

The Essex County Council

Local and Neighbourhood

Planners' Guide to School Organisation



Essex County Council

Contents

Page	Paragraph	Section
3	1.	The purpose of this document
3	2.1	The role of the School Organisation team
4	2.2	The broad impact of new homes on demand for school places
5	2.3	School capacity and pupil numbers data
5	2.4	Topic Papers
6	3.1	Call for sites
6	3.2	Issues and Options
7	3.3	Developing the Preferred Option
8	3.4	Testing the Preferred Option
9	4.1	Finalising the draft Plan
9	4.2	Infrastructure Delivery Plans
10	4.3	Joint Use Facilities
10	4.4	Other Plan Policies
11	4.5	Inspection in Public
11	5	Planning Briefs and Site Specific Plans
11	6.	Neighbourhood Plans
13	Appendix A	Core Documents
14	Appendix B	Exemplar Infrastructure delivery & impact mitigation Policy
16		Notes
18		Contact details

1. The purpose of this document

This document explains how Essex County Council's School Organisation team can assist in the preparation of Local and Neighbourhood Plans to ensure sufficient school places are provided, arising from new development, over the Plan period. It also sets out how local planners need to work with the School Organisation team so that they can meet their duty to cooperate and prepare a 'sound' plan.

During the drafting of development plans, the Local Planning Authority needs to take into account the availability of school places and, in the absence of sufficient capacity, the feasibility and viability of expanding provision or constructing new schools. Likewise, when writing a Neighbourhood Plan, the local community will wish to ensure the needs of their local schools are met. Through their Plan, wider issues such as the quality of the local environment around a school can be considered. Section six of this Guide is specifically aimed at neighbourhood planners.

There are a number of core documents that are referred to and should be read in conjunction with this Guide. These documents are listed in Appendix A, along with a web address from which they can be downloaded.

2 Background information

2.1 The role of the School Organisation team

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 also encouraged the development of a more diverse range of education providers, in particular Academy Trusts and Free Schools. To meet these duties, Essex County Council acts as a commissioner rather than a provider of new schools and, in order that potential providers may express their interest in running a school, will set out the requirements for the provision needed to serve a new community.

Regardless of whether local schools have Academy status, are Free Schools, or are Maintained Schools, Essex County Council 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, Essex County Council will usually procure the buildings and then transfer it to the successful school provider.

Paragraph 72 of the National Planning Policy Framework¹ states that *'The Government attaches a great deal of importance to ensuring that a sufficient choice of school places is available to meet the needs of existing and new communities. Local planning authorities should take a proactive, positive and collaborative*

approach to meeting this requirement, and to the development that will widen choice in education. They should:

- Give great weight to the need to create, expand or alter schools; and
- Work with schools promoters to identify and resolve key planning issues before applications are submitted.'

Planning Practice Guidance², which accompanies the National Planning Policy Framework, also states (section 9-014-20140306) that 'Close cooperation between district local planning authorities and county councils in two tier local planning authority areas will be critical to ensure that both tiers are effective when planning for strategic matters such as minerals, waste, transport and education.' Compliance with this 'duty to cooperate' is assessed at each Plan's Examination in Public and is a key determinant in judging whether the Plan is sound.

2.2 The broad impact of new homes on demand for school places

In forecasting pupil numbers, Essex County Council works on the basis that 100 houses will on average generate demand for 30 mainstream primary state school places and 20 secondary school places (excluding sixth form). These estimates are halved for most flats and bungalows. There are also a number of dwelling types, such as single bedroom properties and others unlikely to house children, which are excluded from such calculations. In summary the demand forecast per dwelling is:

Age	House	Flat	Discounted Unit
Primary	0.3	0.15	0
Secondary	0.2	0.1	0

Using the factor of 0.3 primary school pupils per house, around 700 new or existing houses would equate to demand for 210 primary school places, which is one form of entry i.e. seven age groups with one class of thirty pupils each year. It should be noted that the Education & Skills Funding Agency³ currently looks to establish two form entry primary schools (420 places), to ensure financial viability. Essex County Council 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. Due to a younger than average age profile, most new developments will, for a time, generate greater demand for school places than suggested by the above factors.

Generally, secondary schools accommodate at least 600 pupils or four forms of entry (one form of entry = five age groups x thirty per class). However, larger schools are:

- able to offer a wider curriculum to their community;
- cheaper to build on a per place basis;
- more resilient to fluctuations in demand that could challenge financial viability.

