



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

Replacement Local Development Plan

2023-2038

Education Topic Paper

December 2024



1. Introduction

1.1. Context

- 1.1.1. This topic paper is one of a range of papers prepared to offer more detailed information and to provide an explanation of the approach taken in the Replacement Local Development Plan (RLDP). This paper specifically discusses education needs within the Neath Port Talbot Council (NPTC) administrative area and provides context for the RLDP.
- 1.1.2. This version of the Topic Paper is produced to inform the Pre-Deposit (or Preferred Strategy) Stage (December 2024) and it is anticipated it will be updated as the RLDP proceeds to Deposit. This paper will therefore be updated as the Plan progresses through its statutory stages.

1.2. Education and the RLDP Process

- 1.2.1. As part of the preparation of the RLDP, the Council needs to assess existing and projected educational capacity in the context of the RLDP's development proposals.
- 1.2.2. A capacity assessment is required to be undertaken in order to identify the collective impact that new housing allocations will have upon their identified school catchment areas.
- 1.2.3. Mitigation options need to be identified to enable effective future planning and ensure the levels of pupils generated can be accommodated over the RLDP plan period.

1.3. Structure

- 1.3.1. This Topic Paper therefore:
 - Reviews national and local planning policy and guidance to provide context;
 - Provides an overview of the current and planned education provision in the County Borough;

- Provides an overview of identified population and housing growth; and
- Identifies a strategy to meeting the educational needs over the Plan period.

2. Context

2.1. National Planning Policy

- 2.1.1. National planning policy (Planning Policy Wales (PPW), Edition 12, 2024, Paragraph 3.6) states that development proposals must address the issues of inclusivity and accessibility for all. Good design must involve the provision of measures that help to reduce the inequality of access to essential services, education and employment experienced by people without access to a car.
- 2.1.2. Paragraph 3.25 highlights the importance of education with regards to future Welsh language provision. Noting that the Welsh language is part of the social and cultural fabric of Wales.
- 2.1.3. Paragraph 3.61 recognises that adequate and efficient infrastructure, including services such as education is crucial for economic, social and environmental sustainability. It underpins economic competitiveness and opportunities for households and businesses to achieve socially and environmentally desirable ways of living and working. Infrastructure which is poorly designed or badly located can exacerbate problems rather than solving them. In order to ensure communities are not disadvantaged and that there is sufficient and satisfactory educational provision for the children and young people generated by new developments, the Council will need to ensure there is sufficient education provision.
- 2.1.4. The introduction to the Active and Social Places Chapter of PPW highlights the importance of education in creating sustainable and cohesive communities. Paragraph 4.0.2 furthers this saying that when planning and managing future development planning authorities need to ensure that residents of existing and new communities have access to jobs and an appropriate range of community facilities including education.
- 2.1.5. Paragraph 4.1.3. notes the importance of land use and transport planning working together to create synergies between transport measures and policies for education. Paragraph 4.1.27 furthers this noting that the Active Travel (Wales) Act 2013 makes walking and cycling the preferred option for shorter

journeys, particularly everyday journeys, such as to and from an educational establishment and that the Active Travel Act requires local authorities to produce Active Travel Network Maps identifying the walking and cycling routes required to create fully integrated networks for walking and cycling to access education.

- 2.1.6. Paragraphs 4.3.18-21 note that the Welsh Government operates a town centre first policy in relation to the location of new retail and commercial centre development. Noting that the sequential approach applies to retail and all other uses complementary to retail and commercial centres including educational establishments. Paragraph 4.2.21 however notes that some education uses may have specific accessibility requirements which mean they need to be located close to the communities they serve and that planning authorities should be flexible in their approach where it is necessary.
- 2.1.7. With regards to productive and enterprising places chapter of PPW, the introduction notes that key issues in the theme include supporting and enabling education. Paragraph 5.4.16 notes that businesses can benefit from shared facilities, infrastructure, local pools of skilled and qualified labour, common supply chains and links to higher education.
- 2.1.8. Chapter 6 recognises the role of heritage assets in terms of education provision.

