

Technical Appendix 4: Education Overview

1. Education Service Overview

- 1.1. KCC is the Statutory Authority for Education and the Strategic Commissioner of Education Provision from the private, voluntary, charitable, and maintained sectors. It is the major provider of education, maintaining most Kent schools, and is also 'provider of last resort' when no other acceptable new provision comes forward.
- 1.2. Education in Kent is divided into three, sometimes overlapping phases:
 - Early Years: primarily delivered by private, voluntary, and independent pre-schools, accredited child-minders, and schools with maintained nursery classes;
 - 4-16 years: "compulsory school age" during which schools are the main providers;
 - Post-16: schools and colleges, the latter being the sole provider for young people aged 19-25 years.
- 1.3. The Local Authority also has specific duties in relation to provision for pupils with Special Educational Needs (SEND), those excluded from school and those unable to attend school due to ill health.
- 1.4. KCC's Commissioning Plan for Education Provision in Kent (KCP) is a five-year rolling plan updated annually. It sets out how KCC will ensure:
 - Enough high-quality education places;
 - Places located in the right areas;
 - Places for all learners.

The latest version of the KCP can be found [here](#).

Maps of all schools by district can be found [here](#).

2. Capital Funding – Meeting the Educational Need of New Developments

- 2.1. Planned housing growth in Kent is equivalent to building another town the size of Faversham every year until 2031. Providing education infrastructure to meet the needs of this new housing is essential.
- 2.2. There are multiple funding sources including Government Basic Need Grant and borrowing by KCC. However, the Department for Education's (DfE) ['Securing Developer Contributions for Education' November 2019](#) is clear that, where new places are required to meet the need of new housing development, KCC should seek s106 contributions both for build and land requirements. Paragraph 5 of the DfE's guidance states:

‘Central government basic need grant, the DfE free schools programme and other capital funding do not negate housing developers’ responsibility to mitigate the impact of their development on education.

‘When the DfE free schools programme is delivering a new school for a development, we expect the developer to make an appropriate contribution to the cost of the project, allowing DfE to secure the school site on a peppercorn basis and make use of developer contributions towards construction.’

2.3. Specifically, the guidance requires that:

- Housing development should mitigate its impact on community infrastructure, including schools;
- Developer contributions towards new school places [1] should provide both funding for construction and land where applicable subject to viability assessment when strategic plans are prepared and using up-to-date cost information; and
- The early delivery of new schools within strategic developments should be supported where it would not undermine the viability of the school, or of existing schools in the area.

[1] Including SEND and Early Years provision.

3. Commissioning School Places

- 3.1. As the Strategic Commissioner, KCC must ensure sufficient school places across Community, Voluntary Aided and Controlled, Foundation, Academies and Free School provision, through the expansion of existing schools and building new ones.
- 3.2. Paragraph 94 of the NPPF states: ‘It is important 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 development that will widen choice in education. They should:
- Give great weight to the need to create, expand or alter schools through the preparation of plans and decisions on applications; and
 - Work with school promoters, delivery partners and statutory bodies to identify and resolve key planning issues before applications are submitted.’
- 3.3. As the statutory authority, KCC has a duty to set out the requirements for any new school needed to serve a new or growing community. The county

council should, therefore, be a signatory to any s106 agreement and receive appropriate contributions.

4. Land Contributions and Allocation of Sites

- 4.1. Where new schools are required, or additional land is needed to enable an existing school to expand, KCC will seek the provision of land and/or proportionate financial contributions.
- 4.2. National Planning Practice Guidance advises how local planning authorities (LPAs) should prepare plans and take account of education requirements. KCC will work with the LPAs and developers to identify and allocate sites to ensure additional education places are planned for, including land required for school expansions and new schools.
- 4.3. This land should be provided to KCC at 'nil consideration'. Where the site has been allocated in the development plan for a school or where there is no realistic prospect of development, its value will normally be based on its existing or alternative-use value. If the site could realistically obtain residential permission, if it had not been required to provide education infrastructure for other sites, it will normally be valued at residential land value: it will still be provided to KCC at nil consideration, however. KCC will work with the LPAs to secure this via the s106 process and CIL contributions.
- 4.4. Where a developer is providing land and the site area exceeds the development's needs, the landowner should not be disadvantaged. In these cases, KCC will seek proportionate land contributions from other sites and transfer these sums to the land provider when received.

Technical Appendix 6: Education – Primary and Secondary Education

1. Service Overview

- 1.1. KCC has a statutory duty to offer a school place to any child in Kent aged between 4-16 who requires one, under Section 14 of the Education Act 1996.
- 1.2. For young people aged 16 and over, KCC must:
 - Provide sufficient, suitable education and training for those aged 16-19 (and 20-24 with an Education, Health, and Care Plan);
 - Make support available to those aged 13 and upwards to encourage, enable or assist their participation in education or training (tracking this participation successfully is a key element of this duty);
 - Have processes in place to deliver the ‘September Guarantee’ of an education or training place for all 16- and 17-year-olds.
- 1.3. Most Kent secondary schools offer post-16 (sixth form) provision, for which the Local Authority currently receives no Basic Need funding. When additional post-16 provision is required (due to increases in student numbers), this will need to be funded by the Education and Skills Funding Agency (ESFA), which will expect KCC to seek proportionate developer contributions . [1]

[1] Para 10 ‘Securing developer contributions for education’ Department for Education, November 2019.

2. Planning Groups and Forecasting

- 2.1. KCC uses groupings [2] of schools for provision planning to ensure adequate school places for existing and future Kent residents. These planning groups are geographically aligned within groups of wards known as planning areas: a minority comprise just a single ward.

[2] In agreement with the Department for Education, planning groups are based predominantly upon travel to school pattern.

- 2.2. Most children within these planning areas will attend the same school(s). Wards are used as they are a nationally recognised planning feature: generally small enough to be locally representative but large enough to produce national-level datasets (population, births, deaths, migration, indices of multiple deprivation).

