

Notice of Meeting

Cabinet Member for Schools, Skills and Educational Achievement Decisions



Date & time	Place	Contact	Chief Executive
Tuesday, 28 July 2015 at 12.30 pm	Mess Conference Room, County Hall, Kingston upon Thames, KT1 2DN	Anne Gowing or Andrew Baird Room 122, County Hall Tel: 020 8541 9938 or 020 8541 7609 anne.gowing@surreycc.gov.uk andrew.baird@surreycc.gov.uk	David McNulty

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This meeting will be held in public. If you would like to attend and you have any special requirements, please contact Anne Gowing or Andrew Baird on 020 8541 9938 or 020 8541 7609.

Elected Members
Mrs Linda Kemeny

AGENDA

1 DECLARATIONS OF INTEREST

To receive any declarations of disclosable pecuniary interests from Members in respect of any item to be considered at the meeting.

2 PROCEDURAL ITEMS

2a Members' Questions

The deadline for Members' questions is 12pm four working days before the meeting (22 July 2015).

2b Public Questions

The deadline for public questions is seven days before the meeting (21 July 2015).

2c Petitions

The deadline for petitions was 14 days before the meeting and no petitions have been received.

3 TO DETERMINE A PROPOSAL TO MAKE A SIGNIFICANT CHANGE TO THREE SCHOOLS IN EWELL

(Pages 1 - 48)

In response to a public consultation process the Cabinet Member for Schools, Skills and Educational Achievement is asked to determine whether to approve the re-organisation of primary schools in Ewell.

This proposal allows for the conversion of West Ewell Infants and Ewell Grove Infants to primary school status in conjunction with the GLF proposal to convert Danetree Junior School to primary school status. The joint re-organisation will create more school places in Ewell.

4 APPROVAL OF SCHOOLS DEFICITS 2015

(Pages 49 - 56)

This report provides summary details of total schools' balances and seeks Cabinet Member approval for licensed deficits where schools are projecting deficits in excess of 5% of their budget share. Four schools are seeking this approval in 2015/16.

5 PRIMARY AND SECONDARY FAIR ACCESS PROTOCOLS 2015/16

(Pages 57 - 104)

The proposed Protocols set out the criteria that the Local Authority will use to determine which children will be placed under Surrey's Fair Access Protocol in 2015/16 and how cases will be considered. The changes proposed to the Protocols for 2015/16 take into account comments received from schools and Surrey County Council officers.

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| 6 | DETERMINATION OF THE PROPOSAL TO REDESIGNATE
LIMPSFIELD GRANGE SCHOOL IN OXTED | (Pages
105 -
120) |
| | Surrey County Council has consulted on a proposal to redesignate Limpsfield Grange School from September 2015. The school would be redesignated for pupils with Communication and Interaction Needs. The Cabinet Member is asked to review the proposal and comments received during the consultation period. | |
| 7 | DETERMINATION OF THE PROPOSAL TO CHANGE THE AGE RANGE
OF THE WILLOWS SHORT STAY SCHOOL IN GUILDFORD | (Pages
121 -
138) |
| | Surrey County Council has consulted on a proposal to change the age range of The Willows so that only primary pupils are accommodated at the provision from 1 January 2016. The Cabinet Member is asked to review the proposal and comments received during the consultation and statutory notice periods. | |
| 8 | PROPOSED EXPANSION OF ST. JOSEPH'S CATHOLIC PRIMARY
SCHOOL | (Pages
139 -
152) |
| | The Cabinet Member is asked to review the summary of the consultation process provided within this report and associated Annexes and, on that basis, determine whether to ratify the decision made by the school from Surrey County Council's perspective. | |

David McNulty
Chief Executive
Published: 20 July 2015

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Thank you for your co-operation

SURREY COUNTY COUNCIL**CABINET MEMBER FOR SCHOOLS, SKILLS AND EDUCATIONAL ACHIEVEMENT****DATE:** 28 JULY 2015**LEAD OFFICER:** JULIE FISHER, DEPUTY CHIEF EXECUTIVE**SUBJECT:** TO DETERMINE A PROPOSAL TO MAKE A SIGNIFICANT CHANGE TO THREE SCHOOLS IN EWELL**SUMMARY OF ISSUE:**

In response to a public consultation process the Cabinet Member for Schools, Skills and Educational Achievement is asked to determine whether to approve the re-organisation of primary schools in Ewell.

This proposal allows for the conversion of West Ewell Infants and Ewell Grove Infants to primary school status in conjunction with the GLF proposal to convert Danetree Junior School to primary school status. The joint re-organisation will create more school places in Ewell.

RECOMMENDATIONS:

Taking into account the perceived educational benefits, the area pupil place planning forecast and all consultation responses it is recommended that the Cabinet Member for Schools, Skills and Educational Achievement determines whether:

1. West Ewell Infant and Nursery School changes to become a two form entry (2 FE) primary school with a nursery in September 2017.
2. Ewell Grove Infant and Nursery School changes to become a 2 FE primary school with a nursery in September 2017

(NB. As Danetree is an academy its Governing Body and the GLF Trust have already determined that it will convert to primary status subject to approval by Surrey County Council that the two infant schools will become primaries. Once Surrey County Council has determined this proposal GLF will submit its Business Case to the Secretary of State for Education to seek similar approval through the Fast Track process for making a Significant Change to an academy).

3. If the changes at all three schools are approved, Surrey County Council (SCC) undertakes building and refurbishment programmes on each school site to ensure the required accommodation is provided.

REASON FOR RECOMMENDATIONS:

There has been an increasing trend in the demand for places in primary schools in Epsom and Ewell Borough. Despite both temporary and permanent expansions of a number of local schools there remains a need for one more permanent form of entry to serve families living in the Ewell and North West Epsom primary planning areas.

This will ensure a sufficiency of places up to the end of the current forecast period which is 2025.

The governing bodies of all three schools are supportive of a change to primary status as they believe this will have a positive impact on standards of achievement for all pupils and would offer stability and continuity to young children throughout their primary education. The proposal would also give parents more choice of schools in Ewell and the important security of Key Stage Two places in the locality.

DETAILS:

Business Case

1. The 1996 Education Act places a duty on local authorities to ensure that there are sufficient school places within their jurisdiction. Surrey has had an unprecedented increase in demand for primary school places over the last ten years and Epsom and Ewell Borough has reflected this trend. SCC's pupil forecast data indicates that there is still a need for more primary school places across Epsom and Ewell Borough. A number of primary school expansions have already been completed in Epsom town and elsewhere and the residual demand is now in the Ewell and North West (NW) Epsom school place planning areas.
2. The six Ewell primary schools have a combined Published Admission Number (PAN) of 310 places per year and the forecast demand indicates a need for one more form of entry (1 FE), that is to say, 30 more Reception class places each year. This should be sufficient for the immediate and longer term.
3. Three of the schools in Ewell are already primary schools and the three remaining schools, which are the subject of this proposal, operate as single Key Stage schools and there are insufficient junior places to meet the infant pupil rolls.

	PAN	+/-	YR	Y1	Y2	I	Jun inc bulges	Jun +/-	Y3	Y4	Y5	Y6	J	Total
2015/16	310	-14	324	304	313	941	282	10	272	248	244	230	994	1935
2016/17	310	-26	336	323	304	963	282	3	279	274	249	245	1047	2010
2017/18	310	-13	323	334	321	978	248	-26	274	279	274	249	1076	2054
2018/19	310	-7	317	319	330	966	248	-39	287	273	278	273	1111	2077
2019/20	310	-2	312	314	316	942	248	-47	295	286	272	277	1130	2072
2020/21	310	-26	312	308	310	930	248	-35	283	294	285	271	1133	2063
2021/22	310	-4	314	309	305	928	248	-29	277	282	293	284	1136	2064
2022/23	310	-4	314	311	305	930	248	-25	273	277	281	292	1123	2053
2023/24	310	-5	315	311	308	934	248	-25	273	272	276	280	1101	2035
2024/25	310	-4	314	312	308	934	248	-27	275	272	271	275	1093	2027

4. The chart above represents the situation in the Ewell planning area if we do not change the three single phase schools into primaries, if there is no more house building in the area and if we do not add 'bulge' classes.

Why Are We Proposing Danetree is Four Forms of Entry?

5. The NW Epsom school place planning area serves the new housing developments on the former NHS hospital sites such as Manor Park and Noble Park. This area also has a rising demand for primary school places. There are only three schools in this planning area and they are all now at their site capacity and cannot be further expanded. As the new estates are not yet complete we need to supply another form of entry somewhere in the area. Danetree School is a relatively short distance from these estates and therefore SCC officers, the school's governors and GLF, believe that it is possible to expand this school to help meet the wider local need and continue to provide a good quality of education.

6. NW Epsom

	PAN+ bulge	+/-	YR	Y1	Y2	I	Jun pl inc bulges	Jun +/-	Y3	Y4	Y5	Y6	J	Total
2015/16	240	31	209	202	205	616	210	13	197	182	180	176	735	1351
2016/17	210	-17	227	212	205	644	240	17	223	198	183	182	786	1430
2017/18	210	-7	217	228	214	659	240	19	221	224	199	184	828	1487
2018/19	210	-8	218	218	230	666	210	-20	230	222	225	200	877	1543
2019/20	210	-8	218	220	219	657	210	-36	246	231	223	226	926	1583
2020/21	210	-9	219	219	221	659	210	-26	236	247	232	224	939	1598
2021/22	210	-12	222	221	220	663	210	-28	238	237	248	233	956	1619
2022/23	210	-12	222	223	221	666	210	-26	236	238	237	248	959	1625
2023/24	210	-14	224	222	223	669	210	-27	237	236	238	237	948	1617
2024/25	210	-15	225	224	223	672	210	-29	239	237	236	238	950	1622

7. The current situation in Ewell is that there is a total of ten Reception classes across the six schools (at 30 pupils per class this represents 300 Reception places). If the re-organisation goes ahead as proposed there would be 360 Reception places available each year in Ewell (equivalent to 12 Reception classes) but some pupils would travel in from the NW Epsom area.
8. There are currently eight Year 3 classes provided in the Ewell Planning Area but if the three schools are re-organised as suggested this would mean there would be 12 classes available to match the Key Stage 1 provision and add capacity.
9. The net impact of this proposal, in terms of the total number of primary school places that would be on offer in the Ewell planning area is shown in the table below. It should be assumed that some of the surplus places will be filled by pupils from the adjacent planning area and by parental preference.

10. Ewell –proposed scenario

	PAN	+/_	YR	Y1	Y2	I	Jun inc bulges	Jun +/-	Y3	Y4	Y5	Y6	J	Total
2016/17	370	34	336	323	304	963	282	3	279	274	249	245	1047	2010
2017/18	360	37	323	334	321	978	290	4	274	279	274	249	1076	2054
2018/19	360	43	317	319	330	966	290	3	287	273	278	273	1111	2077
2019/20	360	48	312	314	316	942	374	79	295	286	272	277	1130	2072
2020/21	360	48	312	308	310	930	374	91	283	294	285	271	1133	2063
2021/22	360	46	314	309	305	928	374	97	277	282	293	284	1136	2064
2022/23	360	46	314	311	305	930	374	101	273	277	281	292	1123	2053
2023/24	360	45	315	311	308	934	374	101	273	272	276	280	1101	2035
2024/25	360	46	314	312	308	934	374	99	275	272	271	275	1093	2027

Ensuring a good quality education

11. As already noted above, all the other Ewell schools are primaries with Key Stages 1 and 2 pupils so, once children are admitted, there is no need for them to transfer schools until they are of secondary age. It is understood that this continuity of primary education, in the same school, gives stability and supports good learning outcomes for the majority of pupils. This is the other key reason for this proposal.

Reducing journeys between schools

12. In addition, the proposal potentially reduces the need for additional school journeys by parents having to transport siblings from both infant and junior schools. In theory more children should be able to walk to school and there should be a reduction of school traffic in the area.

More places at good schools

13. It is the ambition of SCC that all Surrey schools will be judged to be at least ‘Good’ by 2017. At their last OFSTED inspections, in 2009 and 2010 respectively, Ewell Grove and West Ewell infant schools received Outstanding (Grade 1) judgements. At its most recent OFSTED inspection in June 2014 Danetree was judged to be a good school (Grade 2). All three schools are popular and frequently over-subscribed. This proposal therefore meets the government’s guidance to local authorities that successful and popular schools are expanded where there is a need for more places.

How will this proposal be implemented?

14. Because we need to meet the demand for the additional places and also manage the transition of pupils between key stages and schools, the proposal can only go ahead if all three schools agree to change to primary.

15. Assuming there is strong local support for the proposal, and the Cabinet Member for Schools, Skills and Educational Achievement agrees that it should go ahead, there will need to be a successful planning application to enable the required site developments. If this is also successful we can begin to make the changes in two stages.

Stage 1 Danetree Junior School

16. GLF propose that in September 2016 Danetree School converts to primary status, initially taking a Reception cohort of 90 pupils and increasing the number of places available to 4 FE (PAN 120) in 2018.
17. In 2016 Danetree's junior PAN will continue up to 160 junior places (Year 3) will be offered as necessary. In 2017 Danetree Primary School will cease to maintain a junior PAN but if there are parents wishing to move their children from a primary school to join siblings at Danetree this may be possible providing the school has the accommodation.

Stage 2 West Ewell Infant School and Nursery

18. It is proposed that in September 2017 the PAN at West Ewell is reduced to 60 and it becomes a primary school. This means that its 2014 Reception classes will be the first cohort to stay on at the school until the end of their primary education. All the pupils in this cohort, and the 2015 Reception year group, will have the opportunity to remain at West Ewell Primary School if they want to. However, the school will not admit any pupils above Year 3 in 2017 but will grow incrementally year on year until 2020.

Stage 2 Ewell Grove Infant and Nursery School

19. It is proposed that in September 2017 the PAN at Ewell Grove is reduced to 60 and it becomes a primary school. This means that its 2014 Reception classes will be the first cohort to stay on at the school until the end of their primary education. All pupils in this class and the 2015 Reception class will be able to stay at Ewell Grove through to Year 6 despite the PAN being 70 for these years. However Ewell Grove Primary School will not admit any pupils above Year 3 in 2017 but will grow incrementally year on year until 2020.

Siblings

20. For one year (from September 2016) it may be possible for Year 3 pupils with a sibling at Danetree to move there so that both children are in the same school. It will not be possible for children already at Danetree to move back to join siblings in Ewell Grove or West Ewell Primary as they will not have junior classes above Year 3 at this stage.
21. After 2017 if parents wish to move a younger child into Danetree to join an older sibling they will have to apply for any spare places or join the school's waiting list. This will be managed by the Danetree/GLF Admissions Officer as an in year transition.

CONSULTATION

22. A four week statutory consultation on this proposal was launched on 15 June 2015 and Notices were published at all three schools. A joint GLF and SCC consultation document (Annex 1) was produced and circulated to all parents, to the residents living in close proximity to the schools; to other local schools and nurseries and to the local Elected Members of the County and Borough councils.
23. Public meetings were held at each school to outline the proposal and to answer questions from stakeholders. Their comments and concerns were recorded and are attached to this report as Annex 2.
24. The three meetings were attended by a mixture of staff, governors, parents and residents where everyone had the opportunity to ask questions. Their comments were noted and a summary of each meeting is attached to this report. SCC also received 294 individual written responses. These are summarised in the table below:

School	No. attending meeting	Number of written responses	Agree	Disagree	Don't Know
Danetree	20	106	80 (86%)	20 (11%)	6 (3%)
Ewell Grove	20	117	101 (86%)	13 (11%)	3 (3%)
West Ewell	30	71	60 (85%)	11 (15%)	0

25. The main areas of concern are summarised below:
 - The proposed size of Danetree (4 FE) is too large in comparison to other local schools
 - Parking and traffic congestion around the three schools. This comment was mainly made by residents but some parents also felt this to be the case.
 - The distance between the new housing estates in north Epsom and Danetree will not facilitate walking to school. Some people stated that they would prefer a new school being built on the hospital estates site.
 - There was opposition to the Danetree expansion from Epsom Primary School as they feel that this proposal will affect their intake of pupils. The school has been admitting pupils from the Noble Park and Manor Park estates in the past three years in bulge classes. It is not possible to permanently expand this school due to site restrictions.
 - A few respondents felt that the Ewell Grove site was too small for a 2 FE school while a significant number felt that the village needed a primary school and thus supported the proposal.
26. Other comments were that SCC should have considered expanding the Wallace Fields schools; and that more new schools should be built. There is also some concern about the lack of space and on site sports facilities at

Ewell Grove and West Ewell Infants. A small number commented on the impact of more building work at West Ewell. However, it is envisaged that this will be minimal as it is mainly internal refurbishment.

27. Those people who supported the proposal commented that they supported the concept of the pupils staying in one all through primary school instead of being forced to move schools at seven years of age. Many parents commented on their confidence in their child's current school and welcomed the opportunity for their child and siblings to remain at their preferred school. There were very few concerns or negative views included in the responses for Ewell Grove. Some noted that the site is small, would lack sufficient play space, and would necessitate travelling off site for some PE lessons for older children.
28. There were also concerns expressed regarding accommodating siblings during transition years, and recommendations for road safety improvements to ensure safety of a larger number of children walking to school.

Summary

29. **Responses relating to Danetree:** Most parents were in favour of the change and there was strong support from staff at Danetree. It is mainly residents who disagree with the proposal, although a minority of parent respondents also had concerns. The Danetree responses have been considered by GLF and the governing body and will form part of the Business Case which will be submitted to The Regional Commissioner's Office shortly.
30. **Responses relating to Ewell Grove:** Strong support from parents who believe that it will offer more educational opportunity and will be less unsettling for their children as it removes the need for them to choose another school at seven years. Many parents express the view that traffic will not be any worse as people are willing to walk to school as they live in relatively close proximity to Ewell Grove. There was relatively little disagreement from residents and only concern expressed about traffic.
31. **Responses relating to West Ewell:** Strong support expressed by parents with reservations about parking and traffic. An acknowledgement that there was a need for more school places and a number of positive comments about the leadership of the school and the perceived improvement in education that an all through primary school would offer.

RISK MANAGEMENT AND IMPLICATIONS:

32. The key risk to this proposal is the dependency on a successful planning application to develop the Ewell Grove and Danetree sites. Ewell Grove is located on a small site within a conservation area with a number of protected specimen trees. Careful building design and planning has taken account of these factors and pre-application advice has been sought from the Planning Officer throughout the design process.
33. Danetree is on a large site but situated on a residential road. The proposed capacity of the school places a degree of risk and again pre-planning

application advice has been sought from Highways and Planning to try and mitigate any impact on the local community.

34. There is no requirement to submit a planning application for the development of West Ewell Infant school as there is no need to build anything more on site. However, it is acknowledged that vehicular access to the school gates is restricted. The revised School Travel Plan seeks to mitigate this challenge particularly once the school reaches its full capacity.

Financial and Value for Money Implications

35. The cost of the proposed projects will be funded through the Schools Basic Need Capital Programme and funding for this scheme is included in the current 2015 -20 Medium Term Financial Plan (MTFP)
36. Once the DfE have confirmed the conversion to primary for Danetree school, detailed options and costs will be developed as part of the scheme business case at each phase of construction. Options for build solutions and delivery will be considered as part of the business analysis to ensure value for money.

Legal Implications – Monitoring Officer

37. Section 13 of the Education Act 1996 places a general duty on the Council to secure that efficient primary and secondary education is available to meet the needs of the population in its area. In doing so, the Council is required to contribute to the spiritual, moral, mental and physical development of the community. Section 14 of the Education Act 1996 places a duty on the Council to secure that sufficient schools for providing primary and secondary education are available in its area. There is a legal duty on the Council therefore to secure the availability of efficient education in its area and sufficient schools to enable this.
38. This report sets out how the Authority will meet its duties in response to the increasing demand for primary school places in Ewell.
39. The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2014 sets out the regulations that apply to prescribed alterations of maintained schools. There is an equivalent set of regulations for academies. There is also departmental guidance on making significant changes to all types of school; this includes school expansions. The statutory and non-statutory guidance has been followed with regard to this consultation.
40. The Schools Admissions Code 2014 sets out the regulations and guidance in relation to admissions criteria. Ewell Grove and West Ewell Infants are Community Schools and, as such, their admissions arrangements are set by SCC and are in line with the Code. Danetree is an academy within GLF Schools and its admissions arrangements are set by the Governing Body in line with the Schools Admissions Code. The proposed expansion will not affect any group of pupils adversely as the same admissions criteria will apply, although it is proposed that Danetree will remove its junior PAN in 2018 and SCC intends to apply for an in year variation to the PANs of West Ewell and Ewell Grove Infant Schools in 2016 in order to facilitate the transition of pupils between all three schools.

Equalities and Diversity

41. The public sector equality duty (Section 149 of the Equality Act 2010) applies to the decision to be made by the Cabinet Member in this report. There is a requirement when deciding upon the recommendations to have due regard to the need to advance equality of opportunity for people with protected characteristics, foster good relations between such groups and eliminate any unlawful discrimination. These matters are dealt with in the equalities paragraphs of the report and in the attached equalities impact assessment.
42. An Equalities Impact Assessment (EIA) was made in relation to this proposal and an equalities monitoring statement was included on the consultation response forms. There are no direct equalities implications for groups with protected characteristics arising out of the proposal. The proposed increase in provision would be open to all applicants with the highest priority being given to Looked After Children, and those who have an Education, Health and Care Plan, thus supporting provision for the most vulnerable young people.

Safeguarding responsibilities for vulnerable children and adults implications

43. All three schools have robust safeguarding policies which are monitored by the designated Child Protection Lead Officer, regularly reviewed by the governing body and are subject to OFSTED inspection. Site access and security, both during the proposed building programme and afterwards, will be considered and addressed in the planning and design of these building projects, if the proposal is agreed.

Climate change/carbon emissions implications

44. SCC attaches great importance to being environmentally aware and wishes to show leadership in cutting carbon emissions and tackling climate change. A safe walking route to each school will be identified for use by parents and pupils and facilities will be provided on campus for pupils and adults who cycle or use scooters to get to school.
45. The proposed additional school provision is centred close to an area of demographic demand and therefore will enable young people to attend a local school; thus reducing the need for car journeys to other schools within the borough.

Section 151 Commentary

46. The Section 151 Officer confirms that funding for these schemes have been included in the 2015-20 MTFP. Scheme costs are expected to be contained within the funding allocated. More detailed costings will be developed as the scheme progress to tender and the Medium Term Financial Planning will be updated accordingly.

WHAT HAPPENS NEXT:

- Subject to Secretary of State approval, Danetree Junior School will be designated a primary school with effect from September 2016.

- Subject to SCC approval Ewell Grove and West Ewell Infant Schools will be designated Primary schools with effect from September 2017
 - All three schools will offer nursery provision from 2016: These places will be for a mixture of 2, 3 and 4 year old children to meet the needs of the area.
 - Three planning applications will be submitted in the autumn of 2015 and, if approved, building will commence
 - SCC will submit an in year variation of PAN request to the Schools Adjudicator for reductions to the admissions numbers at both West Ewell and Ewell Grove Infant Schools in 2016.
-

Contact Officer:

Melanie Harris, School Commissioning Officer NE Surrey, Tel: 020 8541 9556

Consulted:

Parents of pupils and prospective pupils of Danetree Junior, West Ewell infant and Nursery and Ewell Grove Infant and Nursery schools

Staff and Governors of the schools

Other local schools and nurseries

Local Councillors

Local residents

Annexes:

Consultation Document – Annex 1, question and answer sheet from the public meetings - annexes 2, 3 and 4

Equalities Impact Assessment – Annex 5

Sources/background papers:

All paper consultation responses for West Ewell and Ewell Grove to be available at the meeting



School Organisation Consultation

Proposal on the re-organisation
of primary school provision in
the Ewell Planning Area

The Ewell primary school planning area is served by the following schools: Cuddington Croft Primary, St Clement's RC Primary, Riverview CE Primary, **Danetree Junior, Ewell Grove Infant and Nursery, West Ewell Infant and Nursery**,

This proposal relates to only the last three schools listed (in bold text above) in this planning area.

The Proposal

1. Surrey County Council, in conjunction with GLF Schools and the governing bodies of West Ewell Infant School and Nursery, Ewell Grove Infant and Nursery School and Danetree Junior School, seeks the views of parents, staff residents and other local stakeholders on the following proposals:

- a. That West Ewell Infant School and Nursery, Ewell Grove Infant and Nursery School and Danetree Junior School become 'all through' primary schools admitting pupils from 4 to 11 years of age
- b. That associated building projects on all three school sites are commissioned, funded and managed by Surrey County Council to provide the appropriate infrastructure to support this change to the schools' intake of pupils
- c. That additional primary places are created as part of this re-organisation in order to meet the future demand within Epsom and Ewell Borough
- d. The timescale for effecting this change to the pattern of provision will be a staged process beginning in September 2016, the conclusion of the proposed changes being fully implemented by September 2023
- e. The overall nursery/pre-school provision across the planning area will not be reduced as a result of this process; it is intended that the three new primary schools will have nursery provision

This process is part of a statutory consultation which opens on Monday 15 June 2015 and closes on Friday 10 July 2015 after which a decision will be taken whether to make the changes described below.

Details of the proposed changes to each school

Ewell Grove Infant and Nursery School

2. It is proposed that Ewell Grove Infant and Nursery School will become a two form entry primary school (2FE) from September 2017 with a Published Admission Number (PAN) of 60. Surrey County Council would remain the Admissions Authority for this school. If the proposal were to go ahead this would mean that all the current Reception pupils, and those entering Reception in 2015 and 2016, would be entitled to stay at the school until the end of Year 6 even though the numbers may exceed the Reception PAN of 60. If the proposal is adopted it would be the intention of SCC to apply to the Schools' Adjudicator seeking an in year variation to the published PAN in 2016 to reduce it to 60.
3. The proposal includes some new building and internal remodelling of the school's accommodation to enable it to operate as a primary school on its present site. The school would ultimately provide 420 primary places (4 to 11 years) as opposed to the 210 infant places (4 to 7 years) it currently provides. The number of nursery places offered would remain unchanged. As the infant school presently has no playing fields, sports pitches would be provided locally to enable full access to the primary PE curriculum.

West Ewell Infant and Nursery School

4. It is proposed that West Ewell Infant School and Nursery will become a 2FE primary school, with a nursery, from September 2017 with a PAN of 60. Surrey County Council would remain as the Admissions Authority for this school.
5. If the proposal goes ahead it would be the intention of SCC to apply to the Schools' Adjudicator seeking an in year variation to the published PAN in 2016 to reduce it to either 90 or 60. The current Reception cohort of 120 pupils would be entitled to stay at the school until the end of Year 6, as would the 2015 and 2016 cohorts.

6. The proposal includes mainly internal remodelling of the school's existing accommodation to provide facilities appropriate to junior aged pupils. The school would continue to operate from its present site and would ultimately provide 420 primary places instead of the 360 infant places it currently provides.
7. The number of nursery places offered would be re-assessed according to local need. SCC is also considering changes to the Specialist Centre at the school, which currently only admits pupils in Key Stage 1. If the school becomes a primary the Centre will change to include Key Stage 2 pupils but the number of places has yet to be determined. This change will be subject to a separate consultation in due course. West Ewell Primary School will also require access to playing fields which will be provided locally either by leasing or renting on behalf of the school.

Danetree Junior School

8. It is proposed that Danetree Junior School (an academy within GLF Schools and its own Admissions Authority) becomes a 4 FE primary school. Its first Reception intake will be in September 2016 when its PAN is likely to be 90. This will eventually rise to 120 in 2017 or 2018 as required. The rationale for this is explained in paragraphs 13-16.
9. The proposal includes new permanent accommodation at the school, alongside some remodelling of the existing buildings, in order to create Early Years and infant classrooms with outdoor learning areas and a nursery. The school would ultimately provide 840 primary places instead of the 512 junior places it currently offers. Danetree would remain on its current site with some additional land adjacent to the school being transferred to the Academy with the new building. This school already has the requisite requirements in terms of sports provision at Key Stage Two.

Why are we making these proposals?