2.2. Local Planning Policy

[Neath Port Talbot Local Development Plan](#)

- 2.2.1. NPT LDP Strategic Policy SP4 'Infrastructure' states that '*developments will be expected to make efficient use of existing infrastructure provision and where required make adequate provision for new infrastructure, ensuring that there are no detrimental effects on the area and community. Where necessary, Planning Obligations will be sought to ensure that the effects of developments are fully addressed in order to make the development acceptable*'.

2.2.2. Policy I1 'Infrastructure Requirements' furthers this. It says that *"in addition to infrastructure improvements necessary to make a development acceptable in health, safety and amenity terms, additional works or funding may be required to ensure that, where appropriate, the impact of new development is mitigated. These requirements will include consideration of and appropriate provision for:*

- *Affordable housing;*
- *Welsh language infrastructure (in Language Sensitive Areas);*
- *Community facilities including community hubs;*
- *Biodiversity, environmental and conservation interests;*
- *Improving access to facilities and services including the provision of walking and cycling routes;*
- *Historic and built environment and public realm improvements;*
- *Community and public transport; and*
- *Education and training".*

2.2.3. To support policies SP4 and I1, the Council produced 'Planning Obligations Supplementary Planning Guidance (SPG)' October 2016¹ (see Guidance Section below).

2.2.4. With regards to education provision within the NPT LDP, Supporting Text Paragraph 4.0.6 below Policy SRA1 'Coed Darcy Strategic Regeneration Area' notes that the outline planning permission granted in 2008 includes education provision.

2.2.5. In terms of university accommodation, NPT LDP Policy CCUC1 'Coastal Corridor University Campus' states that *"land is allocated on Fabian Way for the development of the Swansea University Science and Innovation Campus,*

¹ Available at: https://www.npt.gov.uk/media/7465/spg_planning_obligations_oct16.pdf

comprising academic university facilities, research and development and student residential accommodation”.

2.3. National Planning Guidance

Measuring of Capacity of Schools in Wales

- 2.3.1. WG's guidance Measuring of Capacity of Schools in Wales was adopted in 2011 (Circular No. 021/2011) and includes calculations on how to calculate capacity in schools.
- 2.3.2. For primary schools, the capacity is calculated on the size of rooms designated as 'classbases' and that specialist and support rooms such as libraries, IT rooms and staff rooms are not included in the calculation but must all be measured. The spaces in classrooms are then checked against the total usable space available to see if there is too much or too little space available to support the core teaching facilities. The space allowance per pupil in a classroom is 1.86sqm.
- 2.3.3. For secondary schools the capacity is similarly based on the size of teaching spaces but all types of room which can be used for teaching or study are included. The capacity calculation depends on the type of room, with more space per pupil allowed in rooms used for practical subjects. There is no built in numerical check to ensure that there are sufficient ancillary areas, such as storage and offices, but the information is listed so that local authorities can compare provision at schools in their area to ensure consistency of treatment. The formula then applies a utilisation factor (which varies with the age range of the school) to reflect the fact that, in secondary schools, not all rooms can be fully used all the time because of the variety of subjects taught and the different sizes of teaching groups, especially in the sixth form.
- 2.3.4. With regards to admission numbers, the Circular notes that the admission number is the number of pupils who should be admitted to a relevant age group if sufficient applications for places are received. Pupils may not be refused a place until the admission number is reached. The number is calculated by dividing the capacity by the number of year groups to be

accommodated at the school. As the admission number reflects the school's ability to accommodate pupils it should only be exceeded in exceptional circumstances.