- 2.3. Whether additional school places will be required or sufficient places are available will depend upon an assessment conducted for each proposed development site, based on the planning group in which it sits. This assessment will start with the forecast capacity of existing schools, taking in to account existing cohorts, the pre-school aged population, historic migration patterns and the pupil product of developments already granted planning consent in the area.
- 2.4. Where a development is on the margins of a planning group, the assessment may be conducted over more than one planning group, or an alternative geographical area.
- 2.5. A detailed breakdown of the planning groups can be found within the [Commissioning Plan for Education Provision in Kent \(KCP\)](#) which is updated annually.
- 2.6. KCC forecasts include a minimum surplus capacity of 2% to allow for fluctuations in demand and parental choice, in line with government guidance . [3] The DfE also uses this minimum when assessing KCC's forecasts through the statutory school capacity survey (SCAP) process.

[3] '[Securing developer contributions for education, November 2019](#)', Department for Education.

- 2.7. Locations of existing schools by district can be found via [here](#).

3. Assessing the Need and Calculating Demand

- 3.1. Threshold for Seeking Contributions and Qualifying Developments
- 3.1.1. Any development of 10 or more dwellings or a site size of 0.5Ha and above will be assessed and a request for Primary and/or Secondary education contributions requested where demand for school places exceeds capacity.
- 3.1.2. KCC will not seek contributions from the following:
- One-bed dwellings of less than 56 sqm GIA
 - Homes restricted in perpetuity to persons over 55 years of age
 - Student accommodation
 - C2 Dwellings
 - Sites specifically set aside for transient Gypsy and/or Traveller communities
- 3.2. Service Capacity - Forecasting Demand Generated by New Developments
- 3.2.1. Pupil yields are an estimate of the number of primary and secondary pupils created per new dwelling. Pending publication of a new national methodology by the DfE, KCC's local approach remains valid, as set out in Table 1 below.

Table 1: Primary and Secondary Education Pupil Yields per House/Flat.

	Pupil Yield	Pupil Yield
	Primary (Mainstream)	Secondary (Mainstream – Years 7-11)
Per House	0.28	0.20
Per Flat	0.07	0.05

3.2.2. An example capacity assessment for primary and secondary education, including explanations of the process can be found in the Technical Appendix 10: Example Education Assessment – Primary & Secondary. Assessment of school capacities within the relevant planning group/s will be undertaken at the point of planning application.

3.3. Provision of Infrastructure – Project Types

3.3.1. Where an assessment demonstrates that the pupil need created by the development (plus cumulative need within the planning areas) exceeds surplus capacity, KCC will review the most appropriate strategy for accommodating this additional demand. The options are:

3.3.2. Permanent Expansion

3.3.2.1. Where this is the appropriate mitigation, KCC will request a financial contribution, based on pupil need multiplied by the cost per pupil, to fund capital works to create additional capacity. Expansion may also require additional land: the applicant will be required to provide this to KCC at 'nil consideration' or make financial contributions to KCC to purchase it. Where land is required to provide places for more than one development, proportionate contributions will be sought from all developments. For further information, see paragraph 4.2 Land Contributions below.

3.3.2.2. Please note: KCC is unable to unilaterally decide to expand a school for which it is not the Admissions Authority, this includes Voluntary Aided, Foundation, Free and Academy schools.

3.3.3. Establishment of new Schools

3.3.3.1. Where the pupil need created by the development (plus demand from permitted development and existing applications in the planning group/s) exceeds existing capacity and cannot be appropriately accommodated by permanent expansion of an existing school, KCC may propose establishing a new school. Financial contributions will be sought for new-build places and the provision of land and/or financial contributions towards its cost.

4. The Cost of Additional Places – S106 Contribution Rates

4.1. Build Contributions

- 4.1.1. KCC regularly reviews the cost of providing additional education places. A 2019 review by Aecom of KCC's education build projects has been benchmarked against project sample data from the National Schools Delivery Cost Benchmark (NSDCB) database. The rates in Table 2 below reflect average build costs, including buildings, site works, professional fees, plus furniture, fixtures and equipment but excluding abnormal costs.

Table 2: Primary and Secondary Education Build Rates.

	Per Pupil	Per House (Per Pupil Rate x Pupil Yield Per House)	Per Flat (Per Pupil Rate x Pupil Yield Per Flat)
Primary Education - New Build	£25,290.00	£7,081.20	£1,770.30
Primary Education - Extension	£19,331.20	£5,412.74	£1,353.18
Secondary Education – New Build	£27,935.96	£5,587.19	£1,396.80
Secondary Education - Extension	£26,646.36	£5,329.27	£1,332.32

- 4.1.2. Contribution rates are based on build data from 2017/18 and adjusted for inflation (rebased to Q1 2022).
- 4.1.3. An example of build and land costs for primary and secondary education can be found in the Technical Appendix 11: Example Build and Land Contributions.
- ### 4.2. Land Contributions
- 4.2.1. Where new schools are required, or an existing school needs additional land to expand, KCC will seek the provision of land and/or proportionate financial contributions.
- 4.2.2. National Planning Practice Guidance advises how local planning authorities (LPAs) should prepare plans and take account of education requirements.

KCC will work with the LPAs and developers to identify and allocate sites to ensure additional education places are planned for, including land required for school expansions and new schools.

- 4.2.3. This land should be provided to KCC at 'nil consideration'. Where the site has been allocated in the development plan for a school or where there is no realistic prospect of development, its value will normally be based on its existing or alternative-use value. If the site could realistically have obtained residential permission, if it had not been required to provide education infrastructure for other sites, it will normally be valued at residential land value: it will still be provided to KCC at nil consideration, however. KCC will work with the LPAs to secure this via the s106 process and CIL contributions.
- 4.2.4. Where a developer is providing land and the site area exceeds the development's needs, the landowner should not be disadvantaged. In these cases, KCC will seek proportionate land contributions from other sites and transfer these sums to the land provider when received.

