

**Rochford District Council**

**Supplementary Planning Document – Educational Contributions  
from Residential Developments**

**Strategic Environmental Assessment  
And Sustainability Appraisal**

**Environmental Report**

**Prepared for Rochford District Council**

**By**

**Essex County Council**

**April 2006**



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## **Non Technical Summary**

# **Non Technical Summary**

## **Non Technical Summary**

### **Chapter 1 - Methodology**

#### **Introduction to Sustainable Development**

Sustainable development is defined as ‘development that meets the needs of the present without compromising the ability of future generations to meet their own needs’ (World Commission on Environment and Development, 1987). The UK Government has adopted 5 principles of for sustainable development they include;

- Living within environmental limits,
- Ensuring a strong, healthy and just society,
- Achieving a sustainable economy,
- Promoting good governance,
- Using sound science.

#### **Sustainability Appraisal and Strategic Environmental Assessment**

The European Directive 2001/42/EC (EC, 2001) ensures that a Strategic Environmental Assessment of a wide range of plans and programmes shall be conducted. The Rochford District Council Supplementary Planning Document – Educational Contributions from Residential Developments (Educational Contributions SPD) therefore requires a Strategic Appraisal that incorporates the dual statutory requirement of both Sustainability Appraisal (SA) and Strategic Environmental Assessment (SEA).

This report has been prepared in accordance with the following Office of the Deputy Prime Minister (ODPM) guidance;

- A ‘Practical Guide to the Strategic Environmental Assessment Directive’ (September, 2005).

- 'Sustainability Appraisal (SA) of Regional Spatial Strategies and Local Development Frameworks' (November, 2005)

### **Methodology Adopted in the SEA**

The Scoping stage of the SEA/SA involves investigation into the relevant plans, programmes and environmental protection objectives. The Scoping Report also outlines the baseline information which provides the basis for predicting and monitoring environmental effects, aids in the interpretation of environmental problems and allows identification of possible mitigation measures. A list of Sustainability objectives is also outlined in the Scoping Report.

The Educational Contributions SPD SEA Scoping Report was consulted for a 5 week period. The second part of the SEA approach involves the development and refinement of alternatives and assessing the effects of the plan.

The third stage is the development of the Environmental Report. The structure of the Environmental Report is very similar to the suggested structure outlined in 'A Practical Guide to the Strategic Environmental Assessment Directive' (September, 2005).

### **Chapter 2 - Background**

The Educational Contributions SPD aims to set out the key elements of the planning framework for the area. The Educational Contributions SPD outlines the following principle objectives;

Reference	Objective
1	To negotiate contributions from developers towards the provision of additional school places.
2	The use of planning obligations to address the impact of development.
3	To allow contributions to go towards items such as roads, public transport schemes, public places, community facilities and affordable housing.

**Chapter 3 - SEA Objectives and Baseline and Context**

**Review of the Plans and Programmes**

The relationship between various plans and programmes and sustainability objectives may influence the Educational Contributions SPD in various ways. The relationships are analysed to;

- Identify any external social, environmental or economic objectives that should be reflected in the SA process;
- Identify external factors that may have influenced the preparation of the plan; and
- Determine whether the policies in other plans and programmes might lead to cumulative effects when combined with policies in the Educational Contributions SPD.

**Baseline Characteristics**

The SEA Directive requires an analysis of the ‘relevant aspects of the current state of the environment and the likely evolution thereof without implementation of the plan’ (Annex 1b) and ‘the environmental characteristics of areas likely to be significantly affected’ (Annex 1c).

The baseline data for the SEA/SA of the Educational Contributions SPD includes existing environmental and sustainability information from a range of sources.

## **SEA Objectives, Targets and Indicators**

### **SEA Objectives**

The utilisation of sustainability objectives is a recognised methodology for considering the environmental effects of a plan and programme and comparing the effects of the alternatives. The sustainability objectives are utilised to show whether the objectives of the plan and programme are beneficial for the environment, to compare the environmental effects of the alternatives or to suggest improvements.

## **Chapter 4 - Plan Policy Appraisal**

### **Significant Social, Environmental and Economic Effects of the Preferred Policies**

The SEA Directive states that 'where an Environmental Assessment is required under Article 3 (1), and Environmental Report shall be prepared in which the likely significant effects on the environment of implementing the plan and programme, and reasonable alternatives taking into account the objectives and the geographical scope of the plan or programme, are identified, described and evaluated' (SEA Directive, Article 5). This chapter seeks to outline a summary of the significant social, environmental and economic effects and the recommendations arising from the Appraising Plan Policy assessment for the Rochford District Council Educational Contributions SPD. The summary reflects the SEA Directive Annex 1(f). The table below highlights the outcome of the assessment.



<b>Educational Contributions 1</b>	
<b>Objective</b>	<b>Recommendation</b>
(1) Secure opportunity of accessibility for all members of the community to ... education and community facilities.	When deciding upon the location of future residential throughout the District of Rochford the existing capacity of the educational establishments should be accounted for.
(2) To create more sustainable patterns of development by building in ways which exploit and deliver ... education.	When deciding upon the location of future residential throughout the District of Rochford the existing capacity of the educational establishments should be accounted for.
<b>Educational Contributions 3 (EC3)</b>	
<b>Objective</b>	<b>Recommendation</b>
(1) Secure opportunity of accessibility for all members of the community to ... education and community facilities.	<b>(1) Schemes with less than 12 dwellings.</b> It is recommended that educational contributions are sought from both allocated and windfall sites that fall within the 'small sites' definition.
(2) To create more sustainable patterns of development by building in ways which exploit and deliver ... education.	<b>(2) Single-bedroom dwellings.</b> It is recommended that continuous monitoring should occur to ensure that there are no alterations in Rochford's baseline situation that may warrant educational contributions from one-bedroom residential development. If a change in the provisions is deemed appropriate consideration should also be given to the housing supply evident throughout Rochford.  <b>(4) 100% Affordable Housing.</b> It is recommended that where a development of

	<p>100% affordable housing is proposed the capacity of existing schools should be considered and weighted against the social need for affordable housing in a specific area. If the affordable housing may be provided on an alternative site where the capacity of schools is less constrained this would be the preferred location, so long as other social, economic and environmental factors prevail. This would ensure accessibility to schools is managed more effectively throughout the District of Rochford.</p>
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**Chapter 5 - SPD Issues and Alternative**

The SEA Directive states that ‘where an Environmental Assessment is required under Article 3 (1), and Environmental Report shall be prepared in which the likely significant effects on the environment of implementing the plan and programme, and reasonable alternatives taking into account the objectives and the geographical scope of the plan or programme, are identified, described and evaluated’ (SEA Directive, Article 5). This chapter outlines the appraisal of the alternatives within the Rochford District Council Educational Contributions SPD.

**Chapter 6 - Monitoring Implementation of the SPD**

The SEA Directive states that “Member States shall monitor the significant environmental effects of the implementation of plans and programmes in order, inter alia, to identify at an early stage unforeseen adverse effects, and to be able to undertake appropriate remedial action” (Article.10.1). Furthermore the Environmental Report shall include “a description of the measures envisaged concerning monitoring” (Annex 1 (i)). This Chapter aims to outline the monitoring framework for the Rochford District Council Educational Contributions SPD.

The monitoring of the Educational Contributions SPD “allows the actual significant environmental effects of implementing the plan or programme to be tested against those predicted” (Office of the Deputy Prime Minister, 2005, 39). The monitoring of the Educational Contributions SPD will aid in the identification of any problems that may arise during the SPD’s implementation.

## **Chapter 1 - Methodology**

# Chapter 1

## Methodology

### Introduction to Sustainable Development

The widely utilised international definition for sustainable development is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (World Commission on Environment and Development, 1987). In 1992 at the Rio Summit Government’s worldwide committed themselves to the delivery of sustainable development. Following this convention the UK Government formulated the first national Sustainable Development Framework in 1999. In the UK Sustainable Development Framework (1999) the UK Government clearly outlined the meaning of Sustainable Development placing greater emphasis on attaining a better quality of life for everyone now and for the future. The UK Government updated the Sustainable Development Strategy in 2005, and adopted 5 principles for sustainable development they include;

- \* Living within environmental limits,
- \* Ensuring a strong, healthy and Just Society,
- \* Achieving a sustainable economy,
- \* Promoting good governance,
- \* Using sound science.

An important component of sustainable development is weighing up the environmental, social and economic factors, and this is fundamental to Sustainability Appraisal and Strategic Environmental Assessment.

### Sustainability Appraisal and Strategic Environmental Assessment

The European Directive 2001/42/EC (EC, 2001) ensures that a Strategic Environmental Assessment of a wide range of plans and programmes shall be conducted. The Educational Contributions SPD therefore requires a Strategic Appraisal that incorporates the dual statutory requirement of both Sustainability Appraisal (SA) and Strategic Environmental Assessment

(SEA). The purpose of SEA/SA is to promote environmental protection and contribute to the integration of environmental, social and economic considerations into the preparation and adoption of plans, with a view to promote sustainable development.

This report has been prepared in accordance with the following Office of the Deputy Prime Minister (ODPM) guidance:

- 'A Practical Guide to the Strategic Environmental Assessment Directive' (September 2005)
- 'Sustainability Appraisal (SA) of Regional Spatial Strategies and Local Development Frameworks' (November 2005)

The requirement for SEA/SA emanates from a high level of international and national commitment to sustainable development and this has been incorporated into EC Directives, laws, guidance, advice and policy.

The purpose of this sustainability appraisal is to promote sustainable development through better integration of sustainability considerations into the adoption of the Educational Contributions SPD.

The requirements to undertake a SA and SEA are distinct. The principle difference between SEA and SA is that SEA is baseline led, focusing primarily on environmental effects, whereas SA is objectives led. The SEA directive defines the environment in a broad context and includes:

- Biodiversity
- Population
- Human Health
- Fauna
- Flora
- Soil
- Water
- Air
- Climatic factors

- Material Assets
- Cultural Heritage including architectural and archaeological heritage
- Landscape

SA goes further by examining all the sustainability-related effects of plans, whether they are social environmental or economic.

Despite these differences it is possible to meet both requirements through a single appraisal process. In order to minimise duplication and time, Essex County Council has applied this approach. Throughout the remainder of this document where reference is made to sustainability appraisal (SA) it should be taken to include the requirements of the SEA Directive (2001/42/EC) as incorporated into English Law by virtue of the Environmental Assessment of Plans and Programme Regulations (2004).

This report and SA process has been led by Essex County Council's Environmental Assessment Team. Diverse expertise has been drawn upon across the County Council's service areas and appropriate partnership forums. This arrangement conforms to guidance recommendations in respect of a need for taking a balanced view; a good understanding of the local circumstances; understanding the issues, and drawing on good practice elsewhere to evaluate the full range of sustainability issues.

### **Scope of the Report**

The final Environment Report comprises of;

- Non-Technical Summary;
- An outline of the methodology adopted;
- Background setting out the purpose of the SEA and the objectives of the Rochford District Council Educational Contributions SPD;
- SEA objectives and the sustainability issues throughout the Rochford District Council Educational Contributions SPD and the key issues that need to be addressed;
- Educational Contributions SPD options considered and environmental effects of the alternatives outlined;

- An assessment of the contribution of the plan policies to social, economic and environmental objectives within the district;
- An outline of the proposed mitigation measures, for those where these impacts are negative.

### **Methodology Adopted in the SEA**

The approach adopted in this Sustainability Appraisal (SA) and Strategic Environmental Assessment (SEA) of the Rochford District Council Educational Contributions SPD is based on the process outlined in the Office of the Deputy Prime Minister Guidance – A Guide to the Strategic Environmental Assessment Directive (September 2005). The methodology adopted seeks to meet the requirements of both SA and SEA for the environmental assessment of plans.

The SA Framework is based on the initial criteria and proposed approaches set out in the scoping report produced in November 2005. The aim of the scoping report is to ensure a focused yet comprehensive SA, addressing all relevant issues, objectives and allow input from consultation bodies at an early stage of the process.

The scoping stage of the SEA/SA involves investigation into the relevant plans, programmes and environmental protection objectives. The scoping report also sets out the baseline information which provides the basis for predicting and monitoring environmental effects, aids in the interpretation of environmental problems and allows identification of possible methods for mitigation. A range of information aids in the identification of potential environmental problems including, earlier issues identified in other plans and programmes, baseline information, tensions between current and future baseline information and consultation with the consultation bodies. The scoping report also contains a list of SEA objectives. SEA objectives are not a specific requirement of the Directive but they are recognised as a method for considering the environmental effects of a plan and comparing the effects of alternatives.

“The Directive creates the following requirements for consultation;

- Authorities which, because of their environmental responsibilities, are likely to be concerned by the effects of implementing the plan or programme, must be

consulted on the scope and level of detail of the information to be included in the Environmental Report. These authorities are designated in the SEA Regulations as the Consultation Bodies.

- The public and the Consultation Bodies must be consulted on the draft plan or programme and the Environmental Report, and must be given an early effective opportunity within appropriate time frames to express their opinions” (Office of the Deputy Prime Minister, 2005, 16).

The Rochford District Council Educational Contributions SPD SEA Scoping Report was consulted for a 5 week period, whereby the Statutory Consultation Bodies and other relevant persons were consulted. The statutory Consultation Bodies include;

- Countryside Agency,
- English Heritage,
- English Nature,
- And the Environment Agency.