For these reasons Essex County Council will look to establish a new school only where demand for six forms of entry has been established (from approximately 4,500 new or existing houses).

In the case of both age groups, there is no exact growth threshold for establishing a new school and the following factors need to be considered when deciding whether a particular development should include land for a school:

- The ability of local schools to expand sufficiently and the impact of a new school on them;
- Cumulative impacts with other residential development proposals and the needs of the existing community;
- The viability of the development and the cost of a new school against other solutions;
- The viability of a new school (particularly in the first years);
- The potential for innovative solutions such as an all-through school (combined primary & secondary) or a split site school (with more than one campus).

The Essex County Council Developers' Guide to Infrastructure Contributions sets out the specific criteria that any school land must meet and how it needs to fit in to the overall development masterplan. This document should be consulted at the earliest opportunity. From an education perspective, the learning environment and pupil safety are the key decision making drivers in determining where a school should be located on a new development.

In addition to 'free' prepared school land, developers are expected to fund any expansion of existing schools or provision of new schools required to meet the need generated by housing development.

2.3 School capacity and pupil numbers data

Details of current school capacities and the number of pupils on roll at each can be found in 'Commissioning School Places in Essex'. Longer term demand forecasts for Reception places in each area are also available in our Ten Year Plan for meeting the demand for school places. When using these forecasts, it should be noted that it is recommended⁴ that around 5% of capacity remains unfilled to accommodate mid-year admissions and facilitate parental choice.

Each school allocates the places they have available on the basis of 'admissions criteria'. Most give priority to local children either by reference to a defined Priority Admissions Area (catchment) or by allocating places on the basis of distance between the school and the child's home address. Some schools, however, give priority to siblings or consider factors such as the child's faith or ability. Details regarding the admissions policies of each school are published on an annual basis in Essex County Council's Admissions Booklets.

Essex County Council's Organisation Intelligence (Education) team can provide maps and Geographical Information System (GIS) data files that pin point the location of all state schools in Essex. School Priority Admissions Areas and a range of other data can also be provided*. To request this information you should contact the team using the email address planning.strategy@essex.gov.uk.

2.4 Topic Papers

The production of a separate education 'topic paper' to support the preparation or examination of a Plan is in most cases unnecessary and can, in some circumstances, be unhelpful. The Core Documents, listed in appendix A to this

Guide, provide the evidence base needed to support the plan making process. Where a specific local issue emerges that warrants elaboration, care must be taken to ensure information in the Core Documents is not contradicted or open to alternative interpretation. Any topic paper proposals should be discussed with and considered by the School Organisation team before embarking on any drafting.

3 The Local Plan Preparation Stage (regulation 18⁵)

3.1 Call for sites

Where the demand for school places is rising due to inwards migration or rising birth rates, the School Organisation team may identify land, and call for it to be included within a Local Plan, for school (D1-Non Residential Institution) use. At this early stage of the Local Plan making process, housing growth is yet to be determined and, thereby, such representations would be prompted by current forecast need in areas where school expansion options are not viable. The Education & Skills Funding Agency may also identify sites and call for them to be allocated in a Local Plan for school use where they are looking to establish a Free School/Academy in the area.

Site specific advice is not usually provided by the School Organisation team at this stage. Individual developers may of course pay for pre planning application advice regarding their proposals at any point in the process. If they would like to take advantage of this service, details can be found on our web site or by contacting the Infrastructure Planning team directly using their email address development.enquiries@essex.gov.uk.

3.2 Issues and Options

It is extremely unlikely that a district's entire objectively assessed need for new housing can be accommodated simply by utilising unfilled places at existing schools. Education provision is, thereby, likely to be an 'issue' for every Local Plan and planners need to work closely with the School Organisation team to fulfil their duty to cooperate and ensure that sufficient school places are provided to meet the identified need over the Plan period.

In terms of 'options' it may be possible to minimise the impact of new development on existing schools, and maximise site viability, by carefully matching housing numbers to surplus places in the area. Indeed, the availability of sufficient surplus school places in an area should be viewed as a positive factor in favour of the relevant development. In particular, where there are a significant number of unfilled places at a small rural primary school, additional pupils to ensure its long term viability will be welcome.