- **Providing Sufficient School Places**

10. The 1996 Education Act places a duty on Local Authorities to ensure that there are sufficient school places within their jurisdiction. Surrey has had an unprecedented increase in demand for primary school places over the last ten years and Epsom and Ewell Borough has reflected this trend. SCC's pupil forecast data indicates that there is still a need for more primary school places across Epsom and Ewell Borough. A number of primary school expansions have already been completed in Epsom town and elsewhere and the residual demand is now in the Ewell and NW Epsom school place planning areas.
11. The six Ewell primary schools have a combined PAN of 310 places per year and the forecast demand indicates a need for one more form of entry (1 FE) ie 30 more Reception places each year. This should be sufficient for the immediate and longer term.

	PAN	+/-	YR	Y1	Y2	I	Jun inc bulges	Jun +/-	Y3	Y4	Y5	Y6	J	Total
2015/16	310	-14	324	304	313	941	282	10	272	248	244	230	994	1935
2016/17	310	-26	336	323	304	963	282	3	279	274	249	245	1047	2010
2017/18	310	-13	323	334	321	978	248	-26	274	279	274	249	1076	2054
2018/19	310	-7	317	319	330	966	248	-39	287	273	278	273	1111	2077
2019/20	310	-2	312	314	316	942	248	-47	295	286	272	277	1130	2072
2020/21	310	-26	312	308	310	930	248	-35	283	294	285	271	1133	2063
2021/22	310	-4	314	309	305	928	248	-29	277	282	293	284	1136	2064
2022/23	310	-4	314	311	305	930	248	-25	273	277	281	292	1123	2053
2023/24	310	-5	315	311	308	934	248	--25	273	272	276	280	1101	2035
2024/25	310	-4	314	312	308	934	248	-27	275	272	271	275	1093	2027

12. The chart above represents the situation in the Ewell planning area if we do not change the three single phase schools into primaries, if there is no more house building in the area and if we do not add 'bulge' classes.

Why are we proposing that Danetree is 4FE?

13. The NW Epsom school place planning area serves the new housing developments on the former NHS hospital sites such as Manor Park and Noble Park. This area also has a rising demand for primary school places. There are only three schools in this planning area and they are all now at their site capacity and cannot be further expanded. As the new estates are not yet complete we need to supply another form of entry somewhere in the area. Danetree School is a relatively short distance from these estates and therefore we, the school's governors and GLF, believe that it is possible to expand this school to help meet the wider local need and continue to provide a good quality of education.

NW Epsom

	PAN+ bulge	+/-	YR	Y1	Y2	I	Jun pl inc bulges	Jun +/-	Y3	Y4	Y5	Y6	J	Total
2015/16	240	31	209	202	205	616	210	13	197	182	180	176	735	1351
2016/17	210	-17	227	212	205	644	240	17	223	198	183	182	786	1430
2017/18	210	-7	217	228	214	659	240	19	221	224	199	184	828	1487
2018/19	210	-8	218	218	230	666	210	-20	230	222	225	200	877	1543
2019/20	210	-8	218	220	219	657	210	-36	246	231	223	226	926	1583
2020/21	210	-9	219	219	221	659	210	-26	236	247	232	224	939	1598
2021/22	210	-12	222	221	220	663	210	-28	238	237	248	233	956	1619
2022/23	210	-12	222	223	221	666	210	-26	236	238	237	248	959	1625
2023/24	210	-14	224	222	223	669	210	-27	237	236	238	237	948	1617
2024/25	210	-15	225	224	223	672	210	-29	239	237	236	238	950	1622

14. The current situation in Ewell is that there is a total of 10 Reception classes across the six schools (at 30 pupils per class this represents 300 Reception places). If the re-organisation goes ahead as proposed there would be 360 Reception places available each year in Ewell (equivalent to 12 Reception classes) but some pupils would travel in from the NW Epsom area.
15. There are currently 8 Year 3 classes provided in the Ewell Planning Area but if the three schools are re-organised as suggested this would mean there would be 12 classes available to match the Key Stage 1 provision and add capacity.
16. The net impact of this proposal, in terms of the total number of primary school places that would be on offer in the Ewell planning area is shown in the table below. We should assume that some of the surplus places will be filled by pupils from the adjacent planning area and by parental preference.

Ewell –proposed scenario

	PAN	+/-	YR	Y1	Y2	I	Jun inc bulges	Jun +/-	Y3	Y4	Y5	Y6	J	Total
2016/17	370	34	336	323	304	963	282	3	279	274	249	245	1047	2010
2017/18	360	37	323	334	321	978	290	4	274	279	274	249	1076	2054
2018/19	360	43	317	319	330	966	290	3	287	273	278	273	1111	2077
2019/20	360	48	312	314	316	942	374	79	295	286	272	277	1130	2072
2020/21	360	48	312	308	310	930	374	91	283	294	285	271	1133	2063
2021/22	360	46	314	309	305	928	374	97	277	282	293	284	1136	2064
2022/23	360	46	314	311	305	930	374	101	273	277	281	292	1123	2053
2023/24	360	45	315	311	308	934	374	101	273	272	276	280	1101	2035
2024/25	360	46	314	312	308	934	374	99	275	272	271	275	1093	2027

- **Ensuring a good quality education**

17. All the other Ewell schools in this planning area are primaries with Key Stages 1 and 2 pupils so, once children are admitted, there is no need for them to transfer schools until they are of secondary age. We think this continuity of primary education in the same school, gives stability and supports good learning outcomes for the majority of pupils. This is the main reason for this proposal.

- **Reducing journeys between schools**

18. In addition the proposal potentially reduces the need for additional school journeys by parents having to transport siblings from both infant and junior schools. In theory more children should be able to walk to school and there should be a reduction of school traffic in the area.

- **More places at good schools**

19. It is the ambition of the County Council that all Surrey schools will be judged to be at least 'Good' by 2017. At their last OFSTED inspections, in 2009 and 2010 respectively, Ewell Grove and West Ewell infant schools received Outstanding (Grade 1) judgements. At its most recent OFSTED inspection in June 2014 Danetree was judged to be a good school (Grade 2). All three schools are popular and frequently over-subscribed. This proposal therefore meets the government's guidance to Local Authorities that successful and popular schools are expanded where there is a need for more places.

How will this proposal be implemented?

20. Because we need to meet the demand for the additional places and also manage the transition of pupils between key stages and schools, the proposal can only go ahead if all three schools agree to change to primary.

21. Assuming there is strong local support for the proposal, and the Surrey County Council Cabinet Member for Schools, Skills and Educational Achievement agrees that it should go ahead, there will need to be a successful planning application to enable the required site developments. If this is also successful we can begin to make the changes in two stages.

Stage 1 Danetree Junior School

22. It is proposed that in September 2016 Danetree School converts to primary status, initially taking a Reception cohort of 90 pupils and increasing the number of places available to 4 FE (PAN 120) in 2018.

23. In 2016 Danetree's junior PAN will continue and up to 160 junior places (Y3) will be offered as necessary. In 2017 Danetree Primary School will cease to maintain a junior PAN but if there are parents wishing to move their children from a primary school to join siblings at Danetree this may be possible providing the school has the accommodation.

Stage 2 West Ewell Infant School and Nursery

24. It is proposed that in September 2017 the PAN at West Ewell is reduced to 60 and it becomes a primary school. This means that its 2014 Reception classes will be the first cohort to stay on at the school until the end of their primary education. All the pupils in this cohort, and the 2015 Reception year group, will have the opportunity to remain at West Ewell Primary School if they want to. However the school will not admit any pupils above Year 3 in 2017 but will grow incrementally year on year until 2020.

Stage 2 Ewell Grove Infant and Nursery School

25. It is proposed that in September 2017 the PAN at Ewell Grove is reduced to 60 and it becomes a primary school. This means that its 2014 Reception classes will be the first cohort to stay on at the school until the end of their primary education. All pupils in this class and the 2015 Reception class will be able to stay at Ewell Grove through to Year 6

despite the PAN being 70 for these years. However Ewell Grove Primary School will not admit any pupils above Year 3 in 2017 but will grow incrementally year on year until 2020.

Siblings

- 26 For one year (from September 2016) it may be possible for Y3 pupils with a sibling at Danetree to move there so that both children are in the same school. It will not be possible for children already at Danetree to move back to join siblings in Ewell Grove or West Ewell primary as they will not have junior classes above Year 3 at this stage.
- 27 After 2017 if parents wish to move a younger child into Danetree to join an older sibling they will have to apply for any spare places or join the school's waiting list. This will be managed by the Danetree/GLF Admissions Officer as an in year transition.

Have Your Say

We would like to know what local people think about this proposal. There are consultation response forms on pages 7 to 12 of this leaflet which can be completed either on line or on paper.

The consultation opens on **Monday 15 June 2015** and runs for 4 weeks. We are going to hold three public meetings at different times to maximise attendance. We welcome parents and other stakeholders to come and express their views on this proposal, obtain more information and have questions answered as far as possible.

The relevant Statutory Notices have also been published in the local press, on the schools' websites and on the schools' gates.

The meetings for stakeholders are as follows:

Ewell Grove Infant and Nursery School on Thursday 25 June at 9am

Danetree Junior School on Wednesday 1 July at 7pm

West Ewell Infant School and Nursery on Tuesday 30 June at 6.15 pm

Please complete and return your Consultation Response by **5pm on Friday 10 July 2015**

You can do this in a number of ways:

- By using the Surrey County Council consultation website www.surreysays.co.uk
- By completing the form attached to this document and emailing it to schoolorg@surreycc.gov.uk
- Alternatively, complete a written consultation response form and hand it in to one of the three schools involved in this proposal.

Next Steps

Surrey County Council's School Commissioning Team will analyse the consultation responses and a summary of them will be included in a report to governors, the GLF Trust and Surrey County Council's Cabinet Member for Schools, Skills and Educational Achievement. All parties will need to agree to proceed.

NB This process is separate to any subsequent planning application and planning notices which will include information on building design and traffic considerations. A planning application to Surrey County Council's Planning Committee will be submitted very soon. This will be advertised on both the SCC and Epsom and Ewell Borough Council's websites and further responses sought.

The final decision

The Surrey County Council Cabinet will make the final decision on whether or not to approve the Ewell Primary Schools re-organisation, in terms of the council's financial commitment to the specified building scheme. The SCC Planning Authority will determine whether the planning application is approved.

SCC Consultation Response Form

Proposal to change the status of West Ewell Infants to a primary school

Please give us your views. Tick the box that best shows what you think of the following questions. Also give us any comments you have. You can write on the other side of this sheet if you want more space to write comments.

Do you agree with the proposal to make **West Ewell Infant** a 2 FE Primary School with a 52 place nursery from Sept 2017?

Agree

Don't know

Disagree

Comments:

Do you support a reduction in the admission number to 90 or 60 places at **West Ewell Infant** in 2016? Please circle which one you would support.

Agree

Don't know

Disagree

To help with our analysis of responses please will you tell us something about yourself? Tick the boxes that best apply to you.

A resident living close/adjacent to the school	
A parent/carer of a child who may in future attend one of the three schools	
A parent/carer of a child already attending one of the 3 schools – please indicate which one(s) here:	
A parent/carer of a child attending another local school	
Staff member at West Ewell Infant School	
A Governor of West Ewell Infant School	
Some other link to West Ewell Infant School	
An Epsom and Ewell resident or someone else with an interest – please give (optional) post code here:	

SCC has a duty to monitor the impact of its policies under The Equalities Act. The law defines the following 'protected characteristics' and seeks to prevent discrimination on these grounds: age, sex, sexual orientation, gender re-assignment, race, religion or belief, pregnancy and maternity, marriage and civil partnership.

If you are in a protected group and believe that these proposals may have an adverse impact on you or your child, please indicate this on the response form overleaf.

Please tick if you have written overleaf

West Ewell Re-Organisation Consultation Response Form

Additional Comments

Please will you also give your postcode again

ANSWER

Please return by **Friday 10 July 2015** to:

Melanie Harris
Ewell Primary Re-Organisation Consultation,
Room 326 County Hall, Kingston-upon-Thames
Surrey KT1 2DN

email: schoolorg@surreycc.gov.uk

SCC Consultation Response Form

Proposal to change the status of Ewell Grove Infant to a primary school

Please give us your views. Tick the box that best shows what you think of the following questions. Also give us any comments you have. You can write on the other side of this sheet if you want more space to write comments.

Do you agree with the proposal to make **Ewell Grove** a 2 FE Primary School with a 26 place nursery from Sept 2017?

Agree

Don't know

Disagree

Comments:

To help with our analysis of responses please will you tell us something about yourself? Tick the boxes that best apply to you.

A resident living close/adjacent to the school	
A parent/carer of a child who may in future attend one of the three schools	
A parent/carer of a child already attending one of the 3 schools – please indicate which one(s) here:	
A parent/carer of a child attending another local school	
Staff member at Ewell Grove Infant School	
A Governor of Ewell Grove Infant School	
Some other link to Ewell Grove Infant School	
An Epsom and Ewell resident or someone else with an interest – please give (optional) post code here:	

SCC has a duty to monitor the impact of its policies under The Equalities Act. The law defines the following 'protected characteristics' and seeks to prevent discrimination on these grounds: age, sex, sexual orientation, gender re-assignment, race, religion or belief, pregnancy and maternity, marriage and civil partnership.

If you are in a protected group and believe that these proposals may have an adverse impact on you or your child, please indicate this on the response form.

Please tick if you have written overleaf

Ewell Grove Re-Organisation Consultation Response Form

Additional Comments

Please will you also give your postcode again



Please return by **Friday 10 July 2015** to:

Melanie Harris
Ewell Primary Re-Organisation Consultation,
Room 326 County Hall, Kingston-upon-Thames
Surrey KT1 2DN

email: schoolorg@surreycc.gov.uk

GLF Consultation Response Form

Proposal to change the status of Danetree Junior to a primary school

Please give us your views. Tick the box that best shows what you think of the following questions. Also give us any comments you have. You can write on the other side of this sheet if you want more space to write comments.

Do you agree with the proposal to make **Danetree Junior** a 4FE Primary School with a 52 place nursery from Sept 2016?

Agree

Don't know

Disagree

Comments:

To help with our analysis of responses please will you tell us something about yourself? Tick the boxes that best apply to you.

A resident living close/adjacent to the school	
A parent/carer of a child who may in future attend one of the three schools	
A parent/carer of a child already attending one of the 3 schools – please indicate which one(s) here:	
A parent/carer of a child attending another local school	
Staff member at Danetree School	
A Governor of Danetree School	
Some other link to Danetree School	
A resident from further afield e.g. Manor Park, Noble Park, or someone else with an interest - please give details and (optional) postcode here	

SCC has a duty to monitor the impact of its policies under The Equalities Act. The law defines the following 'protected characteristics' and seeks to prevent discrimination on these grounds: age, sex, sexual orientation, gender re-assignment, race, religion or belief, pregnancy and maternity, marriage and civil partnership.

If you are in a protected group and believe that these proposals may have an adverse impact on you or your child, please indicate this on the response form.

Please tick if you have written overleaf

Danetree Re-Organisation Consultation Response Form

Additional Comments

Please will you also give your postcode again

ANSWER

Please return by **Friday 10 July 2015** to:

Melanie Harris

Ewell Primary Re-Organisation Consultation, Room 326 County Hall, Kingston-upon-Thames Surrey KT1 2DN

email: schoolorg@surreycc.gov.uk

Notes of the Public Consultation Meeting at Danetree School

Wednesday 1 July 2015 7-8.15pm

The meeting opened at 7pm and closed at 8.15pm.

It was attended by approximately 20 people, representing parents, residents, staff and the governing bodies of West Ewell and Danetree Schools and staff from GLF Schools.

Joanna Woodward and Melanie Harris attended on behalf of Surrey County Council.

Melanie Harris and the headteacher of Danetree School, Mr James Broad, presented to the meeting and then opened the floor to questions. Mr Ian Cooke-Abbot, acting headteacher at West Ewell Infants, was available to answer questions.

Q1 Is this the same consultation that took place last year?

A1 No. Last year we conducted an information consultation, but then hit planning issues. This is the formal consultation (with statutory notices). In the meantime, a lot of work has been done to resolve planning issues, and all being well, the proposal will go ahead this time.

Q2 Is the site at Ewell Grove big enough for extra buildings?

A2 There is a lack of playing fields – for which discussions are currently taking place (either to lease or share with a secondary school). A 2-storey building has been proposed, which although doesn't match the existing building, does 'echo' its style. Ewell Grove is in a conservation area, and there are restrictions concerning use of the site. There may be some demolition of existing structures to provide space for playground and sports.

Q3 If children have to travel off site for PE, won't this involve time being taken out of the school day?

A3 Discussions are underway to use Gibraltar Rec, and maybe another facility, but no final decision has been made. The site will be within walking distance, and similar arrangements already happen at many schools in the county.

Q4 If planning is not approved at Danetree in October, is there a contingency plan?

A4 We will take advice from planning officers, and are hoping for October planning committee approval. If planning is not approved outright, it is likely to be approved with conditions – it is unlikely to be completely thrown out – e.g. we may need more mitigation for traffic.

Q5 The timeframe seems very short to have the school places ready at Danetree for September 2016.

- A5 The project will be delivered using off-site construction methods, which will save time.
- Q6 The plan is currently for only 30 reception children at Danetree in 2017-18. Will that be sufficient?
- A6 We think 30 places would be sufficient.
- Q7 If births went down in 2013, is that the first time that births went down? Does SCC only consider birth data in school place planning?
- A7 We consider trends of movement in and out, births and new housing.
- Q8 Is there enough provision? Will places be at the 'right' school – it is people's right to walk to school?
- A8 Families don't have a legal 'right' to walk to school. However the law states that parental choice is offered – therefore families might choose to drive to a school that isn't their nearest – we can't legislate on which schools families apply for.
- Q9 2017-18 shows an extra 30 places at Danetree – what if these places are oversubscribed?
- A9 There will be sufficient places across the borough. The SCC admissions team will allocate places based on current criteria (i.e. special educational needs and disabilities, looked after children, siblings, home to school distance).
- Q10 The consultation paperwork implied that you would have to apply for a place, and that the sibling rule would not apply?
- A10 There is no guarantee of a place. .
- Q11 Who allocates the places?
- A11 Although an academy, Danetree operates the same admissions criteria as Surrey County Council. The school could operate its own admissions function, but GLF Schools use the SCC admissions service. There is always considerable movement on waiting lists.
- Q12 Is it common in Surrey for infant and junior schools to convert to become all through primary schools?
- A12 Yes. A number of similar projects have gone through in Elmbridge, and other districts and boroughs.
- Q13 What about transition arrangements? How will these be managed, and what support will be available.
- A13 It involves forward thinking and planning. We are training Danetree teachers

already, and thinking about new opportunities (self development etc.). Between them, the existing staff has experience in infant, junior and primary schools. In terms of support, GLF Schools has a school improvement team, which works with schools in the group to consider practical elements. We are already thinking about lunchtimes etc. SCC maintained schools are well supported by SCC. At the end of the day, good teaching is good teaching.

Q14 What about recruiting new staff?

A14 This is already happening. New staff recruited need to be flexible and willing and able to work in a primary setting.

Q15 Will the 2017-18 Y3 cohort of 30 children all the way through miss out by not having other class groups in their year group?

A15 If preferences exceed 30 (and are nearer 60) we may consider an extra bulge cohort. The school will ensure that the cohort is not disadvantaged and is provided with opportunities to participate fully in all aspects of school life.

Q16 Won't the first form going through Ewell Grove or the class of 30 at Danetree be lonely, as they won't have opportunities to play and develop friendships with other children in the same year group? Couldn't an additional class be included at both schools to avoid this?

A16 This is unlikely to happen, as it would potentially result in over provision, which would cause other schools to have half-empty classrooms (which would have a detrimental affect their funding).

Q17 If this cannot be offered, how would Danetree propose to manage the situation?

A17 The class would integrate more with the class above it. In future, we won't be able to fit the entire school in the hall for assemblies. These children will be immersed and integrated with older children.

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Notes of the Public Consultation Meeting at West Ewell Infant and Nursery School

Tuesday 30 June 2015 6.15-8pm

The meeting opened at 6.15pm and closed at 8pm.

It was attended by approximately 30 people, representing parents, residents, staff and the governing bodies of West Ewell and Danetree Schools and staff from GLF Schools.

Joanna Woodward and Melanie Harris attended on behalf of Surrey County Council.

Melanie Harris and the acting headteacher of West Ewell, Mr Ian Cooke-Abbot, presented to the meeting and then opened the floor to questions. Mrs Mia Bennett (headteacher) was still on maternity leave, and unable to attend.

- Q1 Currently in 2017/18 there is a 0 PAN in Danetree – will this remain if there is demand for places?
- A1 There is currently a 0 PAN, but if there is sufficient interest we might consider a 1FE cohort for Reception in 2017/18. Place planning forecasts currently indicate a shortage of 25 places, so this option might be discussed with Danetree, and go ahead with their agreement.
- Q2 If there are reduced nursery places at West Ewell, does that mean that children not in the West Ewell nursery will not gain admission to West Ewell Infants at Reception?
- A2 Admission in Reception is not linked to attending the nursery.
- Q3 When completing the consultation, should we answer for the school our child is attending, or all three schools (i.e. West Ewell, Danetree and Ewell Grove)?
- A3 You can answer questions for all three schools if you wish, or if you prefer just for the school your child is attending.
- Q4 I am concerned about the traffic at Danetree. Surely the increase in the number of children to at least half again will have a major impact on local residents? Will there be a turning circle provided at the school?
- A4 We can't provide a turning circle. It is the job of Surrey County Council property team to undertake planning, and they will consider traffic and transport. For example, we have analysed current pupil data, and 0.7 miles is the furthest distance that families live from Ewell Grove – so the majority of families should be able to walk to school. If any objections are raised, mitigation will be addressed in the planning phase - otherwise permission will not be granted.
- Q5 Will a planning consultation be conducted at West Ewell?

- A5 There is no need for planning at West Ewell, as the work will entail internal modifications, and no actual construction work.
- Q6 As a Ewell Grove parent, I am concerned about the lack of playing field and playground space.
- A6 This point is also relevant for West Ewell. Key Stage 1 PE does not require a full sports pitch. West Ewell is investigating using facilities at Epsom & Ewell High School. Ewell Grove is investigating the use of a sports facility with Epsom & Ewell Borough Council.
- Q7 Won't there be associated risks taking children off site? Will more staff have to be employed to provide adequate staff to child ratios?
- A7 It will provide a challenge. Not all PE has to be done in the sports field; much can be done in the hall, and there is a swimming pool on site. Discussions are underway to provide a workable solution.
- Q8 Could the land leased to the church be used?
- A8 We don't know.
- Q9 What about the field at the back of the school?
- A9 This is triangular, and not big enough for upper KS2 PE.
- Q10 Danetree is converting first (2016). This seems a tight timescale – will it be up and running on time?
- A10 Enabling works can be done in advance (Spring 2016) on the SCC site next door (e.g. demolition of existing buildings). Much of the building will be pre-fabricated off site, and craned on. There will be a tight timetable, but also pressure to deliver within the timescale, as we have already lost time.
- Q11 What was the reason for the delay?
- A11 Last year an informal consultation was conducted, but no notices were published and the planning consultation was not undertaken. However the responses clearly indicated a positive interest in the proposal. Ewell Grove hit planning issues, which we are hopeful have now been resolved. This is the formal consultation, and statutory notices have now been published. Therefore we are further advanced than last year.
- Q12 What will happen if planning permission isn't obtained?
- A12 The education argument has been agreed by the SCC elected Member for Schools, Skills and Educational Achievement and by the Leader of SCC. Transport and traffic proposals will need to ensure that traffic is dispersed. If consent isn't obtained, the planning officer will make recommendations, and

members of the planning committee will visit the site (probably at drop-off and pick-up times to gauge the impact) – this will probably take place in September.

Q13 Must all three schools have the ‘green light’ for the proposal to proceed?

A13 Yes.

Q14 Will we have the opportunity to discuss parking problems at West Ewell, if there isn’t going to be a planning consultation?

A14 Local residents will receive letters notifying them when the planning consultation opens. There will be a meeting at school with officers attending. It will probably take place in September (after schools have gone back) and will be arranged by the project manager. Typically meetings take place between 3.30-7pm.

Q15 In 2018 there will be an actual increase in pupils – 90 or 60 pupils – this will surely increase the number of cars dropping off and picking up at school?

A15 Junior children, as they get older and move up the school, will eventually walk to school on their own, and parents are more likely to have a single school drop off/pick up; so numbers on the road should reduce.

Q16 Where will the new building be located in relation to the existing Danetree site?

A16 As you are looking at the front of the school, it will be on the right hand site, at the north of the site. The existing structures house a team that refurbishes school gymnastics equipment; this facility will be re-located.

Q17 Does Danetree accept children from other schools?

A17 A handful of children every year move to Danetree from The Mead and Wallace Fields. There is potential for Danetree to continue to accept these children, and Ewell Grove could drop their extra 10 places PAN.

Q18 My son attends West Ewell and my daughter attends Danetree. Will drop off and pick up times be staggered?

A18 Yes, the schools will discuss this amongst themselves.

Q19 Who will be responsible for the building work, given the delays that arose at West Ewell during their last build programme?

A19 Surrey County Council will be responsible. The job will go out to tender. In the past, West Ewell requested that they manage the project themselves, but Surrey County Council stepped in when there were delivery issues.

Q20 How will the building programme be funded?

- A20 The government provides roughly half the funding (based on the increases in birth rate and need to provide more school places). During the last five years, SCC has delivered a £255 million school expansion programme, of which approximately £100 million was funded by the government. The remainder of the cost is provided by council tax and borrowing (which is paid by the council tax); it is therefore essential that we don't borrow until it is needed. 300,000 school places have been delivered in the last 3 years. The primary expansion is now coming to an end, but the children from the baby boom are now reaching secondary school, so there will be a similar secondary expansion.
- Q21 Where will the secondary expansion take place?
- A21 Of the four Epsom & Ewell secondary schools, Epsom & Ewell High, Blenheim and Rosebery have spare capacity. A phased expansion will be implemented at Epsom & Ewell High, taking it up to 10FE from 2019.
- Q22 Was Riverview not considered for expansion (1FE, 'Good' Ofsted)?
- A22 Riverview was considered and invited to expand to a 2FE primary. However the school said, "No". It is a voluntary aided (VA) school, and the church owns the land and buildings.
- Q23 What will happen if Epsom & Ewell High sells off its playing fields – won't more families need more school places?
- A23 We don't know at this stage. The site won't stand a very large development – approximately 100 houses, which should yield 20-25 pupils. We are keeping an eye on it!
- Q24 What about the NESCOT site, and Old Schools Lane? The land has been sold, and applications are in. Are these numbers included?
- A24 When permission is granted by the local planning authority, the numbers are included in our forecasting software system.

Notes of the Public Consultation Meeting at Ewell Grove Infant and Nursery School

Thursday 25 June 2015 9-10.30am

The meeting opened at 9am and closed at 10am.

It was attended by approximately nine parents, one local councillor, five Ewell Grove governors and Sarah Lynagh from GLF Schools.

Melanie Harris attended on behalf of Surrey County Council.

Melanie Harris and the headteacher of Ewell Grove School, Mrs Kate Keane, presented to the meeting and then opened the floor to questions. Mr James Broad, headteacher of Danetree School, was available to answer questions.

- Q1 Given there have been discussions already with the Planning Officer, are they in favour of the application?
- A1 The Planning Officer has seen the plans and advised on what needs to be addressed .
- Q2 What if there are funding cuts after work has started at Danetree but before work starts at Ewell Grove and West Ewell?
- A2 The three schools will be approved by Cabinet as one project.
- Q3 Has Riverview been involved in these discussions?
- A3 Yes, but the school us voluntary aided and is not keen to expand.
- Q4 How will provision be provided for year 3 ages and for reception children at Danetree?
- A4 Schools will share experience across the group of E&E schools and with GLF Schools.
- Q5 If works are due to start in Autumn 2015, is this a done deal?
- A5 The consultation and planning processes as set out need to be completed.

Q6 What is plan B?

A6 New discussions would need to take place with other local schools.

EQUALITY IMPACT ASSESSMENT

1. Topic of assessment

EIA title:	Proposal to reorganise Ewell primary schools, where West Ewell Infant and Nursery School, Ewell Grove Infant and Nursery School to become 'all through' primary schools admitting pupils from 4 to 11 years of age.
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EIA author:	Joanna Woodward
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2. Approval

	Name	Date approved
Approved by ¹	P-J Wilkinson	

3. Quality control

Version number	1	EIA completed	
Date saved	15 July 2015	EIA published	

4. EIA team

Name	Job title (if applicable)	Organisation	Role
Joanna Woodward	Assistant Commissioning Officer	Surrey County Council School Commissioning Team	Author
Melanie Harris	School Commissioning Officer – North East Surrey	Surrey County Council School Commissioning Team	Co-author

¹ Refer to earlier guidance for details on getting approval for your EIA.

