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## CABINET

**Subject Heading:**

**Outline Proposals to address Early Years, Primary, Secondary and SEND rising rolls – To implement Phase 5 expansion Programme**

**Cabinet Member:**

Councillor Oscar Ford, Cabinet Member for Children & Young People

**SLT Lead:**

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**Policy context:**

The recommendations have implications throughout the Borough

**Financial summary:**

The estimated capital cost of the revised programme of works is £66.07m. This will be funded from a combination of Basic Need allocation, unallocated capital budget from earlier phases, SEND Capital grant and S106 housing development contributions.

Revenue implications for schools will be funded from the DSG.

An increase in pupil numbers may also have an impact on other local authority budgets. These will be raised through the appropriate channels as necessary.

**Is this a Key Decision?**

Yes as expenditure arising from implementation of the recommendations is likely to exceed £500,000

**When should this matter be reviewed?**

September 2026

**Reviewing OSC:**

People

**The subject matter of this report deals with the following Council Objectives**

People - Things that matter for residents           **X**

Place - A great place to live, work and enjoy

Resources - A well run Council that delivers for People and Place.

## **SUMMARY**

1. The report seeks Cabinet’s approval of the projects and associated capital funding to implement Phase 5 of the expansion programme to manage the forecast increase in early years, primary, secondary and SEND pupil numbers, as approved in the Outline Proposals to address Early Years, Primary, Secondary, SEND and AP rising rolls – Update to Phase 5 expansion Programme cabinet report in November 2023.
2. Phase 5 of the Schools Expansion Programme sets out proposals for capital investment of £66m to provide for expansion of school places in those areas where there is clear evidence of sustained growth in need over the next five years. The investment will be funded from a combination of basic needs allocation, unallocated capital budget from earlier phases, SEND capital grant and S106 Housing Development contributions.
3. This rise in demand in Primary, Secondary and SEND means that the Council needs to do two things:
  - Find ways to absorb the immediate extra demand for places, while protecting the Borough’s excellent reputation for good schools – which is already well underway.
  - Plan for a longer term growth in pupil numbers to meet demand from new housing and a growing population and establish new schools as and when required.
4. Approval will enable officers to implement the education projects detailed in this report as part of the Council’s strategy of ensuring that there are sufficient school places to meet likely future demands.

## **RECOMMENDATIONS**

### **That Cabinet:**

#### **1 Agree**

##### **1.1 Increase in Early Years and Childcare Places including**

- 1.1.1 Approval of the spend of the £566,841 childcare capital expansion funding grant as set out at para 2.4 of the Report.

##### **1.2 Increase in Primary Places including implementation of:**

- 1.2.1 The establishment of one-off bulge classes as an interim measure to increase primary places between 2024/25 and 2027/28.

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1.2.2 The permanent 1FE expansion of a primary school in the Romford planning area.

**1.3 Increase in Secondary Places including implementation of:**

1.3.1 One-off bulge classes as an interim measure to increase secondary places to meet demand

1.3.2 1 FE permanent expansion at one secondary school in the Central planning area in 2026/27

**1.4 Increasing SEND Places**

1.4.1 Primary SEND places

- To approve SEND Units to be implemented for primary children at the following schools:

School name	Number of places	SEND need type	Due to open
Harrow Lodge Primary School	12	Communication and Interaction (C&I)	2026/27
Harold Wood Primary School	12	Communication and Interaction (C&I)	2026/27

- To expand the existing SEND provision at RJ Mitchell Primary School from 21 to 40 places.

1.4.2 Secondary SEND places

To support the implementation of temporary accommodation to provide SEND unit places at Royal Liberty School from January 2025 - 12 places for pupils (11-16 years) with Communication and Interaction needs.

To approve the SEND Unit to be implemented for secondary pupils at the following school:

School name	Number of places	SEND need type	Due to open
The Brittons Academy	20	Communication and Interaction (C&I)	2026/27

1.4.3 Special Schools

To agree the funding to be transferred to Lime Trust in order to increase the capacity at Lime Academy Forest Approach so that the school can increase their pupil numbers from 120 to 150.

