



**Draft Supplementary
Planning Document**
Contributions to
Lifelong Learning from
Development – Pre-Schooling
and Education
Sustainability Appraisal

MARCH 2007

NON-TECHNICAL SUMMARY

The purpose of this document is to assess the social, economic and environmental effects of the council's draft SPD on *Contributions to Lifelong Learning from Development – Pre-Schooling and Education*.

The Draft *Contributions to Lifelong Learning from Development – Pre-Schooling and Education* SPD sets out a clear and consistent framework for seeking contributions to pre-schooling and education in Barnet from development. The SPD will supplement:

- Policy CS8 – Educational Needs Generated by New Housing Development; and
- Policy IMP1 – Priorities for Planning Contributions

of Barnet's adopted *Unitary Development Plan* (May 2006).

This document sets out the methodology and outcomes of the Sustainability Appraisal of this SPD. The Sustainability Appraisal reflects best practice advice contained in *Sustainability Appraisal of Regional Spatial Strategies and Local Development Documents – Guidance for Regional Planning Bodies and Local Planning Authorities* (2005).

Overall, the Sustainability Appraisal of the SPD on *Contributions to Lifelong Learning from Development – Pre-Schooling and Education* provides a positive picture of its social, economic and environmental effects. In terms of the social effects, the SPD will encourage the provision of excellent, well-equipped, inclusive and well-designed education facilities. Furthermore, securing a sufficient service provision to meet identified need would maximise the positive effect arising from the appraisal of wider social and economic sustainability objectives, including increased accessibility to services with associated benefits for social equity, improved social cohesion and reducing the need to travel.

CONSULTATION ON THE DRAFT SPD

This Draft *Contributions to Lifelong Learning – Pre-Schooling and Education* SPD is placed on public consultation for six weeks from Monday 12 March 2007 until 5.00pm on Monday 23 April 2007. Comments can be made online (<http://www.barnet.gov.uk/index/council-democracy/consultations.htm>) or by using accompanying form, and should be sent to:

Planning Policy Team
Planning and Environmental Protection Service
Ground Floor
North London Business Park
Oakleigh Road South
London
N11 1NP

Or email forward.planning@barnet.gov.uk.

In order for the council to respond speedily, the electronic submission of comments is strongly encouraged.

Further copies of the *Contributions to Lifelong Learning – Pre-Schooling and Education* SPD and Sustainability Appraisal are available from the council's website and at all local libraries in the borough.

WHAT HAPPENS NEXT?

The council will produce a report summarising the main issues raised following the six weeks of public consultation. The report will set out the council's response to each representation and will be submitted for approval by the Cabinet before adoption. The council will inform persons who have made representations of its proposed response prior to the Cabinet meeting.

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1 Introduction

Background

1.1 The Planning and Compulsory Purchase Act 2004 introduced a new system of plan making in England. The key outcome of the government's changes is the Local Development Framework (LDF). The LDF is a portfolio of planning documents, prepared by the council, which collectively will deliver the planning strategy for Barnet. The documents which will comprise Barnet's LDF are:

- The *Statement of Community Involvement*
- The *Annual Monitoring Report*

Development Plan Documents (DPDs), which will include the following:

- Core Strategy
- Site Development Policies
- Area Action Plans
- Proposals Map
- Joint Waste Development Plan Document.

Supplementary Planning Documents (SPDs) covering:

- *Planning Obligations*
- *Contributions to Lifelong Learning from Development – Employment and Training Initiatives*
- *Affordable Housing*
- *Contributions to Culture, Recreation and Open Spaces from Development*
- *Contributions to Transport and Infrastructure from Development*
- *Contributions to Health Facilities from Development*
- *Sustainable Design and Construction*
- *Economic Prosperity.*

1.2 Further information on the LDF can be obtained in the Barnet *Local Development Scheme* (LDS) at <http://www.barnet.gov.uk/index/council-democracy/unitary-authorities/statutory-development-plans-udp/local-development-framework.htm>. The Barnet LDS (2007) is a work programme for preparing the LDF and has been adopted by the council.

