

## Notice of Meeting

# Cabinet Member for All-Age Learning Decisions

**Date & time**

Tuesday, 17 July  
2018 at 10.00 am

**Place**

G44 - County Hall  
Penrhyn Road,  
Kingston Upon  
Thames, KT1 2DN

**Contact**

Emma O'Donnell  
Room 122, County Hall  
Tel 020 8541 8987

**Chief Executive**

Joanna Killian

[emma.odonnell@surreycc.gov.uk](mailto:emma.odonnell@surreycc.gov.uk)

**If you would like a copy of this agenda or the attached papers in another format, eg large print or braille, or another language please either call 020 8541 9122, write to Democratic Services, Room 122, County Hall, Penrhyn Road, Kingston upon Thames, Surrey KT1 2DN, Minicom 020 8541 8914, fax 020 8541 9009, or email [emma.odonnell@surreycc.gov.uk](mailto:emma.odonnell@surreycc.gov.uk).**

**This meeting will be held in public. If you would like to attend and you have any special requirements, please contact Emma O'Donnell on 020 8541 8987.**

**Elected Members**

Mrs Mary Lewis (Cabinet Member for All-Age Learning)

## AGENDA

### 1 DECLARATIONS OF INTEREST

All Members present are required to declare, at this point in the meeting or as soon as possible thereafter

- i. Any disclosable pecuniary interests and / or
- ii. Other interests arising under the Code of Conduct in respect of any item(s) of business being considered at this meeting

#### NOTES:

- Members are reminded that they must not participate in any item where they have a disclosable pecuniary interest
- As well as an interest of the Member, this includes any interest, of which the Member is aware, that relates to the Member's spouse or civil partner (or any person with whom the Member is living as a spouse or civil partner)
- Members with a significant personal interest may participate in the discussion and vote on that matter unless that interest could be reasonably regarded as prejudicial.

### 2 PROCEDURAL MATTERS

#### a Members' Questions

The deadline for Members' questions is 12pm four working days before the meeting (Wednesday 11 July 2018).

#### b Public Questions

The deadline for public questions is seven days before the meeting (Tuesday 10 July 2018).

#### c Petitions

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

### 3 APPROVAL OF MAINTAINED SCHOOLS' DEFICITS

(Pages 7  
- 14)

This report provides summary details of total balances at Surrey maintained schools and seeks Cabinet Member approval where schools are projecting deficits in excess of 5% of their budget share. Two schools require this approval in 2018/19.

### 4 CHANGING THE AGE RANGE AND INCREASING PUPIL NUMBERS AT THE SPECIALIST CENTRE AT ASHFORD PARK PRIMARY SCHOOL

(Pages  
15 - 28)

Ashford Park Primary School is a two form entry primary school in the Spelthorne area of Surrey with a 'good' Ofsted rating. It currently operates a Learning and Additional Needs (LAN) centre for junior age (key stage 2) pupils only.

Officers are proposing to extend the age range of the specialist centre for

pupils with LAN in order to align the SEND offer with the school age range. This means that the school would be able to accommodate pupils from Reception year who could stay through until year 6, if their needs are still able to be met by the school. It is proposed that numbers in the centre increase from 16 to 25.

**5 CHANGING THE AGE RANGE AND INCREASING PUPIL NUMBERS AT THE SPECIALIST CENTRE AT THE HYTHE PRIMARY SCHOOL** (Pages 29 - 42)

The Hythe Primary School is a two form entry primary school in the Runnymede area of Surrey. It has a 'good' Ofsted rating and it currently operates a Learning and Additional Needs (LAN) centre for junior age (key stage 2) pupils only.

Officers are proposing to extend the age range of the specialist centre for pupils with LAN in order to align the SEND offer with the school age range. This means that the school would be able to accommodate pupils from Reception year who could stay through until year 6, if their needs are still able to be met by the school. It is proposed that numbers in the centre increase from 12 to 25.

**6 CHANGING THE AGE RANGE AND INCREASING PUPIL NUMBERS AT THE SPECIALIST CENTRE AT WEST EWELL PRIMARY SCHOOL** (Pages 43 - 48)

During the summer of 2015 Surrey County Council undertook a consultation to consider changes to primary schools in the Ewell area of Surrey. It was proposed that West Ewell Infant School would become a 2 form entry primary school from September 2018. West Ewell has an 'outstanding' Ofsted rating. The proposal was approved by the Cabinet Member for Schools, Skills and Educational Achievement in July 2015 and the first cohort of Year 3 pupils will be at the school from September 2018.

Surrey County Council issued the statutory notice and as a result of the consultations would be recommending that the change is approved. However, West Ewell Primary School has converted to an academy and as a result the decision making for this proposal now sits with the Regional Schools Commissioner at the Department for Education. Officers will work in partnership with the school to complete this process.

**7 CHANGING THE AGE RANGE AND INCREASING PUPIL NUMBERS AT THE SPECIALIST CENTRE AT WILLIAM COBBETT PRIMARY SCHOOL** (Pages 49 - 64)

During the summer of 2015 Surrey County Council undertook a consultation to consider changes to primary schools in the Waverley area of Surrey. It was proposed that William Cobbett Junior School would amalgamate with Weybourne Infant become a primary school from 1 September 2015. The proposal was approved by the Cabinet Member for Schools, Skills and Educational Achievement in July 2015 and the first cohort of Year R pupils entered at the school from September 2015

Officers are proposing to extend the age range of the specialist centre for pupils with Communication and Interaction Needs (COIN) in order to align the SEND offer with the school age range. This means that the school would be able to accommodate pupils from Reception year who could stay through until year 6, if their needs are still able to be met by the school. It is proposed that numbers in the centre increase from 20 to 30.

**8 CHANGING THE AGE RANGE AND INCREASING PUPIL NUMBERS AT WEY HOUSE SCHOOL** (Pages 65 - 78)

Wey House is the only primary special school for social emotional and mental health needs (SEMH) in the Surrey area, currently catering for key stage 2 pupils only. It provides for boys who are unable to manage the school environment successfully without a high level of targeted intervention and support.

Officers are proposing to extend the age range of Wey House School to incorporate some key stage 1 places and expand pupil numbers in all year groups from the current total of 36 planned places in key stage 2 only to 55 across the primary age range.

**9 AMALGAMATION OF MANOR MEAD AND WALTON LEIGH SCHOOLS AND INCREASE IN PUPIL NUMBERS TO 160** (Pages 79 - 84)

Surrey County Council (SCC) has consulted on a proposal to amalgamate Manor Mead School and Walton Leigh Schools from 1 January 2019 so that the north east area has one single school for pupils with severe learning development and disability needs (SLDD).

The consultation period was from 23 May 2018 to 27 June 2018 and there were two public meetings held during this time.

The Cabinet Member is asked to review the proposal and comments received during the consultation and to determine if it is appropriate to proceed and issue a statutory notice to amalgamate the schools.

**Joanna Killian  
Chief Executive**

Published: Monday 9 July 2018

**MOBILE TECHNOLOGY AND FILMING – ACCEPTABLE USE**

Those attending for the purpose of reporting on the meeting may use social media or mobile devices in silent mode to send electronic messages about the progress of the public parts of the meeting. To support this, County Hall has wifi available for visitors – please ask at reception for details.

Anyone is permitted to film, record or take photographs at council meetings with the Chairman's consent. Please liaise with the council officer listed in the agenda prior to the start of the meeting so that the Chairman can grant permission and those attending the meeting can be made aware of any filming taking place.

Use of mobile devices, including for the purpose of recording or filming a meeting, is subject to no interruptions, distractions or interference being caused to the PA or Induction Loop systems, or any general disturbance to proceedings. The Chairman may ask for mobile devices to be switched off in these circumstances.

It is requested that if you are not using your mobile device for any of the activities outlined above, it be switched off or placed in silent mode during the meeting to prevent interruptions and interference with PA and Induction Loop systems.

*Thank you for your co-operation*



This page is intentionally left blank

**SURREY COUNTY COUNCIL**

**CABINET MEMBER FOR ALL-AGE LEARNING DECISIONS**

**DATE: 17 JULY 2018**

**LEAD OFFICER: DAVE HILL, EXECUTIVE DIRECTOR FOR CHILDREN, FAMILIES & LEARNING**

**SUBJECT: APPROVAL OF MAINTAINED SCHOOLS' DEFICITS**



**SUMMARY OF ISSUE:**

This report provides summary details of total balances at Surrey maintained schools and seeks Cabinet Member approval where schools are projecting deficits in excess of 5% of their budget share. Two schools require this approval in 2018/19.

**RECOMMENDATIONS:**

It is recommended that:

1. the level of balances held by Surrey maintained schools is noted
2. licensed deficits are approved for two schools as set out in paragraphs 12-17.

**REASON FOR RECOMMENDATIONS:**

Approval of a licensed deficit will set the parameters within which these two schools can be monitored prior to their conversion to academy status during the year.

**DETAILS:**

**SCHOOLS' BALANCES**

1. Total net balances held by Surrey's 251 maintained schools as at 31 March 2018 were £38.1m. A further £2.4m 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 had converted to academy status by 31 March 2018. Responsibility for the finances of academies transfers to the Education & Skills Funding Agency on conversion. The council is not currently informed of academies' financial balances.

	As at 31 March 2016	As at 31 March 2017	As at 31 March 2018	No. of maintained schools
<i>School Phase:</i>	£m	£m	£m	
Primary (including nurseries)	27.0	26.5	28.0	214
Secondary	6.9	7.3	6.9	13
Special	2.5	2.2	2.7	16
Pupil referral units	0.5	0.6	0.5	8
<b>Total individual schools' balances</b>	<b>36.9</b>	<b>36.6</b>	<b>38.1</b>	<b>251</b>
Balances held by schools confederations / networks	2.7	2.8	2.4	
<b>Total Schools' Balances</b>	<b>39.6</b>	<b>39.4</b>	<b>40.5</b>	

*The table excludes from current and prior year totals, all schools that had converted to academy status by 31 March 2018.*

## **LOCAL AUTHORITIES' FINANCIAL MONITORING OF SCHOOLS: DFE REQUIREMENTS**

2. 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.
3. The DfE seeks explanations of actions to be taken by LAs if specific thresholds are breached. The thresholds are as follows:
  - An overspend on DSG should not exceed 2% and an underspend should not exceed 5%.  
Surrey had a net DSG underspend of 0.5% of gross DSG in 2017/18
  - No LA should have 5% of schools with a surplus of 15% or more for the last 5 years.  
In Surrey this 5% threshold would equate to 14 schools. Surrey has 12 schools in this position.
  - No LA should have 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**

4. Of Surrey's 251 maintained schools, 245 (97.6%) had surplus balances at 31 March 2018. Year-end surplus balances are typically expressed as a percentage of each school's total revenue budget share for the year.

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

As at March 2018:	<b>Primary Schools</b> (including nursery schls)		<b>Secondary Schools</b>		<b>Special Schools</b>		<b>PRUs</b>	
Surpluses	No. Schls	% in phase	No. Schls	% in phase	No. Schls	% in phase	No. Schls	% in phase
0 – 5%	34	15.9%	3	23.1%	3	18.8%	2	25.0%
5 - 8%	30	14.0%	2	15.4%	1	6.3%	0	-
8 – 10%	27	12.6%	1	7.7%	3	18.8%	1	12.5%
10-15%	53	24.8%	5	38.4%	2	12.6%	3	37.5%
15% +	67	31.3%	2	15.4%	5	31.3%	1	12.5%
<b>Total</b>	<b>211</b>	<b>98.6%</b>	<b>13</b>	<b>100%</b>	<b>14</b>	<b>87.8%</b>	<b>7</b>	<b>87.5%</b>

6. 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.
7. The local authority asks schools with high balances (over 15% of budget) to provide details of the purpose for which they are held. Responses received to date indicate that approximately 26% of these schools' balances were held for capital projects and 5% for non-capital projects. Approximately 26% of high balances were held to ensure stability in current or future budgets amid funding concerns. The lack of any provision for inflation in the funding settlement in recent years and the potential impact of the National Funding Formula have led to uncertainty in schools and governors are notably seeking to make provision for potential future risks. The remaining balances were maintained for a variety of purposes including community focused projects.

## DEFICITS

8. The total value of schools' deficits at March 2018 is £582,091, an increase from £523,278 in March 2017. 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 2016	As at 31 March 2017	As at 31 March 2018
Deficits	No. of schools	No. of schools	No. of schools
0 – 5%	4	2	4
5 – 10%	0	2	2
10% +	0	1	0
<b>Total</b>	<b>4</b>	<b>5</b>	<b>6</b>

9. Of Surrey's 251 maintained schools, six had deficit balances as at 31 March 2018. Smaller deficits are frequently temporary, but larger deficits require a robust recovery plan that repays the deficit whilst minimising the impact on the education of pupils at the school. Licensed deficits exceeding 5% at 31 March 2018 were approved for two schools: Chart Wood (9.3%) and Hale Primary (7.1%). Hale Primary is working with the LA to reduce the deficit and

their recovery plan projects a deficit under 5% by March 2019 and a surplus by March 2020. Chart Wood is discussed further below.

### National comparisons

10. The latest national comparisons are currently only available for the year ending 31 March 2017. At that point, five Surrey maintained schools had deficits (1.7% of schools). This is comparatively low as the national average for all local authorities is 8.1%.
11. The DfE discourages long-term surplus balances in excess of 15% of funding. At 31 March 2017, 4.2% of Surrey maintained schools had held surplus balances of over 15% of budget for over 5 years. This compares with an average for all LAs of 2.8%.