5. Spending Contributions – Projects

- 5.1. The complex nature of planning education provision according to need and rate of housing growth means KCC requires flexibility, to ensure places are provided at the right time, in the most appropriate locations. KCC will, therefore, seek to secure contributions on a preferred and 'contingency' project within a planning group/s and may need to apply contributions to any existing or new school within an area that serves the development. This enables KCC to respond to new circumstances and information, such as detailed feasibility work which alters the proposed mitigating project, in line with DfE guidance. [4] For example, an allocated Local Plan school site may not be available at the time of need, so alternative sites are required.

[4] Para 20 Securing developer contributions for education, 2019 – Department for Education.

- 5.2. A need may also exist for additional primary and/or secondary education places, but school sites are yet to be allocated within the local plan. In these cases, it may not be possible to identify a proposed or contingency project at the time planning permission is granted; but contributions will still be required. A 'contingency' project may be specified in terms of additional education places in relevant education planning group/s.

6. Indexation

- 6.1. To ensure financial contributions continue to cover the actual cost of delivering infrastructure, these will be subject to indexation. KCC applies

the BCIS All-In Tender Price index, with the base date for indexation set at Q1 2022.

7. Time Limit on Spend

- 7.1. Any contributions will be repaid to the original payee on request if not committed or spent towards its purpose within 10 years of receipt of the contributions in full (if paid in instalments) or alternative longer period as may be agreed.

Technical Appendix 8: General Land Transfer Terms – School Sites

1. Section 1

- 1.1. The following sets out KCC's general transfer terms for land. Specific terms will be provided where abnormal site conditions exist. Prior to transfer, the developer/landowner must provide a site-specific information pack containing formal desktop reports and, if necessary, intrusive land investigation reports by a competent registered expert(s). This pack should confirm that the land and associated areas are:
- i) free from the following, together with details of any mitigation works:
 - Contamination (including radiation)
 - Protected species
 - Ordnance
 - Rubbish (including broken glass)
 - Any adverse ground and soil conditions including subsidence, heave, and land slip
 - Occupation
 - Archaeological remains
 - Existing and planned noise generation from adjoining land that would require attenuation measures in the new school design
 - Poor air quality that would require mitigation measures in the new school design.
 - The presence of service mains such as drains sewers, electricity cables, water mains, gas lines and other utility or media crossing the land that would affect the land's ability to be developed as a school.
 - ii) above flood plain level and adequately drained
 - iii) close to accessible public transport (bus stop or railway station).
 - iv) to a set of levels (if required), specified by the County Council to allow construction of the new school to local planning authority requirements. This should include any relevant permissions required.
- 1.2. Should any of the requirements in paragraph 1 not be satisfied, the developer / owner must implement, at their own cost, an agreed remediation / removal / rectification / diversion strategy prior to transfer to KCC. This should include liaison with all statutory authorities and obtaining all necessary consents from neighbouring landowners and others as required.

- 1.3. Any remedial/removal/rectification/diversion works must be designed by competent professional companies and covered by a collateral warranty in a standard industry form for the benefit of KCC or its nominated body.
- 1.4. If the site is used for construction or other activities (apart from remedial / removal / rectification / diversion work) after the reports required in paragraph 1 has been provided; the developer/landowner must submit additional reports to ensure the criteria have still been met.
- 1.5. The land shall be transferred as a single, undivided site, and in shape capable of accommodating sports pitches to the appropriate size and levels for the type of school proposed, as set out in Department for Education [School Output Specification Technical Annex 2B: External Space and Grounds – May 2022](#))
- 1.6. KCC shall be granted a Licence for access onto the land prior to transfer to conduct surveys and technical investigations.
- 1.7. Before the transfer is completed, the land shall be clearly pegged out to the satisfaction of KCC's Director of Infrastructure's delegated representative. It must be fenced within the GIS co-ordinates to a minimum standard of 1.80m high chain-link security fencing on galvanised steel posts with double access gates secured by lock and key, or an alternative specification agreed with KCC.
- 1.8. The land shall be transferred as freehold, unencumbered, and conveyed to KCC with full title guarantee and vacant possession. There must be no onerous covenants that would limit use of the land as a school or restrict ordinary school activities. New covenants must not be imposed restricting the future use of the land.
- 1.9. The land must not be within a consultation distance (CD) around any major hazard sites and major accident hazard pipelines, as determined by the Health and Safety Executive.
- 1.10. Prior to land transfer, the developer/landowner must provide, at their own cost and subject to KCC approval, suitable free and uninterrupted construction access to a suitable location on the site boundary. Haul roads should be constructed, at no cost to KCC, and maintained to a standard capable of accommodating HGVs and other construction traffic.
- 1.11. The developer/landowner is to provide, at their own cost and subject to KCC approval, adopted services and utilities to an agreed location(s) within the site boundary. These are to be of sufficient capacity and depth to accommodate the maximum potential requirement without mechanical aid upon transfer. They should include fresh, foul, and surface water, gas (if applicable), electricity, and telecommunications with High-Speed Fibre Optic Broadband (minimal internal speed of 1000mbps) connections to multi-point destinations and capable of connection to commercial broadband providers. Necessary statutory undertakers' plant (such as electricity sub-stations or

transfer stations) shall be located outside of the site boundary: KCC shall not be liable for any associated commissioning, installation, or legal costs. See Section 2 below.