EQUALITY IMPACT ASSESSMENT

5. Explaining the matter being assessed

What policy, function or service is being introduced or reviewed?	<p>That West Ewell Infant School and Nursery, Ewell Grove Infant and Nursery School become 'all through' primary schools admitting pupils from 4 to 11 years of age.</p> <p>The associated building projects on both school sites are commissioned, funded and managed by Surrey County Council (SCC) to provide the appropriate infrastructure to support this change to the schools' intake of pupils.</p> <p>NB: Danetree Junior School is an academy within the GLF and the proposal in relation to West Ewell and Ewell Grove is linked to a separate proposal to the Secretary of State for Danetree to become a primary school</p> <p>Additional primary places are created as part of this re-organisation in order to meet the future demand within Epsom and Ewell Borough.</p> <p>The timescale for effecting this change to the pattern of provision will be a staged process beginning in September 2016, the conclusion of the proposed changes being fully implemented by September 2023.</p> <p>The overall nursery/pre-school provision across the planning area will not be reduced as a result of this process; it is intended that the three new primary schools will have nursery provision</p>
What proposals are you assessing?	<p>Ewell Grove Infant and Nursery School Ewell Grove Infant and Nursery School is currently a 2.3 FE infant school. From September 2017 it will become a 2 FE primary school with a published admission number (PAN) of 60. The current PAN of 70 would be reduced. The number of nursery places would remain unchanged.</p> <p>Some new building work and internal remodelling would be carried out to enable the school to operate on its current site and the school would ultimately provide 420 primary school places.</p> <p>West Ewell Infant and Nursery School West Ewell Infant and Nursery School is currently a 4 FE infant school. From September 2017 it will become a 2 FE primary school with a published admission number (PAN) of 60. The current PAN of 120 would be reduced. The number of nursery places would reduce from 100 FTE to 52 FTE.</p> <p>Some internal remodelling of the school's existing accommodation will be carried out to provide appropriate facilities for junior age pupils. The school would continue to operate from its present site and would ultimately provide 420 primary school places.</p> <p>The number of nursery places would be re-assessed according to local need.</p>

EQUALITY IMPACT ASSESSMENT

Who is affected by the proposals outlined above?	<p>The proposal will impact;</p> <ul style="list-style-type: none">• Pupils currently attending Ewell Grove Infant and Nursery School, West Ewell Infant and Nursery School and their families (including siblings).• School staff at both schools.• Pupils and families requiring nursery and primary school places in Ewell planning area.

6. Sources of information

Engagement carried out
<p>A consultation started on 15 June 2015 and finished on 10 July 2015:</p> <ul style="list-style-type: none">• Surveys were published on the SCC consultation website 'Surrey Says' from 15 June 2015 – 10 July 2015.• Consultation packs detailing the proposal were distributed to all staff and parents at the schools. Printed copies were sent home with children whose families prefer to receive paper notifications. Additional printed copies were available at the school. School staff explained the proposal to families that were thought to need additional support to understand the proposal.• Consultation packs and covering letters were delivered to residents in the neighbouring roads. Spare printed consultation packs were available at schools.• Consultation packs were emailed to local elected councillors at Epsom & Ewell Borough Council and SCC.• Consultation packs were emailed to local headteachers.• Consultation packs were emailed to local Early Years settings.• There were no children from traveller families attending the schools.• Statutory notices were published 15 June 2015. These were posted on school gates, published in the local press and on the Surrey Says website. <p>Separate public consultation meetings were held at all three schools:</p> <ul style="list-style-type: none">• At Danetree on behalf of GLF on 1 July 2015 attended by approximately 20 parents, staff and local residents.• At Ewell Grove on 25 June 2015 attended by approximately 20 parents, staff and local residents.• At West Ewell on 30 June attended by approximately 30 parents, staff and local residents.• For Danetree a total of 106 responses were received and analysed by GLF and SCC. Of the 106 responses, 80 agreed with the proposal, 20 disagreed with the proposal and 6 did not know or offer a position.

EQUALITY IMPACT ASSESSMENT

- For Ewell Grove a total of 117 responses were received and analysed. Of the 117 responses, 101 agreed with the proposal, 13 disagreed with the proposal and 3 did not know or offer a position.
- For West Ewell a total of 71 responses were received and analysed. Of the 71 responses, 60 agreed with the proposal and 11 disagreed.

Data used

- Edge place planning data
- School census records of children currently on roll at the three schools
- Surrey-i

EQUALITY IMPACT ASSESSMENT

7. Impact of the new/amended policy, service or function

7a. Impact of the proposals on residents and service users with protected characteristics

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Protected characteristic ²	Potential positive impacts	Potential negative impacts	Evidence																																																																																																																																																																																		
				PAN	+/-	YR	Y1	Y2	I	Jun inc bulges	Jun +/-	Y3	Y4	Y5	Y6	J	Total																																																																																																																																																																				
Age	Children aged 4-11 will benefit from more school places in the Ewell planning area.	Parents might consider children in the first cohort to remain at Ewell Grove Primary School and West Ewell Primary School to be 'disadvantaged' by remaining the eldest children in the school for five consecutive years.	Data analysis of future potential pupils from SCC Edge school place planning system (based on current school census, births (source: ONS), and future housing trajectories (source: Surrey district and borough planning).																																																																																																																																																																																		
	Siblings aged 4-11 will have a greater chance of attending the same school.		Children currently being born Data based on birth projection and other trends																																																																																																																																																																																		
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Children aged 4-11 will have greater	Based on census data, Epsom & Ewell Borough has experienced the highest population growth with an increase of 12% in the 2011 census from the 2001 census. Source: Surrey-i 2011 Census																																																																																																																																																																																				

² More information on the definitions of these groups can be found [here](#).

EQUALITY IMPACT ASSESSMENT

	<p>opportunity to remain at the same primary school without the need for transition to another school at Year 3.</p>	<p>move to Danetree Junior School at Year 3 may not be successful in gaining a place.</p> <p>Parents might consider that children in the first Reception cohort at Danetree Junior School (2016-17) might be disadvantaged by not having children in the year above them.</p> <p>Parents are concerned that the 2017-18 Year 3 cohort at Danetree will be disadvantaged by being a the only single form of entry cohort in a 4 FE school.</p>	
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EQUALITY IMPACT ASSESSMENT

Disability	<p>Parents with disabilities may benefit from children being educated locally in a single setting which will provide opportunities to gain familiarity with school layout, staff and other families.</p> <p>Children with additional/ special needs have more opportunity to remain at one setting rather than transition at Key Stage 2.</p> <p>By becoming larger schools, all three schools would have more resources to accommodate children with additional/special needs.</p> <p>West Ewell has a special unit supporting CoIN</p>	<p>Parents with some disabilities (e.g. sensory impairments, autistic spectrum conditions) might be disadvantaged by school sites being more crowded and more new staff being introduced.</p>
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EQUALITY IMPACT ASSESSMENT

	children. These children will be able to remain at the school until Year 6.		
Gender reassignment	Expanding the schools will result in more local school places for all children and their parents.	No impacts identified	
Pregnancy and maternity (includes parents of children)	<p>Parents potentially have greater choice of all through primary schools for their children in the Ewell area.</p> <p>Parents will have a greater chance of siblings attending the same school.</p> <p>Parents will have more opportunities to develop longer term friendships with other families and relationships with school staff.</p>	No impacts identified	

EQUALITY IMPACT ASSESSMENT

Race	<p>By providing an additional 1 FE permanently in Ewell, traveller children moving into the area have a greater chance of being educated locally and at the same school as their siblings.</p> <p>Parents and families for whom English is not their first language would have opportunities to develop supporting relationships from teachers and other school staff, and to develop friendships with other families.</p>	<p>No impacts identified</p>	<p>School census data (children on roll)</p> <p>Ethnicity of Epsom & Ewell population is similar to the Surrey average. However, Epsom & Ewell has a higher proportion of Asian ethnicity groups than all other districts and boroughs, with the exception of Pakistani and Bangladeshi which are highest in Woking.</p> <p>Families from Asian ethnic groups would therefore benefit from the proposed change.</p> <p>Source: Surrey-i Census: People characteristics – ethnicity</p> <p>Based on census data, 93.44% of the Epsom & Ewell population has English as a main language. This is similar to the percentage of the Surrey wide population (94.05%).</p> <p>Based on Summer 2015 school census data, approximately 10% of Ewell Grove pupils do not have English as their main language. Approximately 16% of West Ewell pupils do not have English as their main language. Approximately 11% of Danetree pupils do not have English as their main language.</p> <p>Source: School Census Summer 2015</p>
Religion and belief	<p>All three schools welcome children of all faiths and of no faith.</p>	<p>No increase in faith school provision for families seeking places.</p>	<p>According to census data, the percentage of Christians in Epsom & Ewell (61.55%) is similar to Surrey countywide (62.8%). Epsom & Ewell has the highest percentage of Hindus (2.55%) and Jewish (0.32%).</p> <p>Source: Surrey-i Census: People characteristics - religion</p>
Sex	<p>Expanding the school will result</p>	<p>No impacts identified</p>	

EQUALITY IMPACT ASSESSMENT

	in more local school places for all children.		
Sexual orientation	Expanding the school will result in more local school places for all children and their parents.	No impacts identified	
Marriage and civil partnerships	Expanding the school will result in more local school places for all children and their parents	No impacts identified	
Carers³	<p>Young carers have a greater chance of living closer to schools.</p> <p>Parents/carers have a greater chance of children attending schools that are closest to their home address.</p> <p>Parents/carers have a greater</p>	No impacts identified	<p>Based on the 2011 Census, there are 6,021 0-24 year olds providing unpaid care in Surrey. Of these, 1,620 are in north-east Surrey (i.e. Elmbridge, Epsom & Ewell and Spelthorne).</p> <p>Source: Surrey-i JSNA Chapter: Young Carers and Young Adult Carers</p>

³ Carers are not a protected characteristic under the Public Sector Equality Duty, however we need to consider the potential impact on this group to ensure that there is no associative discrimination (i.e. discrimination against them because they are associated with people with protected characteristics). The definition of carers developed by Carers UK is that 'carers look after family, partners or friends in need of help because they are ill, frail or have a disability. The care they provide is unpaid. This includes adults looking after other adults, parent carers looking after disabled children and young carers under 18 years of age.'

EQUALITY IMPACT ASSESSMENT

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	<p>chance of all children attending the same primary school rather than siblings attending separate infant/junior schools thus minimising school drop-offs and pick-ups.</p> <p>Parents/carers will have greater opportunities for developing friendships with other families and supportive relationships with school staff over a longer period of time.</p>		
Socio Economic factors	<p>Children have a greater chance of attending school nearer to home. Therefore, families without their own transport would have opportunities for local friendships and to participate in extra-</p>	No impacts identified	<p>Based on Census data, Epsom & Ewell has a slightly higher percentage of lone parent families (18.4%) than the Surrey average (17.9%). Source: Surrey-i Census: 2011 Families with dependent children</p> <p>In 2013 there were 1,050 there were 1,050 children recorded living in families in receipt of out of work benefits in Epsom & Ewell. This represented 6.9% of children living in Epsom & Ewell. Source: Surrey-i Dataset: Local child poverty proxy measure 2012-2013</p>

EQUALITY IMPACT ASSESSMENT

	curricular activities. Families living nearer to school will benefit from their school journeys being shorter or from a single journey to one school for all children.		
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7b. Impact of the proposals on staff with protected characteristics

The proposal would result in employment opportunities, greater choice of opportunities for all staff, and opportunities to employ a more diverse workforce.

Protected characteristic	Potential positive impacts	Potential negative impacts	Evidence
Age	Larger schools and staff would provide more opportunities and scope to employ members of staff with a greater age range.	No impacts identified	
Disability	Larger schools and staff would provide more opportunities and scope to employ members of staff with disabilities.	No impacts identified	
Gender reassignment	Larger schools and staff would provide more opportunities and scope to employ members of transgender staff.	No impacts identified	

EQUALITY IMPACT ASSESSMENT

Pregnancy and maternity	Larger schools and staff would provide more opportunities for job sharing and more scope to accommodate maternity leave.	No impacts identified	
Race	Larger schools and staff would provide more opportunities to employ staff with racial diversity.	No impacts identified	
Religion and belief	Larger schools and staff would provide more opportunities to employ staff with diverse religious beliefs or no beliefs.	No impacts identified	
Sex	Larger schools and staff would provide more opportunities and scope to accommodate more male members of staff.	No impacts identified	
Sexual orientation	A larger school and staff would provide more opportunities to employ staff with diverse sexual orientation.	No impacts identified	
Marriage and civil partnerships	No impacts identified	No impacts identified	
Carers	Larger schools and staff would provide more opportunities and scope to employ staff with caring responsibilities who could enjoy the benefit of working school hours.	No impacts identified	

EQUALITY IMPACT ASSESSMENT

Socio Economic factors	Larger schools and staff would provide more employment opportunities in a range of positions.	No impacts identified	
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EQUALITY IMPACT ASSESSMENT

8. Amendments to the proposals

Change	Reason for change
N/A	

9. Action plan

Potential impact (positive or negative)	Action needed to maximise positive impact or mitigate negative impact	By when	Owner
Children in the first cohort to remain at Ewell Grove Primary and West Ewell Primary may be considered 'disadvantaged' by remaining the eldest children in the school for five consecutive years.	School to support children and pursue opportunities to arrange for them to visit other local schools with older children.		
Families with Year 2 children in the first cohort expecting to move children from Ewell Grove Primary and West Ewell Primary to Danetree School at Year 3 may not be successful in gaining a place.	SCC school admissions staff will be briefed and will be able to advise parents.		
The first Reception cohort at Danetree will be the only single form of entry cohort in a 4 FE school.	Danetree to ensure that the class integrates with the remainder of the school.		
Parents with disabilities (e.g. sensory impairments, autistic spectrum conditions) might be disadvantaged by the school sites being more crowded, and more new staff being introduced .	Schools to identify and offer support to parents.		

10. Potential negative impacts that cannot be mitigated

Potential negative impact	Protected characteristic(s) that could be affected
No increase in faith school provision for families seeking those specific types of school place.	Religion and belief

EQUALITY IMPACT ASSESSMENT

Reduction in PAN at Ewell Grove may result in local families not obtaining school places and having to travel further to school.	Age, Carers, Maternity
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11. Summary of key impacts and actions

Information and engagement underpinning equalities analysis	Consultation (public meetings at the three schools and SurreySays survey) Data (Surrey-i - JSNA, 2001 and 2011 Census, School Census) Edge planning data
Key impacts (positive and/or negative) on people with protected characteristics	All negative impacts have actions included in Action Plan.
Changes you have made to the proposal as a result of the EIA	N/A
Key mitigating actions planned to address any outstanding negative impacts	None identified
Potential negative impacts that cannot be mitigated	None identified

Further guidance

If you need more advice and guidance, you may find the following sources useful:

- [Government Equality Office: Equality Act guidance](#)
- [Equality and Human Rights Commission: Guidance on the Equality Duty](#)
- [Equality and Human Rights Commission: Making fair financial decisions](#)
- [Equality and Human Rights Commission: Meeting the Equality Duty in policy and decision making](#)
- [TUC: Equality Toolkit](#)

SURREY COUNTY COUNCIL

CABINET MEMBER FOR SCHOOLS, SKILLS AND EDUCATIONAL ACHIEVEMENT

DATE: **28 JULY 2015**

LEAD OFFICER: **JULIE FISHER, DEPUTY CHIEF EXECUTIVE**

SUBJECT: **APPROVAL OF SCHOOL DEFICITS**



SUMMARY OF ISSUE:

This report provides summary details of total schools' balances and seeks Cabinet Member approval for licensed deficits where schools are projecting deficits in excess of 5% of their budget share. Four schools are seeking this approval in 2015/16.

RECOMMENDATIONS:

It is recommended that:

1. the level of balances held by Surrey maintained schools is noted.
2. one-year licensed deficits are approved for Gosden House, Fordway PRU, Send C of E First School and St Bede's Junior School.

REASON FOR RECOMMENDATIONS:

Approval of a licensed deficit will ensure schools are operating within the County's Scheme for Financing Schools and will set the parameters within which a recovery plan can be developed.

DETAILS:

SCHOOLS' BALANCES

1. Total net balances held by Surrey's 315 maintained schools as at 31 March 2015 were £43.6m. A further £3.2m is held by confederations and networks of schools. For comparative purposes, the table below excludes from current and all prior year figures, the balances held by schools which have converted to academy status by 31 March 2015. Responsibility for the finances of Academies transfers to the Education Funding Agency on conversion. The council is not currently informed of academies' financial balances.
2. Since April 2013, Pupil Referral Units have received delegated budgets and now hold balances.

	As at 31 March 2013	As at 31 March 2014	As at 31 March 2015
<i>Phase:</i>	£m	£m	£m
Primary (including nurseries)	24.6	26.2	30.0
Secondary	9.6	10.1	8.6
Special	3.2	3.7	4.4
Pupil referral units	n/a	0.3	0.6
Total individual schools' balances	37.4	40.3	43.6
Balances held by schools confederations / networks	5.3	3.5	3.2
Total Schools' Balances	42.7	43.8	46.8

LOCAL AUTHORITIES' FINANCIAL MONITORING OF SCHOOLS DFE REQUIREMENTS

3. The Department for Education (DfE) requires each local authority's Chief Finance Officer (CFO) to produce an Outturn statement indicating the extent of any under or overspending of Dedicated Schools Grant (DSG) by the authority. In addition, the local authority (LA) must demonstrate deficits and large surpluses in schools are short-term and actively managed.
4. The DfE seeks explanations of actions to be taken by LAs if specific thresholds are breached. It also reserves the right to intervene in the LA's management of schools' finances in these instances.

The DfE's thresholds and Surrey's performance against them are set out as follows:

- An overspend of 2% or more in DSG.
Surrey did not overspend its DSG.
- An underspend of 5% or more in DSG.
Surrey underspent by 1.24%.
- If a local authority has 5% of schools with a surplus of 15% or more for the last 5 years.
In Surrey this threshold would equate to 15 schools. Surrey has 11 schools in this position.
- If a local authority has 2.5% of its schools with a deficit of 2.5% or higher, for the last 4 years.
Surrey has no schools in this position.

SURPLUS BALANCES

5. Of Surrey's 315 maintained schools, 311 had surplus balances at 31 March 2015. Year-end surplus balances are typically expressed as a percentage of each school's total revenue budget share for the year.

6. School surpluses can be analysed across phases as follows:

As at March 2015:	Primary Schools (including nursery schls)		Secondary Schools		Special Schools		PRUs	
Surpluses	No. Schls	% in phase	No. Schls	% in phase	No. Schls	% in phase	No. Schls	% in phase
0 – 5%	46	18%	10	42%	3	15%	2	20%
5 - 8%	46	18%	5	21%	2	10%	2	20%
8 – 10%	32	12%	3	12%	3	15%	1	10%
10-15%	68	26%	5	21%	5	25%	0	0
15% +	67	25%	1	4%	6	30%	4	40%
Total	259	99%	24	100%	19	95%	9	90%

7. Although a marginal surplus can represent prudent financial management, sizeable balances are generally discouraged as funding is allocated to schools on the basis of the specific needs of current pupils and is intended to be spent on those pupils. LAs must demonstrate that high balances are challenged.
8. The local authority asks schools with high balances (over 15% budget) to provide details of the purpose for which they are held. Responses received to date indicate that approximately 28% of high balances were held for capital projects and 22% were held to ensure stability in current or future budgets following the impact of schools' reorganisations and/or falling pupil numbers. The remainder were maintained for a variety of purposes including specific non-capital development projects (7%).

DEFICITS

9. The total value of schools' deficits is £209,190, an increase from £124,960 in March 2014. The following table shows the number of schools with deficits of varying magnitude in the past three years – adjusted to exclude academy converters. A school's deficit is expressed as a percentage of its total delegated revenue budget received that year.

	As at 31 March 2013	As at 31 March 2014	As at 31 March 2015
Deficits	No. of schools	No. of schools	No. of schools
0 – 5%	4	5	2
5 – 10%	1	0	1
10% +	0	0	1
Total	5	5	4

10. Of Surrey's 315 maintained schools, four had deficit balances as at 31 March 2015 (from a peak of 53 in 2003/04). Smaller deficits are relatively common and frequently short-lived.

National comparisons

11. The latest national comparisons are currently only available for the year ending 31 March 2014.
12. The DfE considers surplus balances exceeding 15% of funding to be a cause for concern. At 31 March 2014, a total of 10.22% of (then) Surrey maintained schools were in that position compared to 10.26% of schools nationally, which placed Surrey 65th nationally among 152 LAs.
13. At 31 March 2014, five Surrey maintained schools had deficits (1.5%) compared to 5.1% of schools nationally.

SCHOOLS SEEKING APPROVAL FOR DEFICITS IN EXCESS OF 5%

14. Cabinet Member approval is required for a licensed deficit in excess of 5% of a school's budget.
15. Four schools are currently seeking Cabinet Member approval for a projected deficit in excess of 5% during 2015/16.

Gosden House

	£
Deficit as at 31 March 2015 (10.2%)	161,278
Deficit Proposed deficit as at 31 March 2016	160,337

Historically, Gosden House school was funded at a relatively high rate for residential provision. The reduction and ultimately closure of residential provision at the school in August 2013 made the staffing structure unsustainable. The school has restructured its support staff to realise some savings but the recovery is still in development due to discussions regarding the type of special needs to be catered for in future years.

It is recommended that a one-year licensed deficit be approved to enable decisions on future provision to be finalised and the school to develop a robust recovery plan.

Fordway PRU

	£
Deficit as at 31 March 2015 (7%)	31,312
Deficit Proposed deficit as at 31 March 2016	0

Fordway PRU has suffered reductions in occupancy with consequential impacts on funding. Discussions are in progress with the LA and a balanced position is expected by March 2016.

It is recommended that a one-year licensed deficit be approved.

Send C of E First School and St Bede's Junior School (Federated)

	Send CofE First	St Bede's Junior
	£	£
Deficit / (surplus) as at 31 March 2015	30,792	(26,491)
Deficit Proposed deficit as at 31 March 2016	121,879	49,989

Send C of E First School and St Bede's Junior School are now federated under the leadership of one headteacher. The schools are facing a number of issues relating to falling pupil numbers, reduced funding and performance issues.

The governors are receiving support from Babcock 4S and are proposing a number of actions – initially to restore the quality of teaching and learning – which will temporarily increase the deficit. Savings under consideration include potential vertical streaming, increasing income from extended services and streamlining operations between the two schools. A full recovery plan is anticipated by the end of the Summer term 2015.

It is recommended that a one-year licensed deficit be approved, to enable the recovery plan to be finalised.

RISK MANAGEMENT AND IMPLICATIONS:

16. Risks include the maintenance of inappropriately high surpluses which leave current pupils' needs unmet or deficits which a school would struggle to repay and for which, in exceptional circumstances, local authority funding may be required.
17. As part of the monitoring of a schools' performance, the current level of balances is considered and recommendations are made regarding their potential use. Schools with deficits are expected to develop a recovery plan to repay the deficit with a defined period and are subject to enhanced monitoring until full repayment is made.

Financial and Value for Money Implications

18. Schools are expected to repay any deficits and must submit recovery plans to the LA. These vary from one to three years depending on the size of the deficit and the potential impact of repayments on the school.

19. Very few Surrey schools have deficits as schools at risk are closely monitored and advice is provided where needed.
20. Where schools convert to academy status, deficits are expected to be carried forward to the new academy. To date all converting schools with deficits in Surrey have taken their deficits with them, although this procedure relies on the continuation of current DfE policies.

Section 151 Officer Commentary

21. The Section 151 officer confirms the process of monitoring surpluses and deficits is robust and outcomes are well within DfE requirements.

Legal Implications – Monitoring Officer

22. There are no significant legal implications arising from this report and the proposed recommendation is in line with the SCC Scheme for Financing Schools
23. In coming to a decision on this issue the Cabinet Member needs to take account of all relevant matters. The weight to be given to each of the relevant matters is for the Cabinet Member to decide. Relevant matters in this context will include the statutory requirements, the policy considerations, the impacts of the options on service provision, the medium term financial plan, the Council's fiduciary duty, any relevant risks, the results of the consultation and the public sector equality duty
24. The Council owes a fiduciary duty to its Council tax payers, analogous to that owed by trustees responsible for looking after property belonging to other people. Accordingly in deciding to spend money a local authority must take account of the interests of Council taxpayers who have contributed to the Council's income and balance those interests against those who benefit from the expenditure. It will also need to act in a prudent way having regard to the short and long term consequences of the decision.
25. The best value duty is contained in s3 of the Local Government Act 1999 as a result of which the Council is under a duty to make arrangements to secure continuous improvement in the way in which functions are exercised, having regard to a combination of economy, efficiency and effectiveness. The relevant guidance states that Councils should consider overall value, including economic, environmental and social value when reviewing service provision.

Equalities and Diversity

26. Budget recovery plans may impact on particular groups. However, in determining a recovery plan, advice is sought from curriculum, HR and finance consultants and appropriate safeguards are built into the plan. In the past this has necessitated seeking DfE approval for a recovery plan to exceed three years, to protect the interests of vulnerable pupils.

WHAT HAPPENS NEXT:

28. Babcock 4S will continue to provide support to the schools listed and robust recovery plans will be agreed.
 29. Schools deficits and surpluses will continue to be managed to ensure that DfE guidelines are not breached.
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Contact Officer:

Lynn McGrady, Finance Manager, Funding & Planning
(Tel 020 8541 9212)

Consulted:

Sheila Little, Director of Finance,
Peter-John Wilkinson, Assistant Director

Sources/background papers:

- Schools & Early Years Finance (England) Regulations 2014
 - Surrey Scheme for Financing Schools September 2014
 - Scheme for Financing Schools: Revised Statutory Guidance (DfE Feb 2014)
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SURREY COUNTY COUNCIL

**CABINET MEMBER FOR SCHOOLS, SKILLS AND
EDUCATIONAL ACHIEVEMENT**

DATE: **28 JULY 2015**

**LEAD
OFFICER:** **JULIE FISHER, DEPUTY CHIEF EXECUTIVE**

SUBJECT: **PRIMARY AND SECONDARY FAIR ACCESS PROTOCOLS
2015/16**



SUMMARY OF ISSUE:

Each local authority must have a Fair Access Protocol in place and all schools in a local authority area must participate in it. A Fair Access Protocol ensures that unplaced children, especially the most vulnerable, are offered a place at a suitable school in their home local authority as quickly as possible. This includes admitting children above the published admission number to schools that are already full.

The proposed Protocols set out the criteria that the Local Authority will use to determine which children will be placed under Surrey's Fair Access Protocol in 2015/16 and how cases will be considered. The changes proposed to the Protocols for 2015/16 take into account comments received from schools and Surrey County Council (SCC) officers.

RECOMMENDATIONS:

It is recommended that the Cabinet Member agrees the proposed Primary and Secondary Fair Access Protocols for 2015/16.

REASON FOR RECOMMENDATIONS:

- The Local Authority is required to have a Protocol in place that all schools must participate in.
- The proposed Protocols meet the requirements of the 2014 Department for Education School Admissions Code.
- Schools have been involved in the review.
- The Protocol will ensure that children who are out of school can be placed in school quickly.
- The Protocol will ensure that no school is expected to admit more than their fair share of children with challenging behaviour or children previously excluded from other schools.

DETAILS:

Changes to the Primary and Secondary Fair Access Protocols

1. Copies of the proposed Primary and Secondary Fair Access Protocols for 2015/16 are attached as **Annexes 3 and 4**.

2. Generally the Protocols have been working well and there has been little demand for change.
3. The majority of changes generally relate to grammatical changes in some paragraphs and some amendment to text following suggestions for change from the Fair Access Review Group.
4. The funding arrangements for fair access children who have been admitted into year 11 after the October census have been set out in full in paragraph 8.2 of the Secondary Fair Access Protocol to clarify the timescales for the funding being released to schools.