The second part of the SEA approach involves the development and refinement of alternatives and assessing the effects of the plan. The objectives of the plan are therefore tested against the SEA objectives identified at the scoping stage.

The third stage of the process is the development of the Environmental Report. The SEA Directive states that “the environmental report shall include information that may reasonably be required taking into account current knowledge and methods of assessment, the contents and level of detail in the plan or programme, (and) its stage in the decision-making process” (Article 5.2). The structure for the Environmental Report is very similar to the suggested structure outlined in ‘A Practical Guide to the Strategic Environmental Assessment Directive’ (September, 2005).



## **Chapter 2 - Background**

## **Chapter 2**

### **Background**

#### **Purpose of this Sustainability Appraisal/Strategic Environmental Assessment**

This Environment Report has been devised to meet European Directive 2001/42/EC which requires a formal strategic assessment of certain plans and programmes which are likely to have a significant effect on the environment. The Directive has been incorporated into English Law by virtue of the Environment Assessment of Plans and Programmes Regulations (2004). In accordance with the provisions set out in the SEA Directive and the Planning and Compulsory Purchase Act (2004), a SA/SEA of the Rochford District Council Educational Contributions SPD must be undertaken and consulted on prior to the adoption.

This Environment Report outlines the appraisal methodology, sustainability objectives, review of plans and programmes, baseline information used in the appraisal process, and the assessment of the Rochford District Council Educational Contributions SPD.

#### **Rochford District Council Educational Contributions SPD and the Objectives**

The Planning and Compulsory Purchase Act (2004) introduced alterations to the planning system; the fundamental aim of these changes was to promote a proactive and positive approach to managing development. The Local Development Framework forms a fundamental element in the new planning system.

Local Development Frameworks will be comprised of Local Development Documents, which include Development Plan Documents, that are part of the statutory development plan and Supplementary Planning Documents which expand on policies set out in a development plan document or provide additional detail. The SPD is an integral part of the Local Development Framework.

The Rochford District Council Educational Contributions SPD aims to set out the key elements of the planning framework for the area. It outlines the spatial vision and strategic

objectives for the area; a spatial strategy; core policies; and a monitoring and implementation framework.

The first section of the Education Contributions SPD seeks to provide a brief overview of the planning system. The portrait of Rochford District is the next section ultimately this section aims to provide a general summary of the community. The information utilised to provide a summary includes population, environmental, economic and social issues.

The SPD also lists the relevant plans and programmes at the local, county, regional and national level and how these are relevant to the strategic vision for Rochford District. The options for the SPD are also highlighted, these options relate to jobs, land allocated for employment use, housing, town and village development, affordable housing and transportation. Finally the document outlines a series of core policies which have been derived from the existing Local Plan.

The SPD clearly outlines the 1 principle objective as demonstrated in table 1.

**Table 1 – Rochford District Council Educational Contributions SPD Objectives**

<b>Reference</b>	<b>Objective</b>
<b>1</b>	To negotiate contributions from developers towards the provision of additional school places.
<b>2</b>	The use of planning obligations to address the impact of development.
<b>3</b>	To allow contributions to go towards items such as roads, public transport schemes, public places, community facilities and affordable housing.

An important part of the assessment involves the testing of the SPD Objectives against the sustainability objectives

## **Chapter 3 - SEA Objectives and Baseline Context**

## Chapter 3

### SEA Objectives and Baseline Context

#### Review of the Plans and Programmes

The relationship between various plans and programmes and sustainability objectives may influence the Rochford District Education Contributions SPD in various ways. The relationships are analysed to;

- identify any external social, environmental or economic objectives that should be reflected in the SA process;
- identify external factors that may have influenced the preparation of the plan; and
- Determine whether the policies in other plans and programmes might lead to cumulative effects when combined with policies in the SPD.

Engaging in this process enables Rochford District Education Contributions SPD to take advantage of any potential synergies and to attend to any inconsistencies and constraints. The plans and programmes that need to be considered include those at an international, national, regional and local scale.

The preparatory work for the has considered a number of planning policies and guidance documents, however to meet the SA's requirements a broader range were considered, in particular those outlining issues of environmental protection and sustainability objectives. Table 2 shows a summary list of plans and programmes that were reviewed as part of the SA. Appendix 1 contains the outcome of the review.

**Table 2 – Plans and Programmes Considered as part of the Review**

<p><b>International</b></p> <p>European and International Sustainability Development Strategy</p> <p>European Spatial Development Perspective (May, 1999)</p> <p><b>National</b></p> <p>Planning Policy Statement 1; Creating Sustainable Communities</p> <p>Planning Policy Guidance Note 3; Housing (2000)</p> <p>Planning Policy Statement 6; Planning for Town Centres</p> <p>Planning Policy Statement 7; Sustainable Development in Rural Areas</p> <p>Planning Policy Guidance Note 9: Nature Conservation (1994)</p> <p>Planning Policy Statement 12; Local Development Frameworks</p>
<p><b>Regional</b></p> <p>Draft Regional Spatial Strategy for the East of England Plan (RSS14) (December, 2004)</p> <p><b>County</b></p> <p>Essex and Southend-on-Sea Replacement Structure Plan (Adopted April, 2001)</p> <p>The Essex School Organisation Plan, 2005 – 2010</p> <p>Education Development Plan 2002 – 2007</p> <p>Children’s and Young Peoples Plan</p>

## **Local**

Rochford District Council Local Plan 1<sup>st</sup> Review, 1995

Rochford District Second Deposit Replacement Local Plan, 2004

The plans and programmes reviewed provided the following:

- A basis for establishing sustainability objectives as part of the SA process.
- An influence over the SPD preparation and a higher level policy context.
- A basis for identifying potential cumulative effects of the Rochford District Education Contributions SPD.

## **Baseline Characteristics**

The SEA Directive requires an analysis of the “relevant aspects of the current state of the environment and the likely evolution thereof without implementation of the plan” (Annex 1b) and “the environmental characteristics of areas likely to be significantly affected” (Annex 1c). The baseline information will form the basis for predicting and monitoring the effects of the adoption of the Rochford District Education Contributions SPD. Furthermore the baseline data allows sustainability problems to be identified and aids the formulation of appropriate mitigation measures and/or proposals for suitable alternatives.

The baseline data for the SA/SEA of the Rochford District Education Contributions SPD includes existing environmental and sustainability information from a range of sources, including national Government, agency websites, the 2001 Census, Rochford District and Essex County Council. The information the baseline data aimed to highlight is outlined below;

- the latest data for Rochford District,
- comparators: national, regional, sub-regional, and local level data against which the status of the Rochford District may be evaluated;

- identified targets;
- established trends; and
- environmental or sustainability problems.

Table 3 outlines the comprehensive list of the baseline data sources for both the quantitative and the qualitative information.

The baseline data topics and whether they are of economic, social or environmental significance are outlined in table 3.

**Table 3 – Illustrating the Baseline Topics and whether they are of Economic, Environmental and Social Significance**

Topic	Theme		
	Social	Economic	Environmental
Population			
Crime			
Health			
Education			
Deprivation			
Economic Activity			
Income			
Commercial Floorspace			



<b>Cultural Heritage and Material Assets</b>			
<b>Listed Buildings</b>			
<b>Conservation Areas</b>			
<b>Land Utilisation</b>			
<b>Water</b>			
<b>Agricultural Land Classification</b>			
<b>Air Quality</b>			
<b>Road Traffic</b>			
<b>Biodiversity – Flora and Fauna</b>			

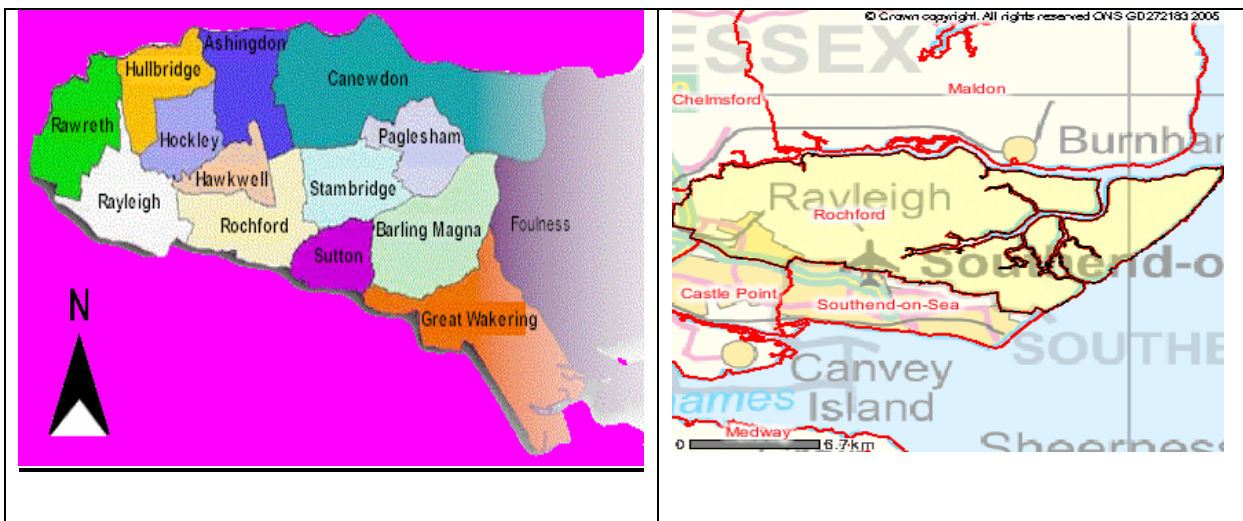
## Key Trends and Predicting Future Baseline

The following section describes fundamental social, economic and environmental elements of the Rochford District.

### Location

Rochford District is situated to the south of Essex, and covers an area of 168.35 sq km (65 square miles). The district of Rochford is situated within a peninsula between the River Thames and Crouch, and is bounded by the North Sea. The district has land boundaries with Basildon, Castle Point and Southend on Sea Districts and Marine Boundaries with Maldon and Chelmsford Districts. Rochford District is predominately rural with many surrounding villages, the main urban centres in the district include the historic towns of Rochford and Rayleigh. Map 1 illustrates the location of the Rochford District.

### Map 1 Illustrating the Location of the Rochford District



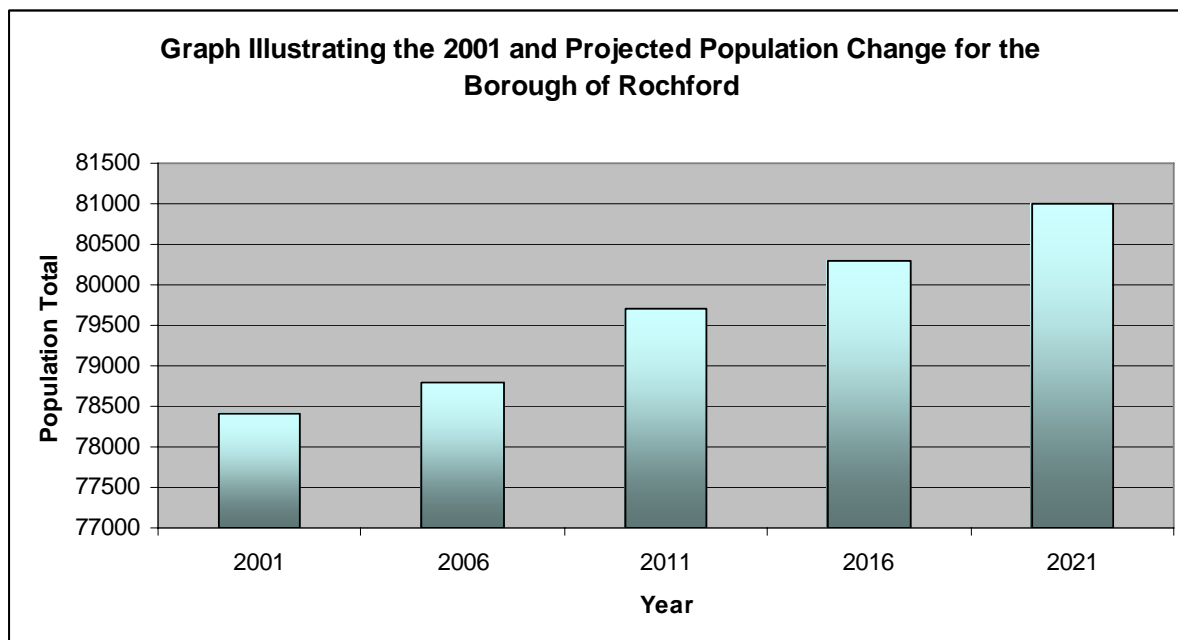
(Sources; Rochford District Council Online, 2005 and National Statistics Online, 2005)

## Population

The resident population of Rochford district, as measured in the 2001 Census, was 78,489 of which 49 per cent were male and 51 per cent were female. The sex composition of Rochford District is similar to that of Essex County Council in 2001 with 48.8% of the Essex population male and 51.2% female. In 2001, 20 per cent of the resident population were aged under 16, 57 per cent were aged between 16 and 59, and 23 per cent were aged 60 and over. The mean average age was 40. This compared with an average age of 39 within England and Wales.

In analysing the social, economic and environmental characteristics of Rochford District it is important to be aware of the projected population change anticipated for the district. This will provide an understanding as to the amount of population change likely to be experienced within the district of Rochford. Graph one illustrates the 2001 and the future projected population change for the District of Rochford.