The Sustainability Appraisal Process

1.3 Sustainability Appraisal (SA) is an integral part of producing planning documents under the new Planning and Compulsory Purchase Act 2004. Local authorities must undertake sustainability appraisals for each of their Development Plan Documents and Supplementary Planning Documents as part of a fully integrated process. The purpose of the sustainability appraisal process is to promote sustainable

development through better integration of sustainability considerations into the preparation and adoption of planning documents. This involves considering the long-term social, environmental, economic and resource impacts of development. The SA should:

- Take a long term view of how the area covered by the SPDs is expected to develop, taking account of social, environmental and economic effects of the proposed plan.
- Provide a mechanism for ensuring that sustainability objectives are translated into sustainable planning policies.
- Reflect global, national and local concerns.
- Provide an audit trail of how the SPDs have been revised to take account of the findings of the SA.
- Form an integral part of all stages of plan preparation, in accordance with the requirements of the European Directive 2001/42/EC.¹

Sustainability Appraisal of the Revised Deposit Draft UDP

1.4 In March 2001 the council published a Sustainability Appraisal of the Revised Deposit Draft UDP. The production of this document was guided by the following DoE/DETR publications:

- *Environmental Appraisal of Development Plans – A Good Practice Guide* (1992)
- *Policy Appraisal and the Environment* (1998)
- *Planning for Sustainable Development – Towards Better Practice* (1998), although this guidance has now been superseded.

1.5 Although the guidance underpinning the sustainability appraisal of the Revised Deposit Draft UDP has now been superseded its outcomes should not be ignored. The UDP sustainability appraisal concluded that:

- No policies in Barnet's UDP were directly incompatible.
- UDP policies can be expected to promote sustainability in the borough. No overall negative impacts have been identified.
- Some policies could have an effect on certain sustainability criteria.
- Policy CS8 and Policy IMP1 on priorities for planning contributions have significant positive environmental, social and economic impacts.

Purpose of this Sustainability Appraisal

1.6 The goal of sustainable development is to enable all people to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life for

¹ ODPM, *Sustainability Appraisal of Regional Spatial Strategies and Local Development Frameworks*, Consultation Paper (2004)

future generations. It is about considering the long-term social, economic and environmental issues and impacts in an integrated and balanced way.

- 1.7 The purpose of the sustainability appraisal process is to promote sustainable development through better integration of sustainable considerations into the preparation and adoption of planning documents. As planning contributions can lead to significant social, economic and environmental benefits, the council considers it appropriate to carry out a sustainability appraisal.
- 1.8 Sustainability Appraisal (SA) is a requirement under the Planning and Compulsory Purchase Act 2004 for the Development Plan Documents (DPDs) and Supplementary Planning Documents (SPDs) that comprise a Local Development Framework (LDF).
- 1.9 The purpose of this report is to assess the social, economic and environmental effects that may arise from the council's Draft Supplementary Planning Document on *Contributions to Lifelong Learning – Pre-Schooling and Education*.

2 Key Requirements for SPD Sustainability Appraisal

National Guidance

- 2.1 According to the ODPM (now replaced by the Department for Communities and Local Government (DCLG)), the sustainability appraisal should not be done in any more detail, or using more resources than is useful for its purpose and the it should focus on the significant sustainability effects of the Supplementary Planning Document.
- 2.2 Local Planning Authorities (LPAs) are recommended to:
- ...prepare a scoping report, setting out the information collected at Stage A of the SA process. One scoping report can be prepared for several LDDs, provided that it gives sufficient information at the level of detail required for each of the SPDs concerned. This can be achieved by preparing the scoping report in two parts: a general section which sets out the elements common to all of the SPDs, and a second part reporting on each SPD individually (e.g. the objectives of the individual SPD, sustainability issues and problems specific to it, and any broad options to be considered) or making clear where no specific details on a SPD need to be added.
- 2.3 The scoping report issued by Barnet Council in September 2005 was based on the following documents produced by Office of the Deputy Prime Minister (ODPM):
- *Consultation Paper on Sustainability Appraisal of Regional Spatial Strategies and Local Development Frameworks* (Sept 2004).
 - *Sustainability Appraisal of Regional Spatial Strategies and Local Development Frameworks - Interim Advice Note on Frequently Asked Questions* (April 2005).
- 2.4 Guidance has subsequently been updated and the sustainability appraisal framework on the SPD on *Planning Contributions from Development* has been done with regard to ODPM guidance published in November 2005.
- 2.5 The scoping report set out general elements which are common to the scope and level of material of all the Planning Contributions SPDs.