CONSULTATION:

5. Comments were initially sought from the Fair Access Protocol Review Group which met on 3 February, 17 March and 28 April 2015. Representation on that group was from schools, Secondary Phase council, Local Authority Area Teams and Surrey's Admissions Team.
6. Feedback from the Fair Access Protocol Review Group was that, as last year, the Protocols were working well and the few areas of concern rested more with the operation of the placement panels and the data that schools had to consider cases.
7. The Fair Access Protocol Review Group identified the need for the principles of Surrey's Fair Access Protocol to be separated from the main Protocol documents. It was agreed to introduce an overarching Framework document to set out the principles of Surrey's Fair Access Protocol and to introduce a section on the roles and responsibilities of the key stakeholders.
8. The Fair Access Protocol Review Group also suggested the introduction of a set of Common Principles for Surrey Fair Access Panels. As all secondary schools are already part of an existing panel, this will act as a reminder of good practice. For those areas which are piloting a Primary panel or those which are considering setting one up, the Common Principles will act as a guide. The Primary and Secondary Fair Access Protocols should be read alongside the Framework and the Common Principles documents.
9. The following changes were also agreed with the Fair Access Review Group and are highlighted in bold in the draft Protocol documents:
 - The removal of the Introduction and Principles of Surrey's Fair Access Protocol and their insertion into the Framework document.
 - All references to statements of SEN now also include reference to Education, Health and Care Plans (ECHPs).
 - The general presumption that when a child is removed from school for elective home education and then wants to return to school to the same phase of education, the child will normally be expected to be admitted to their original school (paragraph 6.6 in the Primary Protocol and paragraph 4.9 in the Secondary Protocol). This principle is already informally followed at some secondary fair access panels, and the Local Authority is looking to formalise it across Surrey.

- Extension of the reintegration period back into mainstream school for children returning from a Pupil Referral Unit beyond 12 weeks, at the decision of the Area Lead for Pupil Support (ALPS) (paragraphs 5.15 and 6.10 in the Primary Protocol and paragraph 4.13 in the Secondary Protocol).
 - Separating the process for admission of Primary fair access pupils into two clear processes: one for categories a) to g) where a panel process exists; and one for categories h) to p) and also categories a) to g) where no panel process exists (sections 5 and 6 of the Primary Protocol). This is in recognition that some areas are already piloting a panel process, and other areas are considering adopting this.
 - An explanation of the Primary process to establish which panel is responsible for considering placements under categories a) to g) where a panel process exists (section 7 of the Primary Protocol). This mirrors the existing explanation in the Secondary Protocol.
 - Clarification that where a fair access placement is considered to have broken down, the ALPS will work with the school to identify a solution for the child (paragraphs 5.16 and 6.11 in the Primary Protocol and paragraphs 4.13 and 5.8 in the Secondary Protocol).
 - Clarification that for own admission authority schools, the Headteacher or delegated representative at a panel should not need to seek prior or subsequent authorisation from their governing body to admit a fair access child (paragraph 5.9 in the Primary Protocol and paragraph 4.7 in the Secondary Protocol). This follows advice received from the Department for Education (DfE).
 - Additional detail on the funding of year 11 fair access children (paragraph 8.2 of the Secondary Protocol).
10. The draft Protocols were distributed on 21 May 2015 to all schools and to the Primary and Secondary Phase councils for consideration at their meetings in June and July 2015. The Area Education Officers and ALPS were also consulted and were asked to share the consultation with Education Welfare Officers and Pupil Referral Units.
11. Consultees were given until 25 June 2015 to submit their response.
12. The draft Protocols were also distributed to the Admissions Forum for its meeting on 19 June 2015.
13. A total of 4 written responses were received to the consultation, of which 2 submitted comments or suggestions for change.
14. The following comments were received:
- The Fair Access Protocol should include a clause exempting the siblings of fair access children admitted to a school from being given sibling priority as this is unfair. **Response: this is not possible in the Fair Access Protocol as any non-fair access in year applications must be considered according to each school's admissions arrangements and cannot be covered by fair access. Surrey believes it would be unlawful for an**

admission authority to include such an exemption in their own admission arrangements; and this is certainly the view of both Surrey and the Office of the Schools Adjudicator where the first child has been admitted with a statement of SEN/EHCP. It would also be unfair on families, as they would be less likely to be able to keep siblings together.

- In the Secondary Fair Access Protocol paragraph 2.2 e), is there a specification as to who can withdraw the child? **Response: only parents could withdraw their child from school. It would be unlawful for a school to take a child off roll in this way, unless the child was permanently excluded, in which case paragraph 2.2 a) would apply.**
- 15. Primary Phase Council agreed to hold a specific meeting to consider the consultation, which was attended by a group of Spelthorne primary headteachers.
- 16. The following comments were received from this meeting:
 - Comments relevant to the Fair Access Protocol:
 - The Framework document paragraph 2.3 mentions 'all schools.....including academies'. In order to demonstrate inclusivity and show that all schools have equal responsibility to achieve fair access principles, it is suggested that this is substituted by 'all schools'. **Response: the Framework document has been updated to read 'all schools in the area, including all own admission authority schools'.**
 - The Fair Access Protocol is necessary and covers the main aspects of the process. It will be more user-friendly now that the Introduction and Principles of Fair Access have been separated from the Protocols and incorporated in a separate framework document. **Response: no response needed.**
 - Comments not directly relevant to the Fair Access Protocol:
 - Schools need reminding that they can send information to Admissions if they admit an in year child and subsequently discover that they are eligible for fair access funding and support. **Response: Admissions will remind schools of this when the final Protocols are sent out.**
 - Schools were unaware of the extent of the role of the ALPS documented in the Fair Access Protocol. Those primary schools currently operating a fair access panel system did not feel this reflected current practice, and that this required clarification. **Response: Spelthorne Schools Together are advised to discuss this with their Area Lead for Pupil Support.**
 - Schools were pleased to hear that from September 2015 Admissions will be using a new software IT system that will result in more information being available to schools in a timely manner. **Response: no response needed.**
- 17. Where appropriate, comments from the consultation have been taken in to account in the final Protocols recommended for approval for 2015/16.

RISK MANAGEMENT AND IMPLICATIONS:

18. The Protocols reduce the risk of children being left without a school place by ensuring there is a process to place them in school and a sense of shared responsibility between the Local Authority and the schools. Once placed in a school, the Protocols ensure that children will be placed on roll quickly to ensure that no child remains out of school for longer than necessary.
19. The Protocols reduce the risk of undersubscribed schools being asked to admit more than their fair share of children with challenging behaviour or children who have been excluded from other schools.

Financial and Value for Money Implications

20. Additional financial support to maintained schools for Fair Access Protocol placements comes from a designated budget allocation and acts as an incentive for schools to participate and to admit children.
21. Where financial support is available, it is targeted in respect of those children who are considered to be most challenging (categories a to h). Despite qualifying under the Protocol, the other categories of children will not necessarily require additional resource within schools. However, in order to encourage successful reintegration of children, funding for any term will continue to be forfeited if a child withdraws prior to the start of a term or if they withdraw within a term if the withdrawal is within 12 weeks of the placement being made.
22. Other funding is also available to schools for excluded pupils, dependent on the date of the exclusion and the school that the child had previously been excluded from.
23. In addition, maintained schools and academies will receive AWPU funding for Year 11 pupils placed on roll after 2 October 2015 under categories a) – h) of the Secondary Protocol (but not previously permanently excluded), on a pro rata basis. Late Year 11 placements are particularly problematic because schools will not ordinarily receive funding because this cohort will have left the school by the next census date. It is hoped that this will offer some incentive to schools to admit year 11 children.

Section 151 Officer Commentary

24. There has been increasing pressure on Fair Access Protocol funding in recent years. However, it is not anticipated that the changes to the Protocol will increase costs.

Legal Implications – Monitoring Officer

25. The 2014 DfE School Admissions Code requires local authorities to have a Fair Access Protocol in place to ensure that education can be secured quickly for children who have no school place and that all schools in an area admit their fair share of children with challenging behaviour, including children excluded from other schools.
26. The proposed Fair Access Protocols are compliant with the 2014 DfE School Admissions Code.

27. Public sector equality duty:

The public sector equality duty (Section 149 of the Equality Act 2010) applies to the decision to be made by the Cabinet Member in this report. There is a requirement when deciding upon the recommendations to have due regard to the need to advance equality of opportunity for people with protected characteristics, foster good relations between such groups and eliminate any unlawful discrimination. These matters are dealt with in the equalities paragraphs of the report and in the attached Equalities Impact Assessment (EIA).

28. Pre-consultation:

There is a clear expectation in public law that the Council should carry out a consultation process whenever it is considering making significant changes to service provision, particularly including the closure of any of its resources. Such consultation will need to involve those directly affected by such changes together with relevant representative groups. It will be important that the material presented to consultees provides sufficient information to allow for intelligent consideration and response in relation to the proposals. This information will need to be presented in a way that consultees will understand. The responses to the consultation will need to be conscientiously taken into account when the Cabinet Member makes any future decision.

29. Post-consultation:

In considering this report, the Cabinet Member must give due regard to the results of the consultation as set out in the report attached and the response of the Service to the consultation comments and conscientiously take these matters into account when making its final decision.

30. General Decision-Making:

In coming to a decision on this issue, the Cabinet Member needs to take account of all relevant matters. The weight to be given to each of the relevant matters is for the Cabinet Member to decide. Relevant matters in this context will include the statutory requirements, the policy considerations, the impacts of the options on service provision, the Medium Term Financial Plan (MTFP), the Council's fiduciary duty, any relevant risks, the results of the consultation and the public sector equality duty.

31. Best value duty:

The best value duty is contained in section 3 of the Local Government Act 1999 as a result of which the Council is under a duty to make arrangements to secure continuous improvement in the way in which functions are exercised, having regard to a combination of economy, efficiency and effectiveness. The relevant guidance states that Councils should consider overall value, including economic, environmental and social value when reviewing service provision.

Equalities and Diversity

32. An Equality Impact Assessment has been completed and is included in **Annex 5**.
33. There are no negative impacts on any equality group. Placements under the Fair Access Protocols are currently less than 150 a year and as such these Protocols will not affect many people nor have a severe effect on some people.
34. The Fair Access Protocols are designed to ensure that children who are out of school are placed in school quickly. This will ensure that the equality groups identified in the EIA will face a positive impact as a result of these Protocols as they will be placed in school quickly, even if a school is full.

Corporate Parenting/Looked After Children implications

35. Looked After Children are placed in accordance with Surrey's Protocol for the Processing of In Year Admissions for Children in Care, and thus they are not considered under Surrey's Fair Access Protocols.

Safeguarding responsibilities for vulnerable children and adults implications

36. The Fair Access Protocols provide for vulnerable or challenging children who are out of school to be placed in school quickly and this contributes to Surrey's safeguarding responsibilities for vulnerable children.

WHAT HAPPENS NEXT:

37. The Protocols will be shared with all schools and relevant officers and implemented for 2015/16.
38. The Admissions Forum will monitor the effectiveness of the Protocols throughout the year.

Contact Officer:

Claire Potier, Principal Manager Admissions and Transport (Strategy), Tel: 01483 517689

Consulted:

- Julie Fisher, Deputy Chief Executive
- Peter-John Wilkinson, Assistant Director for Children, Schools and Families
- Sarah Baker and Rachel Hickman, Legal and Democratic Services
- Infant, Junior, Primary and Secondary schools and PRUs in Surrey
- Area Education teams
- Children, Schools and Families Finance
- Members of the Admission Forum
- Diocesan Board representatives

Annexes:

Annex 1 – Framework for Fair Access Protocol
Annex 2 – Common Principles of Fair Access Panels
Annex 3 – Primary Fair Access Protocol
Annex 4 – Secondary Fair Access Protocol
Annex 5 – Equality Impact Assessment

Sources/background papers:

- Department for Education School Admissions Code - December 2014
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Framework for Surrey's Fair Access Protocol

1.	Introduction
1.1	This document sets out the framework within which Surrey's Primary and Secondary Fair Access Protocols will operate during 2015/16.
1.2	The Fair Access Protocols are operated by Surrey in partnership with all state funded mainstream schools.
1.3	The following documents form part of this framework: <ul style="list-style-type: none"> • Common Principles of Surrey Fair Access Panels • Primary Fair Access Protocol 2015/16 • Secondary Fair Access Protocol 2015/16
1.4	This framework should be read alongside each of these documents.
2.	Background
2.1	Paragraph 3.9 of the School Admissions Code confirms that each local authority must agree a Fair Access Protocol with the majority of schools in the area 'to ensure that, outside the normal admissions round, unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible'.
2.2	Paragraph 3.8 of the School Admissions Code confirms that admission authorities must not refuse to admit children in the normal admission round on the basis of their poor behaviour elsewhere. However paragraph 3.9 of the School Admissions Code confirms that in agreeing a Protocol for admissions outside the normal admissions round, 'the local authority must ensure that no school, including those with available places, is asked to take a disproportionate number of children who have been excluded from another school or who have challenging behaviour'.
2.3	Once agreed, all schools in the area, including all own admission authority schools, must participate in the Fair Access Protocol. Failure by a school to engage in the fair access process will not prevent a child being placed at that school.
2.4	The protocols ensure that access to education is secured quickly for the most vulnerable and challenging children; and that all schools in Surrey admit their fair share of children with challenging behaviour, whether or not the school is undersubscribed.
2.5	Whilst the protocols provide for the most vulnerable children to be admitted to school quickly, unnecessary transfers between schools are strongly discouraged. Schools are expected to work with children and their families/carers to prevent unnecessary transfers between schools.
2.6	Surrey works together with schools to reduce and prevent permanent exclusion. Managed moves which may be arranged between schools before

		a child reaches the point of permanent exclusion will not qualify as a placement under Surrey's Fair Access Protocol.
3	Principles of Surrey's Fair Access Protocol	
	3.1	The Fair Access Protocol applies to all state funded schools in Surrey. All schools will work collaboratively regardless of the type of school.
	3.2	The majority of children applying outside a normal admission round will be admitted to a school through each school's in year admission procedures. However Surrey's Fair Access Protocol will be triggered when a child who is applying for in year admission is identified as falling within one of the criteria set out within the protocol.
	3.3	Children applying for a place as part of the normal admissions round to Reception, Year 3 and Year 7 must be considered alongside all other applicants and cannot be placed through the Fair Access Protocol.
	3.4	Where possible, parental preference will be considered but this will not override the Fair Access Protocol if the preferred school is unable to admit the child. However, all applicants will be advised of their right of appeal if a place at a preferred school is not offered.
	3.5	While all schools will be part of the Fair Access Protocol, exceptionally there may be circumstances where a school will not be expected to take a child under the Protocol. The circumstances where a school might not be asked or might refuse to admit such a child are set out in each Protocol.
	3.6	Admission authorities will not refuse to admit a child thought to be potentially disruptive or likely to exhibit challenging behaviour on the grounds that the child is first to be assessed for special educational needs (paragraph 3.13 of the School Admissions Code).
	3.7	Admission authorities will not cite oversubscription as a reason for not admitting a child under this Protocol unless an extra child would breach the Infant Class Size Regulations and the child to be admitted could not be treated as an excepted child (see Appendix 1 to the Primary Protocol for cases that might be considered as an exception to Infant Class Size legislation).
	3.8	There are clear benefits of the panel process in placing fair access children. This works well in the secondary sector and is currently being piloted for primary children in a number of areas. This approach is encouraged as it provides for a fair and transparent distribution of children and enables headteachers to make collaborative decisions.
	3.9	Children placed under the Fair Access Protocol will be given priority for admission over others on a waiting list (Paragraph 2.14 of the School Admissions Code).
	3.10	A child will not be counted as having been placed under the Fair Access Protocol for a particular school if the placement breaks down within 12

		school weeks of the child's start date and the child is taken off roll of that school.
	3.11	At the latest, a child being placed through the Fair Access Protocol will be placed on roll within 7 calendar days of the school receiving a copy of the offer letter to the parent/carer, and the child should start at the school within 7 calendar days of going on roll. Placing on roll should not be subject to a meeting with the parent/carer, although a meeting might be arranged to discuss a start date and to discuss the child's integration to the school.
	3.12	A copy of the offer letter will be sent by Admissions to the Area Lead for Education Welfare. Once on roll any attendance issues should be dealt with as appropriate through the school's attached Education Welfare officer.
	3.13	Under no circumstances will a school ask a parent/carer to withdraw a child from the school's roll. If a school continues to face difficulty with a child who is on their roll, such as through poor attendance or challenging behaviour, they will seek support from the Area Lead for Education Welfare or Area Lead for Specialist Teachers in the first instance.
	3.14	If information comes to light which indicates that a school has taken a child off roll inappropriately or has not sought appropriate support for a child whilst they were on roll, the admissions team will refer that information to the Area Lead for Education Welfare who will liaise with the school as appropriate.
	3.15	In the unlikely event of a child not being placed through the Fair Access Protocol, Surrey's Admissions team will identify a school in liaison with the Area Lead for Pupil Support. In such circumstances, the school identified by Surrey's Admissions team will be expected to admit the child without delay. However in the event of the identified school refusing to admit the child, Surrey's Admissions team will follow due process in order to instruct or direct the school to admit the child.
	3.16	Fair access children who cannot be offered a place at a preferred school have the same right of appeal as any other child. The admission authority for that school must inform the parent of their right of appeal promptly.
4.	Roles and responsibilities	
	4.1	<p>Admissions:</p> <ul style="list-style-type: none"> • identify fair access children, either through direct in year applications or via a referral from an own admission authority school; • where an area panel exists and the child is in a fair access category to be placed at a panel, refer pupils to the Access to Education (A2E) team through the Area Lead for Pupil Support; • attend the area panels as appropriate, and send the offer letters following notification of placements; • where there is no area panel or the child is not in a fair access category to be placed at a panel or the child is unplaced at panel, allocate a school to the child, via a direction if necessary; • monitor the placements to ensure the child is placed on roll and completes 12 weeks on roll;

	<ul style="list-style-type: none"> authorise the release of Fair Access funding to the relevant school; maintain statistics on number of fair access placements agreed for each school. <p>Area Leads for Pupil Support:</p> <ul style="list-style-type: none"> refer recently excluded children to a Pupil Referral Unit; consider whether a managed placement can be arranged with a school for a child in a Pupil Referral Unit or in alternative provision ready for mainstream reintegration, or whether the child needs to be placed via the Fair Access Protocol; refer any children who may not be suitable for mainstream schooling to Education Psychology for assessment prior to deciding an appropriate placement; refer other fair access children to the A2E team when notified by Admissions; arrange for an A2E assessment and collate information to be submitted to the area panel; facilitate the placing of fair access children at the area panel; notify Admissions of panel placements; where a placement breaks down, work with the school to identify an alternative solution. <p>Access to Education (A2E)</p> <ul style="list-style-type: none"> receive referrals through the Area Leads for Pupil Support, from Admissions; complete an assessment of the child and arrange interim tutoring; provide written information on the child's progress to the Area Lead for Pupil Support; attend the area panels as appropriate; provide reintegration support as required to the incoming school. <p>Pupil Referral Units (PRUs)</p> <ul style="list-style-type: none"> inform the Area Lead for Pupil Support of pupils in the PRU who are ready for reintegration into a mainstream school; receive referrals from the Area Lead for Pupil Support for recently excluded pupils; provide written information on the child's progress at the PRU to the Area Lead for Pupil Support; attend the area panels as appropriate; provide reintegration support as required to the incoming school. <p>Schools</p> <ul style="list-style-type: none"> own admission authority schools: <ul style="list-style-type: none"> identify fair access cases from in year applications that are received direct consider whether able to admit without the need to refer to the Fair Access Protocol for placement complete a fair access referral form and send promptly to Admissions indicating whether or not able to admit all schools: <ul style="list-style-type: none"> where a child is not in a fair access category to be placed at panel or where there is no panel in operation, respond promptly to a
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		<p>request from Admissions to admit a child, giving a full written explanation if unable to admit</p> <ul style="list-style-type: none"> - where an area panel exists, ensure the Headteacher or delegated colleague attends and has read all paperwork in advance - contribute to decision making at panels which maintains an equitable distribution of fair access pupils among schools - once a fair access placement is agreed, make contact with the family and arrange for the child to go on roll within 7 calendar days of the offer and to start within a further 7 calendar days.
5.	Monitoring and reporting	
5.1		Although no longer a statutory body, Surrey's Admission Forum will continue to monitor the effectiveness of the Fair Access Protocol.
5.2		As part of its annual report to the Office of the Schools Adjudicator, Surrey is required to report on the effectiveness of the Fair Access Protocol, including how many children have been admitted to each school under the Protocol. Surrey's annual report must be produced by 30 June each year and must be published locally.
6	Funding	
6.1		Funding for children identified as fair access will be allocated to the school that admits the child in accordance with section 8 of the Primary and Secondary Fair Access Protocols 2015/16.
7.	Children with a Statement of Special Educational Needs or an Education, Health & Care Plan	
7.1		Children with a Statement of Special Educational Needs (SEN) or an Education, Health & Care Plan (EHCP) are outside the remit of Surrey's Fair Access Protocol as these children are placed in accordance with the SEN Code of Practice.
7.2		However children who are awaiting a Statement of SEN or an EHCP will continue to be considered under normal admissions processes, including the Fair Access Protocol as appropriate, until their Statement or EHCP is agreed.
7.3		The Fair Access Protocol does not replace the process for assessing the specialist needs of a child and putting in place appropriate provision.
8.	Looked After Children	
8.1		Looked After Children are children who are in the care of the local authority as defined by Section 22 of the Children Act 1989.
8.2		Looked After Children are placed in accordance with Surrey's Protocol for the Processing of in year admissions for Children in Care, and so they are outside the remit of Surrey's Fair Access Protocol.

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Common Principles of Surrey Fair Access Panels

Introduction

This document forms part of the Framework for Surrey's Fair Access Protocol and should be read in conjunction with that document.

Common Principles

1. All schools are expected to participate in the panel process.
2. The representative from the school has delegated responsibility.
3. If a school has no representation at a panel, that school could still be allocated a fair access child.
4. For own admission authority schools, the delegated representative should not need to seek prior or subsequent authorisation from their governing body to admit a fair access child. This is because when a child is placed in accordance with the Fair Access Protocol, the admission authority for that school must admit the child.
5. All children must be placed at the panel.
6. Paperwork should be circulated at least 7 calendar days before a panel.
7. Paperwork should be as comprehensive as possible and should include information made known to Admissions or the Area Lead for Pupil Support / Pupil Referral Unit as appropriate.
8. Attendees are expected to have read the paperwork in advance of the panel.
9. Panel paperwork should include a named person and contact details for the previous school if available.
10. Placement decisions should be made in the best interests of the child.
11. Generally a child is expected to be placed within the area where they were previously at school, even if their preference is for schools in another panel area. This is to increase a school's accountability for a child leaving that school.
12. Where a placement in another panel area is thought to be in the child's best interests, the Area Lead for Pupil Support or the Chair of the panel for the area where the child was previously at school, or the Chair of the panel for the area where the child lives if they have moved into the area, will facilitate cross-quadrant or cross-borough discussion to agree which panel will place the child.
13. Children who do not live in Surrey do not have to be placed at Surrey panels.

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Surrey County Council

DRAFT PRIMARY Fair Access Protocol 2015/16

1.	Introduction
1.1	This document sets out the Fair Access Protocol which will be operated by Surrey in partnership with primary schools during 2015/16.
1.2	This Protocol should be read alongside the Framework for Surrey's Fair Access Protocol and the Common Principles of Surrey Fair Access Panels, which set the context for Surrey's Fair Access Protocol.
2.	Categories of children
2.1	This Protocol includes all the categories that are mandatory under the School Admissions Code (denoted by *).
2.2	Children to be placed under this Protocol will be those: <ul style="list-style-type: none"> • who live in Surrey; and • who are not already on the roll of a school (although see exception in category a); and • who are seeking a place in Year Reception to Year 6; and • who fall under one of the categories a) to p) below
a)*	<i>Children who were permanently excluded from their last state funded school placement and those attending Pupil Referral Units (PRUs) or Alternative Provision, who are ready to be reintegrated back into mainstream education but into a different school from the one originally attended or children who are still on roll at a school but are attending a PRU or Alternative Provision as an alternative to permanent exclusion;</i>
b)*	<i>Children returning from the criminal justice system who are registered with the Youth Offending Team;</i>
c)	<i>Children known to the police or other similar agencies, where there has been active involvement or support received from Surrey's Community Incident Action Group (CIAG) within the past six months;</i>
d)	<i>Children with a history of serious unauthorised attendance problems (below 85%) within the past academic year, as assessed by the attached Education Welfare Officer;</i>
e)	<i>Children withdrawn from school by their parent following fixed term exclusion for persistent breaching of internal behaviour policies in school;</i>
f)	<i>Children who have applied to return to mainstream schooling after a period of elective home education and whose application for a school place through the normal in year admission process is refused;</i>
g)*	<i>Children who have been out of education, including elective home education, for longer than two months of school time where they have been living within the UK throughout that period;</i>

	h)*	<i>Children of Gypsies, Roma and Travellers;</i>
	i)*	<i>Children of asylum seekers and refugees who have been in the UK for less than two years and need a supported entry to school. The need for a supported entry does not include language support where this is the only support required and must be substantiated by professional evidence. Examples of the type of circumstances that might demonstrate a need for a supported entry are where such a child requires specific emotional or behavioural support by the school as a result of their experiences;</i>
	j)*	<i>Children who are homeless including those who have been placed in temporary housing by Surrey County Council;</i>
	k)*	<i>Children with unsupportive family backgrounds where a place has not been sought and where a referral is made through an outside agency or service who is seeking to support the child;</i>
	l)*	<i>Children who are carers;</i>
	m)*	<i>Children with special educational needs, disabilities or medical conditions (but without a statement of SEN or an Education, Health & Care Plan), where the need, disability or medical condition has already impacted on the child's attendance or participation at school;</i>
	n)	<i>Children subject to a child protection plan;</i>
	o)	<i>Children of UK service personnel and other Crown Servants, where a change of location ordered by the service leads to a need for a change of school;</i>
	p)	<i>Children who are accommodated in an emergency refuge for victims of domestic violence.</i>
2.3		Within the definition of this Protocol, categories deemed to be 'challenging' are categories a) to g) and these may attract funding to the school depending on the date of admission. The processes for the admission of children are set out in Sections 5 and 6.
3.	Identification of children who meet the criteria for the Protocol	
3.1		Most children will come to the attention of the admissions team or the school as part of the in year admission application process.
3.2		Where an application form is received directly by the admissions team, they will assess the information on the in year application form and will categorise children as meeting the Protocol if from that information they appear to meet the criteria.
3.3		Where an application form is received directly by an own admission authority school, they will assess the information on the in year form. If they believe that the child meets the criteria of the Protocol, they will consider whether they are still able to admit the child:

		<ul style="list-style-type: none"> • If they are able to admit the child, the school will notify the admissions team of the application and the offer and the reasons why they believe the child meets the Protocol. The admissions team will then consider whether the admission should be logged as a Fair Access placement. • If the school is unable to offer a place, the school will refer it to the admissions team to be considered under the Protocol. <p>All such referrals will be made within 7 school days of the application being received.</p>
	3.4	Most children who are permanently excluded from a Surrey school and those who are ready for reintegration to a mainstream school from a Surrey PRU or other Alternative Provision will be identified by the Area Lead for Pupil Support/Head of PRU. The Area Lead for Pupil Support/Head of PRU will consider whether a managed placement might be arranged directly with a school or whether the processes set out in sections 5 and 6 should be followed.
	3.5	However, it is inevitable that some cases will be unidentifiable from the in year application form. There may also be some cases of recently excluded children who have moved from another local authority, where the child's previous school history is not known to Surrey. If a school identifies that a child should be categorised as meeting the criteria for the Protocol after admission, they will notify the admissions team so that the placement might be recorded.
	3.6	Some cases may also come to light where there is evidence that might suggest that, although not subject to a statement of SEN/EHCP, the child is not suitable for mainstream schooling. It is anticipated that these cases will be few, but any such cases will be referred to Education Psychology by the Area Lead for Pupil Support for assessment before determining the most appropriate placement for the child.
4.	The number of Fair Access placements that each school will be expected to admit	
	4.1	By their nature, the number of primary aged children falling within one of the Fair Access categories will be low each year. As such, where there is a need for a school to admit over PAN, schools will generally only be asked to admit a maximum of one child for each class of 30 within their published intake, up to a maximum of three placements during any one year.
	4.2	However, schools must adhere to Infant Class Size legislation. If the year of entry is Reception, Year 1 or Year 2 and a school already has class sizes of 30, a child will only be admitted if they can be considered to be an excepted child (see Appendix 1).
5.	Process for admission – categories a) to g)	
	5.1	Children who fall within categories a) to g) in paragraph 2.2 are considered to be the most challenging with regard to admissions.
	5.2	Where a placement panel does not exist, children falling within categories a) to g) will be placed in accordance with the processes set

		out in Section 6.
	5.3	<p>Where a placement panel does exist, children falling within categories a) to g) will be referred as follows:</p> <ul style="list-style-type: none"> • Children already in a Surrey PRU or alternative provision will be referred directly to the area panel by the Area Lead for Pupil Support/Head of PRU once the child is ready for reintegration to another mainstream school • Children who are already known to Surrey and who are recently excluded will be referred to a PRU by the Area Lead for Pupil Support • All other children will be referred to the A2E team through the Area Lead for Pupil Support, by the admissions team
	5.4	<p>On receipt of referrals in A2E, the Area Lead for Pupil Support will arrange for:</p> <ul style="list-style-type: none"> • the child's assessment to be completed • a risk assessment to be carried out on the suitability of the home or alternative venues for home tuition • short term interim teaching/mentoring to be set up in the light of assessment/other available information.
	5.5	<p>After a maximum target time of 6 weeks with the A2E team, the Area Lead for Pupil Support will collate reports from tutors/mentors which will be submitted to the next area panel. The Area Lead for Pupil Support will also send copies of the referral paperwork to the admissions team.</p>
	5.6	<p>Where appropriate, the Area Lead for Pupil Support will try to mediate a school placement ahead of the panel meeting, based on the circumstances of the case and the conditions set out in this Protocol.</p>
	5.7	<p>The Area Lead for Pupil Support and/or a representative from the admissions team and/or a representative from A2E, as appropriate, will attend the panel at which placement decisions are to be taken.</p>
	5.8	<p>Panels are expected to consider the case of each child and to agree a placement at the most suitable school within the area of the panel.</p>
	5.9	<p>For own admission authority schools, the Headteacher or delegated representative at the panel should not need to seek prior or subsequent authorisation from their governing body to admit a fair access child. This is because when a child is placed in accordance with the Fair Access Protocol, the admission authority for that school should admit the child.</p>
	5.10	<p>In considering cases, Panels will have regard to:</p> <ul style="list-style-type: none"> • parental preference (the parent/carer can still submit an appeal and so it is helpful to demonstrate that this has been considered) • the schools in the area that they might wish to protect from

		<p>admitting a challenging child (such as a school which has a particularly high proportion of children with challenging behaviour or previously excluded children; a school in special measures or recently come out of them; or a school which is otherwise in need of support)</p> <ul style="list-style-type: none"> • any genuine concerns about the admission by either the parent/carer or the school • a view of the parent/carer about the religious ethos of a school • distance, availability of transport and travelling times
	5.11	Where a child has been removed from school for elective home education and then wants to return to school to the same phase of education, that child will normally be expected to be admitted to their original school unless there are compelling reasons why that would not be possible or appropriate.
	5.12	In considering cases, Panels may also wish to have regard to the number of LAC and SEN/EHCP children within each school and the number and frequency of previous Fair Access placements within the academic year and within each year group.
	5.13	Decisions on placement will be notified to the admissions team for formal notification to the parent/carer, with a copy also being sent to the school and Area Lead for Education Welfare, who will in turn share it with the attached Education Welfare Officer.
	5.14	Immediately after the Panel has made its placement decision the receiving school will contact the parent/carer and make arrangements for the child to go on roll within 7 calendar days of the placement being agreed and for a start date within 7 calendar days of going on roll. Support for the admission process may be available from the Education Welfare Officer and if required, reintegration support may also be available from the A2E team for the child's first 2 weeks in school.
	5.15	The admissions team will continue to monitor the placement to ensure that the child is placed on roll and the satisfactory completion of 12 weeks. The reintegration of children returning to mainstream school from a PRU may be managed over a period longer than 12 weeks, at the decision of the Area Lead for Pupil Support.
	5.16	A placement will be considered to have broken down within 12 weeks if the child's behaviour would ordinarily warrant permanent exclusion. In such cases the Area Lead for Pupil Support will determine whether or not the placement should be considered to have broken down. Where a placement is considered to have broken down, the Area Lead for Pupil Support will work with the school to identify a solution which might include the school referring the child for alternative provision or placement at an alternative school.
	5.17	Subsequent Panel meetings will review any placements made to ensure that the children in the partnership area are in receipt of full time education.

	5.18	If for any reason a Panel is unable to resolve a placement, a placement will then be allocated to the child by the admissions team.
6.	Process for admission – categories h) to p); and categories a) to g) where no panel process exists	
	6.1	Children who fall within one of the categories h) to p) will be referred directly to one of the parent/carer's preferred schools by the admissions team, in liaison with the Area Lead for Pupil Support.
	6.2	Children who fall within one of the categories a) to g) in an area where no panel process exists will be referred directly to one of the parent/carer's preferred schools by the admissions team, in liaison with the Area Lead for Pupil Support.
	6.3	A school might not be approached to admit a child if: <ul style="list-style-type: none"> • the school is in special measures, has recently come out of them or is otherwise assessed by the local authority as needing support (such an assessment will be carried out by the admissions team in liaison with the Area Education Officer); or • the school has no vacancies and the school has already its quota of children under the Protocol within the academic year; or • to admit an extra child would breach infant class size legislation • there are reasons why a school would not be an appropriate placement for the child
	6.4	If for these reasons it is not possible to place the child within one of the parent/carer's preferred schools, the admissions team, in liaison with the Area Lead for Pupil Support, will seek to place the child in the nearest and most suitable school taking into account the circumstances described in paragraph 6.2 and, in addition, the following points: <ul style="list-style-type: none"> • schools with vacancies • any genuine concerns about the admission by either the parent/carer or the school • a view of the parent/carer about the religious ethos of a school • the percentage of LAC and SEN/EHCP children within each school and the number and frequency of previous Fair Access placements within the academic year and within each year group • distance, availability of transport and travelling times
	6.5	In such circumstances a school may be asked to admit a child above PAN in excess of the limit stipulated in paragraph 4.1.
	6.6	Where a child has been removed from school for elective home education and then wants to return to school to the same phase of education, that child will normally be expected to be admitted to their original school unless there are compelling reasons why that would not be possible or appropriate.

	6.7	The admissions team will liaise with the school before notifying a parent/carer of the placement.
	6.8	Once agreement has been reached the admissions team will send notification to the parent/carer, with a copy also being sent to the school and the Area Lead for Education Welfare who will in turn share it with the attached Education Welfare Officer.
	6.9	The receiving school will contact the parent/carer and make arrangements for the child to go on roll within 7 calendar days of the placement being agreed with the admissions team and for a start date within 7 calendar days of going on roll.
	6.10	The admissions team will continue to monitor the placement to ensure that the child is placed on roll and the satisfactory completion of 12 weeks. The reintegration of children returning to mainstream school from a PRU may be managed over a period longer than 12 weeks, at the decision of the Area Lead for Pupil Support.
	6.11	A placement will be considered to have broken down within 12 weeks if the child's behaviour would ordinarily warrant permanent exclusion. In such cases the Area Lead for Pupil Support will determine whether or not the placement should be considered to have broken down. Where a placement is considered to have broken down the admissions team will liaise with the Area Lead for Pupil Support in order to identify an alternative placement as quickly as possible.
	6.12	If a school does not wish to admit a child who falls within one of the Fair Access categories outside the normal admission round even though places are available it will refer the case to the admissions team setting out the reasons why they do not feel they can place the child within 7 calendar days. However an exception is only likely to be made if the school is in special measures, has recently come out of them or is otherwise assessed by the local authority as needing support.
7. Establishing which Panel is responsible for considering placements under categories a) to g) where a panel process exists		
	7.1	The purpose of the Protocol is to ensure that unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible.
	7.2	The most suitable school for some children could be a school that is close to the child's home. Advantages of a placement close to the child's home address are as follows: <ul style="list-style-type: none"> • There are likely to be less transport issues or costs • If the school is nearer there are likely to be fewer barriers which prevent the child from attending • There may be better parental support and participation • The child will be better placed to participate in extracurricular activities

		<ul style="list-style-type: none"> The child is more likely to develop friendship groups from his/her local community It is less likely that appeals for other schools will be upheld Establishes a clear and transparent way for referrals to be made
	7.3	<p>However there are also advantages of placing a child within the area where they were previously at school, and such placements can lead to a more informed and considered process which in turn can lead to a successful and supported placement:</p> <ul style="list-style-type: none"> The previous school can comment on the child's behavioural and educational history at the panel Support services may already be familiar and be supporting the child Ensures collegiate working between schools in the same area which in turn improves shared approaches to managing behaviour and attendance Establishes a culture of shared problem solving of individual cases within the same area Schools can challenge the poor practice of other schools within the same area and this may in turn reduce the number of hard to place cases
	7.4	<p>For the purpose of this Protocol, children who have previously attended a school within the County will be referred to the panel in which the child was previously at school. This will encourage collaborative working between schools.</p>
	7.5	<p>However, any child who has not previously attended a school within Surrey will be referred to the panel for the geographical area in which the child lives.</p>
	7.6	<p>Where a panel is satisfied that a placement in a neighbouring area would be in the best interests of the child or other children, then in those cases the panel Chair will liaise with the neighbouring panel Chair where that neighbouring area also operates a panel process, to negotiate a placement in the neighbouring area.</p>
8.	Out of area applications	
	8.1	<p>Occasionally applications will be received from children who live outside Surrey but who otherwise meet the criteria for placement under this Protocol.</p>
	8.2	<p>In those cases, if the child falls within categories a) to g) of paragraph 2.2 of this Protocol and the preferred school is unable to offer a place - either because it has no vacancies or because it is in special measures, has recently come out of them or has been otherwise assessed by the local authority as needing support - the application will be referred back to the child's home local authority to identify an alternative placement.</p>

9.	Funding
9.1	<p>Other than excluded children (see paragraph 8.2), in year applicants living in Surrey at the time of placement and admitted to state funded schools under categories a) to g) of paragraph 2.2 of this Protocol may receive a degree of financial support as follows:</p> <ul style="list-style-type: none"> • Up to £1,500 in the Autumn Term for placements made in the Autumn term (which represents £500 for each of the autumn, spring and summer terms) • Up to £1,000 in the Spring Term for placements made in the Spring Term (which represents £500 for each of the spring and summer terms) • Up to £500 in the Summer Term for placements made in the Summer Term <p>Funding for a specific term will be forfeited if a child withdraws prior to the start of a term; or if a child withdraws within a term, if the withdrawal is within 12 school weeks of the placement being made. Where funding has already been paid, the local authority will seek to recover monies from future payments.</p>
9.2	<p>Excluded children admitted to mainstream schools under the Protocol will be funded as follows:</p> <p>a) When a child is on a school's roll in October that child generates a year's funding for the school. When a child is permanently excluded from a school at any time in the local authority's financial year, the school's budget is reduced by the annual value of age weighted funding multiplied by $1/52 \times$ the number of weeks from the date of permanent exclusion to the end of the local authority's financial year.</p> <p>b) Where a previously permanently excluded child is admitted to another school, the receiving school's budget is increased by the annual value of age weighted funding multiplied by $1/52 \times$ the number of weeks from the date of re-admission to the end of the local authority's financial year.</p> <p>c) In each case, adjustments will also take account of free school meals deprivation funding and the pupil premium if the pupil generated them.</p>
9.3	<p>Panels are expected to take into account the distance and journey times when considering the most suitable placement. Subject to the maximum walking distance appropriate to the child's age being breached, transport will normally be arranged for the most appropriate public transport route. Where a taxi is deemed appropriate to support integration, this will only be funded for one term, and beyond that the child would be expected to travel on an alternative mode of transport to school. Where there are exceptional circumstances the parent/carer could request that the taxi provision is extended, and this would be considered as a transport case review by senior officers in the admissions team.</p>
9.4	<p>Funding arrangements within this Protocol will be reviewed subject to the outcomes of any changes to the funding of schools by the DfE or decisions made by Schools Forum to vary funding to schools.</p>

10.	Data
10.1	A log of all placements made through the Fair Access Protocol will be maintained by the admissions team and this data will be made available to Area Education Officers and the Admissions Forum by school and category.

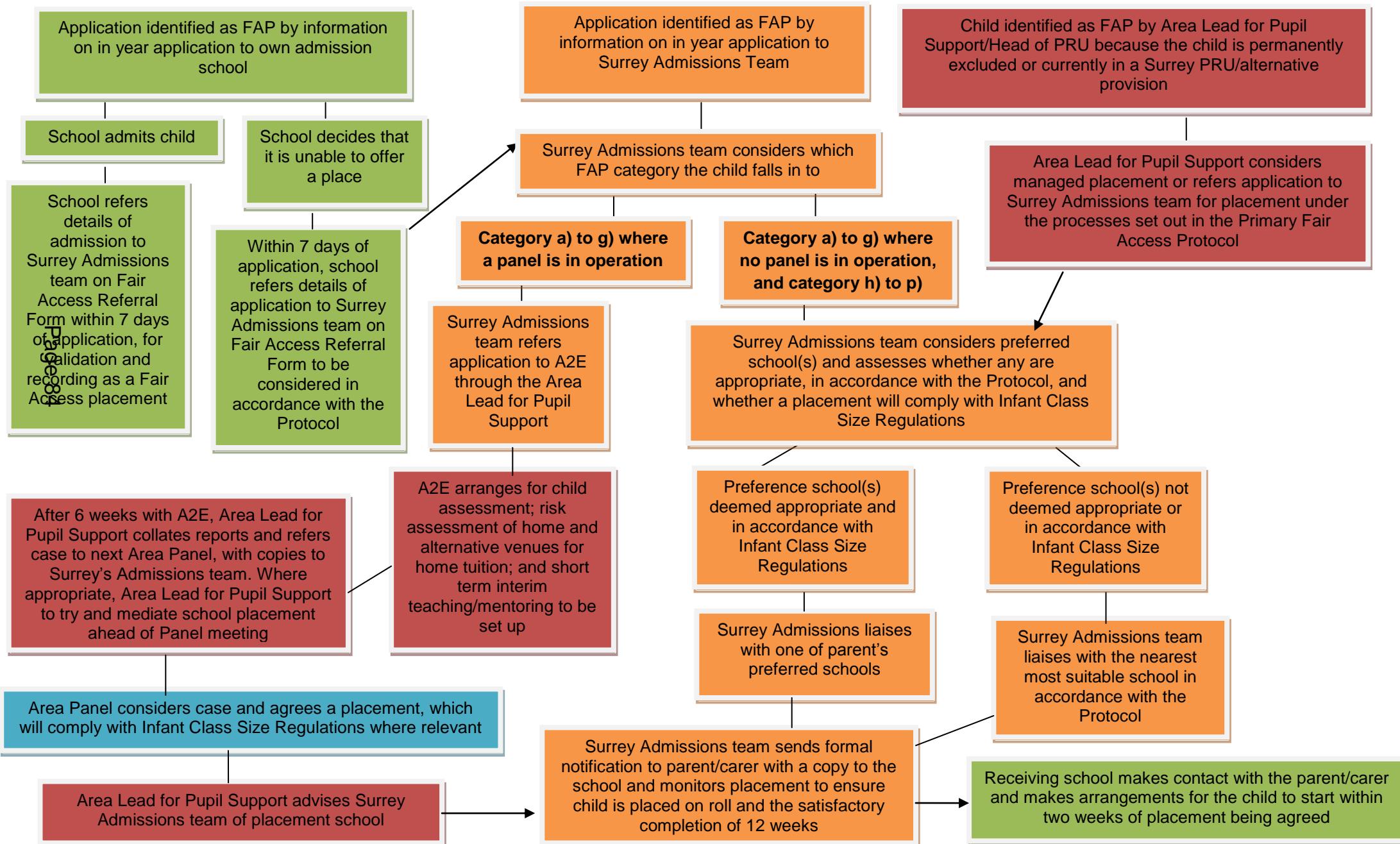
Exceptions to the Infant Class Size Limit – 2015/16

Section 1 of the SSFA 1998 limits the size of an infant class (i.e. a class in which the majority of children will reach the age of five, six or seven during the school year) to 30 pupils per school teacher.

However, the School Admissions (Infant Class Sizes) (England) Regulations 2012 permit children to be admitted as exceptions to the infant class size limit. These children will remain an ‘excepted pupil’ for the time they are in an infant class or until the class numbers fall back to the current infant class size limit. The excepted children are:

- a) children admitted outside the normal admissions round with statements of special educational needs specifying a school;
- b) looked after children and previously looked after children admitted outside the normal admissions round;
- c) children admitted, after initial allocation of places, because of a procedural error made by the admission authority or local authority in the original application process;
- d) children admitted after an independent appeals panel upholds an appeal;
- e) children who move into the area outside the normal admissions round for whom there is no other available school within reasonable distance;
- f) children of UK service personnel admitted outside the normal admissions round;
- g) children whose twin or sibling from a multiple birth is admitted otherwise than as an excepted pupil;
- h) children with special educational needs who are normally taught in a special educational needs unit attached to the school, or registered at a special school, who attend some infant classes within the mainstream school.

Flow chart for processing cases under Primary Fair Access Protocol – 2015/16



Surrey County Council

DRAFT SECONDARY Fair Access Protocol 2015/16

1.	Introduction
1.1	This document sets out the Fair Access Protocol which will be operated by Surrey in partnership with schools during 2015/16.
1.2	This Protocol should be read alongside the Framework for Surrey's Fair Access Protocol and the Common Principles of Surrey Fair Access Panels, which set the context for Surrey's Fair Access Protocol.
2.	Categories of children
2.1	This Protocol includes all the categories that are mandatory under the School Admissions Code (denoted by *).
2.2	Children to be placed under this Protocol will be those: <ul style="list-style-type: none"> • who live in Surrey; and • who are not already on the roll of a school (although see exception in category a); and • who are seeking a place in Year 7 to Year 11; and • who fall under one of the categories a) to q) below.
a)*	<i>Children who were permanently excluded from their last state funded school placement, and those attending Pupil Referral Units (PRUs) or Alternative Provision, who are ready to be reintegrated back into mainstream education but into a different school from the one originally attended; or where a child is still on roll at a school but is attending a PRU or Alternative Provision as an alternative to permanent exclusion;</i>
b)*	<i>Children returning from the criminal justice system who are registered with the Youth Offending Team;</i>
c)	<i>Children known to the police or other similar agencies, where there has been active involvement or support received from Surrey's Community Incident Action Group (CIAG) within the past six months;</i>
d)	<i>Children with a history of serious unauthorised attendance problems (below 85%) within the past academic year, as assessed by the attached Education Welfare Officer;</i>
e)	<i>Children withdrawn from school by their parent following fixed term exclusion for persistent breaching of internal behaviour policies in school;</i>
f)	<i>Children who have applied to return to mainstream schooling after a period of elective home education and whose application for a school place through the normal in year admission process is refused;</i>
g)*	<i>Children who have been out of education, including elective home education, for longer than two months of school time where they have been</i>

		<i>living within the UK throughout that period;</i>
	h)	<i>Children applying to enter Year 11 whose application for a school place through the normal in year admission process is refused;</i>
	i)*	<i>Children of Gypsies, Roma and Travellers;</i>
	j)*	<i>Children of asylum seekers and refugees who have been in the UK for less than two years and need a supported entry to school. The need for a supported entry does not include language support where this is the only support required and must be substantiated by professional evidence. Examples of the type of circumstances that might demonstrate a need for a supported entry are where such a child requires specific emotional or behavioural support by the school as a result of their experiences;</i>
	k)*	<i>Children who are homeless including those who have been placed in temporary housing by Surrey County Council;</i>
	l)*	<i>Children with unsupportive family backgrounds where a place has not been sought and where a referral is made through an outside agency or service who is seeking to support the child;</i>
	m)*	<i>Children who are carers;</i>
	n)*	<i>Children with special educational needs, disabilities or medical conditions (but without a statement of SEN or an Education, Health & Care Plan), where the need, disability or medical condition has already impacted on the child's attendance or participation at school;</i>
	o)	<i>Children subject to a child protection plan;</i>
	p)	<i>Children of UK service personnel and other Crown Servants, where a change of location ordered by the service leads to a need for a change of school;</i>
	q)	<i>Children who are accommodated in an emergency refuge for victims of domestic violence.</i>
	2.3	Within the definition of this Protocol, categories deemed to be 'challenging' are categories a) to h). The process for the admission of children within these categories may be different from the remaining categories. The processes for the admission of children are set out in Sections 4 and 5.
3	Identification of children who meet the criteria for the Protocol	
3.1	Most children will come to the attention of the admissions team or the school as part of the in year admission application process.	
3.2	Where an application form is received directly by the admissions team, they will assess the information on the in year application form and will categorise children as meeting the Protocol if from that information they appear to meet the criteria.	

	3.3	<p>Where an application form is received directly by an own admission authority school, they will assess the information on the in year form. If they believe that the child meets the criteria of the Protocol, they will consider whether they are still able to admit the child:</p> <ul style="list-style-type: none"> • If they are able to admit the child, the school will notify the admissions team of the application and the offer and the reasons why they believe the child meets the Protocol on the Fair Access referral form for schools. The admissions team will then consider whether the admission should be logged as a Fair Access placement. • If the school is unable to offer a place, the school will refer it to the admissions team to be considered under the Protocol. <p>All such referrals will be made within 7 school days of the application being received.</p>
	3.4	<p>Most children who are permanently excluded from a Surrey school and those who are ready for reintegration to a mainstream school from a Surrey PRU or other Alternative Provision will be identified by the Area Lead for Pupil Support/Head of PRU. The Area Lead for Pupil Support/Head of PRU will consider whether a managed placement might be arranged directly with a school or whether the processes set out in sections 5 and 6 should be followed.</p>
	3.5	<p>However, it is inevitable that some cases will be unidentifiable from the in year application form. There may also be some cases of recently excluded children who have moved from another local authority, where the child's previous school history is not known to Surrey. If at any time a school identifies that a child should be categorised as meeting the criteria for the Protocol after admission, they will notify the admissions team so that the placement might be recorded.</p>
	3.6	<p>Some cases may also come to light where there is evidence that might suggest that, although not subject to a statement of SEN/EHCP, the child is not suitable for mainstream schooling. It is anticipated that these cases will be few, but any such cases will be referred to Education Psychology by the Area Lead for Pupil Support for assessment before determining the most appropriate placement for the child.</p>
4.	Process for admission - categories a) to h)	
	4.1	<p>Children who fall within categories a) to h) in paragraph 2.2 are considered to be the most challenging with regard to admissions:</p> <ul style="list-style-type: none"> • Children already in a Surrey PRU or alternative provision will be referred directly to the area panel by the Area Lead for Pupil Support/Head of PRU once the child is ready for reintegration to another mainstream school • Children who are already known to Surrey and who are recently excluded will be referred to a PRU by the Area Lead for Pupil Support • All other children will be referred to the A2E team through the Area Lead for Pupil Support, by the admissions team
	4.2	On receipt of referrals in A2E, the Area Lead for Pupil Support will arrange

		<p>for:</p> <ul style="list-style-type: none"> • the child's assessment to be completed • a risk assessment to be carried out on the suitability of the home or alternative venues for home tuition • short term interim teaching/mentoring to be set up in the light of assessment/other available information.
	4.3	After a maximum target time of 6 weeks with the A2E team, the Area Lead for Pupil Support will collate reports from tutors/mentors which will be submitted to the next area panel. The Area Lead for Pupil Support will also send copies of the referral paperwork to the admissions team.
	4.4	Where appropriate, the Area Lead for Pupil Support will try to mediate a school placement ahead of the panel meeting, based on the circumstances of the case and the conditions set out in this Protocol.
	4.5	The Area Lead for Pupil Support and/or a representative from the admissions team and/or a representative from A2E, as appropriate, will attend the panel at which placement decisions are to be taken.
	4.6	Panels are expected to consider the case of each child and to agree a placement at the most suitable school within the area of the panel.
	4.7	For own admission authority schools, the delegated representative at the panel should not need to seek prior or subsequent authorisation from their governing body to admit a fair access child. This is because when a child is placed in accordance with the Fair Access Protocol, the admission authority for that school should admit the child.
	4.8	<p>In considering cases, panels will have regard to:</p> <ul style="list-style-type: none"> • parental preference (the parent/carer can still submit an appeal and so it is helpful to demonstrate that this has been considered) • the schools in the area that they might wish to protect from admitting a challenging child (such as a school which has a particularly high proportion of children with challenging behaviour or previously excluded children; a school in special measures or recently come out of them; or a school which is otherwise in need of support) • any genuine concerns about the admission by either the parent/carer or the school • a view of the parent/carer about the religious ethos of a school • distance, availability of transport and travelling times
	4.9	Where a child has been removed from school for elective home education and then wants to return to school to the same phase of education, that child will normally be expected to be admitted to their original school unless there are compelling reasons why that would not be possible or appropriate.
	4.10	In considering cases, panels may also wish to have regard to the number of Looked After Children (LAC) and SEN/EHCP children within each school; and the number and frequency of previous Fair Access placements within the academic year and within each year group.

