proportion of their levy funds to other employers, up to 25%, through the DAS. Transfers can be made to any employer, including smaller employers in their supply chain and apprenticeship training agencies to fund training and assessment for apprenticeship standards.

- 8.55 For employers with a pay bill of less than £3 million and have over 50 employees, the Education and Skills Funding Agency continue to channel funding through allocations to individual Post-16 providers. Employers are expected to co-invest 5% of the total apprenticeship cost, up to the funding band maximum.
- 8.56 The new apprenticeship funding system is made up of funding bands ranging from £1,500 to £27,000. These funding bands are applied regardless of the ages of the learner, or geographic location. If the costs of training and assessment go over the funding band maximum, employers are required to pay the difference from their own budget.

Implications of Growth

- 8.57 The scale and type of development used to underpin the findings in this section is further detailed in Chapter 2 of the IDP.

Early Years and Childcare

- 8.58 An analysis has been undertaken of the potential implications of new development on child yield for early years and childcare provision. This assessment uses the following formulas:
- a. Residential schemes: estimated site dwelling capacity x child yield per qualifying dwelling type, and
 - b. Employment schemes: site size x ratio of floorspace by employment type x employment density per employment type x child places per 100 employees.
- 8.59 For residential developments, the child yield from qualifying houses is nine children per one hundred homes or 0.09 per dwelling with 0.045 per dwelling from qualifying flats (ECC Developers' Guide to Infrastructure Contributions (Revised Edition 2016)). The Guide is presently being updated.
- 8.60 When estimating the number of early years and childcare places that a new employment proposal will require, a factor of four places per one hundred employees is used (0.04 places per employee). Where jobs generated by employment allocations is not known the Homes and Communities Agency 'Employment Density Guide' (3rd Edition) November 2015 is used as a starting point for employment density calculations This identifies the standard site hectare to floorspace conversion ratios for various employment use classes.
- 8.61 In undertaking the assessment of early years and childcare requirements ECC has assessed the planned growth in the plan to identify the places generated by the

development. Current take up of funded places across the Borough has been considered to identify the net additional places that need to be accommodated. Where demand is of such a scale, a new facility has been identified, either co-located with a new primary school or as a stand-alone facility. DfE Guidance 'Securing Developer Contributions for Education' (April 2019) states that all new primary schools should be co-located with new early years provision where there is capacity to do so. The Education & Skills Funding Agency currently looks to establish two form entry primary schools (420 places), to ensure financial viability.

- 8.62 ECC supports this approach and, thereby, when considering new primary school sites an area of 2.1 hectares will usually be sought as a minimum. This is in line with Department for Education guidance set out in Building Bulletin 103 and also provides space for commensurate Early Years and Childcare provision. Any new early years facility could be built by ECC, a developer or a private early years nursery provider. It is important that any provider is agreed by ECC to ensure the required type and standard of provision is to be delivered. ECC will further seek developer contributions from sites, where there is no funded existing capacity at early years and childcare provisions, to enable funding to expand existing facilities, where possible. The Government has recently amended the CIL Regulations to remove the pooling restrictions (which restricted the collection of contributions from a maximum of 5 sites to provide a piece of infrastructure). This new legislation came into effect on 1st September 2019. This increases the scope for the collection of contributions, whilst making it a fairer system of contribution. Following this and where applicable, it is recommended that a preferred and 'contingency' school expansion project is identified in a planning obligation, as long as both would comply with the Section 106 tests. This will help authorities respond to changing circumstances and new information.
- 8.63 Growth identified in the Local Plan will generate the need for some 693 early years and childcare places based on the assumptions regarding qualifying homes, flats and discounted units. This will largely be provided through the provision of land and contributions alongside new primary schools at the site allocations at North Shenfield and Dunton Hills Garden Village, and stand-alone facilities at Dunton Hills Garden Village and Brentwood Enterprise Park.
- 8.64 Ward level information indicates that some wards have the capacity to accommodate some additional places, but it will be necessary to seek developer contributions in order to provide the necessary places generated by local plan growth.
- 8.65 The detailed requirements arising from developments will be further considered at the planning application stage, once further details on 'qualifying' units are specified. However, at present it is estimated that developer contributions will be required to fund some 114 places, at approximately £17,442 per place (index linked to April 2019). Unless specifically detailed, all monies collected through contributions is required to be spent within 3 miles of the development site, and will be used to provide the places for that particular development.
- 8.66 Given the scale and location of planned growth it is expected that developments in the wards of Brentwood North, Herongate, Ingrave and West Horndon, Ingatestone, Fryerning and Mounnessing, Shenfield, South Weald and Warley (excluding the Brentwood Enterprise Park) will be required to make contributions to fund places arising from their development. ECC, as Education Authority, will continue to provide appropriate provision for early years and childcare places through the use of secured and new Section 106 monies and