Table 2.1: Elements Common to All Planning Contributions SPDs

Element	Description
A1	Identify other relevant plans, programmes and sustainability objectives that will affect or influence the SPDs
A2	Collect relevant social, environmental and economic baseline information
A3	Identify key sustainability issues for the Sustainability Appraisal to address
A4	Develop the sustainability appraisal framework, consisting of the sustainability appraisal objectives, targets and indicators
A5	Consulting on the scope of the sustainability appraisal with the relevant statutory bodies, key stakeholders and the public

2.6 In order to comply with ODPM guidance, the council consulted the following statutory agencies on the scoping report for the sustainability appraisal of the suite of Planning Contributions to SPDs:²

- The Countryside Agency
- English Nature
- Environment Agency
- English Heritage.

2.7 Consultation on the scoping report helps to create a SA that is comprehensive and robust enough to support the SPD. Responses were received from the Environment Agency and English Heritage and these have been incorporated (where appropriate) into the Sustainability Appraisal.

Role of Stakeholders

2.8 Issuing the SA Scoping Report alongside the SPD provides objective information for consultees, so that their responses can be made in full awareness of the predicted sustainability impacts of different 'options'. It also shows what information is being fed into the decision making process and how this was arrived at.

2.9 The SA Report accompanied the Draft SPD on *Contribution to Lifelong Learning – Pre-Schooling and Education* and was subject to public scrutiny and comment (Stage D). The report was published for consultation for a period of six weeks to ensure that stakeholders with sustainability responsibilities could respond with feedback and comments.

2.10 The *Contribution to Lifelong Learning – Pre-Schooling and Education* Supplementary Planning Document will be adopted within the Local Development Framework. Although it does not form part of the development plan it will be an additional consideration to be taken into account when the council considers planning applications. Following the SPD's adoption, this SA will form an important monitoring tool (Stage E).

² Since publication of the Scoping Report, the Countryside Agency and English Nature have merged to form Natural England.

3 Incorporating the Sustainability Appraisal Within the Supplementary Planning Document Process

- 3.1 The government’s approach has been to incorporate the requirements of the SEA Directive into the wider sustainability appraisal process as a statutory requirement. It published guidance on the preparation of SAs for LDFs entitled *Sustainability Appraisal of Regional Spatial Strategies and Local Development Documents*, which advocated satisfying the requirements of both the Act and the European Directive through effective cross-referencing within the reports which are produced. (This guidance will be referred to as the “SA guidance” within this appraisal.) The SA guidance superseded *The Strategic Environmental Assessment Directive: Guidance for Planning Authorities* (October 2003).
- 3.2 The relevant requirements of the SA guidance have been followed by the council in the undertaking of the sustainability appraisal and the preparation of this document. The SA guidance advocates a five-stage approach, divided into three SPD stages (shown below in Table 3.1). The scoping report forms Stage A (the pre-production stage). The sustainability appraisal has now reached the production stage, i.e. stages B, C and D.

Table 3.1: The Sustainability Appraisal Process

SPD Stage	SA Stages and Tasks
Stage 1: Pre-production – Evidence Gathering	<p>Stage A – Setting the context and objectives, establishing the baseline and deciding on the scope</p> <ul style="list-style-type: none"> • A1: Identifying other relevant policies, plans and programmes, and sustainable development objectives • A2: Collecting baseline information • A3: Identifying sustainability issues and problems • A4: Developing the SA framework • A5: Consulting on the scope of the SA
SPD Stage 2: Production – Prepare Draft SPD	<p>Stage B – Developing and refining options and assessing effects</p> <ul style="list-style-type: none"> • B1: Testing the SPD objectives against the SA framework • B2: Developing the SPD options • B3: Predicting the effects of the draft SPD • B4: Evaluating the effects the draft SPD • B5: Considering ways of mitigating adverse effects and maximising beneficial effects • B6: Proposing measures to monitor the significant effects of implementing the SPD
	<p>Stage C – Preparing the Sustainability Appraisal Report</p> <ul style="list-style-type: none"> • C1: Preparing SA Report
	<p>Stage D – Consulting on the Draft SPD and Sustainability Appraisal Report</p> <ul style="list-style-type: none"> • D1: Public participation on the SA Report and the draft SPD • D2: Assessing significant changes