1.4.4 **SEND Capital Grant Programme**

To agree to establish a SEND capital grants programme allowing schools and settings to apply for part of the fund that could be used to make adaptations to their building in order to promote better outcomes for children and young people with SEND.

1.4.5 **School Houses**

To agree that the net-capital receipts from the sale of the school houses at Scotts Primary School and Newtons Primary School be included in the capital programme to deliver the respective school improvement projects.

1.5 **Increasing Alternative Provision (AP) Places**

1.5.1 To agree to implement a primary AP provision, to operate from the site of and to be run by Olive AP Academy Havering.

**2 Delegate** the power for Phase 5 of the Expansion Programme to the Lead Member for Children & Learning:

- To take further decisions regarding the implementation of these projects and the approval of which schools/early years/childcare settings should be expanded including any amendments to the proposals above, such as a decision not to proceed or to expand a different school/early years/childcare setting, in the light of developing circumstances or the results of consultation (subject to the appropriate statutory processes).
- To approve the Executive decision to award the contract to construct and design the new special free school on Balgores Fields.

**3 Delegate** to the Assistant Director of Regeneration & Place Shaping authority to:

- Submit planning applications after consultation with planning officers, commission all associated surveys/investigations (including transport assessment, soils survey, environmental check etc.) and commence tender processes as required to support the development of options appraisals to deliver Phase 5 expansions required- noting that tender awards will remain the subject of separate Executive Decision(s).

**4 Delegate** to the Assistant Director of Education authority to:

- Select proposers for new schools and make recommendations to the Secretary of State for Education in respect of free school processes.
- Apply for grant funding opportunities from the DfE
- Accept grant funding from the DfE on behalf of the Local Authority

- Apply for free schools via future free school waves
- Determine that capital receipts from the future sale of school houses be returned to the respective school with funds used to enhance education provision at that school.
- To sign off any statutory proposals needed to implement the projects.

## REPORT DETAIL

### **1. Introduction**

- 1.1. The Census 2021 data published by the Office for National Statistics, shows the 0-4 age group in Havering has seen the second highest growth of all local authorities in the country.
- 1.2. In Havering, we have seen an increase of 52% in the number of births between calendar years 2002 to 2016. This includes a 19% increase in the birth rate from 2012 to 2016. However since the birth rate peaked in 2016, we have seen a year on year reduction in the birth rate in Havering, with the birth rate decreasing by 11% between 2016 to 2021. There is some early evidence that the birth rate in Havering may be starting to plateau.
- 1.3. Despite the lower birth rate, Havering continues to receive a high number of in-year applications for school places. In 2022/23 the amount of primary in-year applications received increased by 2% when compared to the previous year. In 2023/24 the number primary in-year applications received increased by a huge 13%. This means that the sufficiency of school places needs to be balanced to ensure that enough school places are available to accommodate in-year demand.
- 1.4. In November 2023, Cabinet approved the Update to Phase 5 school expansion programme report. This report to Cabinet aims to secure approval for the specific projects associated with the Update to Phase 5 school expansion capital programme.

### **2. Early years need**

- 2.1. The following outlines the planned Early Years provision due to open:
  - A 30 place nursery on Beam Park School for 2, 3 and 4 year olds from 2025/26
  - A 47 place nursery on Bridge Close for 2, 3 and 4 year olds from 2029/30
- 2.2. At the Spring Budget 2023, the Government announced the 30 hours entitlement will be extended in stages from April 2024 to children aged nine months to three years in England. Eligibility will match the existing

entitlement: it will be available only for the children of working families. Roll out of the new entitlement is occurring in phases.

