

## Environmental Sustainability Full Impact Assessment

### Impact Assessment Id: #170

#### 1.0 Screening Information

##### Project Name

Establishment of a Mainstream Autism Base at Chaddesley Corbett Endowed Primary School

##### Name of Project Sponsor

Sarah Wilkins

##### Name of Project Manager

Lucy Langdon

##### Name of Project Lead

Zulkifl Ahmed

##### Please give a brief description of the project

The establishment of a Mainstream Autism Base for 10 pupils in the age range 4-11. This will require a new detached building to be provided on the school site to be funded from the Special Provision Capital Fund.

This project is anticipated to have a positive impact for children with Autism Spectrum Disorder and allow them to access education provision that meets their needs while remaining within their local community. This will have a positive impact on their access to services, mental health, and reduce reliance on transport.

##### Data Protection screening result

Does not need a full impact assessment

##### Equality and Public Health screening result

Will require a full impact assessment

##### Environmental Sustainability screening result

Will require a full impact assessment

## 1.1 Background and Purpose

### Background and Purpose of Project?

To support your answer to this question, you can upload a copy of the project's Business Case or similar document. Worcestershire Children First (WCF) are seeking to support schools to make capital investments in provision for pupils with Autism and has identified the need for investment in Mainstream Autism Bases (MABs).

MABs are an integral part of the special education provision commissioned by WCF they are classified as mainstream provision in law but are funded as specialist or High Needs provision in mainstream. They provide focused educational provision for pupils whose needs are well matched to a mainstream setting, but who require enhanced autism specific provision that is often difficult to create in mainstream schools, for reasons of accommodation, specialist staff and curriculum flexibility.

Expressions of interest were sought from existing MABs who wish to seek to expand their provision or from schools who do not currently have MAB provision and seek investment to create a MAB. A full assessment of the EOI submitted was undertaken and Chaddesley Corbett marked sufficiently well for us to consider the delivery of a new Mainstream Autism Base at the school. The Base will provide places for 10 pupils with a diagnosis of Autism Spectrum Disorder and allow more pupils with this need to maintain within their local community.

### Upload Business Case or Support documents

No files uploaded

### Project Outputs

Briefly summarise the activities needed to achieve the project outcomes.

- Informal Consultation with families and other local stakeholders on the proposed project
- Development of feasibility for building works required and agreement of funding
- Service Level Agreement approved by commissioning service and school
- Approval to formally propose this project following the above
- 4 week statutory representation period
- Decision to formally approve the delivery of the project
- Building worked completed
- Pupils able to access the MAB from January 2022.

### Project Outcomes

Briefly summarise what the project will achieve.

The establishment of a new Mainstream Autism Base at Chaddesley Corbett Endowed Primary for 10 pupils with a diagnosis of Autism Spectrum Disorder.

### Is the project a new function/service or does it relate to an existing Council function/service?

Existing

### Was consultation carried out on this project?

Yes

## 1.2 Responsibility

### Directorate/Organisation

Worcestershire Children First

### Service Area

Education and Early Help

## 1.3 Specifics

### Project Reference (if known)

Not Recorded

### Intended Project Close Date \*

January 2022

## 1.4 Project Part of a Strategic Programme

### Is this project part of a strategic programme?

No

## 2 Greenhouse Gas Emissions

### Could the project result in an increase in GHG emissions (including CO2)? Yes

Please be mindful that the Council has committed to reduce its GHG emissions to zero by 2050 and most projects are likely to have an impact on this target. This should be a key consideration in your project delivery and should be reviewed when completing the assessment.

#### Please explain your answer below:

As a new building, there is likely to be increased consumption of gas and electricity for heating and lighting.

### Have you undertaken an assessment of the project to know if there will likely be an increase in GHG emissions? No

## 3 Resources

### Will the project result in increased consumption of electricity, gas or other heating fuels? Yes

e.g. project may require use of additional buildings, lighting and heating in buildings, additional ICT equipment, etc.

#### Please explain your answer below:

The project is building a new room at a school to be used to support children with special educational needs. It will be build to schools standard.

### Will the project reduce energy needs and result in reduced consumption? No

e.g. disposal of WCC property assets

#### Please explain your answer below:

Not recorded

### Will the project require additional water resources leading to an increase in water consumption? Yes

e.g. increased use of water through construction processes

#### Please explain your answer below:

Increase in water usage during the construction process and a slight increase in usage once complete due to catering for the new pupils and teachers.

### Might there be a decrease in water consumption? No

e.g. will the project involve water saving measures or initiatives

### Will the project result in the use of other resources, materials or minerals? Yes

e.g. use of natural resources such as wood; or use of aggregate minerals?

#### Please explain your answer below:

Building supplies to be used in the construction will be brought to the school site by the contractor.

## 4 Transport

**Will the project result in more people needing to travel? Yes**

e.g. will there be additional cars on the road

**Please explain your answer below:**

The number of roll at the school will increase by 10 as the places at the mainstream autism base are filled. These children may travel further than their local primary school, due to their special educational need. This will be on a case by case basis, depending on admissions to the base.