### SCHOOLS SEEKING APPROVAL FOR DEFICITS IN EXCESS OF 5%

12. Cabinet Member approval is required where schools seek a licensed deficit in excess of 5% of the school's budget share. Two schools – Chart Wood and Spelthorne Primary - are projecting high deficits by March 2019. Details are as follows:

#### Chart Wood

	% of annual budget*	£
Deficit as at 31 March 2018	9.3	292,856
Deficit as at 31 March 2019	13.0	379,789

*\* Note: A school's annual budget can vary from year to year, particularly if temporary supplements are provided for operating on split sites etc.*

13. Chart Wood school was formed by the merger of two special schools – Starhurst and St Nicholas, Merstham. The amalgamated school has suffered from poor financial management. Difficulties in providing information to agree split site funding exacerbated financial challenges. In March 2018 the school was judged by Ofsted to be inadequate and the governing body resigned. A directive academy order has been issued with the expectation that the school will convert to an academy during the year. An Interim Executive Board has been appointed by the LA. Historically low pupil numbers originally contributed to the large shortfall although numbers are now beginning to rise.
14. A number of variables will impact on the school's budget position including the date of location to one site, which has yet to be determined. The school is currently projecting a deficit increasing to £379,789 at March 2019, due to the ongoing need to increase pupil numbers and meet Ofsted improvement requirements. A lower deficit of £254,000 is projected by March 2020. The school is in discussions to join a Multi Academy Trust during 2018/19. The deficit will be chargeable to the council after support from the High Needs block of the Dedicated Schools Grant. Officers from the council and Babcock 4S are currently working with the school to minimise the deficit.
15. In the interim, it is proposed that a one-year licensed deficit be approved of £291,948 which represents up to 10% of the annual budget, pending more

accurate cost projections, decisions on moving to the Dorking site and conversion to a multi academy trust.

### Spelthorne Primary School

	% of annual budget	£
Deficit as at 31 March 2018	1.9%	44,613
Proposed deficit as at 31 March 2019	5.0%	118,370
Proposed deficit as at 1 October 2018 <i>(Provisional date of conversion to academy status. Percentage is of budget received at that date).</i>	9.3%	110,552

16. Following an OFSTED inspection in May 2017 the school was judged to be inadequate and the Howard Partnership Trust (HPT) was invited to manage the school. The HPT and the local authority has invested funding in the school to improve standards. Recruitment difficulties have resulted in a significant number of vacancies among teaching and learning support assistants, necessitating the use of more expensive agency staff. The school also has relatively high numbers of pupils with special educational needs without Education, Health & Care Plans (EHCPs) – and therefore without the additional funding attributable to EHCPs. The school is therefore projecting a deficit of approximately £118,370 by 31 March 2019. The school is to convert to sponsored academy status within the year and the school’s inadequate rating will require the local authority to fund the deficit accrued at the point of transfer. At the estimated conversion date of 1 October 2018, the deficit is anticipated to be £110,552 (9.3% of budget). The school is under close financial monitoring in order to minimise the deficit and an Interim Executive Board is in place.

17. Cabinet Member approval is sought for a licensed deficit of £118,370 for up to one-year, pending the conversion of the school to academy status.

#### **CONSULTATION:**

18. On receipt of their annual funding notifications, each school prepares a budget to be assessed by Babcock 4S. Schools facing challenges are then supported in developing a robust, balanced budget plan or requesting a licensed deficit with a recovery plan. In developing a recovery plan, officers from finance, HR and school effectiveness are consulted. In addition, the Extended Schools & Learning Leadership Team discuss balances, deficits, trends and particular issues impacting on schools’ finances.

#### **RISK MANAGEMENT AND IMPLICATIONS:**

19. Surplus balances are monitored as risks include the maintenance by schools of inappropriately high surpluses which leave current pupils’ needs unmet. As part of the monitoring of a schools’ performance, the current level of balances is considered and recommendations are made regarding their potential use.

20. Schools with deficits are required to develop a recovery plan. Schools with large deficits can struggle to repay deficits without impacting on standards so the potential impact on pupil attainment is considered when establishing the

repayment period. Where a weak school is obliged to academise – under sponsored academy status - the local authority can be expected to fund any deficit on conversion. This becomes a pressure on council funds required for other services. Schools with deficits are therefore subject to enhanced monitoring arrangements until fully repaid.

#### **Financial and Value for Money Implications**

21. All maintained schools are expected to repay any deficits and must submit recovery plans to the local authority. These vary from one to three years depending on the size of the deficit and the potential impact of repayments on the school's performance.
22. Relatively few Surrey schools have deficits as schools at risk are closely monitored and advice is provided where needed.

#### **Section 151 Officer Commentary**

23. The Section 151 officer confirms the process of monitoring schools' deficits is robust and outcomes are well within DfE requirements. Officers from the local authority and Babcock Four S are actively involved in providing advisory support to schools with deficits.
24. DfE policies currently assume that schools with deficits on conversion to academy status will carry those deficits to the new academy except where schools are obliged to convert under 'sponsored academy' status due to weak performance. Two schools with deficits in excess of 5% budget – Chart Wood and Spelthorne – are subject to directive academy orders during 2018/19 and will convert as sponsored academies. Accordingly these schools are subject to close financial monitoring to minimise the size of any deficit remaining with the LA.
25. The local authority works with schools with particularly high surpluses to assess an appropriate level of balances which maintains a prudent approach to future risks but ensures the needs of current pupils are addressed.

#### **Legal Implications – Monitoring Officer**

26. The legal framework is set out in the Schools & Early Years Finance (England) Regulations 2018, the Surrey Scheme for Financing Schools (April 2018) and the Scheme for Financing Schools Statutory Guidance issued by the Department for Education in March 2018. There are no significant legal implications arising from this report.

#### **Equalities and Diversity**

27. Where schools are in deficit, 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. Schools with excessive balances are challenged in order to ensure that funding is directed to meeting the needs of pupils in the school.

**Other Implications:**

28. The potential implications for the following council priorities and policy areas have been considered. Where the impact is potentially significant a summary of the issues is set out in detail below.

Area assessed:	Direct Implications:
Corporate Parenting/Looked After Children	No significant implications arising from this report
Safeguarding responsibilities for vulnerable children and adults	No significant implications arising from this report
Environmental sustainability	No significant implications arising from this report
Public Health	No significant implications arising from this report

**WHAT HAPPENS NEXT:**

29. Council officers and Babcock 4S will continue to provide support to the schools listed and robust recovery plans will be agreed.

30. Schools deficits and surpluses will continue to be managed to ensure that DfE guidelines are not breached.

**Contact Officer:**

Lynn McGrady, Finance Manager, Funding & Planning  
(Tel 0208 541 9212)

**Consulted:**

Mary Lewis, Cabinet Member for All-Age Learning  
Sheila Little, Director of Finance for Orbis and Surrey County Council  
Liz Mills, Assistant Director

**Annexes:**

None

**Sources/background papers:**

- Schools & Early Years Finance (England) Regulations 2018
- Surrey Scheme for Financing Schools April 2018
- Scheme for Financing Schools: Revised Statutory Guidance (DfE March 2018)

This page is intentionally left blank

**SURREY COUNTY COUNCIL**

**CABINET MEMBER FOR ALL AGE LEARNING**

**DATE: 17 JULY 2018**

**LEAD OFFICER: DAVE HILL, EXECUTIVE DIRECTOR FOR CHILDREN, FAMILIES AND LEARNING**

**SUBJECT: CHANGING THE AGE RANGE AND INCREASING PUPIL NUMBERS AT THE SPECIALIST CENTRE AT ASHFORD PARK PRIMARY SCHOOL**



**SUMMARY OF ISSUE:**

Ashford Park Primary School is a two form entry primary school in the Spelthorne area of Surrey with a 'good' Ofsted rating. It currently operates a Learning and Additional Needs (LAN) centre for junior age (key stage 2) pupils only.

Officers are proposing to extend the age range of the specialist centre for pupils with LAN in order to align the SEND offer with the school age range. This means that the school would be able to accommodate pupils from Reception year who could stay through until year 6, if their needs are still able to be met by the school. It is proposed that numbers in the centre increase from 16 to 25.

**RECOMMENDATIONS:**

It is recommended that the Cabinet Member for All Age Learning approves the change in age range and increase in pupil numbers at Ashford Park Primary School's specialist LAN centre, taking into account the outcome of the informal and statutory consultation period.

**REASON FOR RECOMMENDATIONS:**

Increasing the age range at the LAN centre would aim to enable the specialist centre to have an age range aligned with the rest of Ashford Park School. This will enable greater integration, a smoother transition between key stages, increased efficiency and improved sustainability of the provision.

Demand for specialist centre provision in the north west area for pupils with LAN needs is high and other provision in the local area is operating at high levels of occupancy. The provision of additional key stage 1 places in a specialist LAN centre will help support local families who otherwise have to travel further afield. This will enable a decrease in home to school travel times and costs.

**DETAILS:**

**Proposal**

1. Officers are proposing to extend the age range of the specialist centre for pupils with LAN in order to align the SEND offer with the school age range. This means that the school would be able to accommodate pupils from

Reception year who could stay through until year 6, if their needs are still able to be met by the school.

2. It is proposed that the number of places changes from the current total of 16 planned places (notionally 4 per year group in key stage 2 only) to 25 (notionally 3 per year group for key stage 1 and 4 per year group at key stage 2). This will enable the provision to remain sustainable, to meet local demand and for it to match the age range of the rest of the school.

### **Rationale**

3. Increasing the age range at the LAN centre would aim to enable the specialist centre to have an age range aligned with the rest of Ashford Park School. This arrangement would allow pupils to integrate when possible with their mainstream peers but also will enable the school to provide adequate resources to provide the appropriate level of specialist support. The school seeks to ensure these pupils receive a fully inclusive education within the LAN centre which allows them to thrive and progress through the school in a supportive environment and be fully prepared for a smooth, confident transition to their next phase of education.
4. Demand for specialist centre provision in the north east area for pupils with Special Educational needs is high and other provision in the local area is operating at high levels of occupancy. The provision of additional key stage 1 places in a specialist LAN centre will help support local families who otherwise have to travel further afield. This will enable a decrease in home to school travel times and costs.

### **Pupil Placement**

5. There will be no impact on any of the current Ashford Park LAN centre pupils who will continue their education in the school until they are ready for secondary transition. New pupils into year R will be allocated places in the LAN centre through the EHCP and admissions processes.
6. Appropriate pupils for this provision would be identified and placed at Ashford Park's LAN centre using the Education Health Care Plan and subsequent review pathways. The document 'SEND admissions processes for referrals for specialist placement for school age children' describes how this process works and is available on the Surrey Local Offer website.

### **Benefits of the proposal**

7. Aligning the age range of the SEND provision to the mainstream school will improve the offer for SEND families, providing more consistency and ensuring the provision is more sustainable. Enabling SEND pupils to integrate when possible with their mainstream peers will also be a benefit for these young people.
8. There are also likely to be cost savings as more pupils can be educated closer to home in maintained provision rather than being placed in costly NMI settings.
9. Meeting local demand and therefore enabling more pupils to be educated closer to home will provide an improved resident experience.

### **CONSULTATION:**

10. A 4 week informal consultation period has taken place, where parents at Ashford Park Primary School and other stakeholders were provided with a consultation report and the opportunity to attend a public meeting. Nobody attended the consultation meeting and there were 3 responses to the consultation, all 3 respondents agreed with the proposals.
11. This informal consultation period was followed by a 4 week statutory consultation period. The Statutory Notice period ran from 4 June to noon on 3 July 2018 and generated 1 further response to the proposal. This respondent did not agree with the proposal and raised concerns about the impact of increased pupil numbers resulting in less focus for all pupils. The Local Authority believes that the school will make the necessary arrangements for the pupils in different age groups to be educated appropriately and with the increased funding levels available due to additional places this will allow any potential impact on existing pupils to be minimised.

### **RISK MANAGEMENT AND IMPLICATIONS:**

12. One risk of expanding the provision at Ashford Park would be if there were insufficient pupils to fill the proposed new places. Given the significant demand for LAN places in the north east and north west areas and as additional capital resources are not required to create the additional places, this risk likelihood is considered low and the impact would also be low.

### **Financial and Value for Money Implications**

13. Due to the increase in places there will be an additional annual cost for the number of planned places. Each planned place will be funded at a base level of £6000 in addition to the usual pupil funding, age weighted pupil unit (AWPU). For each pupil that attends the centre a top up sum is also applied, this is approximately £4000 for LAN pupils or £6000 for High COIN pupils. Should there be under occupancy in the centre the Local Authority incurs an additional cost of £4000 per vacant place.
14. Due to the increase in places there will be an additional annual cost to ensure that additional speech and language therapy is available to the extra pupils accessing the centre. The additional therapy required equates to an annual cost around £16,000.
15. In order to support the creation of additional places for KS1 pupils capital resources are not required. The school site is able to accommodate a 25 place LAN centre across both KS1 and KS2.
16. By increasing provision in a Surrey maintained school more pupils with SEND will be able to be educated in maintained provision, thus saving on otherwise more costly placements in non-maintained independent settings (NMI). Transport costs are also likely to be lower with more pupils educated closer to home.