	4.11	Decisions on placement will be notified to the admissions team for formal notification to the parent/carer, with a copy also being sent to the school and Area Lead for Education Welfare, who will in turn share it with the attached Education Welfare Officer.
	4.12	Immediately after the panel has made its placement decision, the receiving school will contact the parent/carer and make arrangements for the child to go on roll within 7 calendar days of the placement being agreed and for a start date within 7 calendar days of going on roll. Support for the admission process may be available from the Education Welfare Officer. If required, reintegration support may also be available from the A2E team for the child's first 2 weeks in school.
	4.13	The admissions team will continue to monitor the placement to ensure that the child is placed on roll and the satisfactory completion of 12 weeks. The reintegration of children returning to mainstream school from a PRU may be managed over a period longer than 12 weeks, at the decision of the Area Lead for Pupil Support.
	4.14	A placement will be considered to have broken down within 12 weeks if the child's behaviour would ordinarily warrant permanent exclusion. In such cases the Area Lead for Pupil Support will determine whether or not the placement should be considered to have broken down. Where a placement is considered to have broken down, the Area Lead for Pupil Support will work with the school to identify a solution which might include the school referring the child for alternative provision or placement at an alternative school.
	4.15	Subsequent panel meetings will review any placements made to ensure that the children in the panel area are in receipt of full time education.
	4.16	If for any reason a panel is unable to resolve a placement, a placement will then be allocated to the child by the admissions team.
5	Process for admission – categories i) to q)	
	5.1	Children who fall within categories i) to q) in paragraph 2.2 will be placed directly by the admissions team without being referred to a panel. These are children who are not challenging by definition but who might find the admission process difficult and who might be more vulnerable if unable to find a school place quickly.
	5.2	Where the admissions team identify that a child meets the criteria for the Fair Access Protocol, the application will be referred to the parent/carer's preferred school for placement unless there are reasons why that school would not be an appropriate placement for the child.
	5.3	If it is not possible to place the child within one of the parent/carer's preferred schools, the admissions team will seek to place the child in the nearest and most suitable school, taking into account: <ul style="list-style-type: none"> • schools with vacancies

		<ul style="list-style-type: none"> • whether a school is in special measures, has recently come out of them or is otherwise assessed by the local authority as needing support (such an assessment will be carried out by the admissions team in liaison with the Area Education Officer) • any genuine concerns about the admission by either the parent/carer or the school • a strong view of the parent/carer about the religious ethos of a school • the number and percentage of Looked After Children (LAC) and SEN/EHCP children within each school and the number and frequency of previous Fair Access placements within the academic year and within each year group • distance and travelling times
	5.4	The admissions team will liaise with the school before notifying a parent/carer of the placement.
	5.5	Once agreement has been reached the admissions team will send notification to the parent/carer, with a copy also being sent to the school and the Area Lead for Pupil Support, who will in turn share it with the attached Education Welfare Officer.
	5.6	The receiving school will contact the parent/carer and make arrangements for the child to go on roll within 7 calendar days of the placement being agreed and for a start date within 7 calendar days of going on roll.
	5.7	The admissions team will continue to monitor the placement to ensure that the child is placed on roll and the satisfactory completion of 12 weeks.
	5.8	A placement will be considered to have broken down within 12 weeks if the child's behaviour would ordinarily warrant permanent exclusion. In such cases the Area Lead for Pupil Support will determine whether or not the placement should be considered to have broken down. Where a placement is considered to have broken down, the Area Lead for Pupil Support will work with the school to identify a solution which might include the school referring the child for alternative provision or placement at an alternative school.
	5.9	Any child who cannot be offered an appropriate school place by the admissions team either within or outside the County within 3 weeks of the application and who meets the criteria to be placed under the Fair Access Protocol will subsequently be referred directly to the local panel for placement without the need to be assessed by the A2E team. The process set out in paragraphs 4.4 to 4.15 will then be followed.
6	Establishing which Panel is responsible for considering placements under categories a) to h)	
	6.1	The purpose of the Protocol is to ensure that unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible.
	6.2	The most suitable school for some children could be a school that is close to

		<p>the child's home. Advantages of a placement close to the child's home address are as follows:</p> <ul style="list-style-type: none"> • There are likely to be less transport issues or costs • If the school is nearer there are likely to be fewer barriers which prevent the child from attending • There may be better parental support and participation • The child will be better placed to participate in extra curricular activities • The child is more likely to develop friendship groups from his/her local community • It is less likely that appeals for other schools will be upheld • Establishes a clear and transparent way for referrals to be made
	6.3	<p>However there are also advantages of placing a child within the area where they were previously at school, and such placements can lead to a more informed and considered process which in turn can lead to a successful and supported placement:</p> <ul style="list-style-type: none"> • The previous school can comment on the child's behavioural and educational history at the panel • Support services may already be familiar and be supporting the child • Ensures collegiate working between schools in the same area which in turn improves shared approaches to managing behaviour and attendance • Establishes a culture of shared problem solving of individual cases within the same area • Schools can challenge the poor practice of other schools within the same area and this may in turn reduce the number of hard to place cases
	6.4	<p>For the purpose of this Protocol, children who have previously attended a school within the County will be referred to the panel in which the child was previously at school. This will encourage collaborative working between schools.</p>
	6.5	<p>However, any child who has not previously attended a school within Surrey will be referred to the panel for the geographical area in which the child lives.</p>
	6.6	<p>Where a panel is satisfied that a placement in a neighbouring area would be in the best interests of the child or other children, then in those cases the panel Chair will liaise with the neighbouring panel Chair to negotiate a placement in the neighbouring area.</p>
7.	Out of area applications	
	7.1	<p>Occasionally applications will be received from children who live outside Surrey but who otherwise meet the criteria for placement under this Protocol.</p>
	7.2	<p>In those cases, if the child falls within categories a) to h) of paragraph 2.2 of this Protocol and the preferred school is unable to offer a place - either because it has no vacancies or because it is in special measures, has</p>

		recently come out of them or has been otherwise assessed by the local authority as needing support - the application will be referred back to the child's home local authority to identify an alternative placement.
8.	Funding	
	8.1	<p>Other than for excluded children (see paragraph 8.3), in year applicants living in Surrey at the time of placement and admitted to state funded schools under categories a) to h) of paragraph 2.2 of this Protocol may receive a degree of financial support as follows:</p> <ul style="list-style-type: none"> • Up to £1,500 in the Autumn Term for placements made in the Autumn term (which represents £500 for each of the autumn, spring and summer terms) • Up to £1,000 in the Spring Term for placements made in the Spring Term (which represents £500 for each of the spring and summer terms) • Up to £500 in the Summer Term for placements made in the Summer Term <p>Funding will be approved by each Panel according to need. Funding for a specific term will be forfeited if a child withdraws prior to the start of a term; or if a child withdraws within a term, if the withdrawal is within 12 school weeks of the placement being made. Where funding has already been paid, the local authority will seek to recover monies from future payments.</p>
	8.2	<p>Additionally Surrey fair access children admitted into year 11 at a state funded school under categories a) to h) of the Protocol (but not previously permanently excluded) after 2 October 2015 but before the end of the spring term, and who do not already qualify for part year AWPU funding, will receive pro rata AWPU funding from the date of their admission to the end of August 2016, provided that the placement has lasted for four weeks or more.</p> <p>Payment will only be made once the placement has lasted four weeks or more, in line with the following timescales:</p> <ul style="list-style-type: none"> • placements made in the autumn term which have lasted four weeks or more by the end of that term - payment will be issued in January 2016 • placements made up to the end of March 2016 which have lasted four weeks or more by that date - payment will be issued at the end of March 2016 • remaining payments will be made in the summer term. <p>In all cases a proportion of the funding will be reclaimed if the child subsequently leaves the school.</p>
	8.3	<p>Excluded children admitted to mainstream schools under the Protocol will be funded as follows:</p> <p>a) When a child is on a school's roll in October that child generates a year's funding for the school. When a child is permanently excluded from a school at any time in the local authority's financial year, the school's budget is reduced by the annual value of age weighted funding multiplied by $1/52 \times$ the</p>

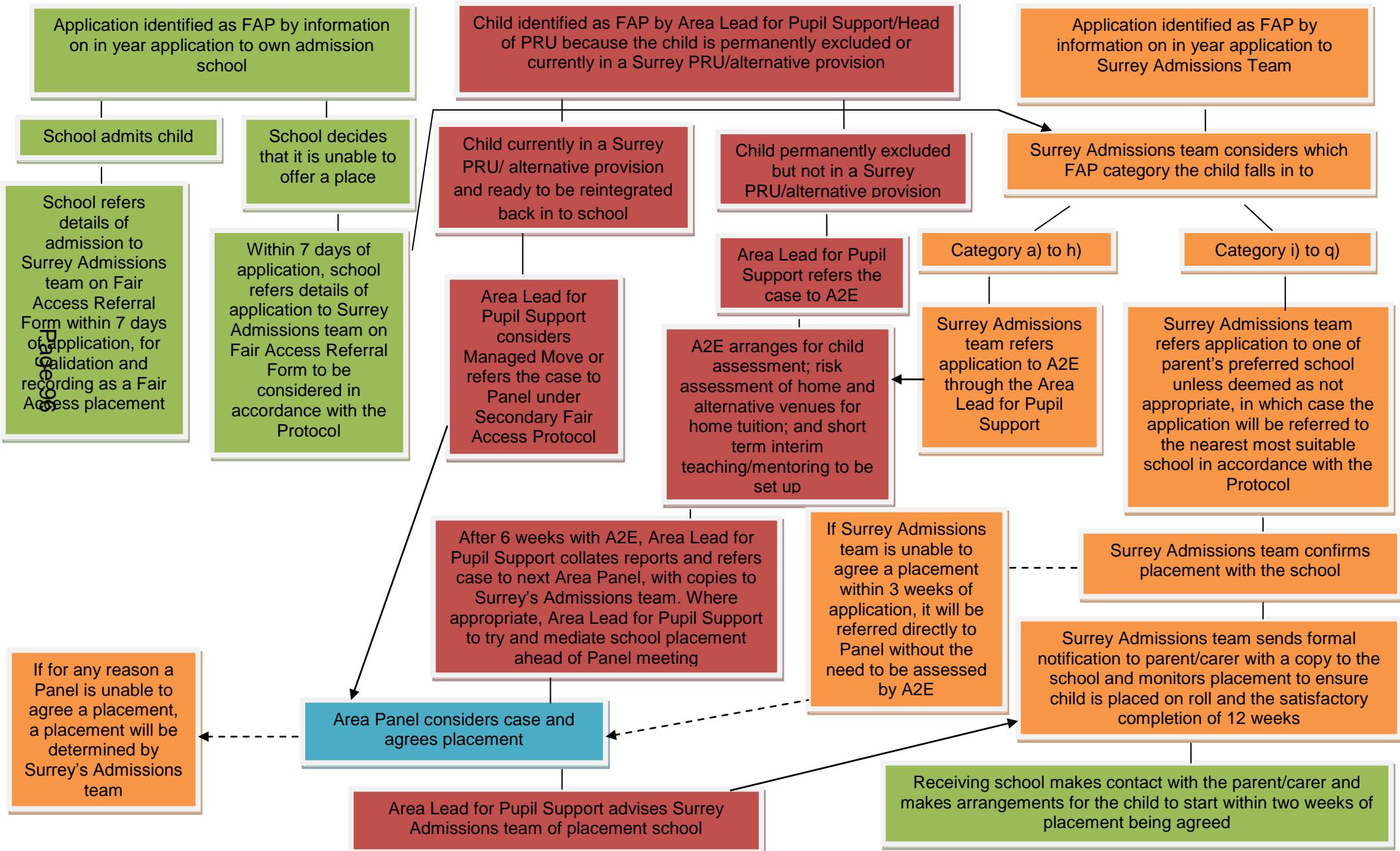
	b)	number of weeks from the date of permanent exclusion to the end of the local authority's financial year (except for Year 11s excluded during the summer term for which a separate calculation applies).
	c)	Where a previously permanently excluded child is admitted to another school, the receiving school's budget is increased by the annual value of age weighted funding multiplied by 1/52 x the number of weeks from the date of re-admission to the end of the local authority's financial year.
	c)	In each case, adjustments will also take account of free school meals deprivation funding and the pupil premium if the pupil generated them.
	8.4	Panels are expected to take into account the distance and journey times when considering the most suitable placement. Subject to the maximum walking distance appropriate to the child's age being breached, transport will normally be arranged for the most appropriate public transport route. Where a taxi is deemed appropriate to support integration, this will only be funded for one term, and beyond that the child would be expected to travel on an alternative mode of transport to school. Where there are exceptional circumstances the parent/carer could request that the taxi provision is extended, and this would be considered as a transport case review by senior officers in the admissions team.
	8.5	Funding arrangements within this Protocol will be reviewed subject to the outcomes of any changes to the funding of schools by the DfE or decisions made by Schools Forum to vary funding to schools.
9	Data	
	9.1	A log of all placements made through the Fair Access Protocol will be maintained by the admissions team and this data will be made available to Area Education Officers and the Admissions Forum by school and category.

10 Process for secondary children			
Category of Child	Support team	Panel	Additional arrangements
a) Excluded children or children attending a PRU/Alternative Provision who are ready for re-integration to another mainstream school or where a child is still on roll at a school but is attending a PRU or Alternative Provision as an alternative to permanent exclusion	<ul style="list-style-type: none"> • Area Lead for Pupil Support • Alternative Provision provider 	✓	Points Weighting Dual Registration
b) Children returning from the criminal justice system who are registered with the Youth Offending Team	<ul style="list-style-type: none"> • Admissions • Youth Support Service 	✓	Additional funding
c) Children known to the police or other similar agencies, where there has been active involvement within	<ul style="list-style-type: none"> • Admissions • Youth Support Service 	✓	Additional funding

the past six months or support received from Surrey's Community Incident Action Group (CIAG)			
d) Children with a history of serious unauthorised attendance problems (below 85%) within the past academic year	<ul style="list-style-type: none"> • Admissions • EWO 	✓	Additional funding
e) Children withdrawn from school following fixed term exclusion for persistent breaching of internal behaviour policies in school	<ul style="list-style-type: none"> • Admissions • Behaviour support • Area Lead for Pupil Support • Alternative Provision provider 	✓	Additional funding
f) Children returning to mainstream schooling after a period of elective home education and whose application for a school place through the normal in year admission process is refused	<ul style="list-style-type: none"> • Admissions • EWO • EHE team manager 	✓	Additional funding
g) Children who have been out of education, including elective home education, for longer than two months whilst living within the UK	<ul style="list-style-type: none"> • Admissions • EHE team manager 	✓	Additional funding
h) Children applying to enter Year 11 whose application for a school place through the normal in year admission process is refused	<ul style="list-style-type: none"> • Admissions 	✓	Additional funding
i) Children of Gypsies, Roma and Travellers	<ul style="list-style-type: none"> • Admissions • REMA 	No	
j) Children of asylum seekers and refugees who have been in the UK less than two years and need a supported entry to school.	<ul style="list-style-type: none"> • Admissions • Social Care 	No	
k) Children who are homeless including those who have been placed in temporary housing by SCC	<ul style="list-style-type: none"> • Admissions • Social Care 	No	
l) Children with unsupportive families, where a place has not been sought and where the child is not in education and where a referral is made through an outside agency or service who is seeking to support the child	<ul style="list-style-type: none"> • Admissions • EWOs 	No	
m) Children who are carers	<ul style="list-style-type: none"> • Admissions • Social Care 	No	

n) Children with special educational needs, disabilities or medical conditions (but without a statement or an Education, Health & Care Plan), where the need, disability or medical condition has already impacted on the child's attendance or participation at school	<ul style="list-style-type: none"> • Admissions • Area Lead for Pupil Support 	No	
o) Children subject to a child protection plan	<ul style="list-style-type: none"> • Admissions • Social Care 	No	
p) Children of UK service personnel and Crown servants where a change of location ordered by the service leads to a need for a change of school	<ul style="list-style-type: none"> • Admissions 	No	
q) Children who are accommodated in an emergency refuge for domestic violence	<ul style="list-style-type: none"> • Admissions • Social Care 	No	

Flow chart for processing cases under Secondary Fair Access Protocol – 2015/16



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Making Surrey a better place

Addressing Inequalities

Equalities Impact Assessment

Surrey County Council Equality Impact Assessment Template

Stage one – initial screening

What is being assessed?	Primary and Secondary Fair Access Protocols 2015/16
Service	Admissions and Transport
Name of assessor/s	Claire Potier
Head of service	Peter-John Wilkinson
Date	13.07.15
Is this a new or existing function or policy?	Existing policy under review

Write a brief description of your service, policy or function. It is important to focus on the service or policy the project aims to review or improve.

This EIA relates to the processes and criteria for Surrey's Primary and Secondary Fair Access Protocols. Each local authority is required to have a Fair Access Protocol which ensures that access to education is secured quickly for Surrey children who have no school place and that all schools in Surrey admit children their fair share of children with challenging behaviour.

Indicate for each equality group whether there may be a positive impact, negative impact, or no impact.				
Equality Group	Positive	Negative	No impact	Reason
Age	X			Schools will receive AWPU funding for Year 11 pupils admitted after 2 October 2015 until the end of the Spring term
Gender Reassignment			X	
Disability	X			Children with special

				educational needs who are not statemented and children with disabilities or medical conditions which have already impacted on their attendance or participation at school will be placed more effectively in school through the Fair Access Protocol
Sex			X	
Religion and belief	X			In considering a placement the Admissions team or placement Panel will have regard to a view of the parent regarding the religious ethos of a school
Pregnancy and maternity			X	
Race	X			Asylum seeker and refugee children who have been in the UK less than two years and who need a supported entry to school will be placed more effectively in school through the Fair Access Protocol
Sexual orientation			X	
Carers	X			Children who are carers will be placed in school more effectively through the Fair Access Protocol
Other equality issues – please state				
Looked After Children and care leavers			X	
Low income families			X	
HR and workforce issues			X	
Human Rights			X	

implications if relevant				
<p>If you find a negative impact on any equality group you will need to complete stage one and move on to stage two and carry out a full EIA.</p> <p>A full EIA will also need to be carried out if this is a high profile or major policy that will either effect many people or have a severe effect on some people.</p>				

Is a full EIA required?	Yes (go to stage two)	No <input checked="" type="checkbox"/>
If no briefly summarise reasons why you have reached this conclusion, the evidence for this and the nature of any stakeholder verification of your conclusion.		
There are no negative impacts on any equality group. Placements under the Fair Access Protocol are less than 100 a year and as such this Protocol will not affect many people nor have a severe effect on some people.		
Briefly describe any positive impacts identified that have resulted in improved access or services		
The Fair Access Protocol is designed to ensure that children who are out of school are placed in school quickly. The equality groups identified above will face a positive impact as a result of this Protocol as they will be placed in school quickly, even if the school is full.		

For screenings only:

Review date	
Person responsible for review	Claire Potier
Head of Service signed off	Peter-John Wilkinson
Date completed	13 July 2015

- Signed off electronic version to be kept in your team for review
- Electronic copy to be forwarded to Equality and Diversity Manager for publishing

Stage 2 – Full Equality Impact Assessment - please refer to [equality impact assessment](#) guidance available on Snet

Introduction and background

Using the information from your screening please describe your service or function. This should include:

- The aims and scope of the EIA
- The main beneficiaries or users
- The main equality, accessibility, social exclusion issues and barriers, and the equality groups they relate to (not all assessments will encounter issues relating to every strand)

Now describe how this fits into ‘the bigger picture’ including other council or local plans and priorities.

Evidence gathering and fact-finding

What evidence is available to support your views above? Please include a summary of the available evidence including identifying where there are gaps to be included in the action plan.

Remember to consider accessibility alongside the equality groups

Sources of evidence may include:

- Service monitoring reports including equality monitoring data
- User feedback
- Population data – census, Mosaic
- Complaints data
- Published research, local or national.
- Feedback from consultations and focus groups
- Feedback from individuals or organisations representing the interests of key target groups
- Evidence from partner organisations, other council departments, district or borough councils and other local authorities

How have stakeholders been involved in this assessment? Who are they, and what is their view?

Analysis and assessment

**Given the available information, what is the actual or likely impact on minority, disadvantaged, vulnerable and socially excluded groups? Is this impact positive or negative or a mixture of both?
(Refer to the EIA guidance for full list of issues to consider when making your analysis)**

What can be done to reduce the effects of any negative impacts? Where negative impact cannot be completely diminished, can this be justified, and is it lawful?

--

Where there are positive impacts, what changes have been or will be made, who are the beneficiaries and how have they benefited?

--

Recommendations

Please summarise the main recommendations arising from the assessment. If it is impossible to diminish negative impacts to an acceptable or even lawful level the recommendation should be that the proposal or the relevant part of it should not proceed.

--

Action Plan – actions needed to implement the EIA recommendations

Issue	Action	Expected outcome	Who	Deadline for action

- Actions should have SMART Targets
- Actions should be reported to the Directorate Equality Group (DEG) and incorporated into the Equality and Diversity Action Plan, Service Plans and/or personal objectives of key staff.

Date taken to Directorate Equality Group for challenge and feedback	
Review date	
Person responsible for review	
Head of Service signed off	
Date completed	
Date forwarded to EIA coordinator for publishing	

- Signed off electronic version to be kept in your team for review

- **Electronic copy to be forwarded to your service EIA coordinator to forward for publishing on the external website**

EIA publishing checklist

- Plain English – will your EIA make sense to the public?
- Acronyms – check that you have explained any specialist names or terminology
- Evidence – will your evidence stand up to scrutiny; can you justify your conclusions?
- Stakeholders and verification – have you included a range of views and perspectives to back up your analysis?
- Gaps and information – have you identified any gaps in services or information that need to be addressed in the action plan?
- Legal framework – have you identified any potential discrimination and included actions to address it?
- Success stories – have you included any positive impacts that have resulted in change for the better?
- Action plan – is your action plan SMART? Have you informed the relevant people to ensure the action plan is carried out?
- Review – have you included a review date and a named person to carry it out?
- Challenge – has your EIA been taken to your DEG for challenge
- Signing off – has your Head of Service signed off your EIA?
- Basics – have you signed and dated your EIA and named it for publishing?

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SURREY COUNTY COUNCIL**CABINET MEMBER FOR SCHOOLS, SKILLS AND EDUCATIONAL ACHIEVEMENT****DATE:** 28 JULY 2015**LEAD OFFICER:** JULIE FISHER, DEPUTY CHIEF EXECUTIVE**SUBJECT:** DETERMINATION OF THE PROPOSAL TO REDESIGNATE LIMPSFIELD GRANGE SCHOOL IN OXTED**SUMMARY OF ISSUE:**

Surrey County Council (SCC) has consulted on a proposal to redesignate Limpsfield Grange School from September 2015. The school would be redesignated for pupils with Communication and Interaction Needs (CoIN).

The consultation period was from 13 April 2015 to 11 May 2015 and there was a public meeting held at the school on 20 April 2015. Statutory Notices were published at the school and in the local newspaper stating the intention to redesignate the school. This is in accordance with the School Organisation (Prescribed Alterations to Maintained School) Regulations 2013.

The Cabinet Member is asked to review the proposal and comments received during the consultation period.

RECOMMENDATIONS:

It is recommended that the Statutory Notice stating the local authority's intention to redesignate the School is determined, such that the school will be referred to as a school for pupils with Communication and Interactions Needs from 1 September 2015.

REASON FOR RECOMMENDATIONS:

The redesignation forms part of a strategy which aims to increase and develop local provision in a range of different settings for pupils with Autism. The redesignation will allow pupils that have a wider range of needs to attend the school.

DETAILS:**Business Case**

1. Limpsfield Grange School is an 11-16 residential special school with 70 places for girls with Statements of Special Educational needs/Education Health Care Plans (EHCPs). The school is well regarded and serves pupils living predominantly in the east of the County. The school was rated as 'Outstanding' by Ofsted in December 2013.
2. The school currently has a designation for Emotional and Learning Difficulties; however this does not accurately reflect the cohort of pupils that attend. The special educational needs of the current pupils at Limpsfield

Grange include pupils with Autism, Asperger's Syndrome as well as Speech, Language and Communication difficulties.

3. A review of provision in the county for children and young people with Learning Difficulties took place in December 2012. The review identified that there was a mismatch between the overall Special Educational Needs and Disability (SEND) pupil profile in Surrey. There has been continued growth in the number of pupils with a diagnosis on the Autistic spectrum and this represents the biggest gap in provision.
4. In order to develop a continuum of provision for pupils with Autism in Surrey, the proposal is part of a longer term strategy to adapt and create local maintained specialist provision which meets the profile of pupils identified with SEND in Surrey. These changes will require the redesignation of some specialist schools. For other specialist provision a change in nomenclature will be suitable. Limpfield Grange School requires a full redesignation to ensure that there is no barrier to entry for pupils with Communication and Interaction Needs.
5. There is a reliance on the non-maintained sector and placements at these schools are increasing with over one third of these places for pupils with autism. Investigation of the data around Autism indicates that the biggest gap in provision is for pupils with Autism who are able to access a range of accredited qualifications, including GCSEs. In particular, pupils experience a gap in provision at secondary transfer and in Year 9 and Key Stage 4 in secondary school and there appears to be a reliance on provision for this group of pupils on the non-maintained and Independent Special School sector.
6. The redesignation of Limpfield Grange would more accurately reflect the cohort of pupils currently attending the school and future pupils. Currently 56% of pupils at the school have Autism named on their Statement/EHCP and therefore the proposed change in designation of the school is not expected to be a significant change for the school.
7. The senior leadership team are supportive of the proposal to redesignate as a school for pupils with CoIN.

CONSULTATION:

8. A formal consultation period started on 13 April 2015 and concluded on 11 May 2015. A public meeting was held at the school on 20 April. Statutory Notices were issued on 21 May, allowing a further 4 week period for representations regarding the proposal to be made.

Consultation responses

9. The public meeting was attended by 12 people, most of whom were staff and governors from the Limpfield Grange school community. No parents or pupils attended the meeting.
10. A total of two written responses were received during the consultation via the Surrey Says website, post and email. One response was received from a parent and one from another responder. Of the two responses received, both

agreed with the proposal to re-designate the school. As a result of the consultation it was agreed to proceed and issue Statutory Notices.

11. The Statutory Notice period of 4 weeks from 21 May 2015 generated no further responses to the proposal.

RISK MANAGEMENT AND IMPLICATIONS:

12. Ensuring that there is a flexible offer of provision in Surrey maintained special schools proposal is part of a longer term strategy to adapt and create local maintained specialist provision which meets the profile of pupils identified with SEND in Surrey. If the proposal was not agreed, there is a risk that the number of pupils with Communication and Interaction Needs requiring specialist provision would be placed in costly non-maintained and independent provision.

Financial and Value for Money Implications

13. There is a reliance on the non-maintained sector for this type of provision. A wider range of maintained provision may reduce the sum spent on non maintained and independent special schools.

Section 151 Officer Commentary

14. The proposal to redesignate Limpsfield Grange does not require additional capital or revenue investment. The redesignation is part of a wider strategy to develop local Surrey places that better meet the current needs of pupils with a statement or ECHP and so reduce reliance on more expensive non maintained and independent schools.

Legal Implications – Monitoring Officer

15. Public sector equality duty. The public sector equality duty (Section 149 of the Equality Act 2010) applies to the decision to be made by the Cabinet Member in this report. There is a requirement when deciding upon the recommendations to have due regard to the need to advance equality of opportunity for people with protected characteristics, foster good relations between such groups, and eliminate any unlawful discrimination. These matters are dealt with in the equalities paragraphs of the report. It was identified that pupils who are less cognitively able may not be able to access the provision. However, they would be accommodated in more appropriate settings for pupils with Learning Difficulties and the Learning Difficulties Review conducted in 2012 identified an over provision of spaces in the secondary Learning Difficulty provision across the county.
16. Pre-consultation. There is a clear expectation in public law that the Council should carry out a consultation process whenever it is considering making significant changes to service provision, particularly including the closure of any of its resources. There is a statutory requirement for consultation in this context as set out in the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013. A formal consultation period started on 13 April 2015 and concluded on 11 May 2015. A public consultation meeting was held on 20 April. A survey was published on the SCC consultation website 'Surrey Says'. Two postal responses were received

and both agreed with the proposal. The Statutory Notice period of 4 weeks from 21 May 2015 generated no further responses to the proposal.

17. Post-consultation. In considering this report, the Cabinet Member must give due regard to the results of the consultation and conscientiously take these matters into account when making a final decision. Both responses agreed with the proposal.
18. General Decision-Making. In coming to a decision on this issue the Cabinet Member needs to take account of all relevant matters. The weight to be given to each of the relevant matters is for the Cabinet Member to decide. Relevant matters in this context will include the statutory requirements, the policy considerations, the impacts of the options on service provision, the Medium Term Financial Plan (MTFP), the Council's fiduciary duty, any relevant risks, the results of the consultation and the public sector equality duty.
19. Fiduciary Duty. The Council owes a fiduciary duty to its Council Tax payers, analogous to that owed by trustees responsible for looking after property belonging to other people. Accordingly, in deciding to spend money a local authority must take account of the interests of Council Tax payers who have contributed to the Council's income and balance those interests against those who benefit from the expenditure. It will also need to act in a prudent way having regard to the short and long term consequences of the decision.
20. Best value duty. The best value duty is contained in s3 of the Local Government Act 1999 as a result of which the Council is under a duty to make arrangements to secure continuous improvement in the way in which functions are exercised, having regard to a combination of economy, efficiency and effectiveness. The relevant guidance states that Councils should consider overall value, including economic, environmental and social value when reviewing service provision.
21. Significant Changes: prescribed alterations. Regulations 4 and 5 of the Prescribed Alterations Regulations 2013 and The School Organisation (maintained schools) Guidance for Proposers and Decision-makers January 2014 set out the statutory process that governing bodies and LAs must follow when altering SEN provision at a mainstream school. The LA must decide the Statutory Notice stating the local authority's intention to re-designate Limpsfield Grange School is determined, such that the school will be referred to as a school for pupils with Communication and Interaction needs from 1 September 2015.

Equalities and Diversity

22. A full Equalities Impact Assessment (EIA) has been undertaken as this proposal would have an impact on groups with protected characteristics. The document is attached to this report as Annex 1.
23. During the assessment there were very little potential impacts to service users identified.
24. With regard to the protected characteristics of Disability, it was identified that pupils that are less cognitively able may not be able to access the provision. However, they would be able to access more appropriate provision in other settings.

25. As a result of the EIA, no changes to the plan are proposed. There are no further actions that need to be carried out as there are positive impacts for some pupils with disabilities to the proposal.

Safeguarding responsibilities for vulnerable children and adults implications

26. Safeguarding vulnerable children is a high priority in Surrey schools. Schools have considerable expertise in safeguarding vulnerable children and adhere to robust procedures. The school would continue to apply good practice in the area of safeguarding. Safeguarding is monitored when Ofsted carries out inspections of schools.

WHAT HAPPENS NEXT:

27. Subject to Cabinet Member approval of the Statutory Notice, the proposal will be confirmed and Limpsfield Grange School will be redesignated as a school for pupils with Communication and Interaction Needs from 1 September 2015.