Sustainable Communities for Learning

2.3.5. Sustainable Communities for Learning, previously Twenty First Century Schools, was introduced in 2015. Sustainable Communities for Learning is a long term strategic investment programme to invest in educational estate throughout Wales. It is a unique collaboration between WG, Welsh Local Government Association (WLGA), local authorities, colleges and diocesan authorities. The aim of the programme is to:

- Create school buildings that support modern education, enabling access for all and allowing teachers to focus on educational outcomes;
- Improve 21st Century learning spaces including ICT facilities, specialist classrooms, and outdoor learning environment;
- Providing more opportunities for learning by the expansion of schools, supporting a growing population;
- Supporting a bilingual Wales, with investment in both Welsh and English medium educational facilities;
- New schools are designed to meet BREEAM Excellent standard, which includes delivering energy efficient buildings, enhancing habitats for wildlife, and reducing the carbon cost of construction;
- New schools are designed and constructed in a response to the climate emergency and the Council's Carbon targets the implementation as a minimum of providing buildings to Net Zero in Operation as a minimum;
- Direct income opportunities for schools through hiring out facilities to the community;
- Lower maintenance costs from new and refurbished buildings;

- Pupils and the wider community being able to access high quality green spaces, recreational and performance facilities, and meeting rooms;
- Opportunities for children and community groups to learn about construction, with work placements for new entrants and in-kind donations to the voluntary sector as part of the community benefits requirements placed upon contractors; and
- Build programme to utilise local supply chains and support small businesses where possible.

2.3.6. Pre-2015, local authorities received an annual formula funded capital allocation from WG to invest in their priorities for the school estate. This was widely accepted to be insufficient to enable strategic decisions and investment relating to the school estate. Sustainable Communities for Learning, previously Twenty First Century Schools, provided a different level of capital investment that could be programmed beyond a one to two year period, instead providing local authorities with an appropriate platform to consider and implement both large scale and strategic investment in their school portfolios.

[Development Plans Manual](#)

- 2.3.7. The Development Plans Manual (DPM) (2020) states that during the assessment of sites, consideration should be given to infrastructure requirements including education. Education colleagues should be consulted on the draft list of sites in order to understand educational needs arising from developments.
- 2.3.8. The DPM also states that when considering housing need, consideration should be given to aligning service provision and facilities with demographic changes such as education.
- 2.3.9. With regards to viability, the DMP says that the average value attributed to policy requirements/ s.106 obligations should be set at a level to ensure appropriate mitigation, necessary infrastructure and cumulative policy requirements of the Plan (such as education) are delivered.

- 2.3.10. As part of the Infrastructure Delivery Plan (IDP), the DPM advises that information should be provided with regards to existing contextual issues and provision of education provision and infrastructure provision required to deliver the allocations in the Plan.
- 2.3.11. The DPM also states that the provision of education, amongst other criteria, should be taken into consideration when developing a settlement hierarchy.

2.4. Local Planning Guidance

Planning Obligations Supplementary Planning Guidance

- 2.4.1. The Council's Planning Obligations Supplementary Planning Guidance (SPG) 2016 provides guidance on the level of planning obligations required as part of proposals for new developments.
- 2.4.2. With regards to education, Paragraph 5.4.1 recognises that new housing can place added strain upon existing educational infrastructure and it is therefore appropriate that proposals for residential development are assessed in this context.
- 2.4.3. Paragraph 5.4.2 advises that planning obligations are only likely to be sought where it is expected that the proposed housing development will generate additional demand for school places and/or place added strain on existing school facilities. In this context planning obligations may be sought where it can be demonstrated that the existing infrastructure would require additional investment to upgrade a facility or facilities to adequately cater for the educational needs of additional pupils even though spare capacity may exist.
- 2.4.4. Paragraph 5.4.3 recognises that not all proposals for residential development will have the same impact. Sheltered housing complexes will not lead to any additional pupil demand and it is generally accepted that studio and 1-bed housing units do not provide accommodation for school age children and hence such residential accommodation will be discounted. In assessing the scale of the planning obligation to be sought therefore, the type of residential accommodation proposed will be fully accounted for in calculating the level of financial contribution required.