### **Section 151 Officer Commentary**

17. The County Council is currently under significant financial pressure, so recommendations need to demonstrate value for money. The section 151 officer confirms there are additional revenue costs with this proposal, but it will enable SEND pupils to be educated in maintained provision, which is generally more cost effective than an external placement. A process for vacancy management will also need to be applied so that payments for vacant places are kept to an absolute minimum.
18. There is no requirement for capital expenditure in this proposal.

### **Legal Implications – Monitoring Officer**

19. There is a requirement for consultation in this context as set out in The School Organisation Prescribed Alterations to Maintained Schools (England) Regulations 2013.
20. 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 the decision.
21. 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. This includes meeting the special educational needs of pupils where relevant. 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.

### **Equalities and Diversity**

22. An Equality Impact Assessment has been completed, this has identified potential positive impacts and a negative impact on groups with the protected characteristics of age and disability.
23. In relation to a potential negative impact on pupils identified in the EIA for pupils with a disability that may experience difficulties with change it is proposed that the school outlines a plan to prepare pupils for changes that may happen in the future.

### **Other Implications:**

24. The potential implications for the following council priorities and policy areas have been considered. Where the impact is potentially significant a summary of the issues is set out in detail below.

Area assessed:	Direct Implications:
Corporate Parenting/Looked After Children	No significant implications arising from this report
Safeguarding responsibilities for vulnerable children and adults	Set out below
Environmental sustainability	Set out below
Public Health	No significant implications arising from this report

### **Safeguarding responsibilities for vulnerable children and adults implications**

25. For vulnerable pupils with SEND, the provision of additional places, closer to home, will be beneficial. This may reduce travel time for many families and will also limit the number of school transitions as pupils will be able to stay in a single school throughout the primary phase.

### **Environmental sustainability implications**

26. The provision of additional LAN places closer to home for residents with SEND will enable shorter travel distances and therefore a positive impact on environmental sustainability.

### **WHAT HAPPENS NEXT:**

27. If approved, the change in age range and number of places will take place from September 2018. The centre will admit a higher number of pupils and will start to admit pupils into key stage 1 where it is appropriate to individual pupil need. The usual SEND admissions process will be applied.

#### **Contact Officer:**

Julie Beckett, School Commissioning Officer (SEND), 01483 518109

#### **Consulted:**

Cabinet Member for All Age Learning  
 Headteacher and Governing Body of Ashford Park Primary School  
 Parents and carers at Ashford Park Primary School  
 Surrey Primary Schools  
 Liz Mills, Assistant Director, Schools and Learning  
 Denise Turner-Stewart, Local County Councillor  
 Local Borough Councillors  
 Dioceses  
 Unions

#### **Annexes:**

Equality Impact Assessment

#### **Sources/background papers:**

School Organisation consultation paper  
<https://www.surreysays.co.uk/csf/ashford-park-centre/>

This page is intentionally left blank



# Equality Impact Assessment (EIA)

## 1. Topic of assessment

<b>EIA title</b>	Changing the age range and increasing pupil numbers at the specialist centre at Ashford Park Primary School
<b>EIA author</b>	Julie Beckett

## 2. Approval

	<b>Name</b>	<b>Date approved</b>
<b>Approved by</b>	Liz Mills	03/07/2018

## 3. Quality control

<b>Version number</b>	V1.0	<b>EIA completed</b>	27/06/2018
<b>Date saved</b>	26/06/2018	<b>EIA published</b>	03/07/2018

## 4. EIA team

<b>Name</b>	<b>Job title</b>	<b>Organisation</b>	<b>Team role</b>
Julie Beckett	School Commissioning Officer	Surrey County Council	School Commissioning Team
Katie Weller	School Commissioning Assistant	Surrey County Council	School Commissioning Team

## 5. Explaining the matter being assessed

<p><b>What policy, function or service is being introduced or reviewed?</b></p>	<p>Ashford Park Primary School is a two form entry primary school in the Spelthorne area of Surrey with a 'good' ofsted rating. It currently operates a LAN centre for junior age (key stage 2) pupils only.</p> <p>Surrey County Council is proposing to extend the age range of the specialist centre for pupils with LAN in order to align the SEND offer with the school age range. This means that the school would be able to accommodate pupils from Reception year who could then stay at the school until the end of year 6, if their needs are still able to be met by the school.</p> <p>It is proposed that the number of places changes from the current total of 16 planned places (notionally 4 per year group in key stage 2 only) to 25 (notionally 3 per year group for key stage 1 and 4 per year group at key stage 2). This will enable the provision to remain sustainable, to meet local demand and for it to match the age range of the rest of the school.</p>
<p><b>What proposals are you assessing?</b></p>	<p>It is proposed that the number of places changes from the current total of 16 planned places (notionally 4 per year group in key stage 2 only) to 25 (notionally 3 per year group for key stage 1 and 4 per year group at key stage 2). This will enable the provision to remain sustainable, to meet local demand and for it to match the age range of the rest of the school.</p> <p>The proposal will come into effect from September 2018.</p>
<p><b>Who is affected by the proposals outlined above?</b></p>	<p>The proposal will impact:</p> <ul style="list-style-type: none"> <li>• pupils currently attending Ashford Park Primary School</li> <li>• pupils currently attending Ashford Park Primary School Centre</li> <li>• staff at Ashford Park Primary School</li> <li>• staff at Ashford Park Primary School Centre</li> <li>• parents and families of children with LAN education needs, currently attending Ashford Park Primary School or Ashford Park Primary School Centre, or likely to attend in future.</li> </ul>

## 6. Sources of information

### Engagement carried out

A consultation started on 30 April 2018 and finished on 25 May 2018. A public consultation meeting was held, at Ashford Park Primary School on Friday 18 May 2018. No one attended this meeting.

A survey was published on the Surrey County Council consultation website 'Surrey Says' between 30 April and 25 May 2018. A total of 3 responses were received and analysed. Of the 3 responses, 100% agreed with the proposal, 0% disagreed with the proposal; and 0% did not know or offer a position.

Consultation packs detailing the proposal were distributed to all staff at Ashford Park Primary School and all parents at the Centre. Parents of pupils attending the mainstream school could have obtained a copy of the consultation from the school or online.

Statutory notices were published 4 June 2018 and ran for a period of 4 weeks. These were posted on the school gate, published in the local press, and on the 'Surrey Says' website.

### Data used

- School census records of children currently on roll at Ashford Park Primary School
- School census records of children currently on roll at Ashford Park Primary School Centre
- Office for National Statistics  
<https://www.neighbourhood.statistics.gov.uk/dissemination/>
- English indices of deprivation 2015  
<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>
- Data received from Ashford Park Primary School – June 2018

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	Potential positive impacts	Potential negative impacts	Evidence														
<b>Age</b>	Pupils in the infant age range would have access to a centre at the school if approved.	No impacts identified	Not applicable														
<b>Disability</b>	Additional pupils will be able to access the centre if approved.	Some pupils with a disability may find change difficult.	All pupils attending Ashford Park Primary School’s Centre have learning and additional needs. Some pupils may also have an additional disability.														
<b>Gender reassignment</b>	No impacts identified	No impacts identified	Not applicable														
<b>Pregnancy and maternity</b>	No impacts identified	No impacts identified	Not applicable														
<b>Race</b>	No impacts identified	No impacts identified	<p>Data taken from the most recent school census (January 2018) for Ashford Park Primary School. The majority of the pupils on roll at the school are White – British (Approximately 64%). Approximately 36% of pupils are from minority groups.</p> <table border="1"> <thead> <tr> <th>Ethnicity Description</th> <th>% of Pupils</th> </tr> </thead> <tbody> <tr> <td>ABAN</td> <td>1.01%</td> </tr> <tr> <td>AIND</td> <td>9.09%</td> </tr> <tr> <td>AOTH</td> <td>4.2%</td> </tr> <tr> <td>APKN</td> <td>2.2%</td> </tr> <tr> <td>BAFR</td> <td>1.8%</td> </tr> <tr> <td>BCRB</td> <td>0.4%</td> </tr> </tbody> </table>	Ethnicity Description	% of Pupils	ABAN	1.01%	AIND	9.09%	AOTH	4.2%	APKN	2.2%	BAFR	1.8%	BCRB	0.4%
Ethnicity Description	% of Pupils																
ABAN	1.01%																
AIND	9.09%																
AOTH	4.2%																
APKN	2.2%																
BAFR	1.8%																
BCRB	0.4%																

			CHNE	0.8%	
			MOTH	3.4%	
			MWAS	1.8%	
			MWBA	0.6%	
			MWBC	1.4%	
			NOBT	0.2%	
			WEUR	5.7%	
			WOTW	2.2%	
			WROM	0.4%	
<b>Religion and belief</b>	No impacts identified	No impacts identified	Not applicable		
<b>Sex</b>	No impacts identified	No impacts identified	Not applicable		
<b>Sexual orientation</b>	No impacts identified	No impacts identified	Not applicable		
<b>Marriage and civil partnerships</b>	No impacts identified	No impacts identified	Not applicable		
<b>Carers (protected by association)</b>	No impacts identified	No impacts identified	Not applicable		
<b>Socio Economic factors</b>	More families will be able to access a local provision for LAN pupils if approved.  Potential less travel time for families as they will be able to access a local LAN provision.	No impacts identified	Index of Multiple Deprivation (2015) – Ashford	24,008 / 32,844	

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

Protected characteristic	Potential positive impacts	Potential negative impacts	Evidence
<b>Age</b>	No impacts identified	No impacts identified	Not applicable
<b>Disability</b>	No impacts identified	No impacts identified	Not applicable
<b>Gender reassignment</b>	No impacts identified	No impacts identified	Not applicable
<b>Pregnancy and maternity</b>	No impacts identified	No impacts identified	Not applicable
<b>Race</b>	No impacts identified	No impacts identified	Not applicable
<b>Religion and belief</b>	No impacts identified	No impacts identified	Not applicable
<b>Sex</b>	No impacts identified	No impacts identified	Not applicable
<b>Sexual orientation</b>	No impacts identified	No impacts identified	Not applicable
<b>Marriage and civil partnerships</b>	No impacts identified	No impacts identified	Not applicable
<b>Carers (protected by association)</b>	No impacts identified	No impacts identified	Not applicable

## 8. Amendments to the proposals

Change	Reason for change
No amendments have been made to the proposals	

## 9. Action plan

Potential impact (positive or negative)	Action needed to maximise positive impact or mitigate negative impact	By when	Owner
Potential negative impact: some pupils with a disability may find change difficult.	Work will be required to prepare students for changes that will be happening in the future according to individual needs.	Ongoing	School

## 10. Potential negative impacts that cannot be mitigated

Potential negative impact	Protected characteristic(s) that could be affected
Pupils with a disability finding change difficult	Disability

## 11. Summary of key impacts and actions

<p><b>Information and engagement underpinning equalities analysis</b></p>	<p>Some data provided by school                  Some data collected from centrally available sources                  Consultation period and meetings where respondents provided data                  Statutory notice period where respondents provided data</p>
<p><b>Key impacts (positive and/or negative) on people with protected characteristics</b></p>	<p>Pupils with a disability finding change difficult (negative)</p>
<p><b>Changes you have made to the proposal as a result of the EIA</b></p>	<p>No changes made</p>
<p><b>Key mitigating actions planned to address any outstanding negative impacts</b></p>	<p>Fully preparing pupils for future changes</p>
<p><b>Potential negative impacts that cannot be mitigated</b></p>	<p>None</p>

**SURREY COUNTY COUNCIL**

**CABINET MEMBER FOR ALL AGE LEARNING**

**DATE: 17 JULY 2018**

**LEAD OFFICER: DAVE HILL, EXECUTIVE DIRECTOR FOR CHILDREN, FAMILIES AND LEARNING**

**SUBJECT: CHANGING THE AGE RANGE AND INCREASING PUPIL NUMBERS AT THE SPECIALIST CENTRE AT THE HYPHE PRIMARY SCHOOL**



**SUMMARY OF ISSUE:**

The Hythe Primary School is a two form entry primary school in the Runnymede area of Surrey. It has a 'good' Ofsted rating and it currently operates a Learning and Additional Needs (LAN) centre for junior age (key stage 2) pupils only.

Officers are proposing to extend the age range of the specialist centre for pupils with LAN in order to align the SEND offer with the school age range. This means that the school would be able to accommodate pupils from Reception year who could stay through until year 6, if their needs are still able to be met by the school. It is proposed that numbers in the centre increase from 12 to 25.

**RECOMMENDATIONS:**

It is recommended that the Cabinet Member for All Age Learning approves the change in age range and increase in pupil numbers at The Hythe Primary School's specialist LAN centre, taking into account the outcome of the informal and statutory consultation period.

**REASON FOR RECOMMENDATIONS:**

Increasing the age range at the LAN centre would aim to enable the specialist centre to have an age range aligned with the rest of The Hythe Primary School. This will enable greater integration, a smoother transition between key stages, increased efficiency and improved sustainability of the provision.

Demand for specialist centre provision in the Runnymede area for pupils with LAN needs is high and other provision in the local area is operating at high levels of occupancy. The provision of additional key stage 1 places in a specialist LAN centre will help support local families who otherwise have to travel further afield. This will enable a decrease in home to school travel times and costs.

**DETAILS:**

**Proposal**

1. Officers are proposing to extend the age range of the specialist centre for pupils with LAN in order to align the SEND offer with the school age range. This means that the school would be able to accommodate pupils from

Reception year who could stay through until year 6, if their needs are still able to be met by the school.