Contact Officer:

Julie Beckett, School Commissioning Officer, Tel: 01483 518109

Consulted:

SCC County Councillor for the local area
All local schools
All Surrey special schools
All parents of children at the school
All staff and governors at the school
Family Voice
Neighbouring Local Authorities
SCC Officers
Health and Therapy Providers
Unions
Babcock 4S Consultants

Annex:

Equality Impact Assessment

Sources/background papers:

- Re-designation of Limpsfield Grange School Document

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EQUALITY IMPACT ASSESSMENT

1. Topic of assessment

EIA title:	Proposal to redesignate Limpsfield Grange School.
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EIA author:	Joanna Woodward
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2. Approval

	Name	Date approved
Approved by ¹	P-J Wilkinson	

3. Quality control

Version number	1	EIA completed	
Date saved	9 July 2015	EIA published	

4. EIA team

Name	Job title (if applicable)	Organisation	Role
Joanna Woodward	Assistant Commissioning Officer	Surrey County Council School Commissioning Team	Co Author
Julie Beckett	School Commissioning Officer	Surrey County Council School Commissioning Team	Co Author

¹ Refer to earlier guidance for details on getting approval for your EIA.

EQUALITY IMPACT ASSESSMENT

5. Explaining the matter being assessed

What policy, function or service is being introduced or reviewed?	<p>Limpsfield Grange School is an 11-16 residential school with 70 places for girls living in the east of the county.</p> <p>The school's current designation is for Emotional and Learning Difficulties. However, the pupils on roll in recent years have had additional needs, including autistic spectrum conditions such as Asperger's Syndrome and speech, language and communication difficulties.</p> <p>A review of provision in the county for children and young people with Learning Difficulties took place in December 2012 and identified a gap in provision for pupils diagnosed with autistic spectrum conditions, particularly for able pupils who should be supported to acquire qualifications such as GCSEs.</p> <p>This gap is particularly prevalent at secondary transfer, in Year 9 and at Key Stage 4 in the maintained sector.</p>
What proposals are you assessing?	<p>From 1 September 2015, Limpsfield Grange School would be redesignated for pupils with Communications and Interaction Needs (CoIN).</p> <p>This redesignation would more accurately reflect the needs of the pupils currently on roll, and of pupils who have been on roll in recent years.</p> <p>The redesignation would also respond to the identified gap in provision.</p>
Who is affected by the proposals outlined above?	<p>The proposal will impact:</p> <ul style="list-style-type: none">• Pupils currently on roll Limpsfield Grange School.• Pupils who are considering attending Limpsfield Grange School in the future.• Pupils with CoIN who are attending other schools• School staff.

6. Sources of information

Engagement carried out
A consultation started on 13 April 2015 and finished on 11 May 2015. A public consultation meeting was held at Limpsfield Grange School on 20 April at 6.30pm; approximately 12 people attended, most of whom were staff and governors from the Limpsfield Grange school community. No parents or pupils attended the meeting.
A survey was published on the Surrey County Council (SCC) consultation website 'Surrey Says' from 13 April 2015 – 11 May 2015. There were two postal responses received and both agreed with the proposal.

EQUALITY IMPACT ASSESSMENT

Consultation packs detailing the proposal were distributed to all staff and parents at Limpsfield Grange School by the school. These were sent by Parentmail (email) and published on the school website. No parents contacted the school to discuss the proposal:

- Consultation packs were emailed to local Members at SCC.
- Consultation packs were emailed to local headteachers and all specialist school headteachers across the County.

Statutory notices were published 21 May 2015. These were posted on the school gate, published in the local press, and on the Surrey Says website. No responses were received.

Data used

- School census records of children currently on roll at Limpsfield Grange School
- Surrey-i JSNA Chapter: Ethnicity

EQUALITY IMPACT ASSESSMENT

7. Impact of the new/amended policy, service or function

7a. Impact of the proposals on residents and service users with protected characteristics

Protected characteristic ²	Potential positive impacts	Potential negative impacts	Evidence
Age	Children aged 11-16 will benefit from the redesignation of the school and broadening of scope. There are 70 places at the school.	No impacts identified	Data analysis of pupils currently on roll at Limsfield Grange School.
Disability	Cognitively able girls aged 11-16 with autistic spectrum conditions will be supported at the school. Children who require CoIN support would be able to access specialist provision appropriate to their needs.	Less cognitively able children would be accommodated in more appropriate settings for pupils with Learning Difficulties.	The Learning Difficulties Review conducted in 2012 identified an over provision of spaces in the secondary Learning Difficulty provision across the county.
Gender reassignment	No impacts identified	No impacts identified	
Pregnancy and maternity (includes parents of children)	Parents potentially have greater choice of schools providing CoIN support.	No impacts identified	

² More information on the definitions of these groups can be found [here](#).

EQUALITY IMPACT ASSESSMENT

Race	No impacts identified	No impacts identified	<table border="1"> <thead> <tr> <th>Race Group</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>White British</td> <td>~85%</td> </tr> <tr> <td>White and Asian</td> <td>~5%</td> </tr> <tr> <td>Black African</td> <td>~2%</td> </tr> <tr> <td>Black Other</td> <td>~2%</td> </tr> <tr> <td>White and Black...</td> <td>~2%</td> </tr> <tr> <td>White and Black... (repeated)</td> <td>~2%</td> </tr> </tbody> </table>	Race Group	Percentage	White British	~85%	White and Asian	~5%	Black African	~2%	Black Other	~2%	White and Black...	~2%	White and Black... (repeated)	~2%
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Black Other	~2%																
White and Black...	~2%																
White and Black... (repeated)	~2%																
Religion and belief	Limpsfield Grange welcomes children of all faiths and of no faith.	No increase in faith school provision for families seeking places.	<table border="1"> <thead> <tr> <th>Religion/Belief</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Christian</td> <td>~65%</td> </tr> <tr> <td>Jewish</td> <td>~5%</td> </tr> <tr> <td>No religion or not recorded</td> <td>~30%</td> </tr> </tbody> </table>	Religion/Belief	Percentage	Christian	~65%	Jewish	~5%	No religion or not recorded	~30%						
Religion/Belief	Percentage																
Christian	~65%																
Jewish	~5%																
No religion or not recorded	~30%																
Sex	Redesignating the school will benefit girls aged 11-16	No impacts identified															
Sexual orientation	No impacts identified	No impacts identified															
Marriage and civil partnerships	No impacts identified	No impacts identified															
Carers³	Parents/carers of children with COIN will benefit from their children receiving appropriate support and	No impacts identified															

³ Carers are not a protected characteristic under the Public Sector Equality Duty, however we need to consider the potential impact on this group to ensure that there is no associative discrimination (i.e. discrimination against them because they are associated with people with protected characteristics). The definition of carers developed by Carers UK is that 'carers look after family, partners or friends in need of help because they are ill, frail or have a disability. The care they provide is unpaid. This includes adults looking after other adults, parent carers looking after disabled children and young carers under 18 years of age.'

EQUALITY IMPACT ASSESSMENT

	fulfilling potential for educational attainment.		
Socio Economic factors	Children will have support to fulfil potential for educational attainment. By attaining appropriate qualifications for work and further education, children will increase employment and earning opportunities.	No impacts identified	

7b. Impact of the proposals on staff with protected characteristics

The proposal would result in employment opportunities, greater choice of opportunities for all staff, and opportunities to employ a more diverse workforce.

Protected characteristic	Potential positive impacts	Potential negative impacts	Evidence
Age	No impacts identified	No impacts identified	
Disability	No impacts identified	No impacts identified	
Gender reassignment	No impacts identified	No impacts identified	
Pregnancy and maternity	No impacts identified	No impacts identified	
Race	No impacts identified	No impacts identified	
Religion and belief	No impacts identified	No impacts identified	
Sex	No impacts identified	No impacts identified	

EQUALITY IMPACT ASSESSMENT

Sexual orientation	No impacts identified	No impacts identified	
Marriage and civil partnerships	No impacts identified	No impacts identified	
Carers	No impacts identified	No impacts identified	
Socio Economic factors	No impacts identified	No impacts identified	

EQUALITY IMPACT ASSESSMENT

8. Amendments to the proposals

Change	Reason for change
N/A	

9. Action plan

Potential impact (positive or negative)	Action needed to maximise positive impact or mitigate negative impact	By when	Owner

10. Potential negative impacts that cannot be mitigated

Potential negative impact	Protected characteristic(s) that could be affected

11. Summary of key impacts and actions

Information and engagement underpinning equalities analysis	Consultation (public meeting Limpsfield Grange School and SurreySays survey) Data (JSNA, EMS, School Census)
Key impacts (positive and/or negative) on people with protected characteristics	All negative impacts have actions included in Action Plan.
Changes you have made to the proposal as a result of the EIA	N/A
Key mitigating actions planned to address any outstanding negative impacts	None identified
Potential negative impacts that cannot be mitigated	None identified

EQUALITY IMPACT ASSESSMENT

Further guidance

If you need more advice and guidance, you may find the following sources useful:

- [Government Equality Office: Equality Act guidance](#)
- [Equality and Human Rights Commission: Guidance on the Equality Duty](#)
- [Equality and Human Rights Commission: Making fair financial decisions](#)
- [Equality and Human Rights Commission: Meeting the Equality Duty in policy and decision making](#)
- [TUC: Equality Toolkit](#)

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SURREY COUNTY COUNCIL**CABINET MEMBER FOR SCHOOLS, SKILLS AND
EDUCATIONAL ACHIEVEMENT****DATE:** 28 JULY 2015**LEAD
OFFICER:** JULIE FISHER, DEPUTY CHIEF EXECUTIVE**SUBJECT:** DETERMINATION OF THE PROPOSAL TO CHANGE THE AGE
RANGE OF THE WILLOWS SHORT STAY SCHOOL IN
GUILDFORD**SUMMARY OF ISSUE:**

Surrey County Council (SCC) has consulted on a proposal to change the age range of The Willows so that only primary pupils are accommodated at the provision from 1 January 2016.

The consultation period was from 6 May 2015 to 20 May 2015 and there was a public meeting held at the school on 13 May 2015. Statutory Notices were issued on 15 June 2015 and were displayed at the school and published in the local newspaper stating the intention to change the age range at the school.

The Cabinet Member is asked to review the proposal and comments received during the consultation and statutory notice periods.

RECOMMENDATIONS:

It is recommended that the Statutory Notice stating the Local Authority's intention to change the age range of the school is determined, such that the school will be for primary aged pupils only from 1 January 2016.

REASON FOR RECOMMENDATIONS:

The change of age range means that the statutory provision for primary aged pupils continues but the non-statutory provision for secondary pupils will close. This will make significant annual savings to the High Needs Block funding that can be used towards statutory provision.

DETAILS:**Business Case**

1. The Willows is a Short Stay School located in Guildford for pupils aged 5 -16. The primary and secondary schools operate in separate accommodation on the same site. The Willows was rated as Good by Ofsted in June 2015.
2. The school is funded for 11 full time primary aged places for pupils who live in the South West area of Surrey and have been excluded or are at risk of being excluded from their mainstream school. This primary aged provision is required to ensure that the Local Authority can meet the statutory duties to

make alternative provision for these pupils. The current physical space is not sufficient to accommodate these pupils appropriately.

3. In addition to the primary places at the school there are 18 full time funded secondary places for girls only from across the county. These places are for female pupils from across all Surrey quadrants and pupils remain on roll at the mainstream school, with dual registration at The Willows, during the time they are there. The Willows works in partnership with the mainstream schools and pupils access an individualised alternative learning programme. During the school year 2014/15 the numbers recorded on the census of pupils dual registered at The Willows were 24 in October and January and 25 in May.
4. All other SCC pupils not on roll at a mainstream school are entitled to receive support via the statutory provision from the local Short Stay School in the area in which they live. There are four of these across the county. Alternatively, provision can be made via a different educational programme such as the Access to Education service. The Willows secondary provision is additional to the above statutory requirements. As such, the support and curricular offer made by The Willows secondary provision can be made via a pupil's registered school or through other alternative educational offers, where access criteria are met, without the need to be dual registered at The Willows secondary.
5. The offer described in (4) above is already in place for male pupils with equivalent needs. Should they require an individualised programme of education as a result of permanent exclusion or are at high risk of permanent exclusion or acute social and emotional vulnerability they are provided for either by their mainstream school or with the support of a Short Stay School in the area from which they live.
6. Pupils who have dual registration are receiving funding from two different sources. Every pupil on roll at a mainstream roll generates Age Weighted Pupil Unit (AWPU). Most pupils attend The Willows on part time programmes for no more than the equivalent of two or three days per week. From September 2015 pupils that attend The Willows would also receive place funding of £10,000 per full time equivalent together with a top up funding sum averaging £26,000 per full time equivalent pupil programme from the Local Authority. Currently, the top up funding sum for a full time place at a specialist school for pupils with Social, Emotional and Behavioural Difficulties is £14,000 and the average top up funding for other Short Stay Schools is £19,000. The high cost of the placement at The Willows in addition to the AWPU funding raises questions about the value for money that the provision offers as well as its financial sustainability during a period of financial pressure on the High Needs Block.
7. In the current financial climate, the funding is insufficient to maintain The Willows at its current level of costs without using a disproportionate amount of funds per pupil. Following the change of age range, the Local Authority will seek to redirect any net gain in resources to support those areas of growth for specialist SEN provision, though this will be subject to Department for Education (DFE) funding rules.
8. The senior leadership team and the governing body at the school are in agreement with the proposal to change the age range as the viability of the secondary provision in its current format has been explored in light of the

current financial climate. There is significant pressure on the High Needs Block and the Local Authority had begun a value for money review. Additional resource had been requested by the school as without these it was believed that The Willows secondary provision could not continue making equivalent education offers to future pupils. Given both points, the Management Committee's preferred option was a well managed reduction to the age range of the school and placement of current pupils elsewhere.

9. A number of staff will be affected by the change of the age range and there may be some staff redundancies. This will mainly affect staff that work fully, or in part, at the secondary Willows provision. The Local Authority will work with staff concerned and every effort will be made to redeploy existing staff in other roles around the county provided that they meet the necessary requirements.
10. The Primary provision at The Willows is required to meet the statutory needs of pupils that have been or are at risk of being permanently excluded. If the Secondary provision at The Willows is to close there will be a review of the organisational arrangements and the accommodation currently being used for the primary pupils to ensure the best use of space and resources in the South West quadrant for Short Stay School provision.

CONSULTATION:

11. A consultation period started on 6 May 2015 and concluded on 20 May 2015. A public meeting was held at the school on 13 May 2015 and approximately 20 people attended. It was originally proposed to issue Statutory Notices on 21 May 2015. Due to the number of responses received it was agreed to defer the issue of Statutory Notices to analyse the outcomes and themes and consider these against alternative arrangements for pupils. This information was fully considered and it was then decided to proceed with the issuing of Statutory Notices which were published on 15 June 2015. This has allowed a further 4 week period for representations regarding the proposal to be made.

Consultation responses

12. The public meeting was attended by approximately 20 people, many of whom were from The Willows community. There were also parents and pupils that attended the meeting.
13. A total of 48 written responses were received during the consultation via the Surrey Says website, post and email:

Parents of child attending the school	5
Parent of child attending another school	1
Local resident	1
Members of staff at the school	9
Governor at the school	0
Students or service user	3
Other	29

14. Of the responses received, 90% disagreed with the proposal, 6% agreed with the proposal and 4% did not know if they agreed or disagreed.

15. Nearly all respondents provided additional commentary. The feedback received can be broadly grouped into the following four categories: lack of alternative appropriate provision; vulnerability of the service users; grounds of decision and timing of the proposal; gender of service users.
16. Lack of alternative provision. All respondents commented on the high quality of the provision that The Willows offered and concern was expressed that this would impact on future pupils. In response to these concerns the Local Authority is satisfied that alternative arrangements are being made for existing pupils. Officers are working together with Access 2 Education teams, other Short Stay Schools and with mainstream schools to integrate pupils and organise alternative programmes of work. Pupils with vulnerabilities will have the needs met by personalised pathways and schools will be supported to meet individual pupil needs. This work will continue into the future and schools will be able to gain further support from specialist members of the Local Education Officer Teams in the four quadrants of Surrey.
17. Vulnerability of the service users. Respondents raised a number of issues relating to individual pupil needs and vulnerabilities, such as mental health issues and sexual exploitation. In response to concerns raised, these are areas of priority for the county, and officers are working with schools and partner agencies on appropriate strategies to meet these needs in the medium and long term.
18. Grounds of decision and timing of proposal. A number of different points were raised relating to the cost of the provision. The Local Authority has outlined its rationale for the consultation including financial considerations. The High Needs Block funding is under significant pressure due to demographic growth and legislative change and the Local Authority is required to review its spending on a range of provisions. The Willows secondary is not statutory provision. The speed with which the consultation process was conducted was also raised. In response to this point, the planned timeline was paused to allow officers to fully consider all the contributions made during the consultation period.
19. Gender of service users. Some respondents raised concerns about the loss of a female only provision particularly relating to the vulnerabilities of service users. Conversely, some other respondents noted that there is no equivalent male only provision, whilst similar vulnerabilities exist in this cohort as well. In response to this point, the Authority recognises that young people of both genders have vulnerabilities and is working with partner agencies to develop appropriate strategies to support these needs.
20. The Statutory Notice period of four weeks ran from 15 June 2015 and generated two further responses to the proposal, both of which would come under the 'Other' category. Both disagreed with the proposal and raised issues that have been addressed in the four points above.

RISK MANAGEMENT AND IMPLICATIONS:

21. If the provision was not to close, the Local Authority would need to consider how to continue to fund the current programmes the school is offering. It is likely that this would be a reduced offer as the school has already raised

concern that is unable to sustain the programmes offered with the current level of funding.

22. There are likely to be staff redundancies resulting from this change. Any redundancy processes and staff consultations cannot take place until a decision has been made to proceed. There has already been a significant impact on staff affected by this change. Every effort will be made to redeploy staff however if this is not achievable then they would be entitled to receive notice according to their contractual notice.

Financial and Value for Money Implications

23. There is significant pressure on the High Needs Block budget which includes costs associated with alternative provision. Whilst the provision made at The Willows for vulnerable secondary aged pupils is good, the cost of this is no longer sustainable. The Willows is one of the most costly provisions across the county with costs per pupil £7,000 higher than the average for other short stay schools. Despite this, The Willows has signaled a need for additional resources to continue.
24. The Willows placements are in addition to the cost of the mainstream school placement and essentially pupils are receiving two streams of funding. This model of delivery cannot be sustained.
25. The budget for secondary provision at The Willows is currently £492,000 per annum. Some of this will be needed to fund alternative packages for pupils who might previously have been placed at The Willows. The cost of these packages will depend on individual pupil needs, and has yet to be identified. The average cost is expected to be significantly less than that of a placement at The Willows. In addition, some of the savings may be offset by the additional cost of managing the primary provision alone and by residual premises costs. Further work will be needed to ascertain these costs as alternative placements are identified but a saving in the region of £250,000 is expected.
26. Many pupils attending The Willows are from across the county and receive funded home to school transport. For secondary aged pupils attending in 2014/15, the total cost was £82,398 for the year. By attending either a local mainstream school with a supported education programme or area based Short Stay School, savings to the transport budget will be achieved.

Section 151 Officer Commentary

27. The proposal to change the age range served by The Willows short stay school to primary only will create an estimated saving of £250,000 per annum. This will contribute to reducing the financial pressure on the high needs block within the dedicated schools budget which is funded by DSG. In addition, savings are expected on the county funded transport budget as pupils attend more local provision closer to their homes.

Legal Implications – Monitoring Officer

28. There is a statutory requirement to consult where changes in school organisation such as the one described in this report are proposed, and the details of the consultation carried out are set out in paragraphs 12-20 above.

In making a decision about the proposal, the Cabinet Member must give due regard to the results of the consultation, together with the response of the Service to the consultation comments, and conscientiously take these matters into account when making a final decision.

29. The public sector equality duty (Section 149 of the Equality Act 2010) also applies to the decision to be made. There is a requirement, when deciding upon the recommendations, to have due regard to the need to advance equality of opportunity for people with protected characteristics, foster good relations between such groups, and eliminate any unlawful discrimination. These matters are dealt with in the equalities paragraphs of the report and in the attached Equalities Impact Assessment (EIA). The positive and negative impacts identified, together with any mitigating actions proposed, should be taken into account when making a final decision.

Equalities and Diversity

30. A full EIA has been undertaken as this proposal would have an impact on groups with protected characteristics. The document is attached to this report as Annex 1.
31. During the assessment, a number of potential impacts to service users regarding the protected characteristics of Age, Disability, Sex, and Socio-Economic factors were identified. Many of the factors identified had potential positive and negative implications. As a result of the EIA, officers will be working together with Access 2 Education teams, other Short Stay Schools and with mainstream schools to integrate pupils and organise alternative programmes of work. Pupils with vulnerabilities will have their needs met by personalised pathways and schools will be supported to meet individual pupil needs. This work will continue into the future and schools will be able to gain further support from specialist members of the Local Education Officer Teams in the four quadrants of Surrey. Reference to point 16 above.
32. In relation to the potential negative impact identified regarding the protected characteristic of age of staff, the following work is being carried out to ensure that staff are being supported appropriately. Curriculum Vitae support and careers counselling is being provided. Staff will be entitled to redeployment and will be supported through this process. All staff over 55 who are made redundant will be entitled to early release of their pension should they be unsuccessful with redeployment.

Safeguarding responsibilities for vulnerable children and adults implications

33. Safeguarding vulnerable children is a high priority in Surrey schools. Schools have considerable expertise in safeguarding vulnerable children and adhere to robust procedures. The school would continue to apply good practice in the area of safeguarding. Safeguarding is monitored when Ofsted carries out inspections of schools.

WHAT HAPPENS NEXT:

34. Subject to Cabinet Member approval of the Statutory Notice, the proposal will be confirmed and the age range of The Willows Short Stay School will be for primary aged pupils only from 1 January 2016.

Contact Officer:

Julie Beckett, School Commissioning Officer, Tel: 01483 518109

Consulted:

SCC County Councillor for the local area
All local schools
All Surrey special schools
All parents of children at the school
All staff and governors at the school
Family Voice
SCC Officers
Health and Therapy Providers
Unions
Babcock 4S Consultants

Annex:

Equality Impact Assessment

Sources/background papers:

- Change to the age range of The Willows Short Stay School Document
-

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EQUALITY IMPACT ASSESSMENT

1. Topic of assessment

EIA title:	Proposal to change the age range of The Willows Short Stay School
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EIA author:	Joanna Woodward
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2. Approval

	Name	Date approved
Approved by ¹	P-J Wilkinson	

3. Quality control

Version number	1	EIA completed	
Date saved	8 July 2015	EIA published	

4. EIA team

Name	Job title (if applicable)	Organisation	Role
Joanna Woodward	Assistant School Commissioning Officer	Surrey County Council School Commissioning Team	Co-Author
Julie Beckett	School Commissioning Officer	Surrey County Council School Commissioning Team	Co-Author

¹ Refer to earlier guidance for details on getting approval for your EIA.

EQUALITY IMPACT ASSESSMENT

5. Explaining the matter being assessed

What policy, function or service is being introduced or reviewed?	<p>The Willows Short stay school is situated in Guildford and is co-educational for children aged 4-11, and for girls only aged 11-16. The primary and secondary sections of the school operate in separate accommodation on the same site.</p> <p>The school is funded for 11 full time primary aged, mixed gender pupils living in the south west quadrant of Surrey. There are also 18 full time funded secondary places for girls from across the county.</p> <p>The primary provision offers statutory provision for pupils who have been or who are at risk of being permanently excluded.</p> <p>The secondary provision offers non-statutory provision, working in partnership with mainstream schools to deliver education via individualised learning programmes.</p> <p>The school was rated 'Good' in its last Ofsted inspection in June 2015.</p>
What proposals are you assessing?	<p>From 1 January 2016 the age range of the Willows Short Stay School would change and would only offer provision for primary aged children. From July 2015 no further secondary aged pupils would be admitted.</p> <p>Secondary aged pupils on roll at their mainstream school would continue to receive education from their schools via an individualised programme of support developed in conjunction with officers from the Area Education Team.</p>
Who is affected by the proposals outlined above?	<p>The proposal will impact:</p> <ul style="list-style-type: none">• Current secondary phase pupils receiving support from The Willows Short Stay School.• Secondary aged female pupils who are likely to need support from The Willows in future.• Staff at The Willows, particularly those in the secondary phase section.• Staff at mainstream secondary schools attended by pupils currently attending The Willows Short, or who might attend The Willows in the future.• Parents and families of secondary age pupils currently attending The Willows or likely to attend in the future

6. Sources of information

Engagement carried out
A consultation started on 6 May 2015 and finished on 20 May 2015. A public consultation meeting was held at The Willows Short Stay School on Wednesday 13 May 2015 at 6pm; approximately 20 parents, staff and local residents attended the meeting.

EQUALITY IMPACT ASSESSMENT

A survey was published on the Surrey County Council consultation website ‘Surrey Says’ from 6 May–20 May 2015. A total of 44 responses were received and analysed. Of the 44 responses, 90% disagreed with the proposal; the remaining 10% agreed with the proposal or did not know or offer a position.

- Consultation packs detailing the proposal were distributed to all staff and parents at The Willows Short Stay School.
- Consultation packs were emailed to local headteachers, Secondary headteachers across the county and all special school and short stay school headteachers across the county.

Statutory notices were published 15 June 2015 and ran for a period of 4 weeks. These were posted on the school gate, published in the local press, at a local library and on the Surrey Says website.

Data used

- School census records of children currently on roll at The Willows
- School data of children previously on roll at The Willows
- Surrey-i JSNA Chapter: Ethnicity
- Surrey-i Dataset: Births by area of residence of mother (Local Authority)

EQUALITY IMPACT ASSESSMENT

7. Impact of the new/amended policy, service or function

7a. Impact of the proposals on residents and service users with protected characteristics

Protected characteristic ²	Potential positive impacts	Potential negative impacts	Evidence
Age	Mainstream schools provide a broader education and extra-curricular offer, providing opportunities to engage young people and provide opportunities for friendships. Children attending local mainstream schools closer to home and would reduce time spent travelling. This could have an impact on developing opportunities for peer friendships outside school.	Secondary aged children currently on roll at The Willows will no longer receive education support from The Willows and may not be provided with an equivalent alternative programme at their mainstream school.	School census data from Summer 2015 shows 26 secondary pupils on roll compromising: nine 16 year olds, eight 15 year olds, seven 14 year olds and two 13 year olds.
Disability	No impacts identified	A number of pupils attending The Willows have social, emotional and behavioural difficulties and may not be provided by with an equivalent alternative programme at their mainstream school.	Children with Special Educational Needs (SEN) statements are not ordinarily placed at The Willows.

² More information on the definitions of these groups can be found [here](#).

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Gender reassignment	No impacts identified	No impacts identified					
Pregnancy and maternity (includes parents of children)	No impacts identified	No impacts identified					
Race	Children and young people of minority race attending larger mainstream schools would have more opportunities to mix with a broader social mix of race and language.	No impacts identified.	Data provided by The Willows	2011-12	2012-13	2013-14	2014-15
Religion and belief	Children and young people attending larger mainstream schools would have more opportunities to develop social relationships with peers with similar beliefs, or no belief. Surrey mainstream schools include faith schools.	No impacts identified.	<i>Ethnicity</i>	WE - 85.5% WA - 7.3% WBC - 3.6% WG - 1.8% IT - 1.8%	WE - 83.6% WO - 7.7% WBC - 2.9% OA - 2.9% IT - 1.9% WBA - 1%	WE - 93.1% WBC - 3.5% IR - 1.7% 1GR - 1.7%	WE - 94.3% O - 2.85% TIH - 2.85%
Sex	Surrey County Council (SCC) provides mixed gender secondary schools. Potentially removing a	The secondary provision at The Willows is for female pupils only, so secondary age girls will be affected by the					

EQUALITY IMPACT ASSESSMENT

	perceived anomaly as there is no similar male provision in Surrey.	proposal. However, this does address the anomaly referred to in the potential positive impact column.	
Sexual orientation	No impacts identified.	No impacts identified.	
Marriage and civil partnerships	No impacts identified.	No impacts identified.	
Carers³	No impacts identified.	No impacts identified.	
Socio Economic factors	Children and young people attending local mainstream schools close to home will have opportunities to develop peer friendships outside school with other local families.	Children and young people attending The Willows are provided with home to school transport, which is provided by SCC. Families without their own transport whose children are reluctant to attend local mainstream schools might find it more difficult to persuade their child to go to school as the transport provided to The Willows has made their school journey easier. Data of pupils currently on roll indicates that	Pupils are referred by their mainstream school, and The Willows accepts pupils from all areas in the county. One pupil currently on roll lives in one of Surrey's 20 most deprived super output areas. This represents approximately 4% of the current cohort. Source: School census Summer 2015 JSNA Chapter: Index of Multiple Deprivation (IMD) 2010 Pupil premium data from The Willows.