SPD Stage 3: Adoption	<ul style="list-style-type: none"> • D3: Making decisions and providing information
	Stage E – Monitoring the effects of implementing the SPD <ul style="list-style-type: none"> • E1: Finalising aims and methods for monitoring • E2: Responding to adverse effects

Objectives of the Draft *Contributions to Lifelong Learning from Development – Pre-Schooling and Education* SPD

3.3 Underpinning the Council’s strategic emerging vision, the SPD incorporates the following key themes which are essential to pre-schooling and education provision in Barnet:

- **Excellent**, welcoming and inclusive schools to which all the borough’s families want to send their children, that provide opportunities for all sections of society and that meet the expectations of everyone – from those of pre-school age through to parents.
- **Outward looking** schools that make links with their wider areas and play a full role in the regeneration process, particularly in areas such as Cricklewood, Brent Cross and West Hendon, Colindale and the Stonegrove/Spur Road Estate.
- **Well-equipped** schools that are rich in information and communications technology (ICT), have space for high quality sports and class rooms and laboratory facilities that meet the needs of the modern curriculum, thereby maintaining the high standards of the achievement currently enjoyed by Barnet’s schools.
- **Well-designed** schools that are environmentally sustainable - high quality design is essential in new schools, which will all be built in accordance with the principles in the government’s School Design Bulletin whilst respecting the character of local areas. All new schools should be built flexibly, in order to stand the test of time – addressing the needs of the present but able to meet the needs of future generations.

4 Developing the Sustainability Appraisal Framework

- 4.1 The SA framework provides a way in which sustainability effects can be described, analysed and compared. It is central to the SA process. The framework consists of sustainability objectives which, where practicable, may be expressed in the form of targets, the achievement of which is measurable using indicators. Objectives and indicators can be revised as baseline information is collected and sustainability issues and problems are identified, and can be used in monitoring the implementation of the SPD.
- 4.2 Sustainability objectives are distinct from the objectives of the SPD, though they may in some cases overlap with them. They provide a way of checking whether the SPD objectives are the best possible ones for sustainability, and can be seen as a methodological yardstick against which the social, environment and economic effects of a SPD can be tested. The sustainability objectives against which this report has been assessed are outlined as follows.

Table 4.1: Sustainability Appraisal Framework for *Contributions to Lifelong Learning – Pre-Schooling and Education*

No.	Sustainability Appraisal Objectives	Main Criteria
Social		
1	To improve the health of Barnet's population	Will it improve access to primary healthcare facilities? Will it encourage healthy lifestyles and provide opportunities for sport and recreation?
2	To improve the education and skills of Barnet's population	Will it improve access to educational facilities? Will it improve access to cultural facilities?
3	To provide Barnet's population with the opportunity to live in a decent affordable home	Will it increase access to good quality and affordable housing? Will it reduce homelessness?
4	To encourage a sense of community identity and welfare	Will it foster a sense of pride in neighbourhoods?
5	To offer the opportunity of rewarding and satisfying employment	Will it enhance local employment prospects? Will it promote skills training?
6	To improve the quality of life where people live	Will it increase residents' satisfaction with their neighbourhoods as places to live?
7	To improve accessibility to community infrastructure and services	Will it improve social cohesion? Will it reduce dissatisfaction with local services?
Environmental		
8	To reduce the effect of traffic on the environment	Will it increase the proportion of journeys using modes of transport other

		than the car? Will it improve road safety?
9	To reduce the risk of flooding for people and property	Will it avoid flooding as a consequence of development?
10	To maintain and enhance the quality of green spaces	Will it ensure easy accessibility to green spaces? Will it improve physical activity and wellbeing?
Economic		
11	To encourage sustained economic growth	Will it reduce unemployment? Will it improve the range of employment opportunities?
12	To encourage and accommodate both indigenous and inward investment	Will it contribute to prosperity? Will it increase opportunities for business?