2. It is proposed that the number of places changes from the current total of 12 planned places (notionally 3 per year group in key stage 2 only) to 25 (notionally 3 per year group for key stage 1 and 4 per year group at key stage 2). This will enable the provision to remain sustainable, to meet local demand and for it to match the age range of the rest of the school

### **Rationale**

3. Increasing the age range at the LAN centre would aim to enable the specialist centre to have an age range aligned with the rest of The Hythe School. This arrangement would allow pupils to integrate when possible with their mainstream peers but also will enable the school to provide adequate resources to provide the appropriate level of specialist support. The school seeks to ensure these pupils receive a fully inclusive education within the LAN centre which allows them to thrive and progress through the school in a supportive environment and be fully prepared for a smooth, confident transition to their next phase of education.
4. Demand for specialist centre provision in the north west area for pupils with special educational needs is high and other provision in the local area is operating at high levels of occupancy. The provision of additional key stage 1 places in a specialist LAN centre will help support local families who otherwise have to travel further afield. This will enable a decrease in home to school travel times and costs

### **Pupil Placement**

5. There will be no impact on any of the current The Hythe LAN centre pupils who will continue their education in the school until they are ready for secondary transition. New pupils into year R will be allocated places in the LAN centre through the EHCP and admissions processes.
6. Appropriate pupils for this provision would be identified and placed at The Hythe's LAN centre using the Education Health Care Plan and subsequent review pathways. The document 'SEND admissions processes for referrals for specialist placement for school age children' describes how this process works and is available on the Surrey Local Offer website.

### **Benefits of the proposal**

7. Aligning the age range of the SEND provision to the mainstream school will improve the offer for SEND families, providing more consistency and ensuring the provision is more sustainable. Enabling SEND pupils to integrate when possible with their mainstream peers will also be a benefit for these young people.
8. There are also likely to be cost savings as more pupils can be educated closer to home in maintained provision rather than being placed in costly NMI settings.
9. Meeting local demand and therefore enabling more pupils to be educated closer to home will provide an improved resident experience.

## **CONSULTATION:**

10. A 4 week informal consultation period has taken place, where parents at The Hythe Primary School and other stakeholders were provided with a consultation report and the opportunity to attend a public meeting. Nobody attended the consultation meeting and there were 7 responses to the consultation. Six respondents agreed with the proposals, the respondent who did not agree with the proposals raised concerns about the amount of speech and language therapy available and the lack of dedicated space for this therapy provision.
11. This informal consultation period was followed by a 4 week statutory consultation period. The Statutory Notice period ran from 4 June to noon on 3 July 2018 and there were no further responses to the proposal.

## **RISK MANAGEMENT AND IMPLICATIONS:**

12. One risk of expanding the provision at The Hythe would be if there were insufficient pupils to fill the proposed new places. Given the significant demand for LAN places in the north east and north west areas, this risk likelihood is considered low and the impact would also be low.

## **Financial and Value for Money Implications**

13. Due to the increase of places there will be an additional annual cost for the number of planned places. Each planned place will be funded at a base level of £6000 in addition to the usual pupil funding, age weighted pupil unit (AWPU). For each pupil that attends the centre a top up sum is also applied, this is approximately £4000 for LAN pupils or £6000 for High COIN pupils. Should there be under occupancy in the centre the Local Authority incurs an additional cost of £4000 per vacant place.
14. Due to the increase in places there will be an additional annual cost to ensure that additional speech and language therapy is available to the extra pupils accessing the centre. The additional therapy required equates to an annual cost of around £16,000.
15. In order to support the creation of additional places for KS1 pupils a small amount of capital resources will be required. The current school site is able to accommodate a 25 place LAN centre across both KS1 and KS2 however it is likely that there will be a need for a small capital programme to support the development of additional space for therapy delivery and to provide an outside learning environment for infant aged pupils.
16. By increasing provision in a Surrey maintained school more pupils with SEND will be able to be educated in maintained provision, thus saving on otherwise more costly placements in non-maintained independent settings (NMI). Transport costs are also likely to be lower with more pupils educated closer to home.

## **Section 151 Officer Commentary**

17. The County Council is currently under significant financial pressure, so recommendations need to demonstrate value for money. The section 151 officer confirms there are additional revenue costs with this proposal, but it

will enable SEND pupils to be educated in maintained provision, which is generally more cost effective than an external placement. A process for vacancy management will also need to be applied so that payments for vacant places are kept to an absolute minimum.

18. The service have indicated that capital funding is required for this proposal, but at this stage are unsure of the level. Therefore sign off of this proposal is subject to a business case being developed around the capital investment for consideration at Investment Panel.

#### **Legal Implications – Monitoring Officer**

19. There is a requirement for consultation in this context as set out in The School Organisation Prescribed Alterations to Maintained Schools (England) Regulations 2013.
20. 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 the decision.
21. 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. This includes meeting the special educational needs of pupils where relevant. 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.

#### **Equalities and Diversity**

22. An Equality Impact Assessment has been completed, this has identified potential positive impacts and negative impacts on groups with the protected characteristics of age, disability and pregnancy and maternity for school staff.
23. In relation to a potential negative impact on pupils identified in the EIA for pupils with a disability that may experience difficulties with change it is proposed that the school outlines a plan to prepare pupils for changes that may happen in the future.
24. In relation to a potential negative impact on school staff with pregnancy and maternity rights identified in the EIA it is proposed that the school use 'keeping in touch' sessions to ensure staff are kept apprised of future changes.

### **Other Implications:**

25. The potential implications for the following council priorities and policy areas have been considered. Where the impact is potentially significant a summary of the issues is set out in detail below.

Area assessed:	Direct Implications:
Corporate Parenting/Looked After Children	No significant implications arising from this report
Safeguarding responsibilities for vulnerable children and adults	Set out below
Environmental sustainability	Set out below
Public Health	No significant implications arising from this report

### **Safeguarding responsibilities for vulnerable children and adults implications**

26. For vulnerable pupils with SEND, the provision of additional places, closer to home, will be beneficial. This may reduce travel time for many families and will also limit the number of school transitions as pupils will be able to stay in a single school throughout the primary phase.

### **Environmental sustainability implications**

27. The provision of additional places closer to home for residents with SEND will enable shorter travel distances and therefore a positive impact on environmental sustainability.

### **WHAT HAPPENS NEXT:**

28. If approved, the change in age range and number of places will take place from September 2018. The centre will admit a higher number of pupils and will start to admit pupils into key stage 1 where it is appropriate to individual pupil need. The usual SEND admissions process will be applied.

#### **Contact Officer:**

Julie Beckett, School Commissioning Officer (SEND), 01483 518109

#### **Consulted:**

Cabinet Member for All Age Learning  
Headteacher and Governing Body of The Hythe Primary School  
Parents and carers at The Hythe Primary School  
Surrey Primary Schools  
Liz Mills Assistant Director, Schools and Learning  
Yvonna Lay Local County Councillor  
Local Borough Councillors  
Dioceses  
Unions

#### **Annexes:**

Equality Impact Assessment

#### **Sources/background papers:**

School Organisation consultation paper  
<https://www.surreysays.co.uk/csf/the-hythe-centre/>



# Equality Impact Assessment (EIA)

## 1. Topic of assessment

<b>EIA title</b>	Changing the age range and increasing pupil numbers at the specialist centre at The Hythe Primary School
<b>EIA author</b>	Julie Beckett

## 2. Approval

	<b>Name</b>	<b>Date approved</b>
<b>Approved by</b>	Liz Mills	03/07/2018

## 3. Quality control

<b>Version number</b>	V1	<b>EIA completed</b>	02/07/2018
<b>Date saved</b>	02/07/2018	<b>EIA published</b>	03/07/2018

## 4. EIA team

<b>Name</b>	<b>Job title</b>	<b>Organisation</b>	<b>Team role</b>
Julie Beckett	School Commissioning Officer	Surrey County Council	School Commissioning Team
Katie Weller	School Commissioning Assistant	Surrey County Council	School Commissioning Team

## 5. Explaining the matter being assessed

<p><b>What policy, function or service is being introduced or reviewed?</b></p>	<p>The Hythe Primary School is a two form entry primary school in the Runnymede area of Surrey. It has a 'good' ofsted rating and it currently operates a LAN centre for junior age (key stage 2) pupils only.</p> <p>Surrey County Council is proposing to extend the age range of the specialist centre for pupils with LAN in order to align the SEND offer with the school age range. This means that the school would be able to accommodate pupils from Reception year who could then stay at the school until the end of year 6, if their needs are still able to be met by the school.</p> <p>It is proposed that the number of places changes from the current total of 12 planned places (notionally 3 per year group in key stage 2 only) to 25 (notionally 3 per year group for key stage 1 and 4 per year group at key stage 2). This will enable the provision to remain sustainable, to meet local demand and for it to match the age range of the rest of the school.</p>
<p><b>What proposals are you assessing?</b></p>	<p>It is proposed that the number of places changes from the current total of 12 planned places (notionally 3 per year group in key stage 2 only) to 25 (notionally 3 per year group for key stage 1 and 4 per year group at key stage 2). This will enable the provision to remain sustainable, to meet local demand and for it to match the age range of the rest of the school.</p> <p>The proposal will come into effect from September 2018.</p>
<p><b>Who is affected by the proposals outlined above?</b></p>	<p>The proposal will impact:</p> <ul style="list-style-type: none"> <li>• pupils currently attending The Hythe Primary School</li> <li>• pupils currently attending The Hythe Primary School Harbour Centre</li> <li>• staff at The Hythe Primary School</li> <li>• staff at The Hythe Primary School Harbour Centre</li> <li>• parents and families of children with LAN education needs, currently attending The Hythe Primary School or The Hythe Primary School Harbour Centre, or likely to attend in future.</li> </ul>

## 6. Sources of information

### Engagement carried out

A consultation started on 30 April 2018 and finished on 25 May 2018. A public consultation meeting was held, at The Hythe Primary School on Tuesday 8 May 2018. No one attended this meeting.

A survey was published on the Surrey County Council consultation website 'Surrey Says' between 30 April and 25 May 2018. A total of 7 responses were received and analysed. Of the 7 responses, 85% agreed with the proposal, 15% disagreed with the proposal; and 0% did not know or offer a position. The response which disagreed with the proposal raised matters relating to additional speech and therapy provision, as well as the lack of a dedicated space for therapy to take place.

Consultation packs detailing the proposal were distributed to all staff at The Hythe Primary School and all parents at the Harbour Centre. Parents of pupils attending the mainstream school could have obtained a copy of the consultation from the school or online.

Statutory notices were published 4 June 2018 and ran for a period of 4 weeks. These were posted on the school gate, published in the local press, and on the 'Surrey Says' website.

### Data used

- School census records of children currently on roll at The Hythe Primary School
- School census records of children currently on roll at The Hythe Primary School Harbour Centre
- Office for National Statistics  
<https://www.neighbourhood.statistics.gov.uk/dissemination/>
- English indices of deprivation 2015  
<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>
- Data received from The Hythe Primary School – June 2018

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	Potential positive impacts	Potential negative impacts	Evidence														
<b>Age</b>	Pupils in the infant age range would have access to a centre at the school if approved.	No impacts identified	Not applicable														
<b>Disability</b>	Additional pupils will be able to access the centre if approved.	Some pupils with a disability may find change difficult.	All pupils attending The Hythe Primary School’s Harbour Centre have learning and additional needs. Some pupils may also have an additional disability.														
<b>Gender reassignment</b>	No impacts identified	No impacts identified	Not applicable														
<b>Pregnancy and maternity</b>	No impacts identified	No impacts identified	Not applicable														
<b>Race</b>	No impacts identified	No impacts identified	<p>Data taken from the most recent school census (January 2018) for The Hythe Primary School. The majority of the pupils on roll at the school are White – British (Approximately 68.5%). Approximately 31.5% of pupils are from minority groups.</p> <table border="1"> <thead> <tr> <th>Ethnicity Description</th> <th>% of Pupils</th> </tr> </thead> <tbody> <tr> <td>ABAN</td> <td>0.3%</td> </tr> <tr> <td>AIND</td> <td>6.8%</td> </tr> <tr> <td>AOTH</td> <td>4.2%</td> </tr> <tr> <td>APKN</td> <td>0.6%</td> </tr> <tr> <td>BAFR</td> <td>0.9%</td> </tr> <tr> <td>BOTH</td> <td>0.3%</td> </tr> </tbody> </table>	Ethnicity Description	% of Pupils	ABAN	0.3%	AIND	6.8%	AOTH	4.2%	APKN	0.6%	BAFR	0.9%	BOTH	0.3%
Ethnicity Description	% of Pupils																
ABAN	0.3%																
AIND	6.8%																
AOTH	4.2%																
APKN	0.6%																
BAFR	0.9%																
BOTH	0.3%																

			CHNE	0.6%	
			MOTH	0.9%	
			MWAS	5%	
			MWBA	1.2%	
			MWBC	1.5%	
			NOBT	0.3%	
			OOTH	0.6%	
			WEUR	5.3%	
			WIRI	0.3%	
			WOTW	2.7%	
<b>Religion and belief</b>	No impacts identified	No impacts identified	Not applicable		
<b>Sex</b>	No impacts identified	No impacts identified	Not applicable		
<b>Sexual orientation</b>	No impacts identified	No impacts identified	Not applicable		
<b>Marriage and civil partnerships</b>	No impacts identified	No impacts identified	Not applicable		
<b>Carers (protected by association)</b>	No impacts identified	No impacts identified	Not applicable		
<b>Socio Economic factors</b>	More families will be able to access a local provision for LAN pupils if approved.  Potential less travel time for families as they will be able to access a local LAN provision.	No impacts identified	Index of Multiple Deprivation (2015) Egham Hythe, Runnymede - 25,775 / 32,844		