- 1.12. The owner shall provide KCC with full drainage rights to allow discharge of all surface water from the land. The surface water management requirements for the school site must be approved by the County Council at design stage, in accordance with the flood risk assessment and/or drainage strategy contained in the planning approval.
- 1.13. The developer/landowner shall provide temporary electricity, drainage, and water supplies to the site from the start of construction where formal permanent utilities are not present.
- 1.14. A highway for vehicular and pedestrian use (adopted or capable of being adopted) suitable for the site's intended use as a school must be provided up to a suitable point on the site boundary. The highway and any alternative access must be approved by KCC, which will not be liable for maintenance charges should the developer chose not to adopt it. The developer/landowner must also provide crossing points, pedestrian and cycling routes on the adjoining highway networks and other measures as required by the Highway and Local Planning Authority to service the land. This will include active travel routes, linking the school site with the new development and existing dwellings.
- 1.15. The developer/landowner shall provide separate entrance and exit points on to the adoptable highway from the school site, in compliance with the Highway Authority's 'in and out' access requirements and guided by the site layout.
- 1.16. No overhead cables etc. shall be located within 250m of a school site. Where possible the developer/landowner must impose a covenant that none will be erected within this distance of any site boundary.
- 1.17. KCC shall be granted rights to enter as much of the developer's adjoining land as is reasonably necessary to carry out construction works on the site. KCC shall be responsible for making good any disturbance, to adjoining owner's reasonable satisfaction.
- 1.18. The landowner shall be responsible for KCC's legal costs, surveyor's fees and administrative costs incurred during the land transfer negotiations and in completing the Section 106 Agreement. These include Land Registry costs, any easements/licences, and any other related documents and project management agreements.
- 1.19. Site plans to a scale of 1:1250 and marked with GPS coordinates showing site levels, access, boundaries, details of any adjoining development shall be supplied to KCC in a suitable electronic format, together with paper copies, prior to transfer.

- 1.20. Subject to the above, adjoining uses should not cause interference, conflict or be inappropriate in any way to school curriculum delivery. This includes, but is not restricted to, adverse conditions, disruption and inconvenience by noise, dust, fumes, traffic circulation, artificial lighting, etc.

2. Section 2

PRIMARY SCHOOL Service Requirements – Example for 2 Forms of Entry (FE)

2.1. INCOMING SERVICES

2.1.1. ELECTRICITY

250 kVA (280A) for main base building with additional capacity/supplies for:

- Electrical infrastructure to allow for 20% of parking spaces with electric vehicle chargers (EVCs) - a minimum of 10% active and 10% passive - or in accordance with planning requirements if higher.
- External lighting (car parks, MUGAs etc)
- Life safety systems such as fireman's lifts, sprinklers, smoke ventilation.

2.1.2. GAS

60 cu m/hr 430,000 kWh/year

2.1.3. WATER

15 cu m / day, 4 l/s (63mm NB)

2.1.4. FIRE HYDRANT

A 200 diameter 20 l/s fire supply in accordance with fire regulations, to be in the Highway adjacent to the school entrance and within 90m from an entrance to the school building.

2.1.5. BROADBAND

Before development commences, details shall be submitted (or as part of reserved matters) for the installation of fixed telecommunication infrastructure and High-Speed Fibre Optic (minimal internal speed of 1000mbps) connections to multi point destinations to all buildings. This must provide sufficient capacity, including duct sizing, to cater for all future development phases, and flexibility to existing and future educational delivery needs. The infrastructure shall be laid out in accordance with the approved details, at the same time as other services during construction.

2.1.6. DRAINAGE

Surface water drainage shall be discharged in accordance with the approved strategy agreed at planning and following review by the Lead Local Flood Authority (LLFA).

In general, surface water flow from impermeable areas must discharge to the ground in the first instance, as stated within Building Regulations H3. Where

underlying ground conditions are not acceptable, the site discharge rate shall be limited to greenfield runoff rates for appropriate design rainfall events. For initial design purposes, this may be assumed as 4 l/s/ha from the total impermeable area or can be calculated using standard guidance approved by the LLFA.

On some occasions, management of surface water runoff generated from the school site may be included within wider development site provision through a strategic surface water drainage system. This must comply with the allowances and provisions specified in the Drainage Strategy approved as part of the original site-wide planning application: the applicant must contact the LLFA before pursuing this approach.

The surface water drainage system must provide service levels that ensure the drainage network does not surcharge for a 1-in-1 year event or result in flooding within the site for the 1-in-30-year event and manages the 1-in-100-year plus climate change event within the site boundaries. It must also provide adequate access for inspection and maintenance.

Any drainage strategy should comply with the latest version of Kent Drainage and Planning Policy.

2.1.7. NOTE

These are indicative requirements. KCC will need to confirm exact requirements at the detailed design stages.

SECONDARY SCHOOL Service Requirements – Example for 8 Forms of Entry (FE)

2.2. INCOMING SERVICES

2.2.1. ELECTRICITY

380 kVA for main base building with additional capacity/supplies for:

- Electrical infrastructure to allow for 20% of parking spaces with electric vehicle chargers (EVCs) - a minimum of 10% active and 10% passive - electrical vehicle chargers as a minimum or in accordance with planning requirements if higher
- This means electrical infrastructure to allow for 20% of parking spaces with EVCs External lighting (car parks, MUGAs etc)
- Life safety systems such as fireman's lifts, sprinklers, smoke ventilation.

2.3. GAS - 134 cu m/hr 1,440 kWh

2.3.1. WATER - 5.5 l/s (63mm NB)

2.3.2. FIRE HYDRANT

A 200 diameter 20 l/s fire supply in accordance with fire regulations, to be in

the Highway adjacent to the school entrance and within 90m from an entrance to the school building.

2.3.3. BROADBAND

Before development commences, details shall be submitted (or as part of reserved matters) for the installation of fixed telecommunication infrastructure and High-Speed Fibre Optic (minimal internal speed of 1000mbps) connections to multi point destinations to all buildings. This must provide sufficient capacity, including duct sizing, to cater for all future development phases, and flexibility to existing and future educational delivery needs. The infrastructure shall be laid out in accordance with the approved details, at the same time as other services during construction.

2.3.4. DRAINAGE

Surface water drainage shall be discharged in accordance with the approved strategy agreed at planning and following review by the Lead Local Flood Authority (LLFA).