Unfortunately it is not always the case that a good location for additional housing in terms of primary school places is also a good location in terms of secondary school provision. A common issue for the type of village location alluded to above is the lack of a secondary school within a reasonable distance. Where suitable schools are beyond 'Statutory Walking Distance', two miles for children under the age of 8 and three miles for older children via a safe route⁶, Essex County Council must bear the long term revenue cost of school transport. Developments that are unsustainable in school transport terms should be resisted.

In terms of mitigating the impact of development on school places, it is generally the case that the smallest developments can be accommodated within existing schools and the largest ones can deliver the new provision they need. It is the developments that are too large to be accommodated within existing schools and too small to deliver new ones that present the most significant challenge. Local Plan spatial strategies that disperse growth widely are, therefore, more likely to come up against objections from a school place planning perspective. Where objections can be overcome, the cost of schools infrastructure is likely to be significantly lower if surplus capacity can be utilised and/or smaller new schools can be avoided.

At this early stage of the Local Plan making process the School Organisation team can only play a guiding role and identify spatial strategies that are likely to present 'show stoppers' in education terms. The specific needs of each community and a detailed plan to deliver sufficient school places can only be developed as more of the necessary information regarding site allocations becomes available. The team will, however, want to ensure that the following issues are considered:

- The avoidance of any land use close to schools (existing or proposed) that may compromise pupil safety or damage the learning environment;
- The delivery of safe direct walking and cycling routes to schools from the communities they serve;
- Improvements to the environment around schools e.g. traffic speed reduction;
- Any educational resources that development can deliver such as public access to historical assets, art installations or wildlife areas.

3.3 Developing the Preferred Option

To establish an evidence based approach to considering school provision in site selection, a 'cascade' approach along the following lines should be used:

1. Developments within statutory walking distance of a school with sufficient surplus capacity to accommodate the needs of the development;
2. Developments within statutory walking distance of a school that can be expanded to meet the needs of the development;
3. Developments that can accommodate new schools of a sustainable size to meet their own need and/or local cumulative impact;
4. Developments within statutory walking distance of another site where a new school is feasible and which can assist the delivery thereof;
5. Developments beyond the statutory walking distance of a suitable school but accessible to a school with sufficient surplus capacity to accommodate the needs of the development;
6. Developments beyond the statutory walking distance of a suitable school but accessible to a school that can be expanded to meet the needs of the development;
7. Developments beyond the statutory walking distance of a suitable school that can contribute towards new schools and help facilitate solutions that meet cumulative impact and, thereby, assist in overall Local Plan delivery;
8. Sites that can deliver other demonstrable benefits to education.

Any sites where it will not be viable for developers to mitigate their impact on education through appropriate education contributions (as set out in the Essex County Council Developers' Guide to Infrastructure Contributions) should not be allocated.

Within each of the above categories priority should be given to those sites that are closest / best linked to appropriate schools and, thereby, able to minimise 'school run' traffic and encourage walking and cycling to school. The evidence collected as part of this process should also form part of the Local Plan's overall Sustainability Appraisal.

To ensure a consistent evidence base the team at the Local Planning Authority undertaking site assessments should work from the most recent edition of Commissioning School Places in Essex. The School Organisation team can provide additional information regarding the suitability of particular schools for expansion. Essex County Council's Infrastructure Delivery team may be commissioned to undertake specific feasibility studies where certainty regarding an expansion project is essential in establishing a Plan's soundness*.

3.4 Testing the Preferred Option

Once the Local Planning Authority has fully developed a preferred option, that sets the level of development needed and the specific sites that will deliver it, the cumulative impact of the Plan can be assessed. The School Organisation team will complete this assessment but is unable to repeat the exercise for multiple scenarios or ill-defined options. In order to test the preferred option, the Local Planning Authority must provide a list including all permitted but unoccupied development and all proposed development in the preferred option i.e. all households that will be added to the area between the date the scenario is tested and the end of the plan period, rather than one limited to proposed allocations. The list should take the following format:

- The site reference that will be used throughout the Local Plan process to refer to the land in question;
- Planning reference – where the development has permission or a live application;
- Site name – give alternative names in brackets if applicable;
- Location – address including town, village or suburb;
- Postcode – use point that access will be taken from if greenfield development;
- GIS / map coordinates – six digit easting and northing of development's centre point (shape files are also very useful if clearly cross referenced);
- Number of qualifying houses – net increase excluding one bedroom houses and others unlikely to house children;
- Number of qualifying flats and bungalows et al – net increase excluding one bedroom properties and others unlikely to house children;
- Number of discounted units – to reconcile to total.