Task B1 – Testing the Draft SPD Objectives Against the SA Framework

4.3 The objectives of the SPD set out what it is aiming to achieve in spatial planning terms and set the context for development of options for the SPD. It is important for the objectives of the SPD to be in accordance with sustainability principles. The objectives should be tested for compatibility with the SA objectives. This will help in refining the SPD objectives as well as in identifying options. The SPD objectives also need to be consistent with each other, and the SA objectives will be one way of checking for this. Where there is conflict between objectives, the LPA will need to reach a decision on priorities. The effects of SPD objectives against sustainability objectives are recorded as being:

- (+) compatible/complementary
- (-) incompatible/potential conflict
- (0) having no effect
- (?) uncertain effect

Table 4.2: Testing Sustainability Objectives Against *Contributions to Lifelong Learning from Development – Pre-Schooling and Education Objectives*

Sustainability Objectives	Contributions to Lifelong Learning from Development – Pre-Schooling and Education Objectives			
	Excellent, Welcoming and Inclusive Schools	Outward Looking Schools	Well-equipped Schools	Well-designed and Environmentally Sustainable Schools
Social				

1	To improve the health of Barnet's population	+	+	+	+
2.	To improve the education and skills of Barnet's population	+	+	+	+
3.	To provide Barnet's population with the opportunity to live in a decent affordable home	+	+	+	+
4.	To encourage a sense of community identity and welfare	+	+	+	+
5	To offer the opportunity of rewarding and satisfying employment	+	+	+	+
6.	To improve the quality of life where people live	+	+	+	+
7.	To improve accessibility to community infrastructure and services	+	+	+	+
	Environmental				
8.	To reduce the effect of traffic on the environment	+	+	+	+
9.	To reduce the risk of flooding for people and property	?	+	?	+
10.	To maintain and enhance the quality of green spaces	+	+	+	+
	Economic				
11.	To encourage sustained economic growth	+	+	+	+
12.	To encourage and accommodate both indigenous and inward investment	+	+	+	+

Table 4.3: Commentary on the Matrix to Show the Impact of the SPD on Sustainability Objectives

	Objective	Impact of SPD on Meeting the Sustainable Objective
Social	1 – To improve the health of Barnet's population	Schools equip children, young people and their families with the opportunities and experiences to make good health choices. Such facilities also improve the citizen's access to universal health services through healthy eating initiatives and immunisations. Schools in Barnet complement the learning provided by parents and carers.

Social	2 – To improve the education and skills of Barnet’s population	It is important that every child and young person gets the best start to education. Schools facilities offer a secure foundation from which the future of Barnet’s children and young people as well as employment and training can be developed. Improving the education and skills of Barnet’s population will prepare the young people to make responsible and informed decisions about their futures.
Social	3 – To provide Barnet’s population with the opportunity to live in a decent affordable home	Accessibility to good quality schools is a key component in making housing attractive and in promoting sustainable communities where people choose to live.
Social	4 – To encourage a sense of community identity and welfare	Schools form a key focus for local areas, providing formal and informal community meeting places for all ages as well as a centre for learning. Schools encourage young learners to become active citizens involved in decision making This involvement encourages a sense of community identity and welfare.
Social	5 – The offer the opportunity of rewarding and satisfying employment	Schools help to build self confidence, nourish self worth and fire ambition to enable young people to be better placed to take up opportunities of work. Schools provide careers advice which helps guide young people towards a suitable career path. Schools form a source of employment capable of offering rewarding opportunities of employment within the service. Pre-schooling provides opportunities for parents with child care responsibilities to become economically active.
Social	6 – To improve the quality of life where people live	Having access to good quality local education has a large impact on choosing a place to live. Well performing, inclusive and welcoming schools will contribute to residents’ satisfaction in their neighbourhoods places to live.
Social	7 – To improve accessibility to community infrastructure and services	Schools form a key component of community infrastructure. They provide a focus for local areas, providing community services such as meeting places which can be accessible outside of school hours.
Environmental	8 – To reduce the effect of traffic on the environment	Offering good schools across the borough will help to encourage parents to access the facility closest to their home. This will result in fewer journeys made by the car. Car Sharing and car pool schemes are encouraged by all education facilities across the borough.

Environmental	9 – To reduce the risk of flooding for people and property	The appropriate siting and sustainable design of schools will have an impact on flooding. Schools offer educational opportunities for young people to learn about the risks of flooding for people and property. The message about addressing these issues can be passed on. Although this information can inform young people it cannot guarantee the reduction of flooding.
Environmental	10 – To maintain and enhance the quality of green spaces	Sustainably designed schools will significantly reduce impact on Barnet’s protected green spaces. Recreational open spaces attached to these facilities are regularly maintained and enhanced. School visits to Barnet green spaces will help to promote usage and thereby their maintenance and enhancement.
Economic	11 – To encourage sustained economic growth	Schools promote skill training, improve later life prospects and enhance local employment opportunities, this in turn will improve the employment capacity of local residents and help improve and sustain local economic growth.
Economic	12 – To encourage and accommodate both indigenous and inward investment	Contributions to schools will promote skill training and enhance local employment prospects which may encourage entrepreneurship. Schools with a regional reputation for learning may act as beacons for attracting inward business investment. Inward investors will consider school provision as a locational factor.

Task B2 – Developing the SPD Options

- 4.4 The government recommends to LPAs that they should develop options, working with the community and relevant stakeholders, to achieve the objectives of the SPD. Given the duty under the Act on those preparing a SPD to contribute to sustainable development, it is essential for it to set out to improve on the situation which would exist if there were no SPD. It should also aim to improve on the effects of implementing the UDP policy or ‘saved plan policy’. To test this, options considered often include scenarios such as ‘producing an SPD’ or making a decision not to issue an SPD i.e. ‘business as usual’. It is important to be aware that baselines will change over time under ‘business as usual’ options, as well as under new SPDs.
- 4.5 The options identified in this SA Report are sufficiently distinct to highlight the different sustainability implications of each, so that meaningful comparisons can be made. The options have been compared with each other and with the current social, environmental and economic characteristics of the area which is subject to the SPD and the likely future situation without a SPD.
- 4.6 The development and appraisal of options (see Tasks B3 and B4) will be revised to take account of the appraisal findings and consultation responses. This will inform the selection of options and their development in detail for inclusion in the Draft SPD

to be published for consultation. As each option is refined, a commentary on the key sustainability issues and problems arising has been prepared.

Table 4.4: Matrix Showing the Impact of Using the *Contributions to Lifelong Learning – Pre-Schooling and Education SPD* Compared with the Scenario of Not Using an SPD

	Theme	Do Nothing Scenario	Outcome of Having SPD
1	Excellent, welcoming and inclusive education facilities	–	+
2	Outward looking education facilities	–	+
3	Well equipped education facilities	–	+
4	Well designed and environmentally sustainable educational facilities	–	+

4.7 The matrix above displays the two options that have been tested. In terms of meeting sustainability objectives, the matrix in Table 4.4 clearly demonstrates the positive effects of undertaking a SPD to enable the affordable housing process to run smoothly, particularly when compared against the do nothing i.e. ‘business as usual’ scenario:

- **Excellent, welcoming and inclusive** – the SPD seeks contributions towards educational facilities in order to create welcoming and friendly places for learning, discovery and investigation. The SPD highlights the important service educational facilities provide in offering the people of all ages the opportunity to learn new skills and upgrade existing skills.
- **Outward looking** – The SPD seeks to provide good educational facilities in areas of the borough which are experiencing poor performance and insufficient skills training.
- **Well-equipped** - The SPD seeks contributions towards well equipped educational facilities which will give children and young people an excellent start in education. This will enable young people to equip themselves with life and work skills and encourage young people to achieve their full potential through continued learning.
- **Well-designed and environmentally sustainable** – Understanding the need to conserve environmental resources will bring tremendous improvements to the borough. Over the next 20 years Barnet's growth will outstrip the rest of outer London through planned regeneration schemes. The SPD will seek contributions to provide educational facilities which contribute to sustainable development in Barnet.

4.8 If the council opt to follow the ‘business as usual’ route and decide not to produce a SPD on *Contributions to Lifelong Learning – Pre-Schooling and Education*, the

possibility of gaining improved educational facilities will be much lower. The proposed SPD makes an overall positive contribution to educational facilities. The ‘business as usual’ approach would also be more time consuming and cumbersome. The council’s message on contributions to pre-schooling and education may appear confused in the absence of a draft SPD. In the absence of a clear, robust and consistent message amplifying UDP policy it is likely that negotiations covering residential schemes concerning the contributions to educational facilities will be more drawn out.

Task B3 – Predicting the Effects of the *Contributions to Lifelong Learning – Pre-Schooling and Education* SPD Including Options

- 4.9 The purpose of Table 4.3 is to predict the social, environmental and economic effects of the options being considered in the SPD process. A judgement has been made on the potential effects, with reference to the baseline situation. Prediction of effects has involved identifying the changes to the sustainability baseline which are predicted to arise from the SPD, including options. The predicted effects of options can be compared both with each other, with ‘creating an SPD’ and ‘business as usual’ scenarios, against the SA objectives.

Task B4 – Assessment of Effects of the *Contributions to Lifelong Learning – Pre-Schooling and Education* SPD

- 4.10 The likely effects of the SPD have been identified in Task B3. In order to comply with government guidance an evaluation of their significance is to be made (if relevant). The evaluation of the likely effects of the SPD has determined that predicted outcomes will be positive. Table 4.2 clearly demonstrates that no negative significant effects would arise from the *Contributions to Lifelong Learning – Pre-Schooling and Education* SPD.

Task B5 – Mitigating Adverse Effects and Maximising Beneficial Effects

- 4.11 The government advises that the SA Report must include measures to prevent, reduce or offset significant adverse effects of implementing the SPD revision. These measures are referred to in this guidance as ‘mitigation measures’, but they include proactive avoidance of adverse effects as well as actions taken after effects are noticed. Mitigation measures may also include recommendations for improving beneficial effects. Tasks B3 and B4 demonstrate that the *Contributions to Lifelong Learning – Pre-Schooling and Education* SPD is likely to largely generate beneficial effects. No adverse effects have been identified in the SA. The SPD will be revised following the adoption of Barnet’s Core Strategy (programmed for 2008/09). The opportunity for refining policies in order to improve the likelihood of beneficial effects will be provided in the development of the Core Strategy Development Plan Document.

Task B6 – Developing Proposals for Monitoring

- 4.12 According to the government, monitoring allows the actual significant effects of implementation of the SPD to be tested against those predicted in the SA. It thus helps to ensure that problems which arise during implementation can be identified and future predictions made more accurately. Table 4.2 sets out the indicators the

council will use to monitor the effects of implementing this SPD. This monitoring will enable the council to evaluate:

- Were the SA predictions of sustainability effects accurate i.e. have they been largely positive and beneficial?
- Is the SPD contributing to the achievement of the desired SA objectives and targets?
- Are there any unforeseen adverse effects identified?
- Have they been caused by a change in circumstances?
- Do they require remedial action such as a change to policy which the SPD supplements?

Task C1 – Preparing the SA Report

- 4.13 The SA framework of the Draft SPD is a key output of the appraisal process, presenting information on the effects of the plan on which formal public consultation is carried out. It is likely to be of interest to a wide variety of readers including decision makers, statutory consultees, other authorities, nongovernmental organisations, and members of the public. In deciding the length and level of detail in this SA, the council has borne in mind its purpose as a public consultation document. A non-technical summary is provided at the start of this SA.
- 4.14 The SA Report has clearly followed ODPM guidance and set out the process task by task in order to meet the requirements of the SEA Directive.

5 Next Steps

Task D1 – Public Participation on the Draft SPD and the Sustainability Appraisal Report

- 5.1 During the public participation stage the SA report must be consulted upon at the same time as the Draft SPD. When involving the public on the SPD and its SA Report, LPAs need to make clear that any responses should focus on the effects of the SPD.

Task D2 – Appraising of Significant Changes

- 5.2 If significant changes to the Draft SPD are raised during consultations that have not already been subject to SA, it will be necessary for the LPA to ensure that the significant social, environmental and economic effects of these changes are appraised.

Task D3 – Making Decisions and Providing Information

- 5.3 Following the adoption of the SPD, a consultation statement must be prepared to show the ways in which responses to consultation have been taken into account. The SA Report will have already documented proposed monitoring measures, and they can now be confirmed or modified in the light of consultation responses. The SPD consultation statement and the SA Report, including any revisions, should be made available to the public and the statutory bodies in accordance with the Local Development Regulations.