

Matter 4 – Education and the best start in life

Issue:1 Whether the Plan has been positively prepared and whether it is justified, effective, consistent with national policy and in general conformity with the London Plan in relation to education and the best start in life.

SP3 – Best start in life

4.1 Taking each criterion in turn, are they justified and supported by evidence?

4.2 Is the policy necessary for soundness?

P26 - Education places

4.3 Is the policy overall justified, effective and consistent with national policy?

4.4 Taking each criterion in turn, are they justified and supported by evidence?

4.5 How will any financial contributions towards additional school places be calculated? Is the policy sufficiently clear in this regard?

4.6 Is the policy sufficiently clear where land transfer may be required to support the delivery of new education places?

Relevant policies / evidence:

- Publication London Plan 2020,
 - Policy D4 Delivering good design: A,E; 3.4.1
 - Policy D5 Inclusive design: A (collaboration); 3.5.5 (involvement)
 - Policy D8 Public Realm: B, D, F, I, L, M,
 - Policy S1 Developing London’s social infrastructure: A,B,
 - Policy S3 Education and childcare facilities: A 1,2
 - Policy S4 Play and informal recreation: A 1,2; 5.4.1-5.4.7
 - Policy G8 Food growing: A 2
- Hackney Child Friendly Spaces SPD
- GLA Making London Child-Friendly – Designing for Children and Young People 2019
- London Play Streets

There appears to be no justification for what should be a very important policy area but which currently fails in ambition to reflect and inform the other strategic policies. Most explicitly there seems to be no evidence of active consultation with children, young people or youth workers in the development of the policy or in how it is proposed to be monitored. Schools, Youth Clubs (e.g. Downside Fisher Youth Club) and the Southwark Youth Council for example should be involved in the development of this policy and its evidence base could be combined with a borough wide social infrastructure audit to support and link with SP2. Entrances, adjacent streets and also wider routes to schools and places of education should be considered as opportunities for informal play/social and green infrastructure and also as places for younger people to have the opportunity to have sight of the local economy. With regards SP4 point 3 there are many examples in London of ambitious policy and project specific initiatives and in the pandemic situation the plan now needs a play strategy to make the most of public space to promote local and intergenerational cohesion while also addressing social and economic inequalities - this should include design guidance and a library of positive precedents. Similarly

P26 point 4 needs more justification and ambition to reflect the London Plan and the council should carry out work to understand how it's existing schools are working, to test how colocation with other uses (from libraries to housing and community infrastructure) can work together and set out how new places for education can be exemplary in terms of accessibility and support for diverse communities and diverse forms of learning.