- 2.3. In the Summer 2024 term 1153 expanded entitlement places were taken up (eligible 2 year olds), followed by 2425 places in Autumn 2024 when the offer was broadened to include children aged between 9-36 months.
- 2.4. Havering was allocated £566,841 childcare capital expansion funding. This is being used for the following projects:
- Expansion of an existing nursery at a Havering primary school.
  - Remodelling of existing spare accommodation to deliver new nursery provision at Harold Court Primary School.
  - Providing new wraparound childcare provision in special schools
  - Setting up a small grants programme for PVI's to bid in for funding to expand their provision. Eligibility criteria will be drawn up and a selection panel will make final decisions.
- 2.5. The following table contains an initial projection by the DfE showing the potential impact of the roll out on childcare places in Havering. As can be seen, we will potentially exhaust our current number of childcare places by 10% when the offer is increased to 30 hours of childcare.

<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>
April 2024	September 2024	September 2025
0 places needed	34 places needed	301 places needed
+0%	+1%	+10%

- 2.6. However, the above is only an initial projection of potential eligibility and contains many assumptions in the absence of an actual trend regarding take up of the extended childcare entitlement. As such, the above should be treated as one potential scenario regarding the extended entitlement roll out in Havering.
- 2.7. In order to support the provision of childcare places, the DfE has announced the Schools Nurseries Capital Fund. The School-Based Nursery Capital Grant is a one-time grant available for eligible state-funded primary-phase schools. Schools can bid for up to £150,000 of funding to use for capital expenditure to either convert spare space within school buildings into a new nursery or expand an existing nursery. Schools apply directly to DfE for this grant and we are supporting a number of eligible schools with their applications.

### **3. Primary school place need**

- 3.1. To meet the need for primary places between 2024/25 and 2027/28, what is being proposed is primarily a strategy comprising of one-off "bulge" classes. Bulge classes have been deemed an appropriate way to address the need for places in these years as they provide a one-off solution to what is likely to be a short term problem as the birth rate is decreasing which will lead to

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lower reception intakes for future years. The fact that this is likely to be a short term issue is also underlined by the fact that additional primary school places will be introduced in Havering through planned new schools.

3.2. The following mainstream free schools are due to open in Havering:

Provider/School	Education Phase	Places	Scheduled to Open
Park Primary School- Partnership Learning	Primary Phase	420	Sept 2025 – Beam Park site
Unity Learning Partnership	Primary Phase	630	Sept 2029 - Bridge Close housing development site

3.3. Both of the above free schools were secured via successful bids through the DfE free school waves. Both schools are being funded directly by the DfE.

3.4. The need for additional primary school places from 2024/25

Need for places 2024/25	Rec	1	2	3	4	5	6
Collier Row							
Elm Park and South Hornchurch							
Harold Hill							
Hornchurch			0.5	1			
Rainham		1	1				0.5
Romford		1	1				
Upminster and Cranham							

Need for places 2025/26	Rec	1	2	3	4	5	6
Collier Row							
Elm Park and South Hornchurch							
Harold Hill							
Hornchurch			0.5	1	1	0.5	
Rainham	0.5		1	1			
Romford	1	2	2	1	1		
Upminster and Cranham							

Need for places 2026/27	Rec	1	2	3	4	5	6
Collier Row							
Elm Park and South Hornchurch							
Harold Hill							
Hornchurch			0.5	1	1	1	0.5
Rainham	3	1		1	1		
Romford	1	2	2	2	2	1	1
Upminster and Cranham							



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Need for places 2027/28	Rec	1	2	3	4	5	6
Collier Row				0.5	0.5		
Elm Park and South Hornchurch							
Harold Hill							
Hornchurch				1	1	1	1
Rainham	2	4	1	0.5	2	1	1
Romford	2	2	3	2	3	2	2
Upminster and Cranham							