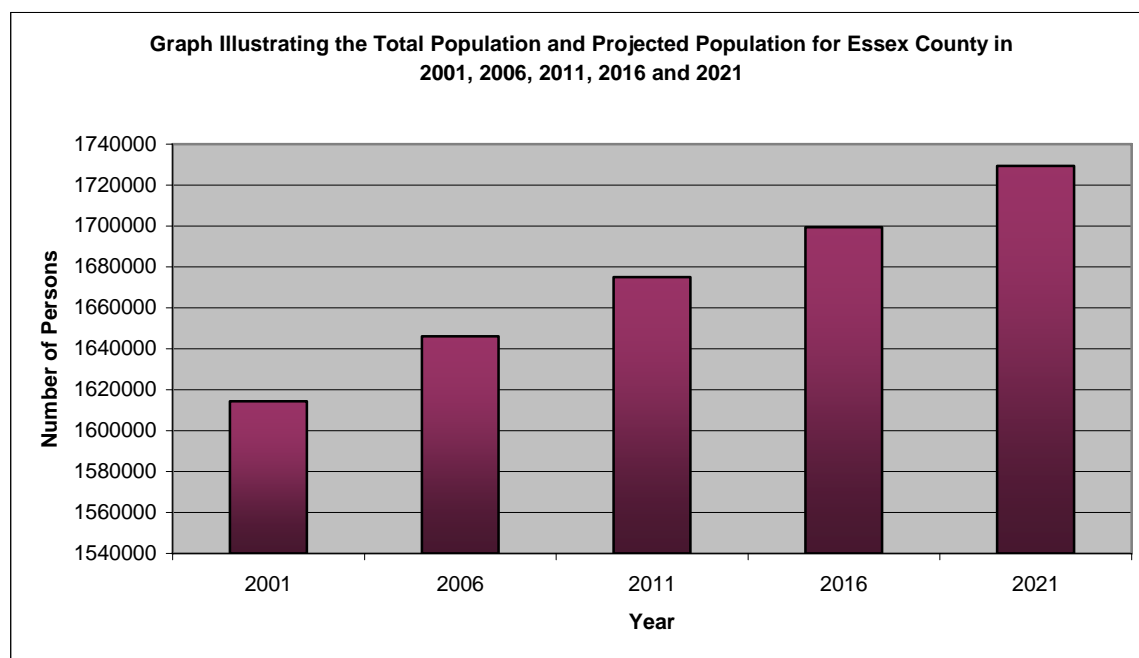
**Graph 1**



Source; Total Regional Planning Guidance 14 Submission, 29<sup>th</sup> March 2005 (Note the population projection assumes dwelling provision will be implemented at the annual average rate of provision set out in policy H2 of the Regional Spatial Strategy 14.)

Graph 1 demonstrates the population within the Rochford District in 2001 and the projected alterations in the population size assuming the dwelling provision outlined in the Draft East of England Plan (2004) will be implemented within Rochford. In 2001 the population of Rochford was 78, 400 persons, it is anticipated that by 2021 the population within the District will be 81, 000 persons. The total population within Rochford District is therefore expected to increase by 3.2% throughout the period 2001-2021. Graph two illustrates the total population change anticipated for Essex allowing comparison between the total growth rate for Essex and that of the District of Rochford.

**Graph 2**



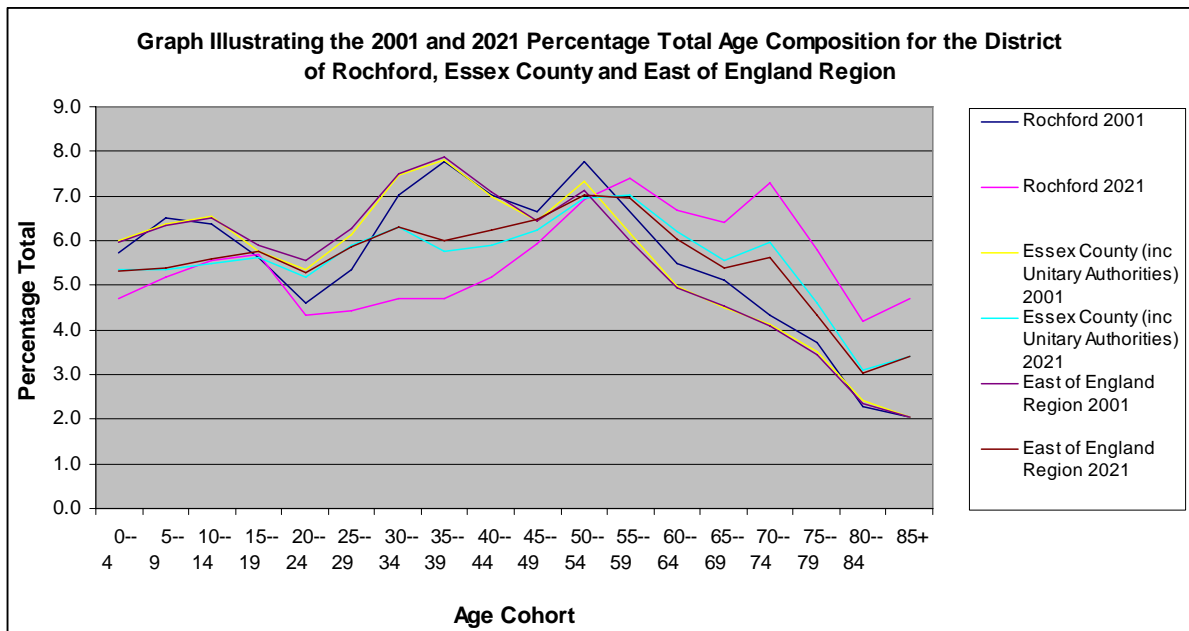
Source; Total Regional Planning Guidance 14 Submission, 29<sup>th</sup> March 2005 (Note the population projection assumes dwelling provision will be implemented at the annual average rate of provision set out in policy H2 of the Regional Spatial Strategy 14.)

Graph 2 demonstrates that the population within the County of Essex in 2001 was 161, 4400 persons and is anticipated to increase by 2021 to 172, 9400 persons. The total population increase for Essex from 2001-2021 is 6.6%, therefore the projected population increase for the District of Rochford is 50.1% less than the anticipated rise in population throughout Essex.

## Population Age Composition

The age composition of the population within the District of Rochford is important as it will facilitate in measuring the demand for educational institutions, most notably primary and secondary schools. Graph 3 outlines the percentage age composition of the persons in 2001 and 2021 within the District of Rochford compared to the County of Essex and the East of England region.

**Graph 3**



Source; Total Regional Planning Guidance 14 Submission, 29<sup>th</sup> March 2005 (Note the population projection assumes dwelling provision will be implemented at the annual average rate of provision set out in policy H2 of the Regional Spatial Strategy 14.)

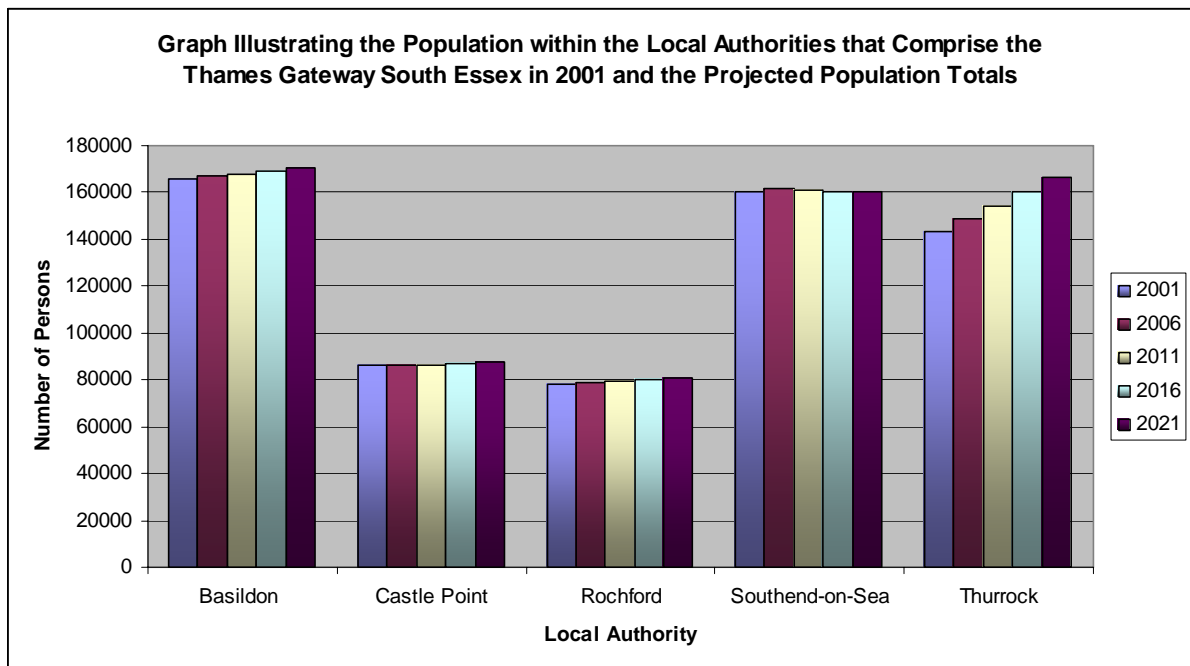
Graph 3 demonstrates that the proportion of persons aged 0-19 years in 2001 within the District of Rochford, and the comparators will be less in 2021. Furthermore the percentage of persons in Rochford aged 30-49 years in 2021 is anticipated to decline most substantially from the 2001 rate. Within the district of Rochford there is likely to be an increase in the number of retired people in 2021, most notably for persons 70 and above.

## Thames Gateway South Essex Sub Regional

The Thames Gateway South Essex sub-region comprises of the five authorities of Basildon, Castle Point, Rochford, Southend-on-Sea and Thurrock and it forms the largest urban area within the East of England. It comprises of a mix of urban and natural environments and at 2001 the population total for the sub region was 633,800 representing approximately 12% of the East of England regional total.

Graph 4 illustrates the population within the local authorities that comprise the Thames Gateway South Essex and the projected population growth from 2001-2021. The population growth figures are based on the number of housing anticipated to be constructed as outlined in the Draft East of England Plan (2004).

**Graph 4**

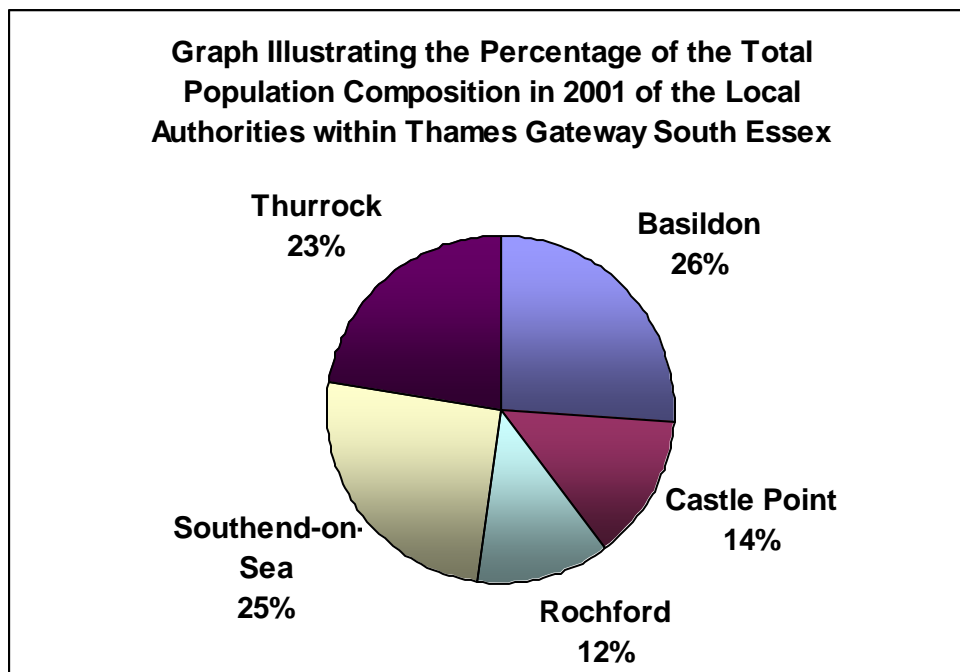


Source; Total Regional Planning Guidance 14 Submission, 29<sup>th</sup> March 2005 (Note the population projection assumes dwelling provision will be implemented at the annual average rate of provision set out in policy H2 of the Regional Spatial Strategy 14.)

Graph 5 demonstrates that the District of Rochford is anticipated to continue to have the lowest population total of all the Thames Gateway South Essex districts. Furthermore the

increase in population throughout this period is expected to remain fairly constant as the total population is predicted to increase by 3.2%. Clearly Thurrock is expected to experience the greatest increase in population throughout this period. Graph 5 illustrates the proportion of the population within Thames Gateway South Essex that live within each district authority.

**Graph 5**



Source; Adapted from Total Regional Planning Guidance 14 Submission, 29<sup>th</sup> March 2005 (Note the population projection assumes dwelling provision will be implemented at the annual average rate of provision set out in policy H2 of the Regional Spatial Strategy 14.)