In general, surface water flow from impermeable areas must discharge to the ground in the first instance, as stated within Building Regulations H3. Where underlying ground conditions are not acceptable, the site discharge rate shall be limited to greenfield runoff rates for appropriate design rainfall events. For initial design purposes, this may be assumed as 4 l/s/ha from the total impermeable area or can be calculated using standard guidance approved by the LLFA.

On some occasions, management of surface water runoff generated from the school site may be included within wider development site provision through a strategic surface water drainage system. This must comply with the allowances and provisions specified in the Drainage Strategy approved as part of the original site-wide planning application: the applicant must contact the LLFA before pursuing this approach.

The surface water drainage system must provide service levels that ensure the drainage network does not surcharge for a 1-in-1 year event or result in flooding within the site for the 1-in-30-year event and manages the 1-in-100-year plus climate change event within the site boundaries. It must also provide adequate access for inspection and maintenance.

Any drainage strategy should comply with the latest version of Kent Drainage and Planning Policy.

2.3.5. NOTE

These are indicative requirements. KCC will need to confirm exact requirements at the detailed design stages.

Technical Appendix 9: New School Site and Sport Pitch Sizes

1. Service Overview

- 1.1. In line with its aspiration to increase educational achievement, enhance skills, provide high quality infrastructure and comply with KCC Highways requirements [1], the county council will seek site areas above the maximum – as set out in [Department for Education Building Bulletins](#) [2] and other relevant publications.

[1] Building Bulletin 103 (BB103) provides for parking within the site area calculations. However, it does not include allowances for ‘stop and drop facilities’ staff parking, plus pull-in and turning provision for busses etc. For primary schools, this also includes the provision of separate entrances for early years provision.

[2] BB103 for mainstream schools and BB104 for SEND provision.

- 1.2. The county also supports the government’s ‘extended schools’ initiatives, which allow community use of facilities outside school hours [3]. The provision of ‘extended schools’, however, may place additional demands on land, requiring further land to be secured.

[3] Use of school facilities outside of school hours should not be construed as ‘public open space’, which is unacceptable for school sites.

- 1.3. To ensure manageable year groups and deliverable curriculums, KCC will require the number of pupils predicted from a development to be rounded up to the nearest viable/deliverable number.
- 1.4. For example, a development predicting 380 primary pupils would require a site for a two-form entry (420-place) on-site primary school: a school accommodating exactly 380 pupils is not deliverable in either curriculum or revenue funding terms.
- 1.5. Kent County Council currently seeks land allocations of the following sizes for new mainstream schools and Special Educational Needs (SEND) Schools:

Table 1: Example KCC School Site Areas for New Mainstream Schools and SEND Schools

School Size	Total School Site Area (Ha)
Primary School – 2 Form of Entry (420 Places)	2.05
Primary School – 3 Form of Entry (630 Places)	3.00
Secondary School – 6 Form of Entry (Years 7-11/900 places)	6.77
Secondary School – 8 Form of Entry (Years 7-11/1200 places)	8.66
Secondary School – 6 Form of Entry (Years 7-11/900 places) and a 250-place sixth form	8.35
Secondary School – 8 Form of Entry (Years 7-11/1200 places) and a 250-place sixth form	10.24
SEND School	Site sizes will be related to the specified need type

- 1.6. The site sizes for mainstream schools do not allow for any SEND activities such as Specialist Resource Provision (SRP). Where SEND accommodation is required within a mainstream setting, it will be in addition to the site sizes shown above. Applicants are advised to seek advice from KCC on a case-by-case basis.
- 1.7. Under KCC's General Land Transfer Terms – School Sites (Technical Appendix 8), school sites must be transferred as undivided sites, free of encumbrances and capable of accommodating required number of appropriately sized sports pitches (see below).

2. Minimum School Site Sizes

2.1. Primary

- 2.1.1. To ensure financial viability, the Education & Skills Funding Agency (ESFA) currently regards two form entry primary schools (420 places) as a minimum for both local authority maintained and Academy schools. KCC supports this approach and will therefore seek sites of at least 2.05ha: this also provides sufficient space for Early Years and Childcare provision where required.

2.2. Secondary

- 2.2.1. As a minimum, KCC will seek new secondary school sites of at least 6.77Ha, to deliver six forms of entry – (Years 7-11). It may also request that additional land be set aside to allow for future expansion, particularly where the school will serve a number of development sites. Please note that 6th Form provision will require additional land-take, in line with DfE Guidance Building Bulletin 103.

3. Pitch Sizes

- 3.1. When considering locations and land for new schools, applicants should consider the requirements for sports pitches – see Sports England [4] for further guidance. Generally, depending on the standard of facility required, the playing surface should be no steeper than 1:80 - 1:100 along the line of play and 1:40 – 1:50 across the line of play. Applicants should also consider orientation of potential pitches to reduce solar glare. Pitch sizes are advised according to the Football Association (FA) Guide to Pitch and Goalpost Dimensions [5] , as shown in Table 2 below:

[4] Website: www.sportengland.org/.

[5] Website: www.thefa.com/.

Table 2: Football Pitch Sizes - Including Run-off (safety area around pitch).

Age	Length (metres) (Ref.1)	Width (metres) (Ref.1)
Youth U11/U12	78.64	51.21
Youth U13/U14	87.78	55.78
Youth U17/U18	106.07	69.49
Over 18 (senior ages)	106.07	69.49

(Ref.1) Please note: The FA advises football dimensions in yards. A conversion to metric has been carried out for ease.

- 3.2. Where a developer has demonstrated that site constraints mean minimum areas cannot be achieved, artificial pitches may be considered. However, the cost of providing and maintaining these is significantly higher than turf pitches, so will be considered on a case-by-case basis. Any agreement will require additional contributions for build and commuted sums for long-term maintenance.