It is essential that this list is holistic to ensure all new households are picked up in the calculation of pupil generation. Likewise any homes already occupied must be excluded to ensure pupils that are already on school rolls are not double counted.

Once received, the School Organisation team require around a month to match the list to local schools; calculate anticipated pupil numbers; check the additional demand against current capacity; identify where deficits in provision will likely occur and look for potential solutions i.e. new schools or expansions. Any potential 'showstoppers' can then be fed back i.e. areas where no solution has been found or the cost of mitigation is likely to be too high for development to be viable.

4 The Publication and Submission Stage (Regulation 19⁷)

4.1 Finalising the draft Local Plan

Following the 'preferred options' consultation it is inevitable that some changes have to be made to the draft Plan. It is important that the evidence base accurately reflects what will be in the submitted Plan and that the data presented will still be sufficiently current to use during the Examination in Public. It is, thereby, appropriate for the Local Planning Authority to ask the School Organisation team to re-run the exercise carried out at the previous stage. It must be recognised that relatively small changes in housing proposals can lead to significantly different solutions in terms of pupil place planning and that objections may still be lodged if the proposed changes cannot be effectively accommodated by the education system.

The final draft plan must include sufficient detail to provide comfort that suitable new school sites will be delivered by the plan. Whilst it isn't necessary to agree precise 'red line' boundaries, it is important to show that land in the appropriate locations is fit for education use. An evidence base in line with the Land Compliance Study process, set out in Essex County Council's Developers' Guide to Infrastructure Contributions, should thereby be established. Some parts may, however, need to be completed as the full masterplan for the development emerges.

Specifying in the Local Plan that the necessary land areas for school use are allocated as D1 use (Non Residential Institution) is essential. On occasions it may also be appropriate to safeguard additional land that may be needed, on a precautionary basis, for future long term expansion. An appropriate policy regarding developer contributions should also be included along the lines set out in appendix B.

4.2 Infrastructure Delivery Plans

In reviewing the final growth scenario, it is best practice to also consider the likely timing and cost of infrastructure delivery. In addition to the updated information, as listed in paragraph 3.4, the School Organisation team will also require each type of unit for each development to be broken down by anticipated year of delivery. Obtaining this data is problematic and Local Planning Authorities are encouraged to work closely with site promoters to ensure that different scenarios do not emerge during the Examination in Public.

Based on the projected phasing of development, the School Organisation team will indicate when it is likely to need to open new, or expand existing, schools. Given

that the need for such provision will largely be determined by actual build rates, the dates provided should never be interpreted as definitive plans. The Infrastructure Delivery Plan (which should be regularly reviewed and updated as necessary), thereby, represents a 'best guess' based on a very specific set of assumptions.

The School Organisation team will also provide benchmark costs for the infrastructure identified. The Local Planning Authority will need to ensure consistency with other infrastructure providers in terms of ensuring the same assumptions, such as the base (indexation) date for costings, are used and clearly stated in the final document.

4.3 Joint Use Facilities

In developing Infrastructure Delivery Plans, the question of permitting the public to use school facilities is often raised. Proposals can range from the occasional use of halls or sports pitches to the provision of additional facilities to form a full leisure centre. If such proposals are made, the School Organisation team needs absolute clarity regarding which facilities would be used both by the school and the public; how they would operate and who would provide and maintain them. The facilities that a school requires are set out in The Department for Education's Building Bulletin 103. These facilities must be available for the sole use of the school during school hours, including appropriate after school clubs. The cost of any enhancements or additional facilities must be set out separately in the Infrastructure Delivery Plan and are the responsibility of the Local Planning Authority.

The operation of the facility would be a matter for the Local Planning Authority and the school in question. Producing an actual Joint Use Agreement is, thereby, a level of detail that it is not possible to achieve until later in the school place planning process i.e. when an Academy Sponsor is appointed.

4.4 Other Plan Policies

There are a number of planning policies that can benefit or impact schools which are often found in Local Plans. These include policies designed to:

- safeguard playing fields - which can restrict the ability to expand, enhance or relocate schools in a way that is unintended;
- promote sustainable transport – which can reduce school run traffic and improve road safety;
- allocate Gypsy and Traveller sites – which can neglect the need for such provision to be accessible to schools;
- restrict fast food outlets – which can enhance health outcomes;
- impose design or planning restrictions– which can impact on the use of new school buildings;
- specify building materials – which can increase the cost of new school buildings;
- provide public art – which can offer valuable learning opportunities.