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

Protected characteristic	Potential positive impacts	Potential negative impacts	Evidence
<b>Age</b>	No impacts identified	No impacts identified	Not applicable
<b>Disability</b>	No impacts identified	No impacts identified	Not applicable
<b>Gender reassignment</b>	No impacts identified	No impacts identified	Not applicable
<b>Pregnancy and maternity</b>	No impact identified	Keeping in touch specifically raising future changes throughout maternity periods to ensure that staff members are fully informed and consulted on changes.	4.3% of the staff employed at the school are pregnant/on maternity leave and 5.7% will be on maternity leave from September 2018
<b>Race</b>	No impacts identified	No impacts identified	Not applicable
<b>Religion and belief</b>	No impacts identified	No impacts identified	Not applicable
<b>Sex</b>	No impacts identified	No impacts identified	Not applicable
<b>Sexual orientation</b>	No impacts identified	No impacts identified	Not applicable
<b>Marriage and civil partnerships</b>	No impacts identified	No impacts identified	Not applicable
<b>Carers (protected by association)</b>	No impacts identified	No impacts identified	Not applicable

## 8. Amendments to the proposals

Change	Reason for change
No amendments have been made to the proposals	

## 9. Action plan

Potential impact (positive or negative)	Action needed to maximise positive impact or mitigate negative impact	By when	Owner
Potential negative impact: some pupils with a disability may find change difficult.	Work will be required to prepare students for changes that will be happening in the future.	Ongoing	School
Potential negative impact: pregnancy and maternity for staff	Keeping in touch specifically raising future changes throughout maternity periods to ensure that staff members are fully informed and consulted on changes.	Ongoing	School and HR representatives

## 10. Potential negative impacts that cannot be mitigated

Potential negative impact	Protected characteristic(s) that could be affected
Pupils with a disability finding change difficult	Disability

## 11. Summary of key impacts and actions

<p><b>Information and engagement underpinning equalities analysis</b></p>	<p>Some data provided by school                  Some data collected from centrally available sources                  Consultation period and meetings where respondents provided data                  Statutory notice period where respondents provided data</p>
<p><b>Key impacts (positive and/or negative) on people with protected characteristics</b></p>	<p>Pupils with a disability finding change difficult (negative)                  Additional support for staff relating to pregnant and maternity (negative)</p>
<p><b>Changes you have made to the proposal as a result of the EIA</b></p>	<p>No changes made</p>
<p><b>Key mitigating actions planned to address any outstanding negative impacts</b></p>	<p>Fully preparing pupils for future changes</p>
<p><b>Potential negative impacts that cannot be mitigated</b></p>	<p>None</p>

**SURREY COUNTY COUNCIL****CABINET MEMBER FOR ALL AGE LEARNING****DATE: 17 JULY 2018****LEAD OFFICER: DAVE HILL, EXECUTIVE DIRECTOR FOR CHILDREN, FAMILIES AND LEARNING****SUBJECT: CHANGING THE AGE RANGE AND INCREASING PUPIL NUMBERS AT THE SPECIALIST CENTRE AT WEST EWELL PRIMARY SCHOOL****SUMMARY OF ISSUE:**

During the summer of 2015 Surrey County Council undertook a consultation to consider changes to primary schools in the Ewell area of Surrey. It was proposed that West Ewell Infant School would become a 2 form entry primary school from September 2018. West Ewell has an 'outstanding' Ofsted rating. The proposal was approved by the Cabinet Member for Schools, Skills and Educational Achievement in July 2015 and the first cohort of Year 3 pupils will be at the school from September 2018.

Officers are proposing to extend the age range of the specialist centre for pupils with Communication and Interaction Needs (COIN) in conjunction with the school's transition from an infant to primary age range. This means that Year 2 pupils who are already placed at the specialist centre can continue to receive specialist provision throughout Key Stage 2 (KS2), alongside their mainstream peers. It is proposed that numbers in the centre increase from 15 to 21.

**RECOMMENDATIONS:**

**This paper is for information only.**

Surrey County Council issued the statutory notice and as a result of the consultations would be recommending that the change is approved. However, West Ewell Primary School has converted to an academy and as a result the decision making for this proposal now sits with the Regional Schools Commissioner at the Department for Education. Officers will work in partnership with the school to complete this process.

**REASON FOR RECOMMENDATIONS:**

Increasing the age range at the COIN centre would aim to enable the specialist centre to have an age range aligned with the rest of West Ewell Primary School. This will enable greater integration, a smoother transition between key stages, increased efficiency and improved sustainability of the provision.

Demand for specialist centre provision in the north east area for pupils with COIN needs is high. The provision of additional key stage 2 places in a specialist COIN centre will help support local families who otherwise have to travel further afield. This will enable a decrease in home to school travel times and costs.

## **DETAILS:**

### **Proposal**

1. Officers are proposing to extend the age range of the specialist centre for pupils with COIN in conjunction with the school's transition from an infant to primary age range. This means that Year 2 pupils who are already placed at the specialist centre and are appropriately placed can continue to receive specialist provision throughout Key Stage 2 (KS2), alongside their mainstream peers.
2. It is proposed that the number of infant aged pupils in the centre changes from the current model of notionally 5 per year group to notionally 3 per year group in Key Stage 1 (KS1) and that there would be 3 new places per year group in the centre for key stage 2 pupils. This will take the total number of planned places at the centre from 15 to 21.

### **Rationale**

3. Due to the change made to the school to become a primary provision it is appropriate to give centre pupils an equitable opportunity to continue attending the school for the next key stage of their education. In line with their peers, centre pupils will be able to remain at West Ewell Primary School from September 2018.
4. Increasing the age range at the COIN centre would aim to enable the specialist centre to have an age range aligned with the rest of West Ewell Primary School. This arrangement would allow pupils to integrate when possible with their mainstream peers but also will enable the school to provide adequate resources to provide the appropriate level of specialist support. The school seeks to ensure these pupils receive a fully inclusive education within the COIN centre of excellence which allows them to thrive and progress through the school in a supportive environment and be fully prepared for a smooth, confident transition to their next phase of education.
5. Demand for specialist centre provision in the north east area for pupils with COIN needs is high and other provision in the local area is operating at high levels of occupancy. The school reorganisation provides an opportunity to increase provision for KS2 pupils in this area of Surrey to provide a local offer. Currently appropriate junior aged pupils have to move to provision located in other areas of Surrey, which increases home to school travel times and costs.

### **Pupil Placement**

6. Pupils who attend the centre in KS1 where this type of provision remains appropriate will transfer directly into KS2. Dependent upon the number of pupils that move from Year 2 to Year 3 there may be transfer years when additional places may be available to pupils not on the year 2 roll at West Ewell.
7. Currently there is a larger group of pupils moving through from KS1 to KS2 than is indicated in the proposed table on page 2. For those affected pupils currently in KS1 that continue to require KS2 COIN centre provision it has been agreed that they will continue to make their way through KS2 alongside

their peers. This will mean that the number of pupils attending the COIN centre will exceed the planned place numbers for 4 years.

8. Appropriate pupils for this provision would be identified and placed at West Ewell Primary COIN centre using the Education Health Care Plan and subsequent review pathways. The document 'SEND admissions processes for referrals for specialist placement for school age children' describes how this process works and is available on the Surrey Local Offer website.

### **Benefits of the proposal**

9. Aligning the age range of the SEND provision to the mainstream school will improve the offer for SEND families, providing more consistency and ensuring the provision is more sustainable. Enabling SEND pupils to integrate when possible with their mainstream peers will also be a benefit for these young people.
10. There are also likely to be cost savings as more pupils can be educated closer to home in maintained provision rather than being placed in costly NMI settings.
11. Meeting local demand and therefore enabling more pupils to be educated closer to home will provide an improved resident experience.

### **CONSULTATION:**

12. A 4 week informal consultation period has taken place, where parents at West Ewell Primary School and other stakeholders were provided with a consultation report and the opportunity to attend a public meeting. Four parents attended the consultation meeting and there were 2 responses to the consultation, both respondents agreed with the proposals.
13. This informal consultation period was followed by a 4 week statutory consultation period. This informal consultation period was followed by a 4 week statutory consultation period. The Statutory Notice period ran from 4 June to noon on 3 July 2018 and generated 1 further response to the proposal which agreed with the proposal.

### **RISK MANAGEMENT AND IMPLICATIONS:**

14. One risk of expanding the provision at West Ewell would be if there were insufficient pupils to fill the proposed new places. Given the significant demand for COIN places in the north east area and as additional capital resources are not required to create the additional places, this risk likelihood is considered low and the impact would also be low.

### **Financial and Value for Money Implications**

15. Due to the increase of places there will be an additional annual cost for the number of planned places. Each planned place will be funded at a base level of £6000 in addition to the usual pupil funding, age weighted pupil unit (AWPU). For each pupil that attends the centre a top up sum is also applied.

Should there be under occupancy in the centre the Local Authority incurs an additional cost of £4000 per vacant place.

16. Due to the increase in places there will be an additional annual cost to ensure that additional speech and language therapy is available to the extra pupils accessing the centre. This additional therapy required equates to an annual cost of £16,284.
17. In order to support the creation of additional places for KS2 pupils capital resources are not required. The development of the school site relating to the change to a primary school has incorporated the appropriate amount of space required for 21 pupils in the COIN centre across both KS1 and KS2.
18. By increasing provision in a Surrey state maintained school more pupils with SEND will be able to be educated in maintained provision, thus saving on otherwise more costly placements in non-maintained independent settings (NMI). Transport costs are also likely to be lower with more pupils educated closer to home.

**Section 151 Officer Commentary**

19. This paper is for information only.

**Legal Implications – Monitoring Officer**

20. This paper is for information only.

**Equalities and Diversity**

21. An Equality Impact Assessment (EIA) has not been completed for this proposal as since the academy conversion the decision making for this proposal now sits with the Regional Schools Commissioner.

**Other Implications:**

22. The potential implications for the following council priorities and policy areas have been considered. Where the impact is potentially significant a summary of the issues is set out in detail below.

Area assessed:	Direct Implications:
Corporate Parenting/Looked After Children	No significant implications arising from this report
Safeguarding responsibilities for vulnerable children and adults	Set out below
Environmental sustainability	Set out below
Public Health	No significant implications arising from this report

**Safeguarding responsibilities for vulnerable children and adults implications**

23. For vulnerable pupils with SEND, the provision of additional places, closer to home, will be beneficial. This may reduce travel time for many families and will also limit the number of school transitions as pupils will be able to stay in a single school throughout the primary phase.

## **Environmental sustainability implications**

24. The provision of additional COIN places closer to home for residents with SEND will enable shorter travel distances and therefore a positive impact on environmental sustainability.

## **WHAT HAPPENS NEXT:**

25. The School will now need to submit a business case to the Regional Schools Commissioner for the proposal to be approved. If approved, the change in age range and number of places will take place from September 2018. The centre will admit a reduced number of pupils into Year R and those pupils in year 2 will be able to transition into year 3 at West Ewell Primary School rather than moving to a different junior centre. The usual SEND admissions process will be applied.

### **Contact Officer:**

Julie Beckett, School Commissioning Officer (SEND), 01483 518109

### **Consulted:**

Cabinet Member for All Age Learning  
Headteacher and Governing Body of West Ewell Primary School  
Parents and carers at West Ewell Primary School  
Surrey Primary Schools  
Liz Mills Assistant Directory Schools and Learning  
Eber Kington Local County Councillor  
Local Borough Councillors  
Dioceses  
Unions

### **Annexes:**

Equality Impact Assessment

### **Sources/background papers:**

School Organisation consultation paper  
<https://www.surreysays.co.uk/csf/west-ewell-centre/>

This page is intentionally left blank

**SURREY COUNTY COUNCIL****CABINET MEMBER FOR ALL AGE LEARNING****DATE: 17 JULY 2018****LEAD OFFICER: DAVE HILL, EXECUTIVE DIRECTOR FOR CHILDREN, FAMILIES AND LEARNING****SUBJECT: CHANGING THE AGE RANGE AND INCREASING PUPIL NUMBERS AT THE SPECIALIST CENTRE AT WILLIAM COBBETT PRIMARY SCHOOL****SUMMARY OF ISSUE:**

During the summer of 2015 Surrey County Council undertook a consultation to consider changes to primary schools in the Waverley area of Surrey. It was proposed that William Cobbett Junior School would amalgamate with Weybourne Infant become a primary school from 1 September 2015. The proposal was approved by the Cabinet Member for Schools, Skills and Educational Achievement in July 2015 and the first cohort of Year R pupils entered at the school from September 2015

Officers are proposing to extend the age range of the specialist centre for pupils with Communication and Interaction Needs (COIN) in order to align the SEND offer with the school age range. This means that the school would be able to accommodate pupils from Reception year who could stay through until year 6, if their needs are still able to be met by the school. It is proposed that numbers in the centre increase from 20 to 30.