- 2.4.5. Paragraph 5.4.4 advises that it is expected however that a development proposal comprising residential units of 2 or more bedrooms will likely generate demand for school places as soon as the new housing is delivered but only proposals for new housing development that include a minimum of 10 housing units that are of 2 or more bedrooms may be subject to planning obligation.
- 2.4.6. Paragraph 5.4.5 says that the likely impact of a new proposal for residential development upon existing educational infrastructure will be placed into context by also taking into account the impact that other known proposals affecting the schools in question. In this way the potential cumulative impacts of a number of separate development proposals can be fully assessed.
- 2.4.7. In terms of calculating needs, Paragraph 5.4.6 states that where the scale and location of the proposed development makes such a requirement appropriate, it is expected that planning obligations will be sought to ensure that provision of a new school or schools is made at the developers cost to a specification acceptable to the Council.
- 2.4.8. Paragraph 5.4.7 states that where the proposed development is not of a scale to warrant the provision of a new separate school facility, the planning obligations sought will reflect the number of new dwelling units within the proposed scheme. In this context it is appropriate that the size of the planning obligation is determined through the application of a consistent and transparent formula. The calculation will require the consideration of a number of variables including:
- The existing capacity and suitability of the educational infrastructure within the communities affected by the proposed development; and
 - An assessment of the number of additional children that are likely to be generated as a result of the proposed development; and
 - The average cost associated with providing educational facilities for each additional child.

- 2.4.9. Paragraph 5.4.8 states that the need for a planning obligation will be established by assessing the capacity and suitability of existing educational facilities within whose catchment area the proposed development site is located. A planning obligation will be expected only where existing schools cannot adequately absorb the estimated number of additional pupils arising from a proposed development.
- 2.4.10. Paragraph 5.4.9 says that having considered the level of existing infrastructure, the need for a planning obligation will be driven by an assessment of the likely number of additional pupils that may be generated in a given area by a proposal for new development. The mechanism for achieving this will be to compare the existing number of pupils with the number of dwellings within the County Borough with 2 or more bedrooms. The 2011 Census shows that the average school age person per dwelling for primary school (aged 3 to 11) is 0.21 and for secondary school (aged 11 to 16) 0.16. This therefore suggests that on average each new residential unit developed in NPT would generate 0.37 children or young people with educational requirements.
- 2.4.11. Having reviewed previous recent costs of providing new school facilities for both primary and secondary education in NPT, Paragraph 5.4.12 calculates an average cost of £22,222 per primary school aged pupil and £26,687 per secondary school aged pupil. The following planning obligation cost per dwelling is then calculated: Primary £4,666 and Secondary £4,267, Total: £8,933.
- 2.4.12. In terms of implementation and nature/ form of obligation, Paragraphs 5.4.14-17 note that the planning obligation will be in the form of a new school where the development is of a sufficient scale. The planning obligation will also extend to all costs associated with the transfer of land or works to follow, together with future maintenance to be accounted for over a period of 25 years. Otherwise the planning obligation will be in the form of a financial sum paid to the Council to be used to provide for the new or improved infrastructure. Measures may include new additional classrooms, improved or replacement classrooms, other school related facilities such as playing fields,

and/or associated appropriate accessibility and efficiency measures including highway works.

Viability Statement of Common Ground

- 2.4.13. As part of the preparation of the Viability Statement of Common Ground (SoCH) for the RLDP, the Council met with education colleagues in order to understand whether the costs detailed above are still representative of recent costs of provision. As part of this, it was suggested that the costs should be increased to £11,032 in total for primary and secondary education. This figure needs to be treated with some caution as it is based on 2028 WG Benchmarking figures which are widely considered as being significantly insufficient given the recent increases in industry costs across the board. The values will be reviewed ahead of the Deposit Plan.