Community Infrastructure Levy (CIL) once adopted, for the expansion of existing facilities, and through new site opportunities where they arise.

- 8.67 The Local Plan will require the following additional provision of early years and childcare, as outlined in figure 8.2. Further detail relating to delivery timescale can be found in the IDP Part B Schedule.

Figure 8.3: Early Years and Child Care Requirements

Ward	Early Years and Childcare Requirement	Estimated Cost
Brentwood North; Herongate; Ingrave and West Horndon; Ingatestone; Fryerning and Mountnessing; Shenfield; South Weald; and Warley	S106 contributions sought for accommodating net places generated so current/potential providers can extend onsite provisions	S106 contributions in line with ECC's Developers' Guide to Infrastructure Contributions
Shenfield	One 56 place facility co-located with new primary school (2.1 ha). In addition, S106 contributions sought for accommodating net places generated so current/potential providers can extend onsite provisions	See primary school, plus S106 contributions in line with ECC's Developers' Guide to Infrastructure Contributions
Warley	Brentwood Enterprise Park - two stand-alone 56 place facilities	2 x £1.3m
West Horndon	Three co-located facilities with new primary schools on 2.1 ha each at Dunton Hills Garden Village. One 56 place stand-alone facility, and potential for private providers in discussion with ECC.	See primary school, plus 1 x £1.3m

Primary Schools

- 8.68 A collaborative approach has been taken with ECC to understand the strategic implications of the Local Plan housing sites on primary school provision. The key requirements from this analysis are summarised below in Figure 8.4. and further detailed in the IDP Part B Schedule. It should be noted that these are forecasts only and the information is likely to change as further certainty over developments is obtained (including housing mix) and demographics are updated.
- 8.69 For residential developments, the child yield from qualifying houses is 0.3 additional primary school pupils per new house and 0.15 per new flat. One bed properties and other types of homes unlikely to accommodate families are excluded. These figures are derived from the

Essex County Council Developers' Guide to Infrastructure Contributions (Revised Edition 2016). The Guide is presently being updated.

Figure 8.4: Primary School Requirements

Ward	Primary School Requirement	Estimated Build Cost at April 2019 prices
Shenfield	Land (circa 2.1ha) for a co-located primary school with a 56 place early years and childcare facility	£8m + 20%
Brizes and Doddinghurst	Additional 0.5fe primary school capacity	£1,600,000
Ingatestone/Mountnessing	0.5fe expansion at Mountnessing primary school	£1,725,000
West Horndon	Land (circa 2.1 ha each) for three primary schools each with a 56 place early years and childcare facility, and one co-located with secondary school provision (potentially forming an all-through school.	3 x £8m + 20%