**RECOMMENDATIONS:**

It is recommended that the Cabinet member for All Age Learning approves the change in age range and increase in pupil numbers at William Cobbett Primary School's specialist COIN centre, taking into account the outcome of the informal and statutory consultation period.

**REASON FOR RECOMMENDATIONS:**

Increasing the age range at the specialist centre would aim to enable it to have an age range aligned with the rest of William Cobbett Primary School. This will enable greater integration, a smoother transition between key stages, increased efficiency and improved sustainability of the provision.

Demand for specialist centre provision in the south west area for pupils with COIN needs is high and other provision in the local area is operating at high levels of occupancy. The provision of additional key stage 1 places in a specialist COIN centre will help support local families who otherwise have to travel further afield. This will enable a decrease in home to school travel times and costs.

## **DETAILS:**

### **Proposal**

1. Surrey County Council is proposing to extend the age range of the specialist centre for pupils with COIN in order to align the SEND offer with the school age range. This means that the school would be able to accommodate pupils from Reception year who could stay through until year 6, if their needs are still able to be met by the school.
2. It is proposed that the number of places changes from the current total of 20 planned places (notionally 5 per year group in key stage 2 only) to 30 (notionally 2 per year group for key stage 1 and 6 per year group at key stage 2 to incorporate pupils from Badshot Lea specialist centre). This will enable the provision to remain sustainable and for it to match the age range of the rest of the school.

### **Rationale**

3. Surrey County Council is proposing to extend the age range of the specialist centre for pupils with COIN in conjunction with the school's transition from a junior to primary age range. Increasing the age range at the centre would aim to enable the specialist centre to have an aligned age range with the rest of William Cobbett School. This arrangement would allow pupils to integrate when possible with their mainstream peers but also enabling the school to provide adequate resources to provide the additional specialist support. The school seeks to ensure these pupils receive a fully inclusive education within the COIN centre of excellence which allows them to thrive and progress through the school in a supportive environment and be fully prepared for a smooth, confident transition to their next phase of education.
4. Demand for specialist centre provision in the south west area for pupils with COIN needs is high and other provision in the local area is operating at high levels of occupancy. The provision of additional key stage 1 places in a specialist COIN centre will help support local families who otherwise have to travel further afield. This will enable a decrease in home to school travel times and costs.
5. It has been of primary importance to ensure that the flow of pupils between Badshot Lea specialist centre and William Cobbett specialist centre continues, when appropriate, to avoid disadvantaging the Badshot Lea pupils. For this reason, the infant pupil number at William Cobbett COIN centre is lower and the junior pupil number is higher. This is in order to incorporate appropriate pupils transitioning from Badshot Lea COIN centre into the junior provision at William Cobbett.

### **Pupil Placement**

6. There will be no impact on any of the current William Cobbett COIN centre pupils who will continue their education in the school until they are ready for secondary transition. New pupils into year R will be allocated places in the COIN centre through the EHCP and admissions processes.
7. Appropriate pupils for this provision would be identified and placed at William Cobbett's Primary COIN centre using the Education Health Care Plan and

subsequent review pathways. The document 'SEND admissions processes for referrals for specialist placement for school age children' describes how this process works and is available on the Surrey Local Offer website.

### **Benefits of the proposal**

8. Aligning the age range of the SEND provision to the mainstream school will improve the offer for SEND families, providing more consistency and ensuring the provision is more sustainable. Enabling SEND pupils to integrate when possible with their mainstream peers will also be a benefit for these young people.
9. There are also likely to be cost savings as more pupils can be educated closer to home in maintained provision rather than being placed in costly NMI settings.
10. Meeting local demand and therefore enabling more pupils to be educated closer to home will provide an improved resident experience.

### **CONSULTATION:**

11. A 4 week informal consultation period has taken place, where parents at William Cobbett Primary School and other stakeholders were provided with a consultation report and the opportunity to attend a public meeting. Three parents attended the consultation meeting and there were 3 responses to the consultation. Two responses agreed with the proposals, one respondent disagreed. The respondent who disagreed with the proposal did so on the grounds it would constitute a reduction in pupil numbers in the area. However, the proposal would in fact increase the number of key stage 1 pupil places.
12. This informal consultation period was followed by a 4 week statutory consultation period. The Statutory Notice period ran from 4 June to noon on 3 July 2018 and generated no further responses to the proposal.

### **RISK MANAGEMENT AND IMPLICATIONS:**

13. One risk of expanding the provision at William Cobbett would be if there were insufficient pupils to fill the proposed new places. Given the significant demand for COIN places in the south west area and as additional capital resources are not required to create the additional places, this risk likelihood is considered low and the impact would also be low.

### **Financial and Value for Money Implications**

14. Due to the increase of places there will be an additional annual cost for the number of planned places. Each planned place will be funded at a base level of £6000 in addition to the usual pupil funding, age weighted pupil unit (AWPU). For each pupil that attends the centre a top up sum is also applied. Should there be under occupancy in the centre the Local Authority incurs an additional cost of £4000 per vacant place.
15. Due to the increase in places there will be an additional annual cost to ensure that additional speech and language therapy is available to the extra

pupils accessing the centre. The additional therapy required equates to an annual cost around £16,000.

16. In order to support the creation of additional places for KS1 pupils capital resources are not required. The school site is able to accommodate a 30 place COIN centre across both KS1 and KS2.
17. By increasing provision in a Surrey maintained school more pupils with SEND will be able to be educated in maintained provision, thus saving on otherwise more costly placements in non-maintained independent settings (NMI). Transport costs are also likely to be lower with more pupils educated closer to home.

#### **Section 151 Officer Commentary**

18. The County Council is currently under significant financial pressure, so recommendations need to demonstrate value for money. The section 151 officer confirms there are additional revenue costs with this proposal, but it will enable SEND pupils to be educated in maintained provision, which is generally more cost effective than an external placement. A process for vacancy management will also need to be applied so that payments for vacant places are kept to an absolute minimum.
19. There is no requirement for capital expenditure in this proposal.

#### **Legal Implications – Monitoring Officer**

20. There is a requirement for consultation in this context as set out in The School Organisation Prescribed Alterations to Maintained Schools (England) Regulations 2013.
21. 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 the decision.
22. 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. This includes meeting the special educational needs of pupils where relevant. 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.

#### **Equalities and Diversity**

23. An Equality Impact Assessment has been completed, this has identified potential positive impacts and a negative impact on groups with the protected characteristics of age and disability.

24. In relation to a potential negative impact on pupils identified in the EIA for pupils with a disability that may experience difficulties with change it is proposed that the school outlines a plan to prepare pupils for changes that may happen in the future.
25. In relation to a potential negative impact on school staff with pregnancy and maternity rights identified in the EIA it is proposed that the school use 'keeping in touch' sessions to ensure staff are kept apprised of future changes.

#### **Other Implications:**

26. The potential implications for the following council priorities and policy areas have been considered. Where the impact is potentially significant a summary of the issues is set out in detail below.

Area assessed:	Direct Implications:
Corporate Parenting/Looked After Children	No significant implications arising from this report
Safeguarding responsibilities for vulnerable children and adults	Set out below
Environmental sustainability	Set out below
Public Health	No significant implications arising from this report

#### **Safeguarding responsibilities for vulnerable children and adults implications**

27. For vulnerable pupils with SEND, the provision of additional places, closer to home, will be beneficial. This may reduce travel time for many families and will also limit the number of school transitions as pupils will be able to stay in a single school throughout the primary phase.

#### **Environmental sustainability implications**

28. The provision of additional COIN places closer to home for residents with SEND will enable shorter travel distances and therefore a positive impact on environmental sustainability.

#### **WHAT HAPPENS NEXT:**

29. If approved, the change in age range and number of places will take place from September 2018. The centre will admit a higher number of pupils and those will start to admit pupils into key stage 1 where it is appropriate to individual pupil need. The usual SEND admissions process will be applied.

#### **Contact Officer:**

Julie Beckett, School Commissioning Officer (SEND), 01483 518109

#### **Consulted:**

Cabinet Member for All Age Learning  
 Headteacher and Governing Body of William Cobbett Primary School  
 Parents and carers at William Cobbett Primary School  
 Surrey Primary Schools  
 Liz Mills Assistant Director, Schools and Learning

Stephen Spence, Local County Councillor  
Local Borough Councillors  
Dioceses  
Unions

**Annexes:**

Equality Impact Assessment

**Sources/background papers:**

School Organisation consultation paper

<https://www.surreysays.co.uk/csf/william-cobbett-centre/>



# Equality Impact Assessment (EIA)

## 1. Topic of assessment

<b>EIA title</b>	Changing the age range and increasing pupil numbers at the specialist centre at William Cobbett Primary School
<b>EIA author</b>	Julie Beckett

## 2. Approval

	<b>Name</b>	<b>Date approved</b>
<b>Approved by</b>	Liz Mills	03/07/2018

## 3. Quality control

<b>Version number</b>	V1	<b>EIA completed</b>	02/07/2018
<b>Date saved</b>	02/07/2018	<b>EIA published</b>	03/07/2018

## 4. EIA team

<b>Name</b>	<b>Job title</b>	<b>Organisation</b>	<b>Team role</b>
Julie Beckett	School Commissioning Officer	Surrey County Council	School Commissioning Team
Katie Weller	School Commissioning Assistant	Surrey County Council	School Commissioning Team

## 5. Explaining the matter being assessed

<p><b>What policy, function or service is being introduced or reviewed?</b></p>	<p>During the summer of 2015 Surrey County Council undertook a consultation to consider changes to primary schools in the Waverley area of Surrey. It was proposed that William Cobbett Junior School would amalgamate with Weybourne Infant to become a primary school from 1 September 2015.</p> <p>The proposal was approved by the Cabinet Member for Schools, Skills and Educational Achievement in July 2015 and the first cohort of Year R pupils entered at the school from September 2015.</p> <p>Surrey County Council is proposing to extend the age range of the specialist centre for pupils with COIN in order to align the SEND offer with the school age range. This means that the school would be able to accommodate pupils from Reception year who could then stay at the school until the end of year 6, if their needs are still able to be met by the school.</p> <p>It is proposed that the number of places changes from the current total of 20 planned places (notionally 5 per year group in key stage 2 only) to 30 (notionally 2 per year group for key stage 1 and 6 per year group at key stage 2 to incorporate pupils from Badshot Lea specialist centre). This will enable the provision to remain sustainable and for it to match the age range of the rest of the school.</p>
<p><b>What proposals are you assessing?</b></p>	<p>It is proposed that the number of places changes from the current total of 20 planned places (notionally 5 per year group in key stage 2 only) to 30 (notionally 2 per year group for key stage 1 and 6 per year group at key stage 2 to incorporate pupils from Badshot Lea specialist centre). This will enable the provision to remain sustainable and for it to match the age range of the rest of the school.</p> <p>The proposal will come into effect from September 2018.</p>
<p><b>Who is affected by the proposals outlined above?</b></p>	<p>The proposal will impact:</p> <ul style="list-style-type: none"> <li>• pupils currently attending William Cobbett Primary School</li> <li>• pupils currently attending William Cobbett Primary School Centre</li> <li>• staff at William Cobbett Primary School</li> <li>• staff at William Cobbett Primary School Centre</li> <li>• parents and families of children with COIN education needs, currently attending William Cobbett Primary School or William Cobbett Primary School Centre, or likely to attend in future.</li> </ul>

## 6. Sources of information

### Engagement carried out

A consultation started on 30 April 2018 and finished on 25 May 2018. A public consultation meeting was held, at William Cobbett Primary School on Monday 14 May 2018. In addition to the Headteacher, centre staff, a school Governor and the Headteacher of Badshot Lea school, three parents attended the meeting.

Questions raised at the public meeting related to the proposal having a detrimental impact on pupil and staffing ratios, which would result in a reduction to the level of adult support that pupils receive. Clarification was given to the attendees that as pupil numbers in the centre grow, funding levels would grow also. This will ensure that the pupil:staffing ratios are not impacted and that pupils will continue to receive the support they require in order to meet their identified needs. A similar question was raised regarding therapy levels and assurances given that arrangements were being made to ensure that the appropriate provision is in place.

A survey was published on the Surrey County Council consultation website 'Surrey Says' between 30 April and 25 May 2018. A total of 3 responses were received and analysed. Of the 3 responses, 66% agreed with the proposal, 33% disagreed with the proposal; and 0% did not know or offer a position. The response that disagreed with the proposal has suggested that this proposal constitutes a reduction in pupil numbers. To clarify, the proposals to increase the age range and pupil numbers at William Cobbett would be in addition to the places available at Badshot Lea, meaning that there is an increase in Key Stage 1 places in the area.

Consultation packs detailing the proposal were distributed to all staff at William Cobbett Primary School and all parents at the Centre. Parents of pupils attending the mainstream school could have obtained a copy of the consultation from the school or online.

Statutory notices were published 4 June 2018 and ran for a period of 4 weeks. These were posted on the school gate, published in the local press, and on the 'Surrey Says' website.