Graph 5 illustrates that in 2001 Rochford (12%) contains the least proportion of the population within Thames Gateway South Essex, whilst the neighbouring authorities of Basildon (26%) and Southend-on-Sea (25%) have the greatest proportion of the population in the sub region.

### **Population Density**

Table 4 shows the number of persons per hectare and the average household size within the District of Rochford, Essex County, the East of England region and England and Wales in 2001.

**Table 4**

**Table Illustrating the Population Density within Rochford District, the County of Essex, the east of England region and England and Wales in 2001**

<b>Density</b>	<b>Rochford District</b>	<b>Essex County</b>	<b>East of England Region</b>	<b>England &amp; Wales</b>
<b>Number of People Per Hectare</b>	<b>4.6</b>	<b>3.8</b>	<b>2.8</b>	<b>3.4</b>
<b>Average Household Size</b>	<b>2.44</b>	<b>2.38</b>	<b>2.37</b>	<b>2.36</b>

Source : Office for National Statistics, 2001

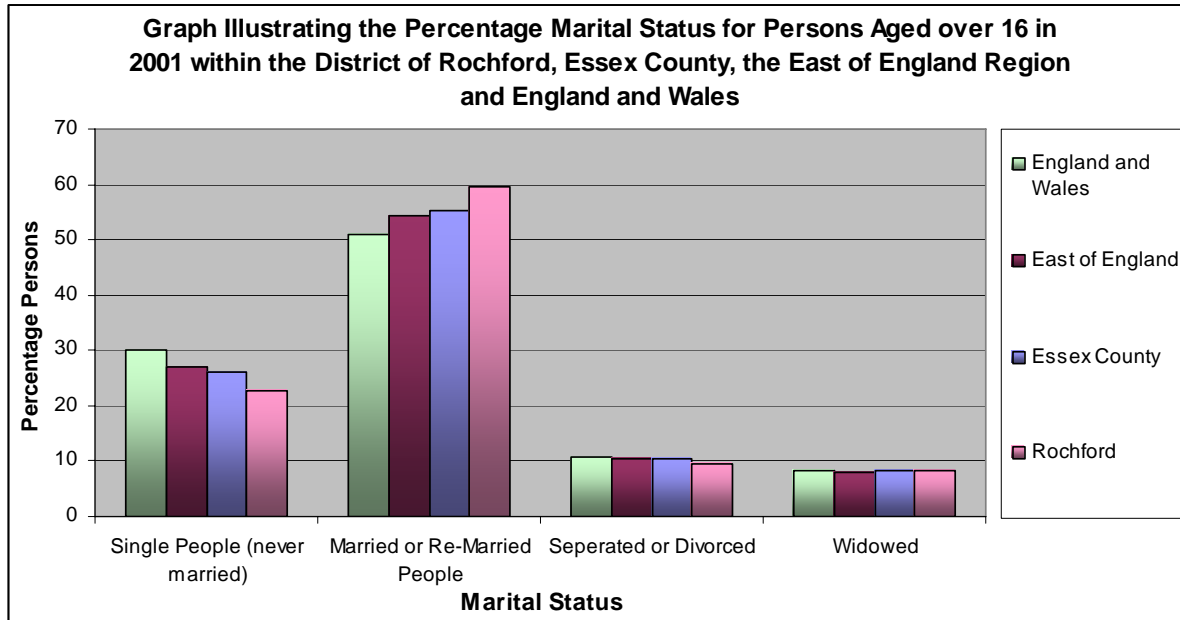
Table 4 clearly demonstrates that the District of Rochford contains more persons per hectare than the County of Essex (3.8 persons), the East of England region (2.8 persons) and England and Wales (3.4 persons). The average number of persons per hectare within the East of England region is of greatest divergence to the trend displayed by the District of Rochford in 2001. Table 4 also outlines the average household size and indicates that in 2001 the District of Rochford contained a marginally greater average household size than Essex County, the East of England Region and England and Wales.

### **Marital Status**

Graph 6 illustrates the marital status of persons aged over 16 years within the District of Rochford, the County of Essex, the East of England Region and England and Wales in 2001.



**Graph 6**



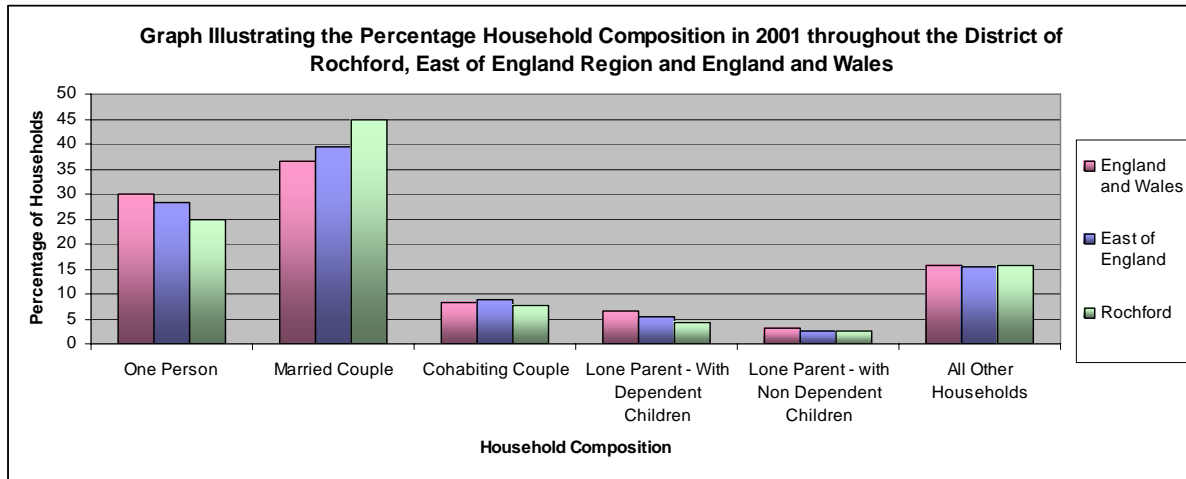
Source; Office for National Statistics, 2001

Graph 6 illustrates that the percentage of persons that are widowed within the District of Rochford is similar to the trends displayed at the County, regional and national scale. The percentage of persons that are separated or divorced throughout the District of Rochford is marginally less than the other comparators. However the percentage of persons that are married or re-married within Rochford (59.7%) is greater than the percentage for Essex (55.2%), the east of England Region (54.3%) and England and Wales (50.9%). The number of single people within the District of Rochford (22.6%) is less than that of the comparators. Marital status clearly will influence the type and design of residential dwelling demanded within a local authority.

### **Household Composition and Type**

Graph 7 outlines the percentage household composition for persons within England and Wales, the East of England region and the District of Rochford in 2001.

## Graph 7



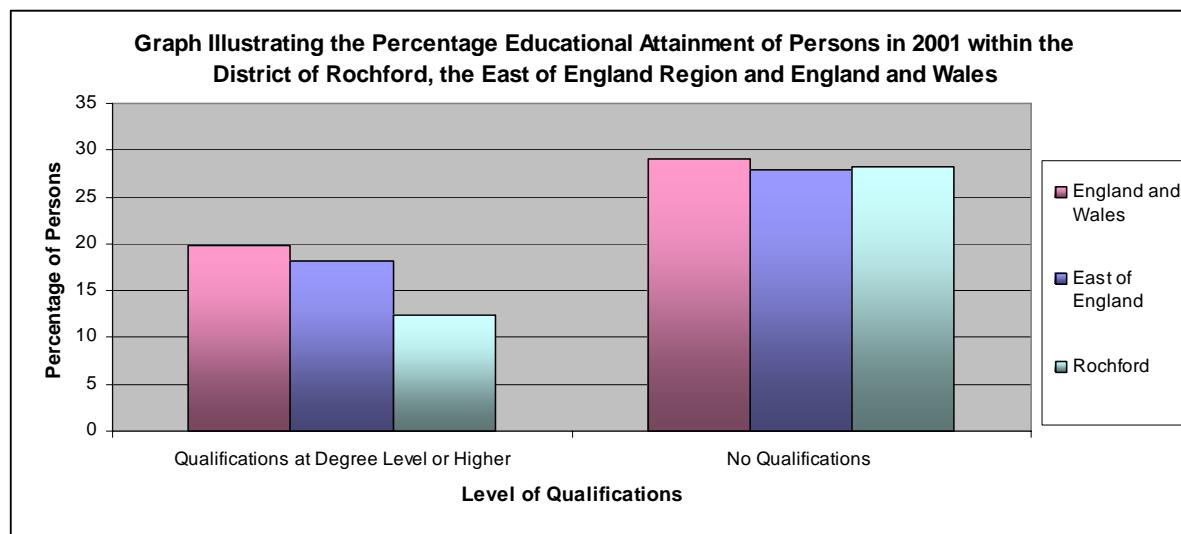
Source; Office for National Statistics, 2001

Graph 7 illustrates that the household composition for the District of Rochford, the East of England region and England and Wales in 2001. Rochford (24.9%) contains a marginally lower proportion of one person occupancy households than the East of England (28.3%) and England and Wales (30.0%). The District of Rochford also displays a divergence to the regional and national trend, as there are a greater proportion of married persons with the district. However the district demonstrates similar trends in the number of cohabiting couples, lone parents with dependent children and lone parents with non dependent children. It is important that when deciding upon the type of dwelling to construct or potential design implications for residential dwellings regard should be given to the household composition to ensure that housing needs continue to be adequately addressed.

## Education

Graph 8 demonstrates that the proportion of persons with a degree level qualification within the District of Rochford (12.4%) was less than the East of England region (18.1%) and England and Wales (19.8%) in 2001. However the number of persons within Rochford with no qualifications is 28.2%, which compares marginally less favourably than the East of England (27.9%) and slightly less than England and Wales (29.1%).

## Graph 8



Source; Office for National Statistics, 2001 Census

Table 5 illustrates the number of full time entrants aged 18-20 years that have commenced higher education in 1996/97 and 2002/03.

**Table 5**

Local Authority	Full Time Entrants Aged 18 to 20		
	1996/97	2002/03	Difference
<b>Basildon District</b>	485	605	120
<b>Braintree District Council</b>	520	555	35
<b>Brentwood District Council</b>	355	460	105
<b>Epping Forest District Council</b>	485	600	115
<b>Castle Point Borough Council</b>	280	270	-10
<b>Colchester Borough Council</b>	680	745	65

<b>Harlow Council</b>	170	240	70
<b>Tendring District Council</b>	450	380	-70
<b>Maldon District Council</b>	235	285	50
<b>Chelmsford Borough Council</b>	815	970	155
<b>Rochford District Council</b>	290	360	70
<b>Uttlesford District Council</b>	430	490	60
<b>Essex LEA</b>	5195	5950	755
<b>East of England Region</b>	20, 130	22, 325	2195
<b>England</b>	183, 093	214, 622	31, 529

Sources; Department of Education Website

Table 5 demonstrates that the total number of full time entrants aged 18-20 years that have commenced higher education has increased within the District of Rochford from 1996/97 to 2002/03 70 persons, as a proportion of the total number of Essex Local Education Authority entrants in the District of Rochford this total has marginally increased from 5.6% in 1996/97 to 6.1% in 2002/03. The number of entrants aged 16-20 years that have commenced higher education within the Essex LEA has increased by 755 persons throughout the same time frame. As a proportion of the regional total the number of entrants within the Essex LEA has increased from 25.8% in 1996/97 to 26.7% in 2002/03. It is important that the number of persons aged 16-20 years entering higher education within the District of Rochford continues to rise in parallel with the Essex total. Furthermore it is important that the District of Rochford seeks to increase the proportion of persons obtaining a degree or degree level qualification to a similar level as the County or regional totals.

## **Middle Super Output Area – Levels of Educational Attainment Throughout the Rochford District**

The Rochford District is divided into 10 super output middle layer areas. Of these, the area with the best GCSE/GNVQ results is area 002, with 76.7% of all 15 year old pupils achieving five or more A\*-C results and 96.1% of 15 year old pupils achieving five or more A\*-G results. Area 002 which includes the settlements of South Fambridge and Ashingdon. Unfortunately there are limited results available for areas 003 (which covers Hockley) and area 004 (which includes the villages of Canewdon, Great Stambridge, Paglesham Eastend and Paglesham Churchend).

The area that achieved the lowest percentages was area 010 – Great and Little Wakering, Potton Island and Foulness Island. The number of 15 year old pupils achieving five or more GCSE/GNVQs of A\*-C was 53.8%, a substantial difference of 22.9% across the same district. However the highest difference found is between the percentage of 15 year old female pupils achieving five or more GCSE/GNVQs A\*-C. Area 003 (Hockley) records a result of 90.6% whilst area 010 records a percentage of 57.1% - a significant difference of 33.5%. The differences in results for 15 year old male pupils within the same category are lower, with the highest results found in area 002 (South Fambridge and Ashingdon) with 68% and the lowest results seen in area 008 (Wheatley) with 47.4%, a difference of 20.6%, which is still quite considerable, bearing in mind these areas are in the same district. Table 6 outlines the results.

**Table 6 – Illustrating the Middle Super Output Level of Educational Attainment throughout the District of Rochford**

	Rochford 001 Super Output Area Middle Layer	Rochford 002 Super Output Area Middle Layer	Rochford 003 Super Output Area Middle Layer	Rochford 004 Super Output Area Middle Layer	Rochford 005 Super Output Area Middle Layer	Rochford 006 Super Output Area Middle Layer	Rochford 007 Super Output Area Middle Layer	Rochford 008 Super Output Area Middle Layer	Rochford 009 Super Output Area Middle Layer	Rochford 010 Super Output Area Middle Layer
GCSE/GNVQ All 15 Year Old Pupils; Achieving 5+ A*-C	64.1	76.7	x	x	71.1	62	63.6	65.3	65.3	53.8
GCSE/GNVQ All 15 Year Old Pupils Achieving 5+ A*-G	93.6	96.1	x	x	x	94.6	94.3	95.9	x	90.6
GCSE/GNVQ 15 Year Old Boy Pupils Achieving 5+ A*-C	53.5	68	x	x	67.4	51.2	57.1	47.4	52.8	50
GCSE/GNVQ 15 Year Old Girl Pupils Achieving 5+ A*-C	77.1	84.9	90.6	63.2	74.5	70.6	69.6	76.7	81	57.1

(Source: National Statistics Online, 2006)

## Deprivation

The Index of Multiple Deprivation 2004 (IMD 2004) is a measure of multiple deprivation at the small area level, known as the Lower Super Output Areas. The IMD 2004 is based on the idea that there are clear dimensions of deprivation which are recognisable and may be measured. The deprivation is therefore measured in terms of the domain. The IMD 2004 comprises of seven domains. The domains include;

- ❖ Income deprivation;
- ❖ Employment deprivation;
- ❖ Health deprivation & disability;
- ❖ Education, skills and training deprivation;
- ❖ Barriers to housing and services;
- ❖ Crime; and the
- ❖ Living environment deprivation.

There are also 6 measures that comprise the large area level these are available for district and unitary council level areas. The large area measure for IMD 2004 is an important source of information for interpreting the overall level of deprivation experienced within Rochford District. The large area measures include;

- Four are formulated from the Index of Multiple Deprivation (IMD) for small area;
  - Average Score – overall deprivation measure, retains range of scores;
  - Average Rank - overall deprivation measure, dampens the impact of areas with extreme scores;
  - Extent Score - proportion of people living in serious deprived small areas.
  - Local Concentration Score - represents the severity of deprivation in 'hotspots' (average IMD rank of worst-off areas with 10% of people)
- Two are absolute numbers, drawn from data underlying the IMD:
  - Income Scale - number of income employment deprived people;
  - Employment Scale - number of employment deprived people.”

(Essex County Council, 2004)

Table 7 illustrates the large area Index of Multiple Deprivation scores for all the Districts within Essex.

**Table 7**

<b>Rank Essex</b>	<b>Average Score</b>	<b>Average Rank</b>	<b>Extent</b>	<b>Local Concentration</b>
1	Tendring 103	Tendring 98	Basildon 106	Tendring 111
2	Harlow 120	Harlow 101	Tendring 127	Basildon 116
3	Basildon 132	Basildon 142	Harlow 180	Colchester 189
4	Colchester 217	Colchester 221	Colchester 193	Harlow 207
5	Epping Forest 234	Braintree 228	Braintree 263	Epping Forest 243
6	Braintree 237	Epping Forest 232	Epping Forest 246	Braintree 247
7	Castle Point 245	Castle Point 243	Castle Point 273	Castle Point 258
8	Maldon 280	Maldon 280	<b>Rochford 271</b>	Chelmsford 286
9	Brentwood 312	Brentwood 312	Maldon 298	<b>Rochford 299</b>
10	<b>Rochford 316</b>	<b>Rochford 319</b>	Brentwood 295	Maldon 301
11	Chelmsford 320	Chelmsford 321	Chelmsford 274	Brentwood 307
12	Uttlesford 341	Uttlesford 342	Uttlesford 298	Uttlesford 352

Source; Essex County Council, 2004



Table 7 demonstrates that out of the 12 Essex local authorities Rochford performs well compared to the remaining Essex Authorities, as the index of deprivation is predominately within the lower quartile.

“Chelmsford, Rochford and Brentwood score fairly low in terms of overall deprivation, in the 88-91% most deprived range” (Essex County Council, 2004, 8). The Extent Scores for the Essex Districts are outlined below;

*	Basildon	-	18%
*	Tendering	-	14%
*	Harlow	-	5%
*	Colchester	-	4%
*	Braintree, Castle Point, Epping Forest, Rochford	-	all 1%
*	Brentwood, Chelmsford, Maldon, Uttlesford	-	all 0%

(Source; Essex County Council, 2004, 9)

Clearly the results demonstrate that the District of Rochford has relatively few people living in serious deprivation compared to the majority of the Essex Districts.

Essex contains 40 Super Output Areas in the most deprived 20% in England. These seriously deprived areas are in Basildon, Clacton, Harwich, Colchester (5 areas) and Harlow. Rochford does not contain any Super Output Areas in the most deprived 20%.

To fully understand the character of the deprivation it is essential to outline the domain scores. Table 8 shows the percentage of small areas that are seriously deprived on each domain score for the Rochford District, the County of Essex and the average for the Essex Districts.

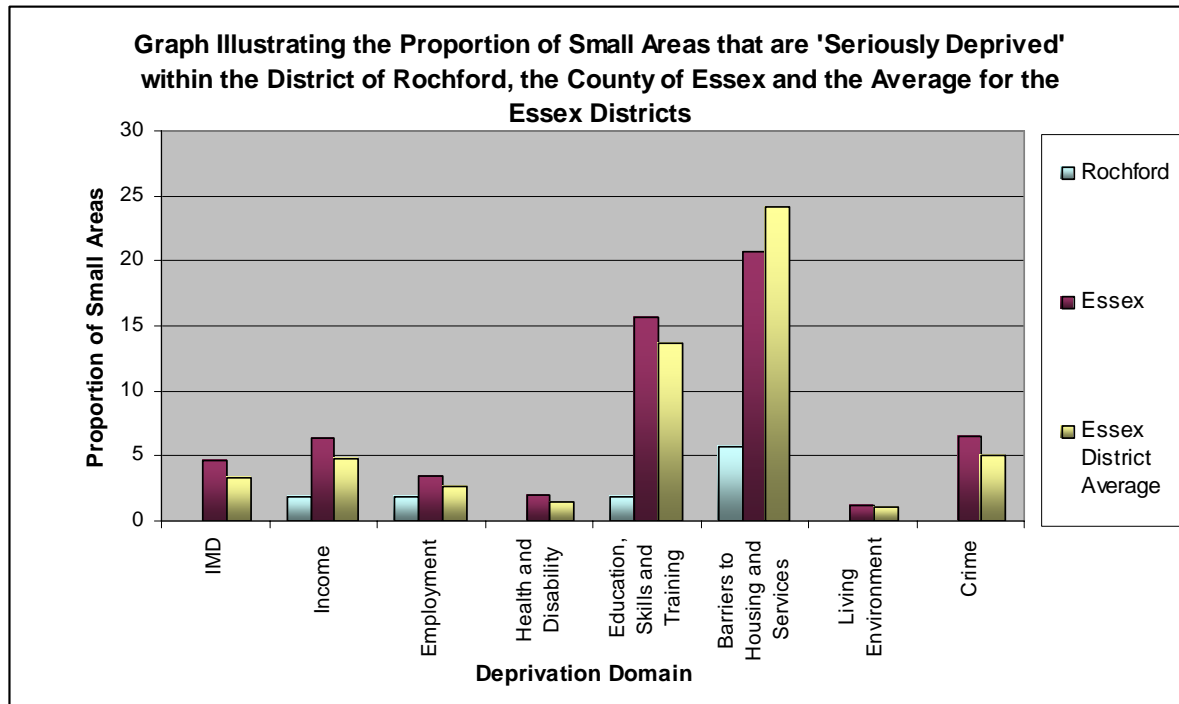
**Table 8**

<b>Authority</b>	<b>IMD</b>	<b>Income</b>	<b>Employment</b>	<b>Health and Disability</b>	<b>Education, Skills and Training</b>	<b>Barriers to Housing and Services</b>	<b>Living Environment</b>	<b>Crime</b>	<b>No of Small Areas</b>
<b>Rochford</b>	<b>0</b>	<b>1.9</b>	<b>1.9</b>	<b>0</b>	<b>1.9</b>	<b>5.7</b>	<b>0</b>	<b>0</b>	<b>53</b>
<b>Essex</b>	<b>4.6</b>	<b>6.4</b>	<b>3.5</b>	<b>2.0</b>	<b>15.6</b>	<b>20.7</b>	<b>1.2</b>	<b>6.5</b>	<b>863</b>
<b>Essex District Average</b>	<b>3.3</b>	<b>4.8</b>	<b>2.7</b>	<b>1.4</b>	<b>13.7</b>	<b>24.1</b>	<b>1.0</b>	<b>5.1</b>	<b>71.9</b>

Source, National Statistics Online, 2004 Indices of Multiple Deprivation

To aid interpretation of the results graph 9 has been formulated, highlighting the percentage score for the small areas that are seriously deprived in the Rochford District and the average for the Essex districts.

**Graph 9**



Source, National Statistics Online, 2004 Indices of Multiple Deprivation

Graph 9 clearly demonstrates that the District of Rochford has less deprivation than the average for the Essex Districts, and Essex County. However similarly to the trend displayed by Essex and the average for the Essex Districts the greatest small areas deprivation experienced within the District of Rochford is related to Barriers to Housing and Services.

The Indices of Deprivation domains that are of particular importance to the Supplementary Planning Document entitled Educational Contributions from Residential Developments include the Education, Skills and Training domain and the Employment Deprivation Domain.

The Education, Skills and Deprivation Domain “captures the extent of deprivation in terms of education, skills and training in a local area. The indicators fall into two domains; one relating to education deprivation for children/young people in the area and one relating to lack of skills and qualifications among the working age population” (Office of the Deputy Prime Minister, 2004, 3). In terms of the number of small areas that experience severe Education, Skills and Training deprivation Rochford (1.9) performs well compared to the County (15.6) as whole and the Essex County average (13.7).

The Employment Deprivation domain “measures employment deprivation conceptualised as involuntary exclusion of the working age population from the world of work” (Office of the Deputy Prime Minister, 2004, 2). Skilled and qualified persons are less likely to be unemployed and suffer from employment deprivation. Similarly to the trend displayed by the Education, Skills and Training domain the quantity of small areas experiencing severe Employment deprivation in Rochford (1.9) is less than Essex County (3.5) and the average for the Essex Districts (2.7).

## **Material Assets and Cultural Heritage**

- **Conservation Areas**

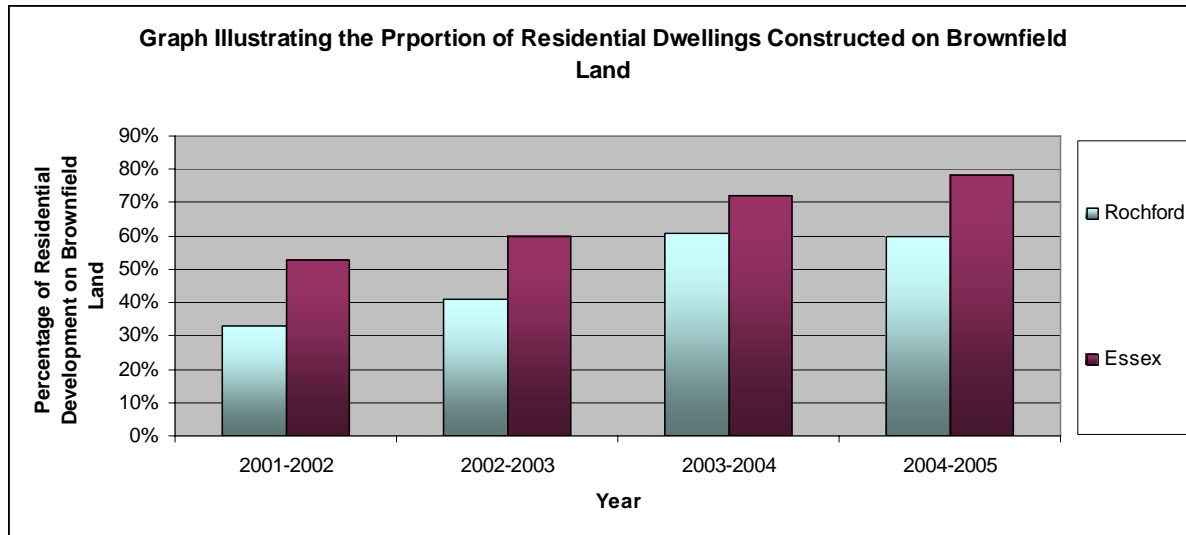
Details on Conservation areas are asset out in Appendix 2.

- **Land Utilisation**

Planning Policy Guidance note 3 entitled Housing outlines that central Government is “committed to maximising the re-use of previously developed land and empty properties and the conversion of non- residential buildings for housing” (Office of Deputy Prime Minister, 2000, 8.) The objective of the government’s aim is to promote regeneration and minimise the amount of Greenfield land being utilised for development. The Planning Policy Guidance note 3 sets out a national target that by “2008, 60% of additional housing should be provided on previously developed land and through conversions of existing buildings” (Office of the Deputy Prime Minister, 2000.8). The target allows the assessment of Local Authority Performance to development on previously developed land.

A service level agreement between Essex County Council and Rochford District Council exists whereby the County Council undertakes residential and non- residential land monitoring. The information formulated by the County Council is further verified by Rochford District Council. Graph 10 utilises this information and illustrates the percentage of residential development that has occurred on previously developed land from 2001-2004 in the Rochford District and throughout Essex.