- 3.3. All the information above is for guidance only. Specific requirements will be agreed on a site-by-site basis in consultation with KCC Education and Infrastructure

Technical Appendix 10 - Education Example Assessment

KCC developer contribution assessment for PRIMARY Education school places

Planning reference:	Example	Applicable houses:	250
District:	Example	Applicable flats:	100
Development site:	Example	Total applicable units:	350
Assessment date:	00/00/0000	Non-applicable units <56m²:	46
Planning area code 1:	Example	Planning area name 1:	Example
Planning area code 2:	N/A	Planning area name 2:	N/A
Planning area code 3:	N/A	Planning area name 3:	N/A

Table 1: Current and forecast capacity for schools within the planning area

DfE no	School	2021-22 (A)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2028-29 (F)	2029-30 (F)	2030-31 (F)	2031-32 (F)
	School 1	210	210	210	210	210	210	210	210	210	210	210
	School 2	210	210	210	210	210	210	210	210	210	210	210
	School 3	210	210	210	210	210	210	210	210	210	210	210
[A]	Current and forecast capacity (see note 1)	630	630	630	630	630	630	630	630	630	630	630

Table 2: Current and forecast pupils on roll for schools within the planning area

DfE no	School	2021-22 (A)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2028-29 (F)	2029-30 (F)	2030-31 (F)	2031-32 (F)
	School 1	190	196	203	207	209	214	221	218	218	219	220
	School 2	153	160	161	164	177	177	189	189	190	192	195
	School 3	199	203	204	202	203	207	205	208	207	207	208
[B]	Current and forecast pupils on roll (see note 2)	542	559	568	573	589	598	615	616	616	618	622
[C]	Required capacity to maintain 2% surplus capacity (see note 3)	553	570	579	584	601	610	627	629	628	630	635

Table 3: Assessment summary

Details	2021-22 (A)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2028-29 (F)	2029-30 (F)	2030-31 (F)	2031-32 (F)
[D] Current and forecast surplus / (deficit) places [A-C]	77	60	51	46	29	20	3	1	2	0	-5
[E] Expected pupil product from new developments which have recently gained planning permission (see note 4)	0	25	25	25	25	25	25	25	25	25	25
[F] Expected pupil product from this development	0	20	39	53	68	82	82	82	82	82	82
[G] Surplus / (deficit) places after accounting for all expected pupil product from new developments [D-E-F]	77	15	-13	-33	-64	-87	-104	-105	-105	-107	-111
[H] Additional places still to be provided from agreed contributions of previously assessed developments (see note 5)	0	9	9	9	25	25	25	25	25	25	25
[I] Surplus / (deficit) places including expected pupil product from new developments and additional places still to be provided [G+H]	77	24	-4	-24	-39	-62	-79	-80	-80	-82	-86
Expected pupil product from this development which in current school provision plans cannot be accommodated	0	0	39	53	68	82	82	82	82	82	82
Additional school places required to mitigate the impact of this development (see note 6)	82										

Notes:

- (1) Current and forecast capacity of Kent mainstream schools is operational capacity (which may be different from built capacity submitted to the DfE as part of the yearly School Capacity (SCAP) Collection). Forecast capacity includes all determined expansion projects and new schools funded from all sources (including previously agreed developer contributions).
- (2) Current pupils on roll is taken from the Schools Census October 2021 and the forecast of pupils on roll is taken from Edge-ucate 2022. The forecast of pupils to attend Kent mainstream schools includes an estimate of pupil product from developments granted planning permission up to 31st March 2020 with new dwellings being built from 1st April 2021 onwards.
- (3) Kent County Council aims to maintain a surplus capacity of 2% across each planning area to accommodate casual admissions, deal with unforeseen / sudden spikes in demand and to allow a degree of parental preference to be expressed for school places.
- (4) Developments that have gained planning permission from 1st April 2020 onwards. Note that the expected pupil product from developments that gained permission before 1st April 2020 has already been factored into the forecast of pupils on roll in Table 2 above (see note 2).
- (5) Additional places that are expected to be provided from previously agreed contributions includes developments that are currently under construction as well as those that are complete but where the education contribution has yet to be spent.
- (6) A contribution is required to mitigate the maximum need for additional school places generated by this development across the ten year time period shown above.
- (7) This assessment is for demonstration purposes only and should not be used for any other purpose.

Technical Appendix 10 - Education Example Assessment

KCC developer contribution assessment for SECONDARY Education (NON-SELECTIVE) school places

Planning reference:	Example	Applicable houses:	250
District:	Example	Applicable flats:	100
Development site:	Example	Total applicable units:	350
Assessment date:	00/00/0000	Non-applicable units <56m²:	46
Planning area code 1:	Example	Planning area name 1:	Example
Planning area code 2:	N/A	Planning area name 2:	N/A
Planning area code 3:	N/A	Planning area name 3:	N/A

Table 1: Current and forecast capacity for schools within the planning area

DfE no	School	2021-22 (A)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2028-29 (F)	2029-30 (F)	2030-31 (F)	2031-32 (F)
	School 1	390	375	400	425	450	475	500	500	500	500	500
	School 2	755	755	755	755	755	755	755	755	755	755	755
	School 3	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040	1,040
	School 4	825	825	825	825	825	825	825	825	825	825	825
	School 5	1,440	1,470	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
	School 6	1,200	1,260	1,320	1,350	1,380	1,410	1,380	1,350	1,350	1,350	1,350
	School 7	960	960	960	930	900	900	900	900	900	900	900
	School 8	1,110	1,110	1,080	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050
[A]	Current and forecast capacity (see note 1)	7,720	7,795	7,880	7,875	7,900	7,955	7,950	7,920	7,920	7,920	7,920

Table 2: Current and forecast pupils on roll for schools within the planning area