### Data used

- School census records of children currently on roll at William Cobbett Primary School
- School census records of children currently on roll at William Cobbett Primary School Centre
- Office for National Statistics  
<https://www.neighbourhood.statistics.gov.uk/dissemination/>
- English indices of deprivation 2015  
<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>
- Data received from William Cobbett Primary School – June 2018



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	Potential positive impacts	Potential negative impacts	Evidence														
<b>Age</b>	Pupils in the infant age range would have access to a COIN centre at the school if approved.	No impacts identified	Not applicable														
<b>Disability</b>	Additional pupils will be able to access the centre if approved.	Some pupils with a disability may find change difficult.	All pupils attending William Cobbett Primary School’s Centre have communication and interaction needs. Some pupils may also have an additional disability.														
<b>Gender reassignment</b>	No impacts identified	No impacts identified	Not applicable														
<b>Pregnancy and maternity</b>	No impacts identified	No impacts identified	Not applicable														
<b>Race</b>	No impacts identified	No impacts identified	<p>Data taken from the most recent school census (January 2018) for William Cobbett Primary School. The majority of the pupils on roll at the school are White – British (Approximately 87.5%). Approximately 12.5% of pupils are from minority groups.</p> <table border="1"> <thead> <tr> <th>Ethnicity Description</th> <th>% of Pupils</th> </tr> </thead> <tbody> <tr> <td>ABAN</td> <td>1.5%</td> </tr> <tr> <td>AIND</td> <td>0.8%</td> </tr> <tr> <td>AOTH</td> <td>1%</td> </tr> <tr> <td>APKN</td> <td>1%</td> </tr> <tr> <td>MOTH</td> <td>0.4%</td> </tr> <tr> <td>MWAS</td> <td>1.7%</td> </tr> </tbody> </table>	Ethnicity Description	% of Pupils	ABAN	1.5%	AIND	0.8%	AOTH	1%	APKN	1%	MOTH	0.4%	MWAS	1.7%
Ethnicity Description	% of Pupils																
ABAN	1.5%																
AIND	0.8%																
AOTH	1%																
APKN	1%																
MOTH	0.4%																
MWAS	1.7%																

			MWBA	1%	
			MWBC	1.3%	
			OOH	0.2%	
			WEUR	1.5%	
			WIRI	0.4%	
			WOTW	0.8%	
			WROM	1%	
<b>Religion and belief</b>	No impacts identified	No impacts identified	Not applicable		
<b>Sex</b>	No impacts identified	No impacts identified	Not applicable		
<b>Sexual orientation</b>	No impacts identified	No impacts identified	Not applicable		
<b>Marriage and civil partnerships</b>	No impacts identified	No impacts identified	Not applicable		
<b>Carers (protected by association)</b>	No impacts identified	No impacts identified	Not applicable		
<b>Socio Economic factors</b>	<p>More families will be able to access a local provision for COIN pupils if approved.</p> <p>Potential less travel time for families as they will be able to access a local COIN provision.</p>	No impacts identified	<p>Index of Multiple Deprivation (2015) Farnham – 32,261 / 32,844</p> 		

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

Protected characteristic	Potential positive impacts	Potential negative impacts	Evidence
<b>Age</b>	No impacts identified	No impacts identified	Not applicable
<b>Disability</b>	No impact identified	No impact identified	Not applicable
<b>Gender reassignment</b>	No impact identified	No impact identified	Not applicable
<b>Pregnancy and maternity</b>	No impact identified	Keeping in touch specifically raising future changes throughout maternity periods to ensure that staff members are fully informed and consulted on changes.	0.9% of the staff employed at the school are pregnant/on maternity leave and 0.9% will be on maternity leave from September 2018
<b>Race</b>	No impact identified	No impact identified	Not applicable
<b>Religion and belief</b>	No impact identified	No impact identified	Not applicable
<b>Sex</b>	No impact identified	No impact identified	Not applicable
<b>Sexual orientation</b>	No impact identified	No impact identified	Not applicable
<b>Marriage and civil partnerships</b>	No impact identified	No impact identified	Not applicable
<b>Carers (protected by association)</b>	No impact identified	No impact identified	Not applicable

## 8. Amendments to the proposals

Change	Reason for change
No amendments have been made to the proposals	

## 9. Action plan

Potential impact (positive or negative)	Action needed to maximise positive impact or mitigate negative impact	By when	Owner
Potential negative impact: some pupils with a disability may find change difficult.	Work will be required to prepare students for changes that will be happening in the future.	Ongoing	School
Potential negative impact: pregnancy and maternity for staff	Keeping in touch specifically raising future changes throughout maternity periods to ensure that staff members are fully informed and consulted on changes.	Ongoing	School and HR representatives

## 10. Potential negative impacts that cannot be mitigated

Potential negative impact	Protected characteristic(s) that could be affected
Pupils with a disability finding change difficult	Disability

## 11. Summary of key impacts and actions

<p><b>Information and engagement underpinning equalities analysis</b></p>	<p>Some data provided by school                  Some data collected from centrally available sources                  Consultation period and meetings where respondents provided data                  Statutory notice period where respondents provided data</p>
<p><b>Key impacts (positive and/or negative) on people with protected characteristics</b></p>	<p>Pupils with a disability finding change difficult (negative)                  Additional support for staff relating to pregnant and maternity (negative)</p>
<p><b>Changes you have made to the proposal as a result of the EIA</b></p>	<p>No changes made</p>
<p><b>Key mitigating actions planned to address any outstanding negative impacts</b></p>	<p>Fully preparing pupils for future changes                  Additional support for staff relating to pregnant and maternity</p>
<p><b>Potential negative impacts that cannot be mitigated</b></p>	<p>None</p>

This page is intentionally left blank

**SURREY COUNTY COUNCIL**

**CABINET MEMBER FOR ALL AGE LEARNING**

**DATE: 17 JULY 2018**

**LEAD OFFICER: DAVE HILL, EXECUTIVE DIRECTOR FOR CHILDREN, FAMILIES AND LEARNING**

**SUBJECT: CHANGING THE AGE RANGE AND INCREASING PUPIL NUMBERS AT WEY HOUSE SCHOOL**



**SUMMARY OF ISSUE:**

Wey House is the only primary special school for social emotional and mental health needs (SEMH) in the Surrey area, currently catering for key stage 2 pupils only. It provides for boys who are unable to manage the school environment successfully without a high level of targeted intervention and support.

The school is located in Bramley which is based in the south west quadrant of Surrey and it caters for approximately 9 pupils per year and it has a 'good' Ofsted rating. The school is usually oversubscribed and there are a significant number of requests for SEMH provision for key stage 1 pupils.

When Wey House School has no places available the alternative option is to place children in the non-maintained and independent (NMI) sector at an average of £48,327 per annum for each pupil placed.

Officers are proposing to extend the age range of Wey House School to incorporate some key stage 1 places and expand pupil numbers in all year groups from the current total of 36 planned places in key stage 2 only to 55 across the primary age range.

**RECOMMENDATIONS:**

It is recommended that the Cabinet Member for All Age Learning approves the change in age range and increase in pupil numbers at Wey House School, taking into account the outcome of the informal and statutory consultation period.

**REASON FOR RECOMMENDATIONS:**

Demand for specialist provision in the county for pupils with SEMH needs is high. The provision of additional places in a specialist school will help support local families who otherwise have to travel further afield. This will enable a decrease in home to school travel times and cost. Where places are currently unavailable at Wey House, there is demand for placements in the NMI sector at high annual costs.

Some Key Stage 1 places will be on an 'assessment basis' to allow a period of intervention with highly specialist staff for very young pupils exhibiting significant SEMH needs.

The current planned places at the school is a low number for a special school. This can present a challenging financial environment, as economies of scale are

---

hard to gain. An increased number of pupils will generate increased funding into the school.

## **DETAILS:**

### **Proposal**

1. Officers are proposing to extend the age range of Wey House School to incorporate some key stage 1 assessment places and expand pupil numbers in all year groups.
2. It is proposed that the number of places changes from the current total of 36 planned places in key stage 2 only to 55 across the primary age range.

### **Rationale**

3. Demand for specialist provision in the county for pupils with SEMH needs is high. The provision of additional key stage 1 places in a specialist school will help support local families who otherwise have to travel further afield. This will enable a decrease in home to school travel times and cost. Where places are currently unavailable at Wey House, there is demand for placements in the NMI sector at high annual costs.
4. Once a pupil has been placed in non-maintained and Independent (NMI) provision it is more likely they will remain there for at least the remainder of the key stage and on occasions until the end of their formal education. By offering specialist places at an earlier opportunity young people can be supported through transition periods to continue to access the most appropriate maintained local provision.
5. Some Key Stage 1 places will be on an 'assessment basis' to allow a period of intervention with highly specialist staff for very young pupils exhibiting significant SEMH needs. The aim for this age group will be to promote a return to the mainstream sector where possible. If this is not possible then assessment and identification process during this period will ensure that pupil's needs are being met appropriately and that their continuing primary phase of education can be met at Wey House.
6. The current planned places at the school is a low number for a special school. This can present a challenging financial environment, as economies of scale are hard to gain. An increased number of pupils will generate increased funding into the school. It will provide a greater opportunity to utilise potentially sustainable options to meet the needs of pupils, such as alternative groupings of pupils together or bringing in different types of support arrangements. This will benefit the development of pupils and staff and provide a model of excellence for this cohort.

### **Pupil Placement**

7. There will be no impact on any of the current Wey House pupils who will continue their education in the school until they are ready for secondary transition. New pupils into Key Stage 1 will be allocated places in the school through the EHCP and admissions processes and may be on an 'assessment basis'.

8. Appropriate pupils for this provision would be identified and placed at Wey House using the Education Health Care Plan and subsequent review pathways. The document 'SEND admissions processes for referrals for specialist placement for school age children' describes how this process works and is available on the Surrey Local Offer website.

### **Benefits of the proposal**

9. Demand in the area for provision for pupils with SEMH is high, providing additional key stage 1 places will enable local families to remain closer to their homes and will decrease travel times and distances.
10. There will also be fewer children being placed in more costly NMI settings.
11. Meeting local demand and therefore enabling more pupils to be educated closer to home will provide an improved resident experience.
12. Increasing the numbers of pupils will help ease the challenging financial environment for the school, enabling more efficient staffing and pupil grouping and creating a more sustainable provision. The support available for these pupils will be improved through increased funding and greater economies of scale.

### **CONSULTATION:**

13. A 4 week informal consultation period has taken place, where parents at Wey House School and other stakeholders were provided with a consultation report and the opportunity to attend a public meeting. No parents attended the consultation meeting and there were 2 responses to the consultation, one respondent disagreed with the proposals and one was unsure. The unsure respondent was concerned that increasing pupil numbers would increase class sizes at Wey House. To confirm, the proposal would not bring about increased class sizes.
14. This informal consultation period was followed by a 4 week statutory consultation period. The Statutory Notice period ran from 4 June to noon on 3 July 2018 and generated 3 further responses to the proposal. The responses agreed with the proposal.

### **RISK MANAGEMENT AND IMPLICATIONS:**

15. One risk of expanding the provision at Wey House would be if there were insufficient pupils to fill the proposed new places. Given the significant demand for LAN places in the county and as additional capital resources are not required to create the additional places, this risk likelihood is considered low and the impact would also be low.

### **Financial and Value for Money Implications**

16. The current cost of maintained special school provision at Wey House is approx £30,000 which consists of £10,000 planned place funding and £20,977 'top up' for each pupil that attends.
17. Due to the increase in places there will be an additional annual cost to ensure that additional speech and language therapy is available to the extra pupils

accessing the school. The additional therapy required equates to an annual cost of around £12,000.

18. Placement costs for primary SEMH pupils in the NMI sector range from £18,000 to £86,000 per annum for each primary aged pupil placed dependent upon the NMI used. The cost of an individual placement significantly differs between providers.
19. It should be noted that in addition to NMI placement fees home to school transport costs may also be higher due to the locations of the schools in relation to pupil home addresses in Surrey.
20. In order to support the creation of additional places for KS1 pupils a full scale building programme is not required. The school site is able to accommodate a 55 places across both KS1 and KS2 from within current capacity. However considerations are currently being given into potential investment into the school to improve the facilities that may require capital investment to enhance and develop additional teaching spaces, create outside learning environment for infant aged pupils and safe spaces around school for 'time out/pace space'. In order to identify potential solutions for developing the site a feasibility study will need to take place. Any proposal to develop a capital scheme to address the capacity aspect for additional pupils will be subject to a business case to be considered by the Council's Investment Panel and Cabinet Member or Cabinet.

#### **Section 151 Officer Commentary**

21. The County Council is currently under significant financial pressure, so recommendations need to demonstrate value for money. The section 151 officer confirms there are additional revenue costs with this proposal, but it will enable SEND pupils to be educated in maintained provision, which is generally more cost effective than an external placement.
22. The service have indicated that capital funding may be required in the future, but at this stage are unsure of the level. Any future capital proposal is subject to a business case being developed for consideration at Investment Panel.

#### **Legal Implications – Monitoring Officer**

23. There is a requirement for consultation in this context as set out in The School Organisation Prescribed Alterations to Maintained Schools (England) Regulations 2013.
24. 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 the decision.
25. 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. This includes meeting the special educational needs of pupils where relevant. 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.

**Equalities and Diversity**

- 26. An Equality Impact Assessment has been completed, this has identified potential positive impacts and negative impacts on groups with the protected characteristics of age, disability and pregnancy and maternity for school staff.
- 27. In relation to a potential negative impact on pupils identified in the EIA for pupils with a disability that may experience difficulties with change it is proposed that the school outlines a plan to prepare pupils for changes that may happen in the future.
- 28. In relation to a potential negative impact on school staff with pregnancy and maternity rights identified in the EIA it is proposed that the school use 'keeping in touch' sessions to ensure staff are kept apprised of future changes.