Strategic School Improvement Plan and Sustainable Communities for Learning (Previously 21st Century School Programme)

- 2.4.14. The WG through its Sustainable Communities for Learning Programme (previously 21st Century Schools Programme) of grant funding, supports capital build projects for new and replacement schools.
- 2.4.15. In 2008 NPTC Cabinet approved the introduction of the Strategic School Improvement Principles Paper, which presented the programme for school reorganisation and change.
- 2.4.16. The Report set out the principles underpinning the process of school reorganisation in NPT. The principles were developed to support an overarching strategy for school improvement that aimed to provide 'fit for purpose' schools capable of delivering high quality educational experiences for all pupils. The principles provided clarity of purpose and transparency of approach, and determined the main factors that would be taken into account in considering all proposals for change, including, where necessary, school closures.
- 2.4.17. Implementing the Strategic School Improvement Programme (SSIP) involves reviewing existing educational provision across the County Borough and

determining the number and type of schools needed to deliver education effectively and efficiently across the County Borough. The SSIP adopts four key principles:

- Standards in education;
- The need for places and accessibility of schools;
- The quality and suitability of school accommodation; and
- Effective financial management.

2.4.18. The Sustainable Communities for Learning Programme Update (December 2024) notes that to date since 2014 the Council has significantly benefited from this programme, which has enabled £200m of capital investment to be made in new school builds in the County Borough.

2.4.19. In recent years the SSIP has also focused on the need to ensure that school reorganisation aligns closely with the Council's Welsh in Education Strategic Plan, ensuring that the opportunities for children and young people to be educated through the medium of Welsh have grown and developed.

[Welsh in Education Strategic Plan 2022-2023](#)

2.4.20. The Welsh in Education Strategic Plan is made under Section 84 of The School Standards and Organisation (Wales) Act 2013 and content complies with the Welsh in Education Strategic Plans (Wales) Regulations 2019. The Plan sets out the direction of strategic planning for the growth of Welsh medium education in the County over the next decade.

2.4.21. The Plan notes that WG have set a target for NPT to increase the number of learners accessing Welsh-medium education of between 17% and 27% over a 10-year period. This target is based on increasing the number of Year 1 children taught through the medium of Welsh from 16.8% (252 pupils) in 2020/21 to 31% (460 pupils) by 2032 and the Plan seeks to exceed the upper range of the target set by WG.

2.4.22. With regards to strategic planning and links with the RLDP, the Plan notes that termly meetings will be held to share information and consider future pressures on school places, including those brought about by approved housing developments, and to develop appropriate responses to these pressures. Information on approved housing developments and information on sites allocated within the LDP will be considered along with pupil population forecasts to predict the likely impact of population changes at a local and authority-wide level. Due consideration will be given to the demand for Welsh medium education and its planned growth. As part of the preparation of the RLDP, the new Plan will consider whether site-specific education facility allocations will need to be made and what policies may be needed to secure education provision, through for example, planning obligations. The RLDP will consider the demand for educational land use for all ages, types of facilities for Welsh and English medium provision and education colleagues will be involved in the preparation of the RLDP.

2.4.23. The Plan includes a number of objectives including bringing forward a proposal to create a further three Welsh medium primary schools within the ten year period.

3. Current Education Provision

3.0.1. This Chapter provides an overview of the current and planned education provision in the County Borough following discussions with the Council's Education Team.

3.1. Current Provision

3.1.1. Within NPT there is currently:

- 1 infant school;
- 1 junior school;
- 3 medium schools (through schools, of which one is Welsh language and forms a campus of Ysgol Bro Dur);
- 51 primary schools (of which 10 are Welsh medium);
- 6 secondary schools (of which, Ystalyfera Bro Dur is Welsh medium and based over two campuses, one campus of which is a through school);
and
- 2 special schools.

3.1.2. In addition, there is nursery provision.

3.1.3. Access to Welsh-medium education is met through existing primary and secondary school provision, mainly within the local authority and in a small number of cases in neighbouring authorities.

3.1.4. Each school has a catchment area and admission number. Further information is available in the latest Admission to Community School Guidance on the Council's website.

3.2. Planned Provision

3.2.1. As part of the SSIP, the Council has been reviewing existing provision and determining the number and type of schools needed to deliver education

effectively and efficiently across the County Borough. To date over £200m has been invested in new schools in the County Borough with some already completed and operational and others underway.

