

# Alternative Education Provision Services

## Project details

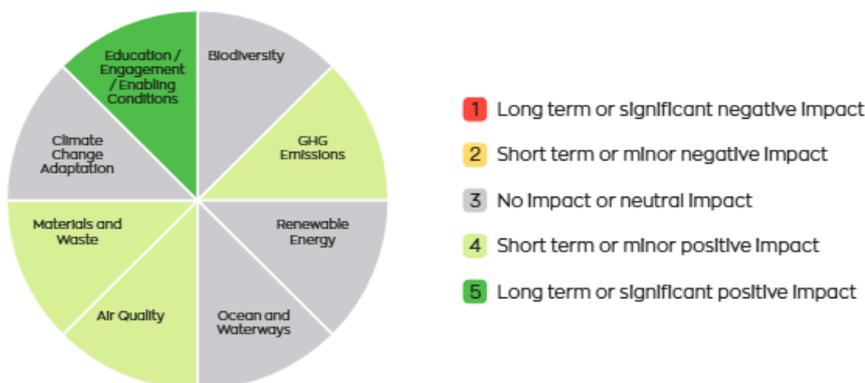
### Assessment author

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### Project summary

This project aims to redesign Plymouth's Alternative Provision (AP) system to create a flexible, sustainable, and outcomes-driven model that better meets the diverse needs of children and young people. The model positions Plymouth to build a modern, innovative AP system that maximises social value, drives best value for money, and improves outcomes for vulnerable learners.

## Summary of assessment



The proposed Alternative Education Provision Services project is predominantly neutral to modestly positive on climate and environmental outcomes, with no direct construction or land-use change. This means that there is no inherent long-term environmental risk associated with commissioning this provision. Where positive contributions are identified around reductions in travel emissions, improved air quality, and reduced material use, these are dependent on provider compliance with agreed sustainability requirements which will be measured in the contract and monitored through KPIs.

## Assessment scores

### Biodiversity

#### Score

(3) No impact or neutral impact

### Score justification

The proposed Alternative Provision (AP) services are delivered entirely within existing educational and community buildings. As the project does not involve any construction, land-use change, habitat removal, or activity within sensitive ecological areas, it is not expected to influence local species diversity or habitat connectivity. Noise levels and human activity will remain consistent with current use of these sites, and no elements of the project increase the likelihood of invasive species or pathogen introduction.

### Mitigatory measures applied:

Any settings with green infrastructure will be encouraged to maintain biodiversity-friendly practices where appropriate.

## GHG Emissions

### Score

(4) Short term or limited positive impact

### Score justification

The project will not create one-off greenhouse gas emissions, as no construction or physical infrastructure changes are proposed. Ongoing emissions relate primarily to staff and learner travel and the operational energy use of existing buildings—both of which offer opportunities for incremental improvement. The service model allows for reductions in emissions through the use of hybrid or remote meetings, digital documentation, reduced travel for multi-agency reviews, and adoption of efficient operational practices where providers control building conditions.

### Mitigatory measures applied:

1. Providers will be encouraged to adopt active travel, public transport, and EV-first approaches where feasible.
2. Contract monitoring will include expectations for reduced unnecessary travel through remote engagement where appropriate.
3. Providers will be encouraged to demonstrate energy-efficient practices within premises they operate.

## Renewable Energy

### Score

(3) No impact or neutral impact

### Score justification

The service does not involve changes to energy infrastructure nor does it directly influence the availability or generation of renewable energy. Delivery is hosted in premises owned or managed by schools, the Council, or community providers, limiting the AP provider's control over energy sources.

### Mitigatory measures applied:

Providers will be encouraged to use renewable energy tariffs where available or premises with existing onsite renewable generation.

## Ocean and Waterways

### Score

(3) No impact or neutral impact

### Score justification

The project will not involve activities that affect water quality, create new wastewater demands, or alter marine or aquatic habitats. No part of the service is expected to generate chemical pollutants or increased litter risks beyond standard operational levels associated with typical educational environments.

### Mitigatory measures applied:

1. Providers will be required to maintain good waste-management practices, particularly when delivering activities in outdoor areas or near waterways.
2. Single-use plastics should be minimised at events and activities.

## Air Quality

### Score

(4) Short term or limited positive impact

### Score justification

The most significant determinant of air quality is travel associated with the service. By reducing unnecessary journeys through hybrid meetings, promoting active travel, and discouraging idling near school sites, the service model offers reasonable potential for improving local air quality in areas that often experience congestion.

### Mitigatory measures applied:

Travel planning should prioritise low-emission modes and efficient route planning.

## Materials and Waste

### Score

(4) Short term or limited positive impact

### Score justification

Although the service will require some materials (e.g., stationery, teaching resources), the tender enables a shift toward digital-first practice, reducing paper consumption and associated waste. Equipment purchased for the project is expected to be modest and manageable under existing waste streams.

### Mitigatory measures applied:

Providers are encouraged to use recycled paper and IT equipment must be disposed of through compliant processes, with reuse or refurbishment preferred.

## Climate Change Adaptation

### Score

(3) No impact or neutral impact

### Score justification

The service does not involve physical assets or infrastructure that require climate-resilience measures. However, operational resilience can be strengthened through planning for disruption associated with extreme weather events, which may affect attendance, building access, or safe travel.

**Mitigatory measures applied:**

1. Providers will be expected to maintain a service continuity plan that includes extreme heat, storm events, and flooding.
2. Activities should be scheduled in well-ventilated rooms and avoid known overheating-prone areas.

**Education / Engagement / Enabling Conditions**

**Score**

(5) Long lasting or extensive positive impact

**Score justification**

The project has a strong potential to generate lasting positive impact by embedding sustainability awareness and pro-environmental behaviours within educational pathways. AP provision often offers personalised, project-based approaches, creating opportunities to integrate climate education, environmental stewardship, and engagement with local green initiatives.

**Mitigatory measures applied:**

1. Providers will be encouraged to integrate sustainability themes into the personal development and enrichment components of the AP curriculum.
2. Partnerships with local environmental groups may be used to strengthen place-based learning.