## Graph 10



Source; Essex County Council Monitoring Statistics, 2004.

Graph 10 illustrates that since 2003-04 the District of Rochford has achieved the Government's target of 60% of new residential developments upon previously developed land. However Essex County (excluding Southend-on-Sea and Thurrock) has continually exceeded the number of residential development constructed on previously developed land. The intensification of existing and future development is an important aspect of residential dwelling design and may impact on the quantity of Greenfield land required for development.

### Windfall Sites

A total of 199 windfall developments have become available between 2001 and 2005. 16 of these were built on Greenfield sites, whilst the vast majority (183) were built on previously developed land. 2002/2003 saw the highest number of small site developments build on previously developed land – 64, whilst there were 15 developments on Greenfield sites, compared to 26 on previously developed land in 2003/2004. By 2004/2005, 46 small scale developments were built on previously developed land, with no development of Greenfield sites at all (*Rochford District Statement of Land Availability April 2005*).

- **Flooding**

5.31 Appendix 3 illustrates flood risk.

- **Capacity**

Table 9 summarises the current and predicted data for primary schools within the Rochford District.

**Table 9;**

<b>Capacity of Schools</b>		<b>Number on Roll</b>	
<b>2005</b>	<b>2010</b>	<b>2005</b>	<b>2010</b>
7,381	7,256	6,934	6,215

Source: The Essex School Organisation Plan 2005-2010

The current carrying capacity of primary schools in Rochford is 7,381 and the number of pupils attending primary school in the district is slightly below this figure at 6,934. As the number of primary school pupils is set to decrease by 2010 the carrying capacity will also decrease to 7,256.

Table 10 summarises the current and predicted data for secondary schools within the Rochford District.

**Table 10;**

<b>Capacity of Schools</b>		<b>Number on Roll</b>	
<b>2005</b>	<b>2010</b>	<b>2005</b>	<b>2010</b>
5,610	5,699	5,617	5,589

Source: The Essex School Organisation Plan 2005-2010

The numbers of 11-15 year olds attending secondary school is set to decrease as already stated in table 2. However, although the number is set to decrease slightly the carrying capacity is projected to increase by 89 spaces. This is to ensure there are places for children who move into the area.

## **SEA Objectives, Targets and Indicators**

### **Sustainability Objectives:**

The utilisation of sustainability objectives is a recognised methodology for considering the environmental effects of a plan and programme and comparing the effects of the alternatives. They serve a different purpose to the objectives of the Rochford District Education Contributions SPD. The sustainability objectives are utilised to show whether the objectives of the plan and programme are beneficial for the environment, to compare the environmental effects of the alternatives or to suggest improvements.

The SEA objectives have been derived from a review of the plans and programme at the European, national, regional, county and local scale and a strategic analysis of the baseline information. The assessment of the baseline data allows the current state of the environment to be evaluated to determine if significant effects are evident.

Annex 1 (f) of the SEA Directive states that 'the likely significant effects on the environment, including on issues such as biodiversity, population, human health, fauna, flora, soil, water, air, climatic factors, material assets, cultural heritage including architectural and archaeological heritage, landscape and the interrelationship between the above factors' should be analysed. The SEA objectives identified for the assessment of the Rochford District Education Contributions SPD are outlined in table 21. The SEA Directive Annex 1 emphasises the need for an SEA/SA to take into account the 'significant environmental effects' it is considered that the Educational Contributions SPD may not have a significant effect on all the factors outlined in Annex 1 (f). Table 21 highlights the relationship with the SEA Directive, the source of the objectives and the related issues.

**Table 11**

<b>SEA Directive Significant Effects</b>	<b>SEA Objective</b>	<b>Source</b>
<p>Population</p> <p>Material Assets</p> <p>Landscape</p>	<p>(1) Secure opportunity of accessibility for all members of the community to ... education and community facilities.</p>	<p>(Office of the Deputy Prime Minister) Planning Policy Statement 1 – Delivering Sustainable Development (2005)</p> <p>(Office of the Deputy Prime Minister) Planning Policy Statement 6 – Town Centres (2005)</p> <p>(East of England Regional Assembly) Draft East of England Plan (2004)</p>
<p>Population</p> <p>Material Assets</p> <p>Landscape</p> <p>Biodiversity</p> <p>Fauna</p> <p>Flora</p>	<p>(2) To create more sustainable patterns of development by building in ways which exploit and deliver ... education.</p>	<p>(Office of the Deputy Prime Minister) Planning Policy Statement 1 – Delivering Sustainable Development (2005)</p> <p>(Office of the Deputy Prime Minister) Planning Policy Statement 7 – Sustainable</p>



Soil		Development in Rural Areas (2004)
Water		
Air		
Climatic		
Cultural Heritage		

**Assessing the Compatibility of the Objectives**

A balance of social, economic and environmental objectives has been selected. To test the internal compatibility of the SEA objectives a compatibility assessment was undertaken to identify any potential tensions between the objectives. Matrix 1 illustrates the compatibility appraisal of the sustainability objectives.

**Matrix 1**

Matrix Illustrating the Compatibility Appraisal of the Sustainability Objectives

<b>SEA Objectives</b>	2	VC		
	3	VC	VC	
			1	2
	<b>SEA Objectives</b>			

Key	Symbol
Very Compatible	VC
Compatible	C
No Impact	N
Incompatible	I
Very Incompatible	VI
Uncertain	U

A second compatibility test was undertaken to determine whether the aims of the SPD were compatible with the sustainability objectives. Matrix 2 outlines the compatibility of the SEA objectives and the SPD objectives.

#### Matrix 2 – SEA Objectives - V – SPD Objectives

		Rochford District Council SEA Objectives		
		1	2	3
Educational Contributions SPD Objectives	1	VC	VC	VC
	2	VC	VC	VC
	3	VC	VC	VC

Key	Symbol
Very Compatible	VC
Compatible	C
No Impact	N
Incompatible	I
Very Incompatible	VI
Uncertain	U

When conducting the compatibility appraisal of the Rochford Supplementary Planning Document and the SEA objectives, it was considered that SEA objective 3 was adequately addressed by SEA objective 2. The creation of sustainable development patterns is deemed likely to lead to the promotion and enhancement of existing centres by focusing development and encouraging a wide range of services in a good environment. The appraisal of the Educational Contributions SPD therefore was assessed with reference to the first two SEA objectives.

**Chapter 4 - Supplementary Planning Document Appraising Plan  
Policy Assessment**

## Chapter 4

### Supplementary Planning Document Appraising Plans Policy Assessment

#### Significant Social, Environmental and Economic Effects of the Preferred Policies

Annex 1 (f) of the SEA Directive (2001) states that information should be provided on “the likely significant effects on the environment, including on issues such as biodiversity, population, human health, fauna, flora, soil, water, air, climatic, material assets including architectural and archaeological heritage, landscape and the interrelationship between the above factors” (Annex 1(f)). It is recommended in the guidance by the Office of the Deputy Prime Minister (2005) that the significance of the effect of a policy or plan needs to consider the probability, duration, frequency and reversibility of the effects. To aid in this evaluation the SA Framework adopted is comparable to that delineated in the Office of the Deputy Prime Minister’s Guidance entitled ‘*Sustainability Appraisal of Regional Spatial Strategies and Local Development Documents*’ (November, 2005). The SA Framework aims to ensure that the policies outlined in the Rochford District Education Contributions SPD Issues and Options are beneficial to the community and sustainable (Office of the Deputy Prime Minister, 2005).

A comprehensive assessment of all policies against all SA/SEA objectives has been undertaken and is outlined in Appendix 4. A summary of the significant social, environmental and economic effects, spatial extent, temporal extent and recommendations arising from the Appraising Plan Policy assessment is outlined below. The assessment is of potential positive, negative, direct and indirect effects. The summary outlines the SPD’s performance against the SEA objectives. The objectives have been subdivided to reflect the specific social, economic and environmental dimensions of sustainability as outlined in the SEA Directive Annex 1(f).

Relationship with SEA Directive	SEA Objective
Population  Material Assets  Landscape	(1) Secure opportunity of accessibility for all members of the community to ... education and community facilities.

**SPD Policy**

**Educational Contributions 1**

*Contributions will usually be sought where it has been demonstrated that there will be a demand for additional school places as a result of a development. The level of existing or potential surplus permanent school places in the local area will be taken into account.*

**Geographical Spatial Extent** – Throughout the District of Rochford.

**Temporal Scale** – Short – long term minor positive effect.

**Effect** – The criteria outlined suggests that access to schools and the capacity of existing schools within a development site is considered following the actual proposed residential development. It is therefore concluded that the provision is reactive. It is viewed that this policy may be enhanced through the adoption of a sequential approach to development whereby the existing capacity of educational facilities is considered prior to deciding upon the location of residential development. However it is accepted that the existing capacity of educational capacity should form one component of the sequential approach and other site specific and land use factors should also be included.

**Recommendation** – When deciding upon the location of future residential throughout the District of Rochford the existing capacity of the educational establishments should be accounted for.

## **SPD Policy**

### **Educational Contributions 3 (EC3)**

*Contributions will not be sought for;*

*(1) Contributions will not normally be sought for schemes where there is a net increase of less than 12 dwellings units (defined as 'small sites' in the Structure Plan) or for those categories of development.*

*(2) Single-bedroom dwellings, as these are likely to provide accommodation for children (where a scheme includes a mix of single-bedroom and larger units, a contribution will only be sought for larger units);*

*(3) Specialist elderly housing, student accommodation children (where such occupancy which will generally not accommodate children (where such accommodation gives rise to a significantly reduced level of contribution from a development, it may be appropriate for the LPA to impose conditions restricting the occupancy of such properties.*

*(4) Schemes developed entirely as affordable housing under adopted 'local needs/rural exception' policies where 100% of the dwellings will be owned by a Registered Social Landlord.*

**Geographical Spatial Extent** – Throughout the District of Rochford.

**Effects and Recommendations** – The effects of this policy are outlined relative to the 4 separate criteria outlined.

**Effect - (1) Schemes with less than 12 dwellings.**

Baseline evidence from the number of windfall residential dwellings that have been granted planning permission from 2001 to present day suggests that there were a total of 199 dwellings (including Greenfield and brownfield land). This therefore indicates that the exclusion of 'small sites' (Essex County Council, 2001) from educational contributions may be detrimental to accessibility to educational facilities. Furthermore Planning Obligations Circular 2005/05 states that local planning obligations policies should "cover both allocated and windfall sites as well as setting out the principles for general application" (Office of the Deputy Prime Minister, 2005, Para B28).

**Temporal Extent** – Short – long term uncertainty.

**Recommendation** – (1) It is recommended that educational contributions are sought from both allocated and windfall sites that fall within the 'small sites' definition.

**Effect - (2) Single-bedroom dwellings.**

Existing evidence suggests that the price of terrace, semi detached and detached residential dwellings throughout the district of Rochford exceeds that of the regional and national average. However currently there no evidence of income deprivation throughout the District of Rochford. Overcrowding throughout the Rochford district is also not considered a widespread issue. The criterion set out in this policy is deemed adequate. However continuous monitoring should occur to ensure that there are no alterations in Rochford's baseline situation that may warrant educational contributions from one-bedroom residential development. If a change in the provisions is deemed appropriate consideration should also be given to the housing supply evident throughout Rochford.

**Temporal Extent** – Short term minor positive and medium – long term uncertainty.

**Recommendation** – (2) It is recommended that continuous monitoring should occur to ensure that there are no alterations in Rochford's baseline situation that may warrant educational contributions from one-bedroom residential development. If a change in the provisions is deemed appropriate consideration should also be given to the housing supply evident throughout Rochford.



**Effect - (3) Specialist elderly, student accommodation and multiple occupancy.**

Not relevant as this criteria is perceived acceptable.

**Temporal Extent** – Short – long term major positive.

**Effect - (4) 100% Affordable Housing.**

Where a development of 100% affordable housing is proposed the capacity of existing schools should be considered and weighted against the social need for affordable housing in a specific area. If the affordable housing may be provided on an alternative site where the capacity of schools is less constrained this would be the preferred location, so long as other social, economic and environmental factors prevail. This would ensure accessibility to schools is managed more effectively throughout the District of Rochford.

**Temporal Extent** – Short – long term uncertainty.

**Recommendation** – (4) It is recommended that where a development of 100% affordable housing is proposed the capacity of existing schools should be considered and weighted against the social need for affordable housing in a specific area. If the affordable housing may be provided on an alternative site where the capacity of schools is less constrained this would be the preferred location, so long as other social, economic and environmental factors prevail. This would ensure accessibility to schools is managed more effectively throughout the District of Rochford.

Relationship with SEA Directive	SEA Objective
Population Material Assets Landscape Biodiversity Fauna Flora	(2) To create more sustainable patterns of development by building in ways which exploit and deliver ... education.

**SPD Policy**

**Education Contributions 1**

**Geographical Spatial Extent** – Throughout the District of Rochford.

**Temporal Extent** – Positive Short, Medium and Long Term Effects.

**Effect** – To ensure that sustainability forms a fundamental component of the Rochford District spatial distribution of residential development it is essential that the location of residential development is considered dependent on the capacity of the existing community facilities, and other land use factors.