Secondary Schools

- 8.70 A collaborative approach has been taken with ECC to understand the strategic implications of the Local Plan housing sites on secondary school provision. The key requirements from this analysis are summarised below in Figure 8.5 and detailed in the IDP Part B Schedule. It should be noted that these are forecasts only and the information is likely to change as further certainty over developments is obtained (including housing mix and type) and demographics.
- 8.71 For residential developments, the child yield from qualifying houses is 0.2 additional secondary school pupils per new house and 0.1 per new flat. One bed properties and other types of homes unlikely to accommodate families are excluded. These figures are derived from the Essex County Council Developers' Guide to Infrastructure Contributions (Revised Edition 2016). The Guide is presently being updated.
- 8.72 The 10 Year Plan identifies that there is sufficient capacity at existing secondary schools to increase their Published Admission Number (PAN), if necessary, to mitigate the forecast deficit of places. Consequently, there is no requirement in the Brentwood/Shenfield Planning Group for any new or expansion to existing secondary schools to accommodate Local Plan Growth.
- 8.73 The site allocations at West Horndon (R02) and Dunton Hills Garden Village (R01 I, ii and iii) have been assessed in tandem, given that the existing school for West Horndon pupils is Brentwood County High. Consequently, DHGV is required to provide for a minimum of 7.9

ha of secondary school land to serve the pupil demand arising from the development itself and wider afield, including the West Horndon area.

- 8.74 The ECC policy approach is to establish new secondary schools where demand for six forms of entry has been established (from approximately 4,500 new or existing houses). New schools of this scale are able to offer a wider curriculum to their community; are cheaper to build on a per place basis; and are more resilient to fluctuations in demand that could challenge financial viability. DfE Guidance acknowledges that where new schools are phased after commencement of the development transport costs for pupils travelling further than the statutory walking distance should be secured.
- 8.75 The following factors are also considered when deciding whether a particular development should include land for a school:
- a. the ability of local schools to expand sufficiently and the impact of a new school on them;
 - b. cumulative impacts with other residential development proposals and the needs of the existing community;
 - c. the viability of the development and the cost of a new school against other solutions;
 - d. the viability of a new school (particularly in the first years);
 - e. the potential for innovative solutions such as an all-through school (combined primary and secondary) or a split site school (with more than one campus).

Figure 8.5 – Secondary School Requirements

Ward	Secondary School Requirement	Estimated Build Cost at April 2019 prices
West Horndon	Land (minimum 7.9 hectares) for a co-located secondary school (including 6th Form)	£21.1m + 20% (6th form) + 20%

Special Education Needs

- 8.76 As described above, it is extremely difficult to project the number of special needs places required in any given planning area for each type of need. However, the number of children likely to require some type of special educational needs can be roughly calculated as follows:
- 8.77 The following statistics applied at the 2018 school census:
- a. 15% of the Essex school population has some sort of special need.

- b. 3.4% of the child population currently has an Education, Health and Care Plan (this is now closer to 3.9%).
 - c. 2.1% of the child population has a plan and is educated in mainstream schools, including specialist SEN units in mainstream schools
 - d. 1.3% of the child population is educated in a special school.
- 8.78 This is the current position and these percentages are subject to fluctuation, the trend has been upwards in recent years.

Post 16 Education and Training and Adult Community Learning

- 8.79 School Sixth Forms: All secondary schools in the borough have sixth form provision, of which, most have sufficient capacity to expand. Consequently, there is presently no requirement for additional capacity to be provided in the borough.
- 8.80 Further Education and Skills: In 2016/17 the following providers delivered Post-16 learning in the borough, namely Essex County Council, Qube Qualifications and Development Ltd, South Essex College of Further and Higher Education, HIT Training Ltd, Central Training Academy Ltd, the Capital City College Group, Lifetime Training Group Ltd and The LightBulb Ltd. In addition, a number of learners travel to Post-16 providers based outside of the borough.

Financial Implications

- 8.81 The indicative school infrastructure costs and delivery time frame are detailed further in Part B of the IDP. Please note that these figures exclude land and site preparation costs, and a 20% uplift has been applied in line with new DfE guidance.
- 8.82 ECC is currently reviewing the base costs for the provision of new schools, as a result of new DfE guidance, now included in the NPPG, requiring the inclusion of furniture, fittings and equipment, as well as the Government's agenda on providing carbon neutral schools and improving the external environments around schools. Such additional costs are likely to result in a 20% uplift being required to be added to the current base costs. Therefore, in order to account for these forthcoming changes, it is recommended that any viability assessment of the plan and relevant site allocations should be based on the current base costs, and a scenario which factors in the potential 20% uplift given new requirements.