### 3.5. Options to meet the above need:

- Before implementing bulge classes as detailed below, it is hoped though that the in-year demand for places will be managed via our Fair Access Panel (FAP) with schools expected to go over their PAN by one pupil per class. The FAP process is managed by admissions in agreement with schools.
- **Collier Row-** The need in 2027/28 will be monitored in future updates of the school roll projections and bulge classes implemented if needed.
- **Hornchurch-** The need in this planning area will be monitored in future updates of the school roll projections and bulge classes implemented if needed.
- **Rainham-** The need in 2024/25 will be monitored with bulge classes implemented if needed. The need from 2025/26 onwards will be addressed by the new school opening on the Beam Park development.
- **Romford-** The need in 2024/25 will be monitored with bulge classes implemented if needed. Crownfield Infant and Junior Schools were expanded from 3FE to 4FE, with the infant school expansion being implemented in September 2017. As a result of not filling to 4FE the decision was taken to reduce the PAN back to 3FE. The option to meet the need in 2025/26 is reinstating the expansion at Crownfield Infant and Junior Schools so that an additional 1FE is provided to meet the need in Romford. The Crownfield Infant and Junior Schools are in the neighbouring Collier Row planning area however, these are the only available options to meet the need in Romford currently.

Due to the delay to the opening of the new school on Bridge Close, there is a need to pursue a 1FE permanent expansion of a school in this planning area. Consultation will be undertaken with all the local schools and feasibility studies will be done to identify the most appropriate school where an expansion can be delivered.

- 3.6. It is important to note that a significant driver in the above school place need, particularly in the Rainham and Romford planning areas, is planned new housing. Any delays to planned housing delivery will impact when additional school places will be required.

#### **4. Secondary school place need**

- 4.1. The need for additional secondary school places from 2024/25

<b>Planning Area</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>	<b>2030-31</b>
North	1	1	1	2	2	2	2
Central			2	5	4	5	4
East							
South				2	1	1	1

- 4.2. Both schools in the North planning area have already undergone permanent expansion; Redden Court has expanded by 2FE and Drapers' Academy has expanded by 1FE having declined to expand further. Therefore, the need for places in this planning area will have to be met by available places in the neighbouring Central planning area.
- 4.3. The projected need in the Central planning area begins in 2026/27; however, this is linked to housing in the area being delivered.
- 4.4. To implement 1 FE permanent expansion at one school in the Central planning area in 2026/27. Consultation will be undertaken with all the local schools and feasibility studies undertaken to identify the most appropriate school where an expansion can be delivered.
- 4.5. As it is expected longer term that there will be smaller year 6 cohorts transferring to year 7 resulting in smaller year 7 intakes, it has been decided to address the remaining deficit of places with bulge classes.
- 4.6. Another option is review the PANs of those Academies that have previously reduced their PAN due to not filling to capacity, with a view to reinstating their original higher PAN. This is applicable to both The Brittons Academy and Sanders Draper who have previously reduced their PAN. This will create more capacity in the secondary phase. However it is important to note that this proposal is dependent on the agreement of the relevant academy trusts.
- 4.7. We will closely monitor the year 7 intakes for future years and if it appears that the growth in year 7 in 2027/28 will be sustained, we will need to start discussions about the need for a new secondary school. The need for a new secondary school is closely linked to the proposed housing as set out in the Romford Masterplan.

#### **5. SEND place need**

5.1. The need for additional SEND places from 2023/24

Academic year	Cognition and Learning	Communication and Interaction	SEMH	Physical and/or Sensory	Totals
2023/2024	603	1438	464	246	2751
2024/2025	668	1611	517	274	3070
2025/2026	722	1770	561	298	3351
2026/2027	781	1938	610	323	3652
2027/2028	842	2073	662	344	3921

Source: [Children and Young People Education Place Planning Plan](#)

Please note:

**Cognition and Learning** includes Moderate Learning Difficulty (MLD), Profound and Multiple Learning Difficulty (PMLD), Severe Learning Difficulty (SLD) & Specific Learning Difficulty (SpLD)

**Communication and Interaction** includes Speech, language and Communication (SLCN) and Autistic Spectrum Disorder (ASD)

**SEMH** includes Social, Emotional and Mental Health (SEMH)

**Physical and/or Sensory** includes Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD)

5.2. The following table outlines the planned SEND provision due to open in 2024/25:

School name	Number of places	SEND need type	To open
Suttons Primary School	12	Social, Emotional and Mental Health (SEMH)	2024/25
Harris Academy Rainham	20	Autistic Spectrum Disorder (ASD)	2024/25