DfE no	School	2021-22 (A)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2028-29 (F)	2029-30 (F)	2030-31 (F)	2031-32 (F)
	School 1	375	374	390	399	403	413	414	409	418	421	416
	School 2	399	411	432	444	457	448	447	445	452	453	447
	School 3	1,067	1,145	1,155	1,162	1,158	1,175	1,172	1,165	1,178	1,182	1,171
	School 4	770	766	771	757	758	757	761	753	766	765	750
	School 5	1,433	1,491	1,535	1,532	1,527	1,535	1,522	1,511	1,520	1,520	1,504
	School 6	1,029	1,104	1,135	1,147	1,172	1,215	1,223	1,214	1,260	1,287	1,323
	School 7	973	1,020	1,036	1,027	1,028	1,056	1,050	1,044	1,051	1,043	1,020
	School 8	1,115	1,142	1,133	1,100	1,097	1,103	1,084	1,068	1,067	1,059	1,042
[B]	Current and forecast pupils on roll (see note 2)	7,161	7,453	7,587	7,569	7,601	7,700	7,674	7,610	7,713	7,729	7,672
[C]	Required capacity to maintain 2% surplus capacity (see note 3)	7,307	7,605	7,742	7,723	7,756	7,857	7,830	7,765	7,870	7,887	7,829

Table 3: Assessment summary

Details	2021-22 (A)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2028-29 (F)	2029-30 (F)	2030-31 (F)	2031-32 (F)
[D] Current and forecast surplus / (deficit) places [A-C]	413	190	138	152	144	98	120	155	50	33	91
[E] Expected pupil product from new developments which have recently gained planning permission (see note 4)	0	36	36	55	55	55	55	55	55	55	55
[F] Expected pupil product from this development	0	11	21	29	36	44	44	44	44	44	44
[G] Surplus / (deficit) places after accounting for all expected pupil product from new developments [D-E-F]	413	143	81	68	53	-1	21	56	-49	-65	-8
[H] Additional places still to be provided from agreed contributions of previously assessed developments (see note 5)	0	60	68	120	128	140	140	140	140	140	140
[I] Surplus / (deficit) places including expected pupil product from new developments and additional places still to be provided [G+H]	413	203	149	188	181	139	161	196	91	75	132
Expected pupil product from this development which in current school provision plans cannot be accommodated	0	0	0	0	0	0	0	0	0	0	0

Additional school places required to mitigate the impact of this development (see note 6)	0
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Notes:

- (1) Current and forecast capacity of Kent mainstream schools is operational capacity (which may be different from built capacity submitted to the DfE as part of the yearly
- (2) Current pupils on roll is taken from the Schools Census October 2021 and the forecast of pupils on roll is taken from Edge-ucate 2022. The forecast of pupils to attend Kent mainstream schools includes an estimate of pupil product from developments granted planning permission up to 31st March 2020 with new dwellings being built from 1st April 2021 onwards.
- (3) Kent County Council aims to maintain a surplus capacity of 2% across each planning area to accommodate casual admissions, deal with unforeseen / sudden spikes in demand and to allow a degree of parental preference to be expressed for school places.
- (4) Developments that have gained planning permission from 1st April 2020 onwards. Note that the expected pupil product from developments that gained permission before 1st April 2020 has already been factored into the forecast of pupils on roll in Table 2 above (see note 2).
- (5) Additional places that are expected to be provided from previously agreed contributions includes developments that are currently under construction as well as those that are complete but where the education contribution has yet to be spent.
- (6) A contribution is required to mitigate the maximum need for additional school places generated by this development across the ten year time period shown above.
- (7) This assessment is for demonstration purposes only and should not be used for any other purpose.

Technical Appendix 10 - Education Example Assessment

KCC developer contribution assessment for SECONDARY Education(SELECTIVE-GRAMMAR) school places

Planning reference:	Example	Applicable houses:	250
District:	Example	Applicable flats:	100
Development site:	Example	Total applicable units:	350
Assessment date:	00/00/0000	Non-applicable units <56m²:	46
Planning area code 1:	Example	Planning area name 1:	Example
Planning area code 2:	N/A	Planning area name 2:	N/A
Planning area code 3:	N/A	Planning area name 3:	N/A

Table 1: Current and forecast capacity for schools within the planning area

DfE no	School	2021-22 (A)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2028-29 (F)	2029-30 (F)	2030-31 (F)	2031-32 (F)
	School 1	900	900	900	900	900	900	900	900	900	900	900
	School 2	900	900	900	900	900	900	900	900	900	900	900
	School 3	1,450	1,455	1,430	1,405	1,380	1,350	1,350	1,350	1,350	1,350	1,350
	School 4	800	800	800	800	800	800	800	800	800	800	800
	School 5	725	725	725	725	725	725	725	725	725	725	725
	School 6	1,200	1,290	1,350	1,410	1,500	1,500	1,500	1,500	1,500	1,500	1,500
[A]	Current and forecast capacity (see note 1)	5,975	6,070	6,105	6,140	6,205	6,175	6,175	6,175	6,175	6,175	6,175

Table 2: Current and forecast pupils on roll for schools within the planning area

DfE no	School	2021-22 (A)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2028-29 (F)	2029-30 (F)	2030-31 (F)	2031-32 (F)
	School 1	952	961	969	971	967	971	966	962	967	964	945
	School 2	898	908	907	909	907	910	906	904	911	908	893
	School 3	1,528	1,566	1,592	1,603	1,594	1,598	1,596	1,587	1,598	1,601	1,575
	School 4	798	811	819	816	811	815	805	797	798	793	780
	School 5	730	746	751	753	752	756	745	737	737	731	718
	School 6	1,175	1,230	1,249	1,272	1,293	1,270	1,265	1,256	1,263	1,262	1,236
[B]	Current and forecast pupils on roll (see note 2)	6,081	6,222	6,287	6,324	6,323	6,320	6,283	6,242	6,274	6,259	6,148
[C]	Required capacity to maintain 2% surplus capacity (see note 3)	6,205	6,349	6,416	6,453	6,452	6,449	6,411	6,370	6,402	6,387	6,273