Planners are asked to specifically consider the potential impacts of each Plan policy on schools when undertaking relevant assessments.

4.5 Examination in Public

During the Local Plan's Examination in Public, the School Organisation team will make available a representative for the appropriate session on education. It is not possible for the representative to be available for sessions on individual developments and it is, therefore, important to ensure a topic based approach is taken by the Inspector if they wish to hear from the School Organisation team.

5 Planning Briefs and Site Specific Plans

Essex County Council's Developers' Guide to Infrastructure Contributions provides information regarding the suitability of land for education use and how the environment around schools should be designed to keep pupils safe, enhance learning and avoid issues for the local community.

As alluded to in paragraph 4.1 above, the suitability of a potential school site must be established by the completion of a Land Compliance Study. Producing this document should be seen as an iterative process, commenced as Local Plan site allocations emerge. The end product should be an agreed 'red line' school site. It is important that the Local Planning Authority work with developers and the School Organisation team to ensure that new school sites are at the heart of the masterplan process rather than an afterthought. Developers and land owners are tasked with the formal completion of Land Compliance Studies and the submission of an appropriate report with any subsequent planning application is essential.

6. Neighbourhood Plans

The level of necessary support from the School Organisation team for Neighbourhood Plans will depend to a large degree on the stage the relevant Local Plan has reached. Where the proposed Neighbourhood Plan is consistent with a recent Local Plan, additional school place analysis should not be necessary.

In circumstances where an up to date Local Plan evidence base is not available or significant additional housing land allocations are proposed, the Neighbourhood Plan team should request analysis similar to the work set out in paragraph 3.4 above. A Land Compliance Study may also have to be undertaken if land is needed for a school.

Neighbourhood Plans also play a key role in safeguarding and improving the environment around schools. The following issues may potentially be considered:

- Establishing and improving walking and cycling routes to schools;
- Reducing school run traffic and dispersing it away from school entrances;
- Enforcing low traffic speeds around schools and the walking routes pupils use;

- Ensuring pavements around schools are clear and wide enough for parents with pushchairs to pass;
- Providing public art, nature areas and local history information boards, in the immediate area, to offer learning opportunities;
- The planting of trees and / or hedges to enhance air quality / reduce exposure to poor air quality;
- The use of landscaping and carefully selected street materials to reduce noise.

Head Teachers and school governors may have a number of ideas in addition to those listed above that can benefit their individual school. Essex County Council encourages direct contact with schools regarding such issues. Where concerns regarding the availability of school places are raised, the School Organisation team should be contacted to ensure a joined up approach is taken.

Appendix A: Core Documents

Department for Education Building Bulletin 103 – ‘Mainstream Schools Area Guidelines’

<https://www.gov.uk/government/publications/mainstream-schools-area-guidelines>

The Essex County Council Developers’ Guide to Infrastructure Contributions

<https://www.essex.gov.uk/planning-advice-guidance/guidance-for-developers>

Meeting the demand for school places in Essex – ‘10-year plan’

<https://www.essex.gov.uk/school-organisation-and-place-planning>

Secondary and Primary Education in Essex – ‘Admissions booklets’

<https://www.essex.gov.uk/admissions-booklets-policies-and-forms>

Department for Education guidance – ‘Securing developer contributions for education’

<https://www.gov.uk/government/publications/delivering-schools-to-support-housing-growth>

Appendix B:

Exemplar Infrastructure delivery & impact mitigation Policy

Permission will only be granted if it can be demonstrated that there is sufficient appropriate infrastructure capacity to support the development or that such capacity will be delivered by the proposal. It must further be demonstrated that such capacity as is required will prove sustainable over time both in physical and financial terms.

Where a development proposal requires additional infrastructure capacity, to be deemed acceptable, mitigation measures must be agreed with the Council and the appropriate infrastructure provider. Such measures may include (not exclusively): -

- financial contributions towards new or expanded facilities and the maintenance thereof;
- on-site construction of new provision;
- off-site capacity improvement works and/or
- the provision of land.

Developers and land owners must work positively with the Council, neighbouring authorities and other infrastructure providers throughout the planning process to ensure that the cumulative impact of development is considered and then mitigated, at the appropriate time, in line with their published policies and guidance.