**Recommendation** – When deciding upon the location of future residential throughout the District of Rochford the existing capacity of the educational establishments should be accounted for.

**SPD Policy**

**Education Contributions 3**

The effects outlined for Education Contributions Policy 3 are the same as those outlined for SEA objective 1.

## **Chapter 5 - SPD Issues and Alternatives**

## Chapter 5

### SPD Issues and Alternatives

The SEA Directive states that 'where an Environmental Assessment is required under Article 3 (1), and Environmental Report shall be prepared in which the likely significant effects on the environment of implementing the plan and programme, and reasonable alternatives taking into account the objectives and the geographical scope of the plan or programme, are identified, described and evaluated' (SEA Directive, Article 5). Outlined below are the main options that have been subject to assessment. These are as follows:

**Option 1** - No Policy within the Local Plan permitting the use of Planning Obligations for Educational provision.

**Option 2** - Policy in the Local Plan (HP5) permitting Planning Obligations for educational infrastructure without SPD.

**Option 3** - Policy in the Local Plan permitting Planning Obligations for educational infrastructure and a Supplementary Planning Document elaborating on the detail of the policy.

Rochford District Council – Supplementary Planning Document – Educational Contributions from Residential Developments (2005)

Comparison of the Options

SEA Objective	Option 1 – No Policy within the Local Plan permitting the use of Planning Obligations for Educational provision.				Option 2 – Policy in the Local Plan (HP5) permitting Planning Obligations for educational infrastructure without SPD.			
	Performance Short, Medium and Long Term			Commentary/ Explanation	Performance Short, Medium and Long Term			Commentary/ Explanation
(1) Secure opportunity for access for all members of the community to ... education and community facilities.	?	?! --	?! --	S106 of the Planning & Compensation Act, 1991, states that <i>'any person interested in land in the area of a local planning authority may [added emphasis], by agreement or otherwise, enter into an obligation...</i>  It is therefore not a mandatory requirement.  If a proposed development would give rise to the need for additional or expanded community/education infrastructure without a	?	?! --	?! --	Without SPD the following would be unclear: <ul style="list-style-type: none"> <li>• Where obligations would be required based upon existing educational capacity;</li> <li>• What elements of educational provision obligations would be sought for (i.e. building, establishment &amp; land)</li> <li>• What types &amp; scales of</li> </ul>

<p>(2) To create more sustainable patterns of development by building in ways which exploit and deliver ... education.</p>			<p>policy requirement in the local plan stipulating a requirement for education there would not be a clear policy framework to negotiate developer obligations. This may result in a lack of capacity relative to the resident population to educational infrastructure.</p> <p>However, whilst Rochford's population is projected to increase by 3.2% (2001 – 2021) [see baseline] the population age composition projects an absolute reduction in 0-19 year- olds by 2021. At a district wide level this may lessen the impact resultant from the lack of future education provision however this does not take account of the internal impact of growth relative to school catchments.</p> <p>It must therefore be assumed that whilst there is uncertainty as result of the projected change in the age profile of the district it is logical to assume that the absence of a</p>			<p>residential developments would be exempt from development.</p> <p>Without a clear framework to inform negotiations this would result in less certainty in securing future educational facilities to meet the needs of the resident community and therefore could impact upon capacity and the ability of the population to access education.</p>
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				specific requirement to consider the need for additional educational capacity related to needs arising from development will have a negative impact.				
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SEA Objective	Option 3 – Policy in the Local Plan permitting Planning Obligations for educational infrastructure and a Supplementary Planning Document elaborating on the detail of the policy.			
	Performance Short, Medium and Long Term	Commentary/ Explanation		
(1) Secure opportunity for access for all members of the community to ... education and community facilities.  (2) To create more	✓	✓	✓	<p>The combination of the policy with supplementary planning document provides the clearest framework to secure obligations for education in relation to the need of the existing and future community.</p> <p>However it is considered that the draft SPD could be improved – see appraising policies section.</p>

sustainable patterns of development by building in ways which exploit and deliver ... education.				
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## **Chapter 6 - Monitoring Implementation of SPD**

## Chapter 6

### 11. Monitoring Implementation of SPD

11.1 The SEA Directive states that “Member States shall monitor the significant environmental effects of the implementation of plans and programmes in order, inter alia, to identify at an early stage unforeseen adverse effects, and to be able to undertake appropriate remedial action” (Article.10.1). Furthermore the Environmental Report shall include “a description of the measures envisaged concerning monitoring” (Annex 1 (i)). This Chapter aims to outline the monitoring framework for the Rochford District Education Contributions SPD.

The monitoring of the SPD “allows the actual significant environmental effects of implementing the plan or programme to be tested against those predicted” (Office of the Deputy Prime Minister, 2005, 39). The monitoring of the SPD will aid in the identification of any problems that may arise during the SPDs implementation.

The Office of the Deputy Prime Minister published ‘Sustainability Appraisal of Regional Spatial Strategies and Local Development Documents’ (November, 2005). This guidance demonstrates that the monitoring framework should consider the following;

- the time, frequency and geographical extent of monitoring (e.g. link to timeframes for targets, and monitoring whether the effects is predicted to be short, medium or long term);
- Who is responsible for the different monitoring tasks, including the collection processing and evaluation of social, environmental and economic information; and
- How to present the monitoring information with regard to its purpose and the expertise of those who will have to act upon the information (e.g. information may have to be presented in a form accessible to non-environmental specialists).

(Source; Office of the Deputy Prime Minister, 2005, 149)

The table below outlines the SEA monitoring framework for the SPDs significant effects.

<b>Monitoring Activity</b>	<b>Targets</b>	<b>Responsible Authority</b>	<b>Temporal Extent (Frequency of Monitoring)</b>	<b>Presentation Format</b>	<b>Any Issues with the Monitoring</b>
To monitor the capacity of existing primary and secondary schools throughout the District of Rochford.	Context	Essex County Council	Annual	Tabulated	None
To monitor the number of new residential developments throughout Rochford that provide monetary contributions for educational facilities.	Context	Rochford District Council	Annual	Tabulated	None
To monitor changes in income	Context	Rochford District Council	Annual	Mapped/Tabulated	None

deprivation throughout Rochford.					
To monitor overcrowding in the Rochford District.	Context	Rochford District Council	Annual	Mapped/Tabulated	None
To monitor the number of units and location of dwellings completed on 'small sites' (< 12 units/site)	Context	Rochford District Council	Annual	Mapped/Tabulated	None
To monitor the mix of housing units on 100% affordable housing sites	Context	Rochford District Council	Annual	Mapped/Tabulated	None
To monitor demographic change in population	Context	ONS – Mid Year Population Estimates	Annual	Tabulated	None

## **Appendices**

## Appendix 1

### Review of the Plans and Programmes – Educational Contributions Supplementary Planning Document

Plan/ Programme	Key objectives relevant to the plan and SA	Key targets and indicators relevant to plan and SA	Issues for consideration in SA
<b>International</b>			
European and international Sustainability Development Strategy	<ul style="list-style-type: none"> <li>• Limit climate change and increase the use of clean energy.</li> <li>• Address threats to public health.</li> <li>• Manage natural resources more responsibly.</li> <li>• Improve the transport system and land use management.</li> </ul>	<p>* Each of the objectives has a set of headline objectives and also measures at the EU level.</p> <p>Headline Objectives;</p> <p>* The EU will meet its Kyoto commitment. Thereafter, the EU should aim to reduce atmospheric greenhouse gas emissions by an average of 1% per year over 1990 levels up to 2020.</p> <p>* The union will insist that the other major industrialised countries comply with their Kyoto targets. This is an indispensable step in ensuring the broader international effort needed to limit global warming and adapt to its effects.</p> <p>* Make food safety and quality a key objective of all players in the food chain.</p> <p>* By 2020, ensure that chemicals are only produced and used in ways that do not pose significant threats to human health and the environment.</p> <p>* Tackle issues related to outbreaks of infectious diseases and resistance to antibiotics.</p>	<ul style="list-style-type: none"> <li>• Climate change</li> <li>• Public health</li> <li>• Natural resources</li> <li>• Transport</li> </ul>



		<p>* Break the link between economic growth, the use of resources and the generation of waste.</p> <p>* Protect and restore habitats and natural systems and halt the loss of biodiversity by 2010.</p> <p>* Improve fisheries management to reverse the decline in stocks and ensure sustainable fisheries and healthy marine ecosystems, both in the EU and globally.</p>	
European Spatial Development Perspective (May, 1999)	<p>Spatial development policies promote sustainable development of the EU through a balanced spatial structure;</p> <ul style="list-style-type: none"> <li>• Development of a balanced and polycentric urban system and a new urban-rural relationship;</li> <li>• Securing parity of access to infrastructure and knowledge; and</li> <li>• Sustainable development, prudent management and protection of nature and cultural heritage.</li> </ul>	<p>* Comprehensive information at the international level that may be used for the baseline data.</p>	<ul style="list-style-type: none"> <li>• Urban system</li> <li>• Infrastructure</li> <li>• Sustainable development</li> </ul>
<b>National</b>			
Planning and Compensation Act (1991)	<p>* Any person interested in land in the area of a local planning authority may, by agreement or otherwise, enter into an obligation (referred to in this section and sections 106A and 106B as "a planning obligation" ), enforceable to the extent mentioned in subsection (3)—</p> <p>(a) restricting the development or use of the land in any specified way;</p> <p>(b) requiring specified operations or activities to be carried out in,</p>	No indicators and targets stated.	<ul style="list-style-type: none"> <li>• Statutory framework background information.</li> </ul>

	<p>on, under or over the land;  (c) requiring the land to be used in any specified way; or  (d) requiring a sum or sums to be paid to the authority on a specified date or dates or periodically.</p>		
Office of the Deputy Prime Minister Planning Circular – 05/05 – Planning Obligations (July, 2005)	<ul style="list-style-type: none"> <li>The Circular provides revised guidance to Local Authorities in England on the use of planning obligations under section 106 of the Town and Country Planning Act 1990 as substituted by the Planning and Compensation Act 1991.</li> <li>Circular clarifies the basis on which planning obligations should be assessed for their acceptability in policy terms and gives further guidance on the process of securing obligations.</li> </ul>	No indicators and targets stated.	<ul style="list-style-type: none"> <li>Framework background information.</li> </ul>
PPS1; Delivering Sustainable Development	<ul style="list-style-type: none"> <li>address accessibility (both in terms of location and physical access) for all members of the community to jobs, health, housing, education, shops, leisure and community facilities;</li> <li>ensure that infrastructure and services are provided to support new and existing economic development and housing;</li> </ul>	Indicators; <ul style="list-style-type: none"> <li>Accessibility for all members of the community to jobs, health, housing, education, shops, leisure and community facilities.</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable development</li> <li>Natural and historic environment</li> </ul>
PPG3; Housing	<ul style="list-style-type: none"> <li>Create more sustainable patterns of development by building in ways which</li> </ul>	Indicator – Urban capacity identified in the Local Authorities Urban Capacity Studies.	<ul style="list-style-type: none"> <li>Housing requirements</li> <li>Housing opportunity</li> </ul>

	<p>exploit and deliver accessibility by public transport to jobs, education and health facilities, shopping, leisure and local services</p> <p>New development may prove to be sustainable if;</p> <ul style="list-style-type: none"> <li>• they are large enough to support a range of local services, including schools, shops and employment</li> </ul>	<p>Target – By 2008 60% of additional housing should be provided on previously developed land and through conversions of existing buildings.</p> <p>Target – For new housing developments housing densities of 30-50 dwellings per hectare ensure land is utilised efficiently.</p>	<ul style="list-style-type: none"> <li>■ Sufficient housing land</li> <li>■ Sustainable development</li> <li>■ Public Transport</li> <li>■ Good design</li> </ul>
PPS6; Planning for Town Centres	<p>Key objective – Is to promote town centre vitality and viability by;</p> <ul style="list-style-type: none"> <li>• Promoting and enhancing existing centres, by focusing development in such centres and encourage a wide range of services in a good environment, accessible to all.</li> </ul> <p>Other objectives;</p> <ul style="list-style-type: none"> <li>• Improving accessibility, ensuring that existing or new development is, or will be accessible and well served by choice of means of transport.</li> <li>• Encourage investment to regenerate deprived areas, creating additional employment opportunities and an improved physical environment;</li> <li>• To deliver more sustainable patterns of development, ensuring that locations are fully exploited through high density, mixed use development and promoting sustainable transport</li> </ul>	<p>Local Authorities are to collect information which may be utilised as key indicators;</p> <ul style="list-style-type: none"> <li>• Diversity of main town centre uses (by number, type and amount of floorspace).</li> <li>• The amount of retail, leisure and office floorspace in edge-of-centre and out-of-centre</li> </ul> <p>Locations.</p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Customer and residents' views and behaviour.</li> <li>• Perception of safety and occurrence of crime.</li> <li>• State of the town centre environmental quality.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning for growth</li> <li>• Enhancing existing centres</li> <li>• Providing range of services</li> <li>• Improving productivity and accessibility</li> <li>• Investment</li> <li>• Sustainable development</li> <li>• Inclusive design</li> </ul>

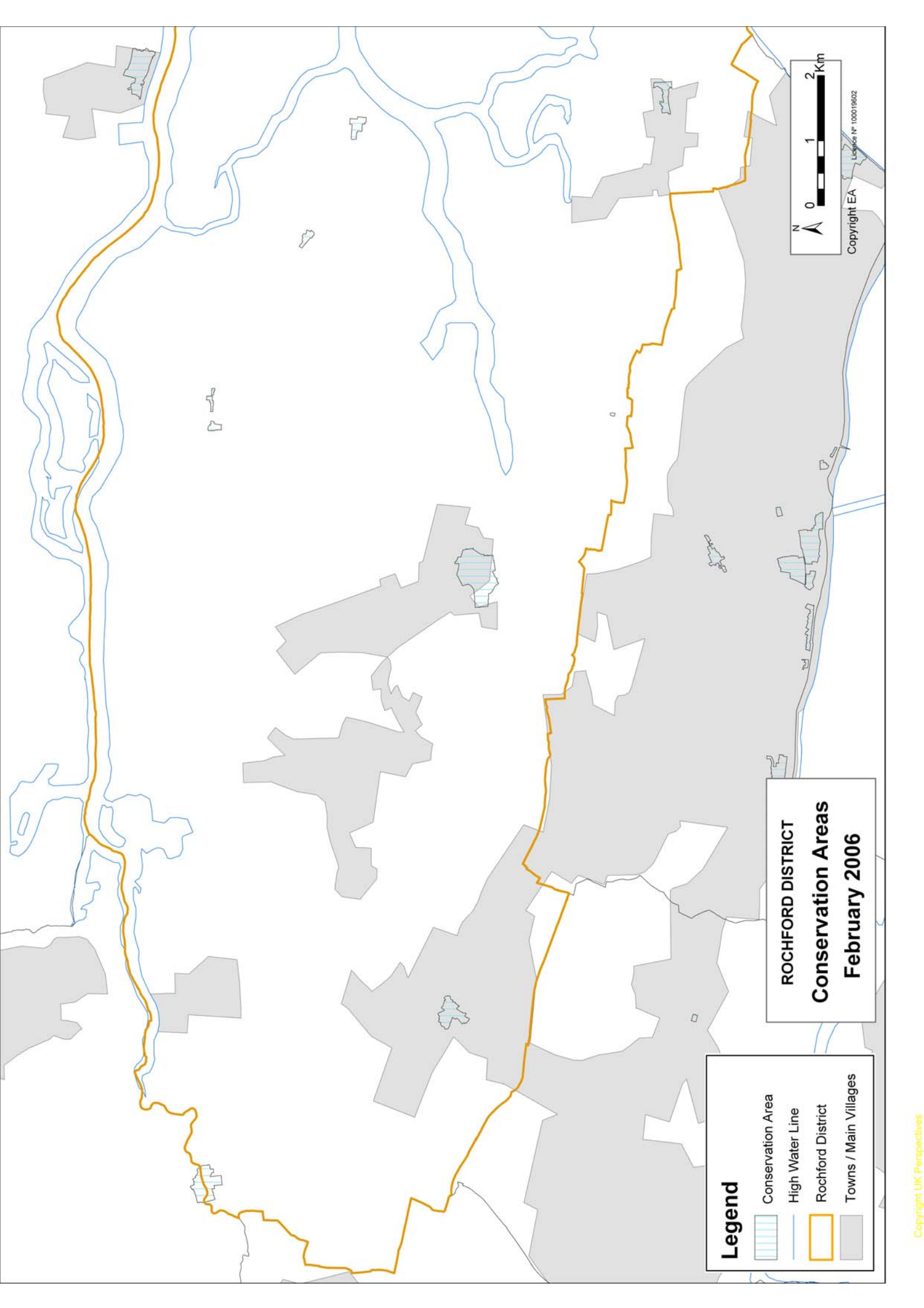
	choices, including reducing the need to travel and providing alternatives to car use.		
PPS7; Sustainable Development in Rural Areas	<ul style="list-style-type: none"> <li>To raise the quality of life and the environment in rural areas through the promotion.</li> <li>To promote more sustainable patterns of development.</li> </ul>	*No specific targets outlined.	<ul style="list-style-type: none"> <li>Sustainable development</li> <li>Economic performance</li> <li>Agriculture</li> </ul>
PPS9; Biodiversity and Geological Conservation	<ul style="list-style-type: none"> <li>To promote sustainable development by ensuring that biological and geological diversity are conserved and enhanced as an integral part of social, environmental and economic development.</li> <li>To conserve, enhance and restore the diversity of England's wildlife and geology.</li> <li>To contribute to rural renewal and urban renaissance.</li> </ul>	<ul style="list-style-type: none"> <li>No relevant targets</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable development</li> <li>Wildlife and geology</li> <li>Rural renewal</li> </ul>
PPS12; Local Development Frameworks	Objectives not relevant to SEA/SA	No relevant targets.	Provides an understanding as to the important role planning plays in the delivery of sustainable development.

<b>Regional</b>			
Draft Regional Spatial Strategy RSS 14	<ul style="list-style-type: none"> <li>Secure equal access to infrastructure and knowledge – improving opportunities for all to access jobs, services and leisure</li> </ul>		
<b>County</b>			
Essex and	<ul style="list-style-type: none"> <li>Aims to create the right conditions for</li> </ul>	Targets-	

<p>Southend on Sea Replacement Structure Plan (adopted April 2004)</p>	<p>strategic opportunities to be realised through the generation of new employment to increase the number, diversity and value of local jobs, together with improved opportunities for skills training and enhanced educational attainment for the resident workforce.</p>		
<p>The Essex School Organisation Plan 2005-2010</p>	<ul style="list-style-type: none"> <li>• Ensures that improving the quality of learning and achievement for all pupils and students is their foremost priority;</li> <li>• Sets and attains high targets for pupil achievement;</li> <li>• Supports and challenges all schools in improving their effectiveness;</li> <li>• Encourages schools to collaborate in raising expectations, sharing good practice and innovation</li> </ul>	<p>*no relevant targets</p>	
<p>Education Development Plan 2002-2007</p>	<p>National Aims;</p> <ul style="list-style-type: none"> <li>• Raising attainment in Early years and Primary education</li> <li>• Raising attainment at Key Stage 3</li> <li>• Raising attainment at KS4/ 14-19</li> <li>• Promoting the engagement and achievement of pupils from specific groups and promoting inclusive practice across schools</li> <li>• Support for schools facing challenging circumstances</li> </ul> <p>Local aims;</p> <ul style="list-style-type: none"> <li>• Systematically promote best practice and maximise the impact of innovation</li> <li>• Raising the achievement of pupils in ICT and improving the quality of learning</li> </ul>	<p>* Targets met or exceeded and 95% of pupils entered for 5 or more exams  * All pupils leave fulltime education with a minimum of two accredited qualifications</p>	

	<p>and teaching through ICT across curriculum at all stages</p> <ul style="list-style-type: none"> <li>• Remodelling schools and leadership development</li> <li>• Implementing Every Child Matters in Essex</li> </ul>		
<p>Children's and Young Peoples Plan</p>	<ul style="list-style-type: none"> <li>• Improving support to parents and through universally available services</li> <li>• Extending the range of universally available services particularly for early years and for young people</li> <li>• Increasing preventive services for vulnerable children, targeted particularly at challenging points in their lives and in relation to poor behaviour</li> <li>• Ensuring that services are rooted in communities and are influenced by local patterns of need by devolving responsibility to multi-agency teams working with school clusters</li> <li>• Joining up services wherever there is duplication of effort and skill and complexity of access.</li> </ul>	<p>Targets;</p> <ul style="list-style-type: none"> <li>• Reduction from 105 to 60 by 2008 in the number of schools which do not achieve floor targets in English and/or mathematics at end of Key Stage 2;</li> <li>• Improved attainment and achievement, from 65% in 2005 to 74% by 2008, of pupils in the target schools at Key Stage 2 in English;</li> <li>• Improved attainment and achievement, from 60% in 2005 to 72% by 2008, of pupils in the target schools at Key Stage 2 in mathematics</li> <li>• Improved achievement of all children from 24.9 Average Points Score (APS) in 2005 to 29.0 in English and mathematics by 2008.</li> <li>• Reduction in the number of secondary schools, from 41 to 15 by 2009, where less than 92% of students attain 5 or more GCSEs at grades A*-G (or equivalent) including English and mathematics</li> <li>• Reduction in the differences between boys' and girls' attainment in targeted primary and secondary schools above where these differences are greater than the national figures.</li> <li>• Raise the achievement of looked after</li> </ul>	

		<p>children</p> <ul style="list-style-type: none"> <li>• Reduction of 50% by 2009 the percentage of school sessions missed compared with 2006;</li> <li>• Increase rolling averages 2006-2009 of Key Stage 2 attainment at Level 4 for English 46.8%, mathematics 40.6% and science 55.5%.</li> <li>• Increase rolling average to 48.2% by 2009 of Key Stage 4 attainment</li> </ul>	
<b>Local</b>			
Rochford District Local Plan (First Review), 1995	<p>CS4 – Accessible and High Quality Housing and Services;</p> <p>*Local Planning Authority will promote more compact patterns of development on all types of site through use of appropriate densities, which minimise land requirements, and mixed use development, which provide more balanced, better integrated housing, employment, education and other community facilities in closer proximity.</p>		



**ROCHFORD DISTRICT**  
**Conservation Areas**  
**February 2006**

**Legend**

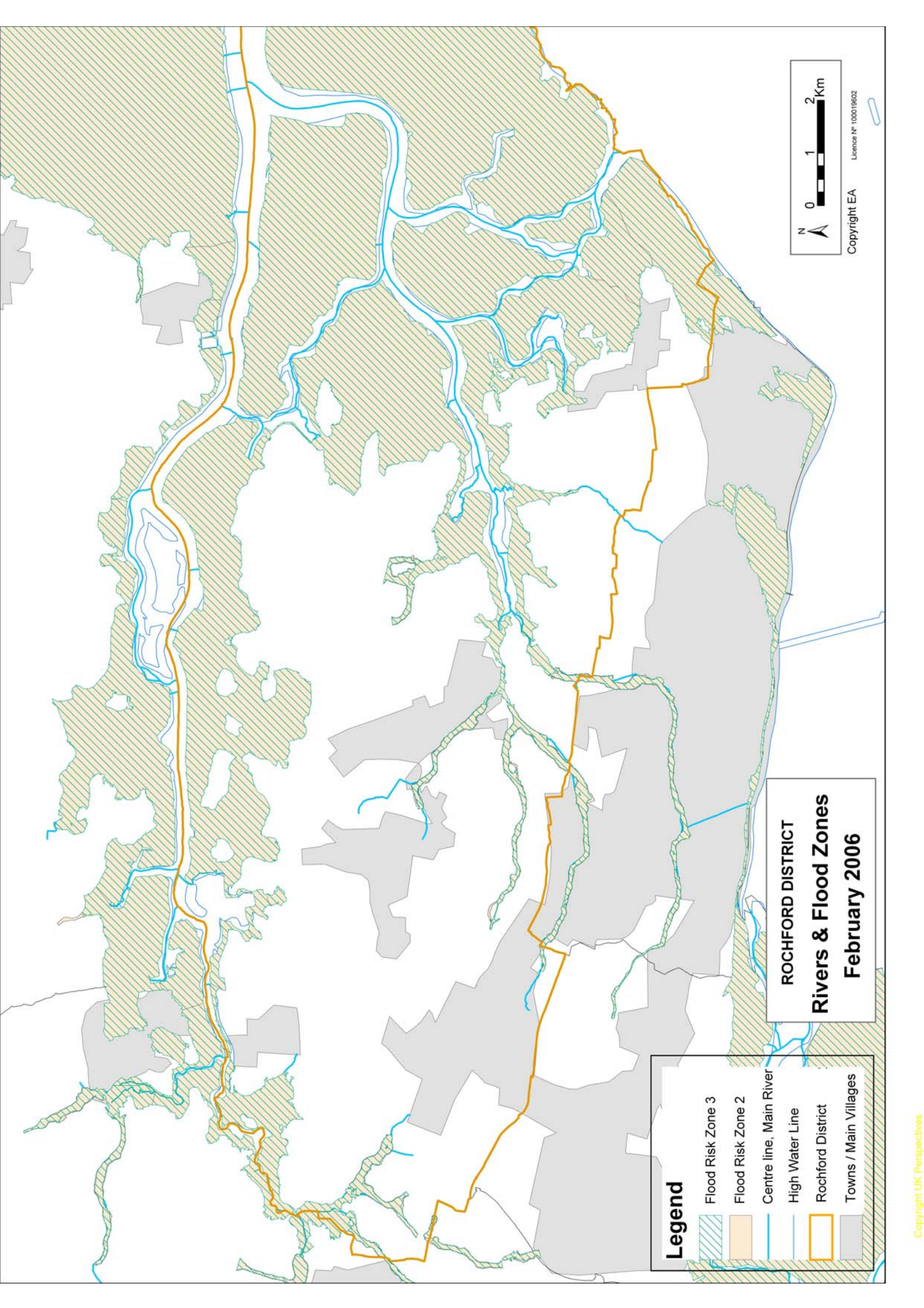
- Conservation Area
- High Water Line
- Rochford District
- Towns / Main Villages

N

0 1 2 Km

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**ROCHFORD DISTRICT  
Rivers & Flood Zones  
February 2006**

- Legend**
- Flood Risk Zone 3
  - Flood Risk Zone 2
  - Centre line, Main River
  - High Water Line
  - Rochford District
  - Towns / Main Villages



**Listed Buildings**