3.2.2. Band A and Band B Projects complete include:

- Awel Y Mor (3-11 primary) 2013
- Ysgol Bae Baglan (3-16 middle school) 2016
- Ysgol Cwm Brombil (3-16 middle school) 2018
- Ysgol Carreg Hir (3-11 primary) 2018
- Ysgol Gymraeg Ystalyfera-Bro Dur
- -phase 1 and 2 Ystalyfera campus (3-19) 2018
- -complete new build Bro Dur campus (11-16) 2018
- -phase 3 Ystalyfera campus 2022
- Cefn Saeson Comprehensive 2021
- Abbey Primary School 2022

3.2.3. In November 2022, Members approved the next tranche of projects for submission in the NPT Strategic Outline Programme (SOP) for WG funding. These included:

- Llangatwg Comprehensive School (replacement build)
- YGG Rhosafan (replacement build)
- Tywyn Primary (replacement build)
- Ysgol Gymraeg Newydd Dwyrain (new WM school located in the east of the county borough)

- St Joseph's RC School and Sixth Form Centre and St. Joseph's Catholic Junior School (new build 7-19 school)
- 3.2.4. In May 2023, the Council was notified that the YGG Rhosafan scheme had achieved success at the Sustainable Schools Challenge and would now be 100% grant funded. As a result of YGG Rhosafan being awarded funding, a substitute scheme was added to the SOP – a new build special school on one site to replace Ysgol Hendrefelin, which currently occupies 3 sites across Neath Port Talbot.
- 3.2.5. In April 2023, Cabinet determined not to progress the Ysgol Newydd Swansea Valley proposal, which meant that the £14.7m WG funding which had been approved for this scheme was potentially available for an alternative scheme/ schemes, subject to WG approval and the submission of a three stage, five case business model.
- 3.2.6. In November 2023 a variation request was therefore submitted to Welsh Government requesting a change to the programme. This involved
- Godre'rgraig- a new build replacement Godre'rgraig Primary school, at Gnoll Road, Godre'rgraig
 - Ysgol Maes y Coed- an extension to Ysgol Maes Y Coed special school
 - Vocational Hub - heavy refurbishment of the vacated former Education Learning Resource Service (ELRS) building at Velindre, Port Talbot
- 3.2.7. In January 2024 WG approved the variation requests for Ysgol Maes Y Coed extension and the remodelled Vocational Hub, subject to business case approvals. The removal of the Swansea Valley scheme from the Band B envelope was also approved, but additional information was requested, including a Welsh Language Impact Assessment to further consider the replacement school for Godre'rgraig. A final draft is expected early in January 2025.

3.2.8. In August 2024 the SOP was approved by WG, and the strategic business cases (SOCs) for Llangatwg Comprehensive School, Ysgol Maes Y Coed and the Vocational Hub were submitted and approved. Work has now started on all three projects.

3.2.9. In addition, WG Sustainable Communities for Learning also provides capital funding for other education projects through additional grants including Community Focussed Schools, Additional Learning Needs (ALN), Welsh Medium Provision, Child Care and Universal Free School Meals.

3.2.10. Community Focussed Schools' capital funding is supporting projects at:

- Cwm Brombil Community Cafe and Food bank/Community Support Hub,
- Sandfields Primary Community Support Hub,
- Melin Primary Community Support Hub.
- Ysgol Gymraeg Ystalyfera -Bro Dur (Bro Dur site) Skills Hub

3.2.11. Additional Learning Needs (ALN) capital funding is supporting projects at:

- Maesmarchog Primary School- Structural work and refurbishment to LSC
- Blaenhonddan Primary School- New 16 place Primary ASD LSC
- Ysgol Hendrefelin Special School – New additional 12 place classroom

3.2.12. Smaller additional capital work has also been undertaken across the school estate due to the funding received, to support schools to improve facilities and equipment for pupils with ALN.

