

KEY PRINCIPLES FOR THE PROVISION OF PUBLIC SERVICES

1. Background

1.1 Cambridgeshire is currently involved in un-precedented levels of new development with housing delivery either currently underway or anticipated in the following areas:

- Cambridge (south west and north west fringes)
- Huntingdonshire - St Neots, St Ives, Huntingdon (north and central) and Godmanchester plus projected developments in Alconbury and Brampton
- South Cambridgeshire – Northstowe
- Fenland – proposed development in Chatteris, March, Wisbech and Whittlesey

1.2 In order to guide the master planning work by developers and consultants, key public service requirements need to be clearly articulated and consistently applied regardless of the location of the development.

2. Public Services - Core Principles

2.1 Partnership working

The Council will work closely with partners - the planning authority, developers, consultants - at the earliest stages in the development of new communities.

2.2 Timing

- Services should be planned to be available to meet the needs of the first residents and to provide for the changing needs of the village/town/community as it develops.
- The chosen design approach must address the issue of the timing of the introduction of the various facilities.

2.3 Access

- Routes between homes and services should be planned to maximise the number of residents who are able to access services by walking or cycling to them.

2.4 Co-location of services

- The Council and its partners should maximise opportunities for co-location of community services in a single building or a group of adjacent / nearby buildings. The drivers for this are:
 - to foster partnership working

- the desire to achieve the optimum level of coherent, joined-up service provision for the benefit of the local communities, recognising that people's needs are in reality not neatly aligned with or confined to the service offerings of individual providers and agencies
 - the need to maximise site and building usage, secure the optimum return on investment and reduce revenue overheads through, for example, shared arrangements for management, employment of staff (where appropriate) and use of office space
 - the imperative of achieving affordability in both s106 and revenue terms and of securing future sustainability of provision by making efficient use of common, shared resources and infrastructure (for example, ICT network links and information resources).
- Provision should ideally be shaped, therefore, to produce the best fit in a single hub building or linked group of buildings, including early years and childcare provision, children's centres, primary and secondary schools, library, post-16 and adult learning, cultural and health provision.
 - Provision should be in line with that in other communities of a similar size and with similar needs in Cambridgeshire.

2.5 Flexible provision

- There should be adaptability and flexibility in design and use, so that provision can continue to be tailored to future changes in teaching and learning, community needs, demography, ways of working and service delivery models.

3. **Children's Services – Core Principles**

- 3.1 In line with the Council's statutory responsibilities, provision needs to be planned to meet the needs of children and young people in the 0-19 age range (up to 25 for young people with special educational needs (SEN)). The proposed core principles to inform the planning and delivery of Children's Services provision are as below;

Engaging and involving children, young people, families and partners

- Children, young people up to the age of 25 for those with learning disabilities and difficulties, and families should be provided with opportunities to influence decision-making about the development and provision of services.
- The VCS and other partner organisations should be engaged at the earliest possible stage to identify opportunities for provision of appropriate services for young people and families.

Planning, designing and delivering high quality services

- Provision of services should be planned around the needs of children, young people up to age of 25 for those with learning

disabilities and difficulties, and their families and their type and level should be evidence-based.

- Services and facilities should be designed to be inclusive and young person friendly, with a focus on access to support, advice and positive activities.
- Sufficient and suitable provision should be made to support families with social and emotional needs.
- Sufficient and suitable high quality services and facilities dedicated to the use of young people up to the age of 25 for those with learning disabilities and difficulties should be provided and should be developed in partnership with the VCS.
- Services and provision should be designed and located to facilitate the transition from early years and childcare to primary school, from primary school to secondary school and from secondary school into post-16 learning, work-related learning, employment with training and/or into Further or Higher Education or employment.
- The broadest possible professional influence on the process should be encouraged and facilitated, from master-planning to the specification for facilities, school layout and classroom design.

Early years and childcare

- Sufficient and suitable high quality early years and childcare facilities should be provided to support children's development in the early years and facilitate parents/carers to either remain in or return to work.
- Children's centres should serve a defined 'reach' area.
- Education and care facilities, including those used for before and after school activities, should be designed to be inclusive and to enable children and young people to be known and valued as individuals.

Education - Schools

- Schools should be established to align with the two-tier model of primary and secondary education prevalent throughout Cambridgeshire.
- Schools should serve defined catchment areas.
- Schools should be planned so that they are within easy walking and cycling distance along routes which meet the Council's safety criteria for children and young people to use, accompanied by an adult as necessary.
- Children and young people with SEN should be educated in mainstream schools where this is identified as being appropriate to their needs and in their best interests.
- Specialist facilities should be available to enable children and young people with SEN to participate fully in social, sporting and cultural activities.
- Sufficient site area should be made available to provide for the predicted peak in demand for places at proposed schools and to

provide the Council with the flexibility to respond to uncertainty with regard to phasing, housing mix and timescales for development.