# Carbon Impact Assessment Dashboard Tool (v1.1)

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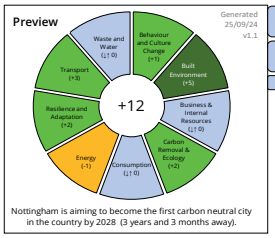
| **Report Name** | Glade Hill Primary & Fernwood School SEND Unit's |
| **Report date** | 17/09/24 |
| **Report author** | David Solomon |
| **Project Notes** | This project aims to provide an new SEND (special educational needs and disabilities) unit at Glade Hill Primary School for 16 pupils aged 5-11 and a new SEND Unit at Fernwood School for 24 pupils aged 11-16, all who have Autism and other complex learning difficulties and all in order to meet the demand for places. These units will include classrooms, |
| **Export filename** | *Glade Hill Primary & Fernwood School SEND Unit's CIAD 17.09.2024* .png |

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| Category | Impact | Notes / justification for score / existing work (see guidance sheet or attached notes for more information) | Score (-5 to +5) |
|---|---|---|---|
| Behaviour and Culture Change | Communication & engagement | The Project Manager will work alongside the Carbon Neutral team to encourage the partnership between the CN2028 and the school to influence the following activities: Work with schools to become pollinator friendly; Encourage pupils, parents, and employees to travel by walking and cycling where possible and in so doing create an increased uptake of active travel and availability of safe and green walking/ cycle networks; Reduce the total volume of waste generated through the use of technological and behavioural changes: Engage schools through behavioural change initiatives and information campaigns to provide a greater understanding of waste issues, where local waste goes and best practices to reduce the volume of waste and recycle correctly. Reduce the total volume of waste generated through the use of technological and behavioural changes: Engage schools through behavioural change initiatives and information campaigns to provide a greater understanding of waste issues, where local waste goes and best practices to reduce the volume of waste and recycle correctly. | +1 |
| Behaviour and Culture Change | Wider influence | n/a | |
| Behaviour and Culture Change | Working with communities | n/a | |
| Behaviour and Culture Change | Working with partners | n/a | |
| Built Environment | Building construction | These will be new buildings using traditional building techniques, and meeting the latest U-value's and insulation required by current Building Regulations. Heating will look to avoid gas boilers and will include electric powered heating systems and recovery units, as costs permit. | +2 |
| Built Environment | Building use | LED installation will be included throughout the design as standard. | +1 |
| Built Environment | Switching away from fossil fuels | It is proposed to use electric powered heating system together with heat recovery units. | +2 |
| Business & internal resources | Developing green businesses | n/a | |
| Business & internal resources | Marketable skills & training | n/a | |
| Business & internal resources | Sustainability in business | n/a | |
| Business & internal resources | Material / infrastructure requirement | n/a | |
| Carbon Removal & Ecology | Carbon storage | n/a | |
| Carbon Removal & Ecology | Biodiversity & Ecology | As per the recent national legislation, the project will be subject to Biodiversity Net Gain. This ensures that habitats for wildlife are left in a measurably better state than they were before the development and as such, 10% BNG must be delivered. This means a development will result in more or better quality natural habitat than there was before development. A biodiversity net gain survey has been carried out at Glade Hill Primary and areas identified and agreed with the school for new planting. The exact planting and specification are being | +2 |
| Carbon Removal & Ecology | Bee friendly city | | |
| Carbon Removal & Ecology | Carbon offsets | n/a | |
| Consumption | Food & Drink | n/a | |
| Consumption | Products | n/a | |
| Consumption | Services | n/a | |
| Consumption | Local and low-carbon production | n/a | |
| Energy | Local renewable generation capacity | n/a | |
| Energy | Reducing energy demand | These new building will increase the capacity of the site and therefore increase energy demand. | -1 |
| Energy | Improved energy storage | n/a | |
| Resilience and Adaptation | Green / blue infrastructure | | |
| Resilience and Adaptation | Natural flood management | n/a | |
| Resilience and Adaptation | Drought vulnerability | n/a | |
| Resilience and Adaptation | Flooding vulnerability | The project has a low vulnerability to flooding risk. | +1 |
| Resilience and Adaptation | Heatwave vulnerability | The project has low vulnerability to heatwaves. Natural ventilation is being included in the design. | +1 |
| Transport | Staff travel requirement | n/a | |
| Transport | Decarbonising vehicles | n/a | |
| Transport | Improving infrastructure | n/a | |
| Transport | Supporting people to use active travel | When working with the School's, the Project team will aim to encourage pupils, parents, and employees to travel by walking and cycling where possible and in so doing create an increased uptake of active travel and availability of safe and green walking/ cycle networks; | +2 |
| Transport | Reduced need to travel | The school's have good access links which decreases the requirement for individual travel (bus is accessible to the school) and mini bus drop off/pick up for special needs children | +1 |
| Waste and Water | Single-use plastic | n/a | |
| Waste and Water | End of life disposal / recycling | Recycling bins will be included inside and outside schools as standard. Recycling will take place within the construction process which is monitored by the construction (SCAPE) framework and which the contractor must report to. The new buildings will be made using traditional masonry/mortar which has a minimum 100year lifespan if maintained. | +2 |
| Waste and Water | Waste volume | There will be a short term increase of waste due to the construction phase | -1 |
| Waste and Water | Water use | Water demand will increase slightly due to the increase of students and teaching staff. | -1 |
| Other | Other 1 | | |
| Other | Other 2 | | |
| Other | Other 3 | | |
| Other | Other 4 | | |