3.2.13. Welsh Medium capital funding has increased provision at:

- YGG Pontardawe- new build extension for Foundation Phase, new Reception area and structural work to childcare provision to facilitate expansion

- YGG Tregeles-Structural work and refurbishment to existing building to create a new Welsh-medium school.
- YGG Trebannws- structural work and refurbishment of ALN provision in preparation for transition to a Welsh-medium LSC; structural work and refurbishment to Foundation Phase building to include Welsh-medium childcare provision.
- YGG Tyle'r Ynn – new build extension and new childcare provision
- YGG Cwmllynfell – new build classroom extension and childcare provision

3.2.14. New child care settings to be completed at

- Blaendulais
- Cwmafan
- Ystalyfera

3.2.15. Smaller additional work has also taken place across NPT child care settings.

3.2.16. Universal Free School Meals: Due to the increased numbers of primary aged pupils who are now able to access a free school meal, work has been completed in many school kitchens across NPT. Major kitchen replacement work has also taken place or is planned at

- Baglan Primary School
- Coedffranc Primary School
- YGG Tregeles
- Glyncorrwg Primary
- Eastern Primary School

4. Education Requirements

- 4.1. As part of the preparation of the RLDP, the Planning Policy team have continuously liaised with Education colleagues in order to understand the potential education needs over the Plan period.
- 4.2. As part of these discussions, it was noted that education are currently looking for the following land requirements:
- Land for a Welsh medium primary school in the east of the County Borough (which will be located within the proposed Coed Hirwaun key site at Margam); and
 - Land to provide a special school to replace Ysgol Hendrefelin (which will be located within the Fforest Farm key site in Aberdulais)
- 4.3. With regards to the potential educational needs arising from planned developments in the RLDP, the Planning Policy team shared sites which were considered to be developable with the Education team who looked at the potential number of residents arising from the proposed development and the capacity of existing schools within the catchment area. The requirements will be considered as part of the allocation of sites in the Deposit plan. The Table below details the education requirements for two key housing sites:

| Housing Site | Education Needs |
|--------------|--|
| Coed Hirwaun | <ul style="list-style-type: none">• Location to provide the Welsh Medium primary school in the East of the Authority, which will also accommodate the education requirements arising from the key housing site at Coed Hirwaun.• The new school will therefore provide a new 420 place primary plus nursery = 465 places. |

| Housing Site | Education Needs |
|---------------------|---|
| Land east of Rhos | <ul style="list-style-type: none"><li data-bbox="635 315 1372 405">• 2 form entry Welsh medium primary school plus nursery. |

5. Meeting Education Needs

- 5.1. Where the educational needs arising from the development are unable to be met within existing provision, the Council will seek planning obligations.
- 5.2. In line with the current SPG, planning obligations may take various forms including:
- In kind contributions: Where the developer builds a school within the development site or provides land for a school to be built; or
 - Financial contributions: to mitigate the impact of the development on an existing school. For example, through the funding of new additional classrooms, or improved or replacement classrooms, or other school related facilities such as playing fields, or associated appropriate accessibility and efficiency measures including highway works in order to increase the capacity of the existing school.
- 5.3. Where financial contributions are sought, in such circumstances where a number of development proposals are in close proximity and where the cumulative impact of the development would require specific issues to be addressed, the Council may, having full regard to the requirements set out within the Community Infrastructure Levy (CIL) Regulations, combine contributions from the individual development proposals. This will help ensure the need for infrastructure improvements can be effectively and equitably addressed with all parties making an appropriate contribution. Regulation 123 of the CIL Regulations limits the number of planning obligations that can be pooled (maximum of five). As detailed in the current SPG, the Council's approach to dealing with this pooling restriction will be through specifying infrastructure pots (projects) with each project able to take up to five pooled contributions.
- 5.4. Site promoters will be made aware of education requirements and site specific discussions will take place regarding the delivery of education provision with site promoters ahead of the Deposit Plan.

- 5.5. Education requirements will be specified in the Infrastructure Delivery Plan published at Deposit stage.
- 5.6. Developers will be advised to enter into Pre-Application engagement with the Council ahead of applying for planning permission.
- 5.7. The Section 106 Heads of Terms will specify the amount of contribution.

Click on the QR code below
for further information



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