5.3. The following table outlines the proposed SEND provision to help meet future demand for places:

School name	Number of places	SEND need type	Due to open
Harrow Lodge Primary School	12	Communication and Interaction (C&I)	2026/27
Harold Wood Primary School	12	Communication and Interaction (C&I)	2026/27
The Brittons Academy	20	Communication and Interaction (C&I)	2026/27

5.4. The schools listed in the table were prioritised because the feasibilities showed that these were projects that represented best value for money, likely to be approved by planning, able to be delivered on time, with strong leadership and inclusion within the school. There are other schools which want a SEND unit, however, there are currently insufficient funds for these additional units at this time- hence these additional schools are on a waiting list subject to additional funding.

5.5. To support the implementation of temporary accommodation to provide SEND unit places at Royal Liberty School from September 2025 – 12 places (11-16 years) for pupils with Communication & Interaction Needs

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- 5.6. In addition to new proposed SEND provision above, there are also plans to increase the number of places in the SEND unit at The RJ Mitchell Primary School from 21 to 40 places by remodelling existing space in the school.
- 5.7. We will also increase the capacity at Lime Academy Forest Approach in order to enable to the school to admit 150 pupils as they previously had to reduce the number of pupils to 120 due to lack of suitable accommodation. Funding is needed from the Council in order to implement this, with the funding agreement to be drafted. The Academy Trust which runs the school will be responsible for delivering the construction, design and procurement of the project.
- 5.8. We are seeking to establish a new 300 place special school on the playing field off Balgores Lane, via the free school presumption process. The new special free school will cater for pupils aged 4-19, with ASD, SEMH and SLD SEND needs and would have a proposed opening date of September 2027.
- 5.9. We are currently awaiting a final decision from the DfE about the successful Trust with whom they will enter into a funding agreement to operate the new special free school.
- 5.10. There will be a SEND small capital grants programme to promote inclusion for children and young people with high needs. Early years settings and schools will be able to apply to the small grant programme for use to improve facilities or develop new facilities for children and young people with the most complex SEND needs. Eligibility criteria will be drawn up and a panel set up to assess bids and award funding for the best applications.
- 5.11. There will be a small fund set aside to address accessibility works needed for SEND children in mainstream schools. Capital fund of £600k is set aside for this and allocations will be based on what adaptation works are required in mainstream schools to meet accessibility needs for SEND pupils.
- 5.12. School Houses

The school house located on the site of Newtons Primary School has recently been sold. The school house on the site of Scotts Primary School is in the process of being sold. The capital receipts from these sales will be returned to the respective schools, as agreed by the DfE in the application for the consent of the Secretary of State for Education for a disposal of non-playing field land. The funds will be used by each school to enhance provision for SEND pupils at the school.

## **6. Alternative Provision (AP) places**

- 6.1. Pupils referred to AP – actuals and projections to 2028/29

<b>Academic year</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Total</b>
2020/21	93	41	46	<b>180</b>
2021/22	75	67	49	<b>191</b>

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2022/23	77	80	36	<b>193</b>
2023/24	95	75	40	<b>210</b>
2024/25	97	82	46	<b>225</b>
2025/26	98	83	47	<b>227</b>
2026/27	99	84	47	<b>230</b>
2027/28	100	85	47	<b>232</b>
2028/29	101	85	48	<b>233</b>

Source: [Children and Young People Education Place Planning Plan](#)

- 6.2. As shown in the table above we are also projecting an increase of 29% in the number of pupils requiring an educational entitlement in alternative provision from 2020/21 to 2027/28.
- 6.3. The Local Authority did apply for a 150 place all through AP free school via Wave 2022, however we were unsuccessful.
- 6.4. It is proposed that a primary AP provision be implemented, to operate from the site of and to be run by Olive AP Academy Havering. This will help meet the demand for primary AP places in Havering. This will require the Academy submitting an application to the DfE to extend the age range of Olive AP Academy Havering.

## **REASONS AND OPTIONS**

### **7. Reasons for the decision:**

- 7.1. This decision is necessary to ensure the provision of sufficient school places to meet the forecast rise in early years, primary, secondary and SEND pupil numbers projected beyond, updated to Phase 4 of the Council's Programme of School Expansions.