Table 3: Assessment summary

Details	2021-22 (A)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2025-26 (F)	2026-27 (F)	2027-28 (F)	2028-29 (F)	2029-30 (F)	2030-31 (F)	2031-32 (F)
[D] Current and forecast surplus / (deficit) places [A-C]	-230	-279	-311	-313	-247	-274	-236	-195	-227	-212	-98
[E] Expected pupil product from new developments with recently-gained planning permission (see note 4)	0	19	33	38	43	47	52	56	59	61	63
[F] Expected pupil product from this development	0	4	7	10	12	15	15	15	15	15	15
[G] Surplus / (deficit) places post-accounting for all expected pupil product from new developments [D-E-F]	-230	-301	-350	-361	-302	-336	-303	-266	-300	-287	-176
[H] Additional places still to be provided from agreed contributions of previously assessed developments (see note 5)	0	0	0	0	0	0	0	0	0	0	0
[I] Surplus / (deficit) places including expected pupil product from new developments and additional places still to be provided [G+H]	-230	-301	-350	-361	-302	-336	-303	-266	-300	-287	-176
Expected pupil product from this development which in current school provision plans cannot be accommodated	0	4	7	10	12	15	15	15	15	15	15

Additional school places required to mitigate the impact of this development (see note 6)	15
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Notes:

- (1) Current and forecast capacity of Kent mainstream schools is operational capacity (which may be different from built capacity submitted to the DfE as part of the yearly School Capacity (SCAP) Collection). Forecast capacity includes all determined expansion projects and new schools funded from all sources (including previously agreed developer contributions).
- (2) Current pupils on roll is taken from the Schools Census October 2021 and the forecast of pupils on roll is taken from Edge-ucate 2022. The forecast of pupils to attend Kent mainstream schools includes an estimate of pupil product from developments granted planning permission up to 31st March 2020 with new dwellings being built from 1st April 2021 onwards.
- (3) Kent County Council aims to maintain a surplus capacity of 2% across each planning area to accommodate casual admissions, deal with unforeseen / sudden spikes in demand and to allow a degree of parental preference to be expressed for school places.
- (4) Developments that have gained planning permission from 1st April 2020 onwards. Note that the expected pupil product from developments that gained permission before 1st April 2020 has already been factored into the forecast of pupils on roll in Table 2 above (see note 2).
- (5) Additional places that are expected to be provided from previously agreed contributions includes developments that are currently under construction as well as those that are complete but where the education contribution has yet to be spent.
- (6) A contribution is required to mitigate the maximum need for additional school places generated by this development across the ten year time period shown above.
- (7) This assessment is for demonstration purposes only and should not be used for any other purpose.

Technical Appendix 11: Education - Example Build and Land Contributions

Site Name	Example Development		
Reference No	Canterbury		
District			

	Houses	Flats	Total
Unit Numbers	100	46	146

Primary Education			
		Per house	Per flat
Primary pupil generation rate		0.28	0.07
New Primary Pupils generated from this development*			31
New Primary School build contribution			
	per Pupil	per House	per Flat
New Build Rate	£25,290.00	£7,081.20	£1,770.30
Contribution requested towards New Primary School Build			£789,553.80
New Primary School site contribution			
Residential Land Price per acre for Canterbury			£1,146,822
	Pupils	Hectares	Acres
2FE Primary School	420	2.05	5.06555
	per Pupil	per House	per Flat
Land Rate	£13,831.63	£3,872.86	£968.21
Total = Primary School Site area x Residential Land Value x (Number of pupils generated by development/Number of pupils in New Primary School) = 5.06555 x 1146822 x (31.22 / 420)			
Contribution requested towards New Primary School Site			£431,823.49
Total Primary Education Build and Land contribution			£1,221,377.29

Secondary Education			
		Per house	Per flat
Secondary pupil generation rate		0.20	0.05
New Secondary Pupils generated from this development*			22
New Secondary School build contribution			
	per Pupil	per House	per Flat
New Build Rate	£27,935.96	£5,587.19	£1,396.80
Contribution requested towards New Secondary School Build			£622,971.80
New Secondary School site contribution			
Residential Land Price per acre for Canterbury			£1,146,822
	Pupils	Hectares	Acres
6FE Secondary School	900	8.00	19.768
	per Pupil	per House	per Flat
Land Rate	£25,189.31	£5,037.86	£1,259.47

Technical Appendix 11: Education - Example Build and Land Contributions

Site Name	Example Development		
Reference No	Canterbury		
District			
	Houses	Flats	Total
Unit Numbers	100	46	146
Total = Secondary School Site area x Residential Land Value x (Number of pupils generated by development/Number of pupils in New Secondary School) = 19.768 x 1146822 x (22.3 / 900)			
Contribution requested towards New Secondary School Site			£561,721.62
Total Secondary Education Build and Land contribution			£1,184,693.42

Technical Appendix 11: Education - Example Build and Land Contributions

Site Name	Example Development		
Reference No	Canterbury		
District			

	Houses	Flats	Total
Unit Numbers	100	46	146

Special Education Needs and Disabilities (SEND)			
		Per house	Per flat
SEN pupil generation rate		0.0110	0.0027
New SEN Pupils generated from this development*			1
New Special Educational Needs build contribution			
	per Pupil	per House	per Flat
New Build Rate	£50,893.35	£559.83	£139.96
Contribution requested towards New SEN School Build			£62,421.16
New Special Educational Needs site contribution			
Residential Land Price per acre for Canterbury			£1,146,822
	Pupils	Hectares	Acres
Special Ed-Needs School	140	2.05	5.06555
	per Pupil	per House	per Flat
Land Rate	£41,494.89	£456.44	£112.04
Total = Special Educational Needs Site area x Residential Land Value x (Number of pupils generated by development/Number of pupils in New SEN School) = 5.06555 x 1146822 x (1.2242 / 140)			
Contribution requested towards New SEN School Site			£50,798.04
Total SEND Build and Land contribution			£113,219.20

Notes

Costs above will vary dependant upon land price at the date of transfer of the school site to KCC

Totals above will vary if development mix changes and land prices change

* Pupil Figures rounded to whole figures for display purposes only