**Have alternative transport modes been considered? No**

e.g. could use be made of public transport/walking/cycling etc.

## 5 Waste

**Is there likely to be an increase in waste as a result of the project? Yes**

e.g. construction waste, packaging waste etc.

**Please explain your answer below:**

There will be packaging waster from the construction site.

**Have opportunities to prevent, minimise, reuse or recycle waste been identified and considered? No**

e.g. will recycling facilities be available as part of the project

## 6 Wildlife and Biodiversity

**Will there be any negative impacts on the natural environment? No**

e.g. will the project involve removal of green space/trees; have wildlife surveys been considered; result in enhancements to green infrastructure; increased biodiversity opportunities etc.?

**Has a preliminary ecological appraisal been undertaken? No**

**Has there been consideration of statutory assessments? No**

e.g. Sustainability Appraisals, Strategic Environmental Assessments and Habitat Regulations Assessment Screening?

N.B. This is a matter of legal compliance - All plans and projects (including planning applications) which are not directly connected with, or necessary for, the conservation management of a habitat site, require consideration of whether the plan or project is likely to have significant effects on that site. This consideration – typically referred to as the 'Habitats Regulations Assessment screening' – should take into account the potential effects both of the plan/project itself and in combination with other plans or projects.

## 7 Pollution to land/air/water

**Is there a risk of pollution to the local environment? No**

e.g.

- will there be surface water run-off or discharge into local water source?
- will there be any impact on local water quality?
- will any waste water require treatment?
- is there the potential for spillage of chemicals?
- is there the potential for emissions to air from combustion processes resulting in poor air quality?

## 8 Resilience to climate risks

**Could climate risks affect your project? No**

N.B. some projects may be more sensitive to future changes in the climate e.g. hotter and drier summers; milder and wetter winters; increased likelihood of extreme weather events. These climate risks may affect project delivery and should be considered at the early stages of project development.

**Has the impact of extreme weather events on the project been considered? No**

e.g. heat waves and flooding.

**Is there a business/project continuity plan in place to ensure climate risks are minimised? No**

e.g. can you ensure that the project is resilient to climate risks and can continue to deliver on outcomes.

**Could the project exacerbate climate risks? No**

e.g. increase flood risk or worsen temperature extremes in the locality.

**Will the project result in the use of other resources, materials or minerals? Yes**

e.g. use of natural resources such as wood; or use of aggregate minerals?

**Please explain your answer below:**

Building supplies to be used in the construction will be brought to the school site by the contractor.

## 9 Historic Environment

**Have you checked with the WCC Historic Environment team as to whether there are any impacts on the Historic Environment (negative or positive)?**

**No**

Check every development with the Historic Environment Team at the planning stage of each project. Further assessment may be required depending on the nature and scale of development. There may also be design options that would negate any need for further assessment (and lessen costs), or even opportunities to enhance heritage assets or their setting through the development.

**Does the development have the potential to result in any impacts to the historic environment or opportunities for enhancement?**

**No**

If yes, then further assessment will be required. This could take the form of a watching brief during groundworks if the potential is clearly understood and relatively low, or a more comprehensive desk-based and/or field investigation prior to development.

## 10 Procurement

**Could any procurement associated with the project have a detrimental environmental impact? Yes**

e.g. procurement of goods from overseas that have to be shipped; use of unsustainable materials or materials that cannot be recycled at the end of their use?

**Please explain your answer below:**

The supply of building materials may not be local with production at remote site leading to increase transportation impact. Also the production process of these new materials may have a detrimental environmental effect.

**Is there likely to be increased Greenhouse Gas emissions from products purchased for the project? Yes**

e.g. carbon emissions from transport and manufacturing

**Please explain your answer below:**

The production of the materials to be used in the construction of the building may cause increased greenhouse gas emissions.

**Will you be able to make use of sustainable products? Yes**

e.g. recycled, local, ethical etc.

**Please explain your answer below:**

As the contractor will be working for the school, we will attempt to open discussions on this topic when completing the concept brief and legal agreement.

**Have you considered the Public Services (Social Value) Act 2012? Yes**

All major contracts let by the Council (those of more than £100,000 in total value) will be expected to deliver a meaningful contribution to our vision of Social Value in the county. The Act requires us to consider how the services we commission and procure might improve the economic, social and environmental well-being of the local area.

– please see: [Social Value](#)

**Please explain your answer below:**

Schools submitted an Expression of Interest (EOI) to access funding from WCF. These were assessed against key service specifications for autism bases located in mainstream schools including the impact on the children with special educational needs and disabilities (SEND) and their families. More EOIs were received than funding available, and so the funding was awarded to the highest scoring bids, in the locations where places are most needed.

## 11 Declaration

**I have confirmed that to the best of my knowledge that the information I have provided is true, complete and accurate**

**I have confirmed that I will make sure that Environmental Sustainability has been and continues to be considered throughout the project life cycle and should circumstances change in the project a further Environmental Sustainability Assessment Screening will be carried out.**