- 7.2 Other options considered:

There are in theory many different options for expanding existing provision, however, given the expansions that have been happening over the previous four phases the proposals set out in this paper are the only ones considered realistic at the current time. So far none of the options set out in this Report have been rejected.

Not providing any additional places is not an option as we would be failing to meet our statutory duties.

**IMPLICATIONS AND RISKS**

**8. Financial implications and risks:**

**8.1 Capital Expenditure**

- 8.1.1 Phase 5 of the Schools Expansion Programme sets out proposals for capital investment of £66.07m to provide for expansion of school places in those areas where there is clear evidence of sustained growth in need over the next four years. Appendix A – Table 1 summarises the proposed expansion programme for Early Years, Primary, Secondary and SEND across the planning areas within Havering.
- 8.1.2 The estimates of capital costs for the major developments have been provided by the Technical Services team and have been costed based on standard DfE build criteria and contract rates. Any additional capital to fund requirements over and above the DfE approved design would have to be met from either the authority or other sources.
- 8.1.3 The investment will be funded from a combination of basic needs allocation, unallocated capital budget from earlier phases, SEND capital grant and S106 Housing Development contributions. The sources of the funding and total provision are set out in the table below. The authority has secured and set aside £65m of this funding which is not dependent on future allocation or additional sources of grants or receipts.
- 8.1.4

<b>Funding Source</b>	<b>£</b>
Basic Needs Capital Grant	51,714,334
High Needs Provision Capital Grant	11,153,589
Education S106 Agreements	3,850,880
<b>Total</b>	<b>66,718,803</b>

Total funding of £66.72m, has been identified, which is not dependent on future allocations or additional sources of grants or receipts. £0.652m of this remains unallocated.

- 8.1.5 The SEND Capital Grant is from Government capital funding allocation to Havering for 2021-24 - £12.3m to support school places for children

with Special Education Needs (SEN) and disabilities (children with Education, Health and Care Plans (EHC plans).

## **8.2 Revenue Expenditure**

- 8.2.1 The additional revenue costs for the increased demand will be met from the Dedicated Schools Grant (DSG).
- 8.2.2 The range of additional provision within this report will mean that irrespective of nature of the provision all providers will need to appoint additional staff and provide other resources. As highlighted above the additional funding will be allocated from one of three blocks of the Dedicated Schools Grant (DSG): Early Years, Schools or High Needs depending on the nature of the provision.
- 8.2.3 In terms of high needs provision, it is expected that the increase in local provision is expected to result in revenue costs being lower than they would otherwise be if pupils had to be placed in costly out of borough provision.
- 8.2.4 In terms of mainstream school places, there is a time lag between a rise in pupil numbers and additional funding in the main Schools Block of the DSG. Funding for the financial year is based on numbers at the previous October census. Where a school is expanding, or has been asked to take a bulge class, additional funding will be required during the course of the financial year. The LA receives a formula based supplement to the Schools Block that is intended to cover these additional costs.
- 8.2.5 An increase in school admissions across the Borough may also have a 'knock-on effect' on other budgets such as free school meals, home to school transport and the demand for alternative provision and support services. Any pressures arising will be addressed through the appropriate channels as the needs arise.

## **9. Legal implications and risks:**

- 9.1. The Council has a statutory duty to secure that efficient primary education and secondary education is available to meet the needs of the population of their area (Section 13 Education Act 1996).
- 9.2. At present certain types of school organisational change (including change of age range, change of character, expansion through enlargement of premises, increase/decrease or change of provision for

pupils with special educational needs) are subject to statutory processes of consultation and decision-making.

- 9.3. A number of the recommendations may require the Local Authority to bring forward proposals which must be the subject of statutory notifications. In such cases the Authority should ensure that it conscientiously considers the responses to the statutory process before making any final decisions. As such the recommendations which require statutory consultation should not be considered to be finalised until the outcome of the consultation is known and a fresh decision has been made following that. Such decisions should be the subject of separate recordings.
- 9.4. Academies wishing to expand, make age range changes (by up to two years), add boarding provision or amend admissions need to seek approval from the Secretary of State, through the ESFA, to make such changes.
- 9.5. Use of existing playing fields for construction of a new school will require permission from The Secretary of State.
- 9.6. If the Council decides to propose a new school this will need to be planned together with the DfE to introduce an Academy Trust to manage it.
- 9.7. The recommendations which set out the guiding principles for the Council to address the rising school roll issues are of a generic nature and have been approved already by Executive decision and there is therefore no reason to make a new decision about these.
- 9.8. As and when individual decisions come to be made separate recording of the decisions and legal advice is likely to be necessary.
- 9.9. In respect of any proposed lease of property the terms under which the Council is to enter into the lease should be approved by the Director of Asset Management. The powers to enter into the lease exist under s1 Localism Act 2011 and section 120(1)(a) Local Government Act 1972

## **10. Human Resources implications and risks:**

- 10.1. The human resources implications for the schools to be proposed for expansion will be managed by the schools themselves. There is likely to be a need to recruit additional teaching and support staff and the relevant schools will undertake the recruitment and selection process in accordance with the appropriate policies and procedures. There are growing difficulties in recruiting to teaching posts and therefore schools will need to consider that additional resources and a longer recruitment timescale may be required to fill vacancies.



- 10.2. The Havering Education HR service will provide support as appropriate and required to all schools, academies or free schools that purchase relevant services.

## **11. Equalities implications and risks:**

- 11.1. The Public Sector Equality Duty (PSED) under section 149 of the Equality Act 2010 requires the Council, when exercising its functions, to have due regard to:

- (i) the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- (ii) the need to advance equality of opportunity between persons who share protected characteristics and those who do not, and;
- (iii) foster good relations between those who have protected characteristics and those who do not.

Note: 'Protected characteristics' are: age, sex, race, disability, sexual orientation, marriage and civil partnerships, religion or belief, pregnancy and maternity and gender reassignment.

The Council is committed to all of the above in the provision, procurement and commissioning of its services, and the employment of its workforce. In addition, the Council is also committed to improving the quality of life and wellbeing for all Havering residents in respect of socio-economics and health determinants.

- 11.2. An equality impact assessment was carried out attached as Appendix B.

## **12. Health and Wellbeing implications and Risks**

- 12.1. There are no health and wellbeing implications of, or risks relating to, the proposed decision.

### **ENVIRONMENTAL AND CLIMATE CHANGE IMPLICATIONS AND RISKS**

There are no environment and/or climate change implications associated with this Report.

That said, in addressing the urgent realities of climate change, the London Borough of Havering has adopted a comprehensive approach to designing new schools and educational establishments. Whether these projects are crafted in-house by the LBH Architecture Group or by carefully selected external appointees, the focus remains on creating sustainable, resilient buildings that serve both present and future generations.

Anticipating the impacts of a changing climate—such as rising global temperatures and increased extreme weather events—the school designs are prepared for these challenges. Enhanced insulation and glazing improve thermal performance, reducing energy consumption and maintaining comfortable indoor environments. Renewable energy technologies, including photovoltaic panels and air or ground source heat pumps, are integrated to provide clean, efficient energy solutions aligned with low-carbon objectives.

Water management is addressed through Sustainable Urban Drainage Systems (SUDS), effectively managing surface water runoff and reducing flood risks. This not only mitigates the impact of extreme weather but also supports water conservation efforts, contributing to the schools' overall sustainability.

Outdoor spaces are thoughtfully designed to be safe, engaging, and adaptable. Features like shaded areas, covered walkways, and unheated atria provide shelter and enhance usability throughout the year. These spaces support physical well-being and social interaction, offering settings for sports, outdoor teaching—including Early Years Outdoor Class Spaces where applicable—and recreational activities.

- Appendix A- Financial costing for Updated Phase 5- Exempt from publication
- Appendix B- EHIA

**BACKGROUND PAPERS**

None