The Council will consider introducing a Community Infrastructure Levy (CIL) and will implement such for areas and/or development types where a viable charging schedule would best mitigate the impacts of growth. Section 106 will remain the appropriate mechanism for securing land and works along with financial contributions where a sum for the necessary infrastructure is not secured via CIL.

For the purposes of this policy the widest reasonable definition of infrastructure and infrastructure providers will be applied. Exemplar types of infrastructure are provided in the glossary appended to this plan.

Exceptions to this policy will only be considered whereby:

- it is proven that the benefit of the development proceeding without full mitigation outweighs the collective harm;
- a fully transparent open book viability assessment has proven that full mitigation cannot be afforded, allowing only for the minimum level of developer profit and land owner receipt necessary for the development to proceed;
- full and thorough investigation has been undertaken to find innovative solutions to issues and all possible steps have been taken to minimise the residual level of unmitigated impacts and
- obligations are entered into by the developer that provide for appropriate additional mitigation in the event that viability improves prior to completion of the development.

Recommended glossary definition of Infrastructure:

Infrastructure means any structure, building, system facility and/or provision required by an area for its social and/or economic function and/or well-being including (but not exclusively):

- a. affordable housing
- b. broadband
- c. community and social facilities
- d. cultural facilities, including public art
- e. drainage and flood protection
- f. education and childcare
- g. emergency services
- h. facilities for specific sections of the community such as youth or the elderly
- i. footways, cycleways and highways
- j. green infrastructure
- k. healthcare
- l. live/work units and lifetime homes
- m. open space
- n. public transport
- o. sports, leisure and recreation facilities
- p. waste recycling facilities

Notes:

1. The National Planning Policy Framework was published in March 2012 (ISBN 9781409834137).
<https://www.gov.uk/government/publications/national-planning-policy-framework--2>
2. Planning Practice Guidance as published at 29 November 2016.
<https://www.gov.uk/government/collections/planning-practice-guidance>
3. The Education & Skills Funding Agency (ESFA), launched on 1st April 2017, brings together the existing responsibilities of the Education Funding Agency (EFA) and the Skills Funding Agency (SFA) to create a single funding agency accountable for funding education and training for children, young people and adults. The ESFA are accountable for £61 billion of funding a year for the education and training sector, including support for all state-provided education for 8 million children aged 3 to 16, and 1.6 million young people aged 16 to 19. Under the provisions of the Education Act 2011 and the Academies Act 2010, all new state schools are now academies/free schools and the ESFA is the delivery body for many of these, rather than local education authorities. In light of the above and the Duty to Cooperate with infrastructure providers on strategic priorities such as community infrastructure, the ESFA aims to work closely with local planning authorities and education departments during all stages of planning policy development to help guide the development of new school infrastructure and meet the demand for primary and secondary school places.
4. The National Audit Office report 'Capital Funding for New School Places' (2013) refers to minimum 5% surplus that the Department for Education assumes in its planning as necessary to support operational flexibility.
5. Regulation 18 of The Town and Country Planning (Local Planning) (England) Regulations 2012 states that a Local Planning Authority must:
 - (a) *notify each of the bodies or persons specified in paragraph (2) of the subject of a local plan which the Local Planning Authority propose to prepare, and*
 - (b) *invite each of them to make representations to the Local Planning Authority about what a local plan with that subject ought to contain.*Essex County Council is one of the bodies that must be consulted.
6. The safety of routes is assessed by reference to Road Safety GB's document 'Assessment of Walked Routes to School'.
See <http://www.roadsafetygb.org.uk/online-shop/93.html>

7. Regulation 19 of The Town and Country Planning (Local Planning) (England) Regulations 2012 states that a Local Planning Authority must before submitting a local plan to the Secretary of State under section 20 of the Act

(a) make a copy of each of the proposed submission documents and a statement of the representations procedure available in accordance with regulation 35, and

(b) ensure that a statement of the representations procedure and a statement of the fact that the proposed submission documents are available for inspection and of the places and times at which they can be inspected, is sent to each of the general consultation bodies and each of the specific consultation bodies invited to make representations under regulation 18(1).

Essex County Council is one of the bodies that must be consulted.

* Denotes that fees may apply to these services.

This web document is issued by
Essex County Council's, School Organisation & Place Planning team
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