³ Carers are not a protected characteristic under the Public Sector Equality Duty, however we need to consider the potential impact on this group to ensure that there is no associative discrimination (i.e. discrimination against them because they are associated with people with protected characteristics). The definition of carers developed by Carers UK is that 'carers look after family, partners or friends in need of help because they are ill, frail or have a disability. The care they provide is unpaid. This includes adults looking after other adults, parent carers looking after disabled children and young carers under 18 years of age.'

EQUALITY IMPACT ASSESSMENT

		11.5% of children would be eligible to receive pupil premium. This is an indication of social deprivation. The proposal may therefore impact this group.	
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7b. Impact of the proposals on staff with protected characteristics

Protected characteristic	Potential positive impacts	Potential negative impacts	Evidence
Age	No impact identified	45 % of teachers are above 55 and specifically skilled in specialised single sex pupil environment. There may be some difficulties in redeploying these teachers to different settings and therefore may require additional training and support.	Data reported from The Willows
Disability	No impact identified	No impact identified	
Gender reassignment	No impact identified	No impact identified	
Pregnancy and maternity	No impact identified	No impact identified	
Race	No impact identified	No impact identified	
Religion and belief	No impact identified	No impact identified	
Sex	No impact identified	No impact identified	

EQUALITY IMPACT ASSESSMENT

Sexual orientation	No impact identified	No impact identified	
Marriage and civil partnerships	No impact identified	No impact identified	
Carers	No impact identified	No impact identified	
Socio Economic factors	No impact identified	No impact identified	

EQUALITY IMPACT ASSESSMENT

8. Amendments to the proposals

Change	Reason for change
No changes proposed	

9. Action plan

Potential impact (positive or negative)	Action needed to maximise positive impact or mitigate negative impact	By when	Owner
During the assessment a number of potential impacts to service users regarding the protected characteristics of Age, Disability, Sex and Socio-Economic factors were identified.	<p>Many of the factors identified had potential positive and negative implications. Officers will be working together with Access 2 Education teams, other Short Stay Schools and with mainstream schools to integrate pupils and organise alternative programmes of work. Pupils with vulnerabilities will have their needs met by personalised pathways and mainstream schools will be supported to meet individual pupil needs.</p> <p>Strategic work is taking place with partner agencies to develop appropriate strategies to support the needs of vulnerable pupils. This work will continue into the future as strategies are developed and implemented.</p> <p>Mainstream schools will be able to gain further support from specialist members of the Local Education Officer Teams in the four quadrants of Surrey.</p>	End of Summer term 2016 Ongoing Ongoing	Each Area Lead for Pupil Support officer Leadership team Area Education Officers
Potential impact on staff over 55 years of age	Curriculum Vitae support and careers counselling. Support through redeployment process and if unsuccessful then support toward the early release of pension funds.	December 2015	Headteacher with support from Personnel Consultant

EQUALITY IMPACT ASSESSMENT

10. Potential negative impacts that cannot be mitigated

Potential negative impact	Protected characteristic(s) that could be affected
None identified	

11. Summary of key impacts and actions

Information and engagement underpinning equalities analysis	Consultation (public meeting at The Willows and SurreySays survey) Data (JSNA, School Census, school data)
Key impacts (positive and/or negative) on people with protected characteristics	All impacts have actions included in Action Plan.
Changes you have made to the proposal as a result of the EIA	None
Key mitigating actions planned to address any outstanding negative impacts	Training and support for mainstream schools Support for staff over the age of 55
Potential negative impacts that cannot be mitigated	None identified

Further guidance

If you need more advice and guidance, you may find the following sources useful:

- [Government Equality Office: Equality Act guidance](#)
- [Equality and Human Rights Commission: Guidance on the Equality Duty](#)
- [Equality and Human Rights Commission: Making fair financial decisions](#)
- [Equality and Human Rights Commission: Meeting the Equality Duty in policy and decision making](#)
- [TUC: Equality Toolkit](#)

SURREY COUNTY COUNCIL**CABINET MEMBER FOR SCHOOLS, SKILLS AND EDUCATIONAL ACHIEVEMENT****DATE:** 28 JULY 2015**LEAD OFFICER:** JULIE FISHER, DEPUTY CHIEF EXECUTIVE**SUBJECT:** PROPOSED EXPANSION OF ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL**SUMMARY OF ISSUE:**

The Governing Body of St. Joseph's Catholic Primary School, in partnership with Surrey County Council (SCC) and the Diocese of Arundel & Brighton, has consulted on a proposal to expand the school by one form of entry from September 2016. The Education Consultation was conducted between 1 June 2015 and 29 June 2015.

On the basis of the education rationale for the expansion and in view of the comments received during the consultation period, the Governing Body of the school voted to proceed with the expansion project. The Cabinet Member is asked to review the summary of the consultation process provided within this report and associated Annexes and, on that basis, determine whether to ratify the decision made by the school from Surrey County Council's perspective.

RECOMMENDATIONS:

It is recommended that the formal decision of the Governing Body of St. Joseph's Catholic Primary School to expand by 1 Form of Entry (1 FE) be ratified by the Cabinet Member.

REASON FOR RECOMMENDATIONS:

There is an increasing demand for primary school places around Redhill and the wider Reigate area which reflects a rise in the primary-age population over recent years. In order to meet this demand, SCC is overseeing an ongoing school expansion programme, designed to increase the capacity of the school estate. The proposal to expand the capacity of St. Joseph's Catholic Primary School by 1 FE is a core element of SCC's strategy to deliver additional places in this area. In line with this, the Governing Body of the school have undertaken the requisite statutory consultation process and, on this basis, have made the formal education decision to expand the school. For these reasons, it is recommended that the Cabinet Member formally ratify the decision of the school in this respect so as to provide the necessary platform on which to proceed with the project.

DETAILS:**The Proposal**

1. On 1 June 2015, the Governing Body of St. Joseph's Catholic Primary School, in cooperation with the Diocese of Arundel & Brighton and SCC, published a proposal to:

- Enlarge St. Joseph's Catholic Primary School from two forms of entry (2 FE) at Reception to three forms of entry (3 FE) at Reception, to allow for a roll of 630, comprising three classes of 30 pupils in each year group.
 - Build additional permanent classrooms and ancillary space to facilitate this.
2. It was proposed that the above enlargement would be effective from 1 September 2016. It was proposed that the school would grow incrementally, year-on-year, as the higher intake of 90 pupils worked its way progressively through the age range. As such, the school would effectively reach its new capacity of 630 places in September 2022. The incremental expansion in capacity is shown in the table below:

Year	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
2016/17	90	60	60	60	60	60	60	450
2017/18	90	90	60	60	60	60	60	480
2018/19	90	90	90	60	60	60	60	510
2019/20	90	90	90	90	60	60	60	540
2020/21	90	90	90	90	60	60	60	570
2021/22	90	90	90	90	90	60	60	600
2022/23	90	90	90	90	90	90	90	630

Reasons for the Proposal

3. Reigate and Banstead is experiencing a significant increase in the demand for school places, reflecting both a rise in birth rate and increased house building and migration within the area. Births in the Borough in 2013 were 21.1% higher than births in 2005. A significant number of primary school places have been provided reflecting this demand and further growth is anticipated in the period up to 2022, which needs to be accommodated via further expansions of school provision.
4. Within the Redhill Planning Area, there is presently provision for 240 places per year in Reception, composed of the following:
- Lime Tree Primary School (offering 60 Reception places per annum);
 - St. Joseph's Catholic Primary School (offering 60 Reception places per annum);
 - St. Matthew's Church of England Primary School (offering 60 Reception places per annum); and
 - Wray Common Primary School (offering 60 Reception places per annum).
5. Demand for primary school places has been rising in Redhill in line with the general increase across the whole of the Reigate and Banstead Borough. Projections of future demand for school places are presented in the below table:

Year	Inf. PAN	Inf. Projection	Deficit	Jun. PAN	Jun. Projection	Deficit
2015/16	240	271	31	240	214	- 26
2016/17	240	292	52	240	282	42
2017/18	240	285	45	240	275	35
2018/19	240	289	49	240	282	42

2019/20	240	296	56	240	303	63
2020/21	240	301	61	240	300	60
2021/22	240	302	62	240	307	67
2022/23	240	304	64	240	313	73
2023/24	240	306	66	240	316	76
2024/25	240	308	68	240	317	77

6. As can be seen from the above, there is a sustained need for additional Infant places in the area. Whilst SCC is managing the immediate pressure for September 2015 in this and the wider area, via the delivery of a number of “bulge” year expansions, the need for permanent expansions will remain. A core component of the strategy devised to meet this need is the proposed expansion of St. Joseph’s by a Form of Entry, which (if approved) would reduce all of the above projected deficits by 30 places.
7. There is also good evidence to suggest that there are currently insufficient Catholic places available in the area to meet demand. The Redhill Deanery consists of three Catholic parishes. St. Joseph’s principally serves the Redhill, Reigate and Merstham area (Parish of the Nativity of the Lord). To the north, the Sacred Heart Parish (Caterham, Whyteleafe and Godstone) is served by St. Francis Catholic Primary School, which has a Published Admission Number (PAN) of 60. As there is no Catholic primary school in the Oxted or Warlingham area, parishioners there can apply to either St. Francis or St. Joseph’s.
8. Baptismal numbers provide a reasonable indication of potential demand at the primary school entry point. These numbers for the Redhill Deanery are provided below:

Parish	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Nativity of the Lord (Redhill, Reigate, Merstham)	96	70	69	124	93	86	114	100	57	77
Caterham	43	51	47	59	49	43	53	67	75	73
Oxted & Warlingham	16	19	22	29	21	19	31	18	26	11
Total	155	140	138	212	163	148	198	185	158	161

9. As can be seen from the above, the number of baptisms across the Deanery has typically exceeded the available Catholic PAN in the area (this being a combined total of 120 places). Even disregarding any potential intake from Oxted and Warlingham, the historic figures (which will likely be augmented by rising birth rates) indicate that there is sufficient local Catholic demand within the area that St. Joseph’s principally caters for (Redhill/Reigate/Merstham) to warrant a 1 FE expansion of this school.
10. The school site is located close to pupil demand and the specific demand from baptised Catholics in the area. Where possible, the SCC’s strategy is to expand high quality provision that meets parental demand, whilst also ensuring that there is a diverse pattern of provision, so as to provide families with some element of choice. The most recent Ofsted report on the school,

from March 2012, rates the school as ‘Good’. In particular, this report noted that; “school leaders and governors are ambitious and they have high expectations for staff and pupils. Teamwork is strong and staff morale is high. Procedures for monitoring the quality of teachers’ work are systematic and are used well to improve the quality of teaching. This has resulted in teaching which is good and improving”. The evident quality of education provision at St. Joseph’s was a key reason underpinning the move to expand this school and thereby increase the provision of high-quality school places to the local community.

School Building Requirements

11. The school site has sufficient capacity to enable expansion in its existing location. Naturally, though, a building programme will be required to provide the permanent facilities to allow for the increase in pupil intake. To this end, SCC has allowed for an appropriate capital sum for this project, within the Basic Need Capital Programme element of its Medium Term Financial Plan (MTFP)
12. Following a series of design workshops with the school to develop the building proposal, a planning application for the associated scheme was submitted in April 2015. This planning application will be considered by the Planning and Regulatory Committee on 30 July 2015. Consequently, a Business Case for the scheme is due to be taken to SCC’s Cabinet on 29 July 2015. The full details of the proposed scheme will be the subject of that Business Case.

CONSULTATION:

13. As a Voluntary Aided school, the increase in admission number was the subject of a school-led consultation process which was held for a 4-week period, between 1 - 29 June 2015. This process engaged a range of interested stakeholders, including the school community, local residents, local admissions authorities and the Surrey School Admissions Forum. On 23 June 2015, the Governing Body held a consultation evening at the school, to which all interested parties were invited. A summary of the feedback from the entire consultation process is appended to this report as Annex 2.
14. Ultimately, as St. Joseph’s Catholic Primary School is a Voluntary Aided School, the statutory decision in respect of the expansion proposal rests with the school Governing Body. On the basis of the education rationale for the expansion and in view of the comments received during the consultation period, the Governing Body of the school voted to proceed with the expansion project and this decision was published on the school’s website on 9 July 2015. The record of this decision is appended to this report as Annex 1.

RISK MANAGEMENT AND IMPLICATIONS:

15. As the education consultation has been completed and the associated decision made, in compliance with the relevant legislation governing such decisions, there is no outstanding risk in this respect. However, it should be noted that there was a degree of opposition to the proposals that manifested in the feedback to the consultation process. It was felt that, in large part, the root of these concerns lay in the fact that there was the perception that there had been insufficient engagement with stakeholders throughout the process.

The Project Team and Governing Body are looking at ways to address this concern, as the project moves forward.

16. There are naturally risks associated with the building project required to facilitate this expansion. Ultimately, these are, in large part, related to cost and programme, i.e. the capacity to deliver the requisite project within the defined financial parameters, in time for the opening of the new provision by September 2016. A Risk Register is being maintained and updated on a regular basis by the Project Manager of the scheme and this should serve to both mitigate risk (in part) and to provide early foresight of any issues as they materialise. A contingency allowance appropriate to the scheme has been included within the project budget to mitigate for potential identified risks.

Financial and Value for Money Implications

17. The building project associated with this proposal is included in SCC's Basic Need Capital Programme element of its 2015-20 MTFP. A scheme of works has been developed by Property Services and this is due to go to Cabinet for approval on 29 July 2015.

Section 151 Officer Commentary

18. The S151 Officer confirms that the basic need expansion scheme for this school is included in the 2015-20 MTFP.

Legal Implications – Monitoring Officer

Public Sector Equality Duty

19. The public sector equality duty (Section 149 of the Equality Act 2010) applies to the decision to be made by the Cabinet Member in this report. There is a requirement when deciding upon the recommendations to have due regard to the need to advance equality of opportunity for people with protected characteristics, foster good relations between such groups and eliminate any unlawful discrimination. These matters are dealt with in the equalities paragraphs of the report.

General Decision-Making

20. In coming to a decision on this issue the Cabinet Member needs to take account of all relevant matters. The weight to be given to each of the relevant matters is for the Cabinet Member to decide. Relevant matters in this context will include the statutory requirements, the policy considerations, the impacts of the options on service provision, the MTFP, the Council's fiduciary duty, any relevant risks, the results of the consultation and the public sector equality duty.

Fiduciary Duty

21. The Council owes a fiduciary duty to its Council Taxpayers, analogous to that owed by trustees responsible for looking after property belonging to other people. Accordingly in deciding to spend money a local authority must take account of the interests of Council Tax payers who have contributed to the Council's income and balance those interests against those who benefit from

the expenditure. It will also need to act in a prudent way having regard to the short and long term consequences of the decision.

Best Value Duty

22. The best value duty is contained in s3 of the Local Government Act 1999 as a result of which the Council is under a duty to make arrangements to secure continuous improvement in the way in which functions are exercised, having regard to a combination of economy, efficiency and effectiveness. The relevant guidance states that Councils should consider overall value, including economic, environmental and social value when reviewing service provision.

School Expansion

23. Section 13 of the Education Act 1996 places a general duty on the Council to secure that efficient primary and secondary education is available to meet the needs of the population in its area. In doing so, the Council is required to contribute to the spiritual, moral, mental and physical development of the community. Section 14 of the Education Act 1996 places a duty on the Council to secure that sufficient schools for providing primary and secondary education are available in its area. There is a legal duty on the Council therefore to secure the availability of efficient education in its area and sufficient schools to enable this.
24. The School Organisation (maintained schools) Guidance for Proposers and Decision-makers January 2014 and the School Admissions Code 2014 set out the requirements for governing bodies of Voluntary Aided schools in school expansions where PAN will increase. As there was no actual requirement to consult, the governing body have gone over and above the duties set out under these statutory documents.
25. This report sets out how the Authority will meet its duties in response to the increasing demand for school places in Redhill.

Equalities and Diversity

26. The expansion of the school will not create any issues that would require the production of an Equality Impact Assessment (EIA), as no group with protected characteristics will be adversely affected as a consequence of its approval, or otherwise.
27. The new school building will comply with Disability Discrimination Act (DDA) regulations.
28. The Admissions arrangements give the highest priority to Baptised Looked After Children (LAC) and Baptised children with exceptional medical or social needs, thus supporting provision for the county's most vulnerable children. Baptised Catholic children receive the next priority, followed non-Catholic LAC and children with exceptional medical or social needs. Priority is then given (in order) to children of other faiths; siblings; and distance from home to school. There is no proposal to amend the admissions criteria, which are fully compliant with the School Admissions Code.

Corporate Parenting/Looked After Children implications

29. This proposal would provide increased provision for primary places in the area which would be of benefit to the community served by the school. This would therefore also be of benefit to any Looked After Children who have the opportunity of attending the school with this grouping of children receiving the highest priority ranking within the school's admission arrangements once faith-based factors have been taken into account.

Climate change/carbon emissions implications

30. The design philosophy is to create buildings that will support low energy consumption, reduce solar gain and promote natural ventilation. The school will be built to the local planning authority's adopted core planning strategy. In addition, the provision of additional school places to meet local demand is likely to have a positive impact on reducing journey times (and therefore carbon emissions), relative to the scenario of not so doing.

WHAT HAPPENS NEXT:

31. Subject to Cabinet Member approval of the recommendation of this report, the next steps are:
- To take a Business Case for the associated capital works scheme to SCC's Cabinet on 29 July 2015.
 - If approval to the above referenced Business Case is granted, the project will move to delivery, with a view to having the expanded school facilities ready to accommodate the new 3 FE pupil cohort in September 2016.

Contact Officer:

Oliver Gill, School Commissioning Officer, Tel: 020 8541 7383

Consulted:

St. Joseph's Catholic Primary School Governing Body

Parents of pupils attending the school

Local residents

Diocese of Arundel & Brighton

Local Headteachers

Peter-John Wilkinson, Assistant Director for Schools and Learning

Natalie Bramhall, Local County Council Member for Redhill West and Meadvale

Reigate & Banstead Borough Council

Unions (NAHT, NASUWT, NUT, GMB, UNISON)

School Admissions Forum

Annexes:

Annex 1 – Governing Body Decision Letter

Annex 2 – Summary of Consultation Feedback

Sources/background papers:

• St. Joseph's Catholic Primary School Statutory Notice

• St. Joseph's Catholic Primary School Consultation Document

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Surrey County Council
Diocese of Arundel and Brighton

St Joseph's Catholic Primary School

Linkfield Lane
Redhill, Surrey RH1 1DU
Telephone: 01737 765373
Fax: 01737 768557

Headteacher: Mrs E Walsh

Annex 1

From and on behalf of the Governing Body of St Joseph's Catholic Primary School.

Re: St Joseph's School Expansion Project

Dear Parents,

We wrote to you recently to outline the next steps following the Education Consultation meeting that took place on June 23rd.

As part of the process defined by Surrey County Council, the Governors are required at this point in the timeline to review their previous decision and vote whether or not to proceed with school expansion project.

The review of the Education Consultation feedback did not surface any further, significant concerns regarding the viability and benefits of the project. The Governors have spent a great deal of time listening to the questions and concerns that have been raised at the consultation meeting on June 23rd and throughout the whole process to date. Please be assured that these concerns have been taken very seriously. During the school summer break the Governors will continue to work with key partners to further develop the project and seek answers and solutions to matters such as the school hall facility, local traffic management and school logistics.

The Governors have voted and elected to proceed with the expansion project. This decision will remain unchanged unless something substantial and/or unforeseen materialises.

The School Q&A will be updated to reflect the process and outcomes to date. This can be found at www.stjosephs-redhill.surrey.sch.uk. This information will also be shared via Parish newsletters and signposted to Parents via Parentmail.

During the first term after the summer break, the Governing Body will invite Parents to a meeting to update the community with as much information as possible. We will ensure that Parents are given at least 3 weeks notice of this meeting.

Should you have any further questions, please e-mail:

governors@stjosephs-redhill.surrey.sch.uk

Thank you all again for your input to the process.

Yours sincerely,

Paul McCallum, Chair of Governors, and the Governing Body of St Joseph's Catholic Primary School



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Annex 2 – Proposal to enlarge St. Joseph’s Catholic Primary School

Summary of Consultation

The consultation process ran from 1 June 2015 to 29 June 2015. On 23 June 2015, a consultation meeting was held with interested parties. At this meeting, the following issues were raised and discussed:

- Calculation of demand – it was explained that the pupil forecast figures are based on a combination of birth data (pertaining to families that live in the area), migration factors and pupil yield from housing development. Concern was expressed over the reliability of the figures and whether there was the possibility that the school may be left with empty places, if the expansion were to proceed. It was explained that there was a sufficiently high level of projected demand for this not to be a concern. The figures showed a need for an additional 2 Forms of Entry in the Redhill area and, as there was presently only this scheme proceeding for 2016, there should be no concern about an over-supply of places.
- Catholic demand – it was explained that, in line with the wider increase in demand, there was also a localised increase in baptisms, which (coupled with the historic over-subscription of the school) supported the rationale for expanding St. Joseph’s to meet the Catholic element of parental demand.
- Selection of St. Joseph’s – it was asked why St. Joseph’s had been chosen for expansion, in preference to other school in the area. It was explained that Surrey County Council (SCC) aims to ensure that a diversity of provision is expanded, so as to meet parental preference. In the Redhill and wider Reigate area, there was an evident demand for Catholic places. Other schools are also being considered for expansion, to meet the outstanding projected pupil place requirements. This also includes consideration of sites within the SCC portfolio that may be utilised for new school provision.
- Consultation – there was a general concern that the consultation process was being undertaken at too late a stage and should have been undertaken earlier, in order that interested parties could have had an input into the building design process. It was explained that, although the education consultation would generally be undertaken slightly earlier in the process (i.e. prior to the planning application submission), it was certainly not uncommon for these two processes to overlap. As these two processes are legislatively distinct, there is also no procedural issue with the consultation process(es) being conducted in this manner. As the delivery programme stands, it is now too late to fundamentally alter the plans that have been submitted to the Planning Authority. However, there is the chance for greater parental engagement by contacting the Governors on the website.
- Process to date – there was an allied concern that the process and decisions to date had occurred “behind closed doors”. It was stated that this was not so. The

Governing Body had been in extensive negotiations with the Council during the preceding period, with a view to securing certain additional commitments, prior to confirming agreement to proceed to formal consultation.

- School Hall – there was also a shared concern about the fact that the hall wasn't being expanded, especially in light of the fact that it was being expanded at some other schools in the wider expansion programme. It was explained that the Council receives Basic Need funding from Government to support the delivery of expansions and that this is limited in its extent to providing the basics of expansion (such as the additional classrooms and toilet provision). The Council does, however, undertake a review of all schools at which expansion is proposed, with a view to ensuring that ancillary facilities (such as halls) are broadly in line with Guideline amounts (as set out in Building Bulletin 103). Where other schools have received/are receiving investment in expanding hall facilities, this has been because their existing provision is significantly lower than this Guideline amount. In St. Joseph's case, adding the two hall provisions together gives an amount that is in excess of the Guidelines, even at the expanded pupil numbers. As such, investment in the hall could not be justified, whilst ensuring a parity of approach across all schools.
- Traffic and Transport – concern was raised with respect to pupil safety at school drop-off/pick-up times and it was suggested that additional highway safety measures (such as a Council-funded crossing point) should be thought about, as part of the wider scheme. It was explained that the school is already considering how they can mitigate the impact on highway safety, through such possible measures as staggered pick-up times, which are already in place. Additionally, those present were assured that the Highways matters would be properly considered at the Planning Panel Meeting. Suitable measures would be introduced to the scheme as conditions of planning, if it was deemed appropriate. This matter was for the Planning Panel's determination and wasn't something that the Council's Education Department could implement by itself. Attendees were assured that the Planning Panel would have a report made to it by a dedicated Highways professional, who would consider highway safety as part of their recommendations to the Panel.
- Advantages of Expansion – it was asked what the Governing Body considered to be the key advantages to the expansion, should it be approved. It was confirmed that the Governing Body saw potential advantages in, amongst other things:
 - Offering a Catholic Education to a greater number of Catholic children;
 - Improvements to the Year R facilities that enable free-flow to the outdoor curriculum, in line with Ofsted suggestions;
 - A greater breadth of subject-specialism and expertise, as a consequence of the wider teacher-base;
 - An increased ratio of adults to children, enabled through greater revenue funding; and

- Improved facilities, such as a new library, break out spaces, music room, larger staffroom, ICT area in the new library and laptops for classrooms.
- Implementation – it was confirmed that the school did not envisage any issues with teacher recruitment, especially considering that this was a phased, year-on-year expansion and that the school leadership was robust. Equally, pupil recruitment was not thought to be an issue, as there was clear evidence of demand. It was also undertaken to advertise any agreed expansion in the Parish Newsletter and other means, so as to ensure that the Catholic community is made aware of the new places becoming available.
- Next Steps – it was confirmed that a decision on the expansion would be taken by the Governing Body at their meeting on 29 June 2015. This decision would balance a number of factors and would certainly be made in light of the feedback from consultation. It was also confirmed that the decision would be published on the school website, alongside a summary of consultation responses received. Attendees were reminded that the consultation documentation and response form were available on the school website.

In addition, interested parties were invited to return responses to the consultation, via the Consultation Response Form, included at the end of the Consultation Document. In total, 24 such formal responses were received. All of these responses were from parents/carers of a child at the school. Of the responses received, 3 agreed with the proposal, 16 disagreed with the proposal and 5 classified themselves as “don’t know” in this respect. Many of the responses raised issues in line with those set out above. However, a number of new issues were raised, as set out below:

- Bulge Year Expansion – the question was raised as to why a “bulge year” expansion of the school couldn’t be put in place for September 2016, to allow more time for the proposals to be worked up into a “satisfactory solution”. The reason for this is that such an expansion would necessarily incur additional expense, which would likely have to be taken from the project budget and thereby diminish the amount of funds available for the main project, thereby having a deleterious impact on the eventual outcome for the school, should it decide to proceed with the expansion. It would also cause additional disruption and uncertainty, neither of which is conducive to the effective operation of the school, moving forward.
- Diocese Support – a number of responses questioned why no financial assistance was being offered by the Diocese. The core reason for this is that the funding for expansions to meet growth in pupil numbers for all schools goes directly from Government to the County Council, in the form of the Basic Need funding stream. Although the Diocese does hold other funding, this is generally intended for use on non-expansion related projects and consideration has to be given to parity in the treatment of all Catholic schools served by the Diocese.

- Health & Safety (Build) – concern was raised in relation to the Health & Safety of pupils during the build period and the potential for trespass onto the build site. There is no reason to be unduly concerned about this. The Council will ensure that a contractor with the necessary certification and a suitably robust Health & Safety record is appointed. The site compound will be secured from unauthorised access at all times. Key out-of-compound movements, such as deliveries, will be scheduled so as to not conflict with the movement of pupils around and outside the site.
- Health & Safety (Play time) – a number of respondents were also concerned about the Health & Safety implications that may be associated with having an additional 210 pupils onsite, especially in terms of the potential for overcrowding at play times. Again, this is not something to be unduly concerned about. There are a significant number of schools in the County with a smaller ratio of outdoor space per pupil that manage play times, without undue numbers of accidents. Again, phasing of break times could be considered, if this proved to be desirable, from an organisational point of view.
- Size of school – a significant number of respondents raised a concern in relation to the size of the school and the perception that smaller schools were to be preferred. A number of respondents quoted the Ofsted statement that “the quality of teaching in small schools is generally better than in larger schools.” This, of course, is a statement that is general in nature and pertains specifically to the standard of teaching, rather than the standard of learning. The standard of teaching is entirely within the power of the school leadership to influence and, where there is strong leadership, in the form of the Head teacher and governing body (as is the case at St. Joseph’s) the size of the school at the scale currently under consideration is not a real concern. There are many primary schools of 3 Forms of Entry or larger that have been rated ‘Outstanding’ by Ofsted and, as such, there is no reason that increasing the size of the school should act as a barrier to the achievement of the same by St. Joseph’s.
- General Building Matters – a number of respondents also raised matters that pertained directly and solely to the design of the new building, such as the “character” of the build and potential tree loss. These are properly matters for the Planning Panel to consider and are not expected to have a significant impact on the standard of education at the school.