

Appendix 2 – Establishment of Elements Academy

| Will the decision/proposal impact...                          | Impact         | If an impact or potential impacts are identified   |  |   |   |
|---|----------------|--|--|---|---|
|   |                | Describe impacts or potential impacts on emissions from the Council and its contractors.   | Describe impact or potential impacts on emissions across Rotherham as a whole.   | Describe any measures to mitigate emission impacts  | Outline any monitoring of emission impacts that will be carried out   |
| <b>Emissions from non-domestic buildings?</b>                 | No change      | Emissions will remain at similar levels to current provision. As pupils transfer to the new Elements Academy emissions will be reduced elsewhere in the borough as the current placements of PRU provision will be rationalised.     | Emissions overall will remain at similar levels as the pupils will remain in Rotherham.  | Adaptations to the new school site (old Dinnington College) have been done to current building code and overseen by asset management service. | Monitoring of transitions of pupils will be facilitated and monitored via EHCP process. The local governing body will also hold oversight of the establishment and running of the new school. |
| <b>Emissions from transport?</b>                              | Impact unknown | There will be some variations to journey travel for children with EHCPs attending the school. Some journey will increase and others decrease. Transport journeys are being evaluated by RMBC Corporate Transport Unit and EHCP team. | Pupils travel to school in line with their EHCP and travel to school plan.<br><br>Any changes to school placement are determined via the EHCP process and transport implications considered at that point. | Mitigating measures are considered via the individual pupils travel to school plan and monitored by the Transport team.                       | Transport to school arrangements are kept under review by the Corporate Transport Unit.<br><br>Ongoing monitoring / assessment by Transport Unit.   |
| <b>Emissions from waste, or the quantity of waste itself?</b> | No change      | There will be no change in the amount of waste generated by the school compared to current placements as the school is replacing existing arrangements this will mean waste across the borough aligned to Elements                   | Waste levels across the borough will remain at similar levels to present.  | School has a waste management process   | Impact will be monitored by the school governing body and LA.   |

|  |           |  |     |     |     |
|--|-----------|--|-----|-----|-----|
|  |           | Academy is offset by the rationalisation of previous placements at PRU's.  |     |     |     |
| <b>Emissions from housing and domestic buildings?</b>  | N/A       | N/A  | N/A | N/A | N/A |
| <b>Emissions from construction and/or development?</b> | No change | There is no further construction work to be undertaken. Construction works have been completed and were coordinated by RMBC Asset Management Service at that time. | N/A | N/A | N/A |
| <b>Carbon capture (e.g. through trees)?</b>            | No change | N/A  | N/A | N/A | N/A |

**Identify any emission impacts associated with this decision that have not been covered by the above fields:**

None

**Please provide a summary of all impacts and mitigation/monitoring measures:**

Transport implications of school transport arrangements are kept under review by Corporate Transport Unit.  
Emissions overall will remain at similar levels.

**Supporting information:**

**Completed by:**

**(Name, title, and service area/directorate).**

Dean Fenton

Head of Access to Education, CYPS

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|--|--|
| <b>Please outline any research, data, or information used to complete this [form].</b>   |  |
| <b>If quantities of emissions are relevant to and have been used in this form please identify which conversion factors have been used to quantify impacts.</b> |  |
| <b>Tracking [to be completed by Policy Support / Climate Champions]</b>  |  |