**Other Implications:**

- 29. The potential implications for the following council priorities and policy areas have been considered. Where the impact is potentially significant a summary of the issues is set out in detail below.

Area assessed:	Direct Implications:
Corporate Parenting/Looked After Children	No significant implications arising from this report
Safeguarding responsibilities for vulnerable children and adults	Set out below
Environmental sustainability	Set out below
Public Health	No significant implications arising from this report

**Safeguarding responsibilities for vulnerable children and adults implications**

- 30. For vulnerable pupils with SEND, the provision of additional places, closer to home, will be beneficial. This may reduce travel time for many families and will also limit the number of school transitions as pupils will be able to stay in a single school throughout the primary phase.

**Environmental sustainability implications**

- 31. The provision of additional SEMH places closer to home for residents with SEND will enable shorter travel distances and therefore a positive impact on environmental sustainability.

## **WHAT HAPPENS NEXT:**

32. If approved, the change in age range and number of places will take place from September 2018. The school will admit a larger number into key stages 1 and 2 where approved through the usual SEND admissions process, and some assessment places in key stage 1 will start to be available, also through the SEND admissions process from September 2018.

### **Contact Officer:**

Julie Beckett, School Commissioning Officer (SEND), 01483 518109

### **Consulted:**

Cabinet Member for All Age Learning  
Headteacher and Governing Body of Wey House School  
Parents and carers at Wey House School  
Surrey Special Schools  
Liz Mills, Assistant Director, Schools and Learning  
Matt Furniss Local County Councillor  
Local Borough Councillors  
Dioceses  
Unions

### **Annexes:**

Equality Impact Assessment

### **Sources/background papers:**

School Organisation consultation paper  
<https://www.surreysays.co.uk/csf/wey-house-school/>



# Equality Impact Assessment (EIA)

## 1. Topic of assessment

<b>EIA title</b>	Changing the age range and increasing pupil numbers at Wey House School
------------------	---

<b>EIA author</b>	Julie Beckett
-------------------	---------------

## 2. Approval

	<b>Name</b>	<b>Date approved</b>
<b>Approved by</b>	Liz Mills	03/07/2018

## 3. Quality control

<b>Version number</b>	V1	<b>EIA completed</b>	02/07/2018
<b>Date saved</b>	02/07/2018	<b>EIA published</b>	03/07/2018

## 4. EIA team

<b>Name</b>	<b>Job title</b>	<b>Organisation</b>	<b>Team role</b>
Julie Beckett	School Commissioning Officer	Surrey County Council	School Commissioning Team
Katie Weller	School Commissioning Assistant	Surrey County Council	School Commissioning Team

## 5. Explaining the matter being assessed

<p><b>What policy, function or service is being introduced or reviewed?</b></p>	<p>Surrey’s special school primary provision for social emotional and mental health needs (SEMH) provides for boys who are unable to manage the school environment successfully without a high level of targeted intervention to support their SEMH. Without such support, pupils are likely to present with significantly challenging behaviour. There may also be additional needs, such as speech, language and communication needs.</p> <p>Wey House is the only SEMH school in the Surrey area for primary aged pupils, currently catering for key stage 2 pupils only. The school is located in Bramley which is based in the south west quadrant of Surrey and it caters for approximately 9 pupils per year and it has a ‘good’ ofsted rating. The school is usually oversubscribed and there are a significant number of requests for SEMH provision for key stage 1 pupils.</p> <p>When Wey House School has no places available the alternative option is to place children in the non-maintained and independent (NMI) sector at an average of £48,327 per annum for each pupil placed.</p> <p>Surrey County Council is proposing to extend the age range of Wey House School to incorporate some key stage 1 assessment places and expand pupil numbers in all year groups.</p>
<p><b>What proposals are you assessing?</b></p>	<p>It is proposed that the number of places changes from the current total of 36 planned places in key stage 2 only, to 55 across the primary age range.</p> <p>The proposal will come into effect from September 2018.</p>
<p><b>Who is affected by the proposals outlined above?</b></p>	<p>The proposal will impact:</p> <ul style="list-style-type: none"> <li>• pupils currently attending Wey House School</li> <li>• staff at Wey House School</li> <li>• parents and families of pupils with SEMH education needs, currently attending Wey House School, or likely to attend in future.</li> </ul>

## 6. Sources of information

### Engagement carried out

A consultation started on 30 April 2018 and finished on 25 May 2018. A public consultation meeting was held, at Wey House Primary School on Monday 14 May 2018. No one attended this meeting.

A survey was published on the Surrey County Council consultation website 'Surrey Says' between 30 April and 25 May 2018. A total of 2 responses were received and analysed. Of the 3 responses, 50% agreed with the proposal, 0% disagreed with the proposal; and 50% did not know or offer a position. A question raised in one of the responses related to increasing class size numbers and this having a detrimental impact on pupils. To confirm, as pupil numbers in the school grow, funding levels would grow also. There are no proposals to increase pupil numbers in individual classes. Additional classes will be created across the school. This will ensure that the pupil:staffing ratios are not impacted and that pupils will continue to receive the support they require in order to meet their identified needs.

Consultation packs detailing the proposal were distributed to all staff and parents at Wey House School.

Statutory notices were published 4 June 2018 and ran for a period of 4 weeks. These were posted on the school gate, published in the local press, and on the 'Surrey Says' website.

### Data used

- School census records of children currently on roll at Wey House School
- Office for National Statistics  
<https://www.neighbourhood.statistics.gov.uk/dissemination/>
- English indices of deprivation 2015  
<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>
- Data received from Wey House School – June 2018

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	Potential positive impacts	Potential negative impacts	Evidence										
<b>Age</b>	Pupils in the infant age range would have access to a centre at the school if approved.	No impacts identified	Not applicable										
<b>Disability</b>	More pupils will be able to access specialist provision at Wey House School if approved.	Some pupils with a disability may find change difficult.	All pupils attending Wey House Schools have social, emotional and mental health difficulties. Some pupils may also have an additional disability.										
<b>Gender reassignment</b>	No impacts identified	No impacts identified	Not applicable										
<b>Pregnancy and maternity</b>	No impacts identified	No impacts identified	Not applicable										
<b>Race</b>	No impacts identified	No impacts identified	<p>Data taken from the most recent school census for Wey House School. The majority of the pupils on roll at the school are White – British Approximately 84%). Approximately 16% of pupils are from minority groups.</p> <table border="1"> <thead> <tr> <th>Ethnicity Description</th> <th>% of Pupils</th> </tr> </thead> <tbody> <tr> <td>MOTH</td> <td>6%</td> </tr> <tr> <td>MWBA</td> <td>2%</td> </tr> <tr> <td>MWBC</td> <td>2%</td> </tr> <tr> <td>WROM</td> <td>6%</td> </tr> </tbody> </table>	Ethnicity Description	% of Pupils	MOTH	6%	MWBA	2%	MWBC	2%	WROM	6%
Ethnicity Description	% of Pupils												
MOTH	6%												
MWBA	2%												
MWBC	2%												
WROM	6%												
<b>Religion and belief</b>	No impacts identified	No impacts identified	Not applicable										

<b>Sex</b>	No impacts identified	No impacts identified	Not applicable
<b>Sexual orientation</b>	No impacts identified	No impacts identified	Not applicable
<b>Marriage and civil partnerships</b>	No impacts identified	No impacts identified	Not applicable
<b>Carers (protected by association)</b>	No impacts identified	No impacts identified	Not applicable
<b>Socio Economic factors</b>	<p>More families will be able to access a local provision for SEMH needs.</p> <p>Potential less travel time for families as they will be able to access more local SEMH provision.</p>	No impacts identified	Index of multiple deprivation (2015) - 23,481 / 32,844

Page 75

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

<b>Protected characteristic</b>	<b>Potential positive impacts</b>	<b>Potential negative impacts</b>	<b>Evidence</b>
<b>Age</b>	No impacts identified	No impacts identified	Not applicable
<b>Disability</b>	No impacts identified	No impacts identified	Not applicable
<b>Gender reassignment</b>	No impacts identified	No impacts identified	Not applicable

<b>Pregnancy and maternity</b>	No impacts identified	Keeping in touch specifically raising future changes throughout maternity periods to ensure that staff members are fully informed and consulted on changes.	0.2% of the staff employed at the school are pregnant/on maternity leave
<b>Race</b>	No impacts identified	No impacts identified	Not applicable
<b>Religion and belief</b>	No impacts identified	No impacts identified	Not applicable
<b>Sex</b>	No impacts identified	No impacts identified	Not applicable
<b>Sexual orientation</b>	No impacts identified	No impacts identified	Not applicable
<b>Marriage and civil partnerships</b>	No impacts identified	No impacts identified	Not applicable
<b>Carers (protected by association)</b>	No impacts identified	No impacts identified	Not applicable

## 8. Amendments to the proposals

Change	Reason for change
No amendments have been made to the proposals	

## 9. Action plan

Potential impact (positive or negative)	Action needed to maximise positive impact or mitigate negative impact	By when	Owner
Potential negative impact: some pupils with a disability may find change difficult.	Work will be required to prepare students for changes that will be happening in the future.	Ongoing	School
Potential negative impact: pregnancy and maternity for staff	Keeping in touch specifically raising future changes throughout maternity periods to ensure that staff members are fully informed and consulted on changes.	Ongoing	School and HR representatives

## 10. Potential negative impacts that cannot be mitigated

Potential negative impact	Protected characteristic(s) that could be affected
Some pupils with a disability may find change difficult	Disability

## 11. Summary of key impacts and actions

<p><b>Information and engagement underpinning equalities analysis</b></p>	<p>Some data provided by school                  Some data collected from centrally available sources                  Consultation period and meetings where respondents provided data                  Statutory notice period where respondents provided data</p>
<p><b>Key impacts (positive and/or negative) on people with protected characteristics</b></p>	<p>Pupils with a disability finding change difficult (negative)                  More pupils will be able to access a local, specialist provision (positive)                  Additional support for staff relating to pregnant and maternity (negative)</p>
<p><b>Changes you have made to the proposal as a result of the EIA</b></p>	<p>No changes made</p>
<p><b>Key mitigating actions planned to address any outstanding negative impacts</b></p>	<p>Fully preparing pupils for future changes</p>
<p><b>Potential negative impacts that cannot be mitigated</b></p>	<p>None</p>

**SURREY COUNTY COUNCIL****CABINET MEMBER FOR ALL AGE LEARNING****DATE: 17 JULY 2018****LEAD OFFICER: DAVE HILL, EXECUTIVE DIRECTOR FOR CHILDREN, FAMILIES AND LEARNING****SUBJECT: AMALGAMATION OF MANOR MEAD AND WALTON LEIGH SCHOOLS****SUMMARY OF ISSUE:**

Surrey County Council (SCC) has consulted on a proposal to amalgamate Manor Mead School and Walton Leigh Schools from 1 January 2019 so that the north east area has one single school for pupils with severe learning development and disability needs (SLDD).

The consultation period was from 23 May 2018 to 27 June 2018 and there were two public meetings held during this time.

The Cabinet Member is asked to review the proposal and comments received during the consultation and to determine if it is appropriate to proceed and issue a statutory notice to amalgamate the schools.

**RECOMMENDATIONS:**

That a Statutory Notice is issued in the new academic year stating the Local Authority's intention to amalgamate the two schools, such that there will be one school for pupils with SLDD in the north east area from 1 January 2019. The newly amalgamated school will be further extended by 8 additional places to become a 160 planned place school.

**REASON FOR RECOMMENDATIONS:**

This proposal will streamline SLDD provision in the north east of Surrey and will formalise the existing hard federation arrangements. This proposal will create a more sustainable single special school based over two sites for SLDD in the north east quadrant of Surrey. The proposal will provide additional planned places for pupils in the area that require provision of this nature.

**DETAILS:****Business Case**

1. Surrey's special school provision for SLDD typically offer arrangements to pupils with a variety of needs, predominately with Severe Learning difficulties (SLD), Profound and Multiple Learning difficulties (PMLD) and some with Autism (ASD). These schools support pupils with a high complexity of development difficulties, both physical and cognitive.

2. Manor Mead School is located in Shepperton and offers educational provision for pupils aged 2-11. The last OSFTED inspection at Manor Mead took place in February 2015 and the outcome was 'Outstanding' in all areas.
3. Walton Leigh School is located in Walton on Thames and offers educational provision for pupils aged 11-19. The last OFSTED inspection at Walton Leigh took place in February 2014 and the outcome was 'Outstanding' in all areas.
4. Manor Mead and Walton Leigh schools are joined together as a 'hard federation' under the leadership of one Executive Headteacher and one Governing Body. Each school is an individual organisation with a different Department for Education (DfE) registration and school budget. Generally pupils attending Manor Mead School transfer to and attend Walton Leigh for their secondary and post 16 education.
5. Both Manor Mead and Walton Leigh schools offer similar provision for pupils that have SLDD. Both schools are located in the north east quadrant of Surrey, approximately 3 miles from each other. As the schools are located within reasonable proximity of each other and are already working together as a hard federation rationalising the arrangements to create one school would combine good practice from each and would develop a larger school which is more sustainable in the longer term.
6. The amalgamation of the two schools will form one school for pupils with SLDD from the age of 2 to 19 in the north east quadrant of Surrey. This replicates SLDD arrangements that exist elsewhere in the county at other specialist schools in Farnham, Guildford, Camberley and Leatherhead. The amalgamated school would continue to operate across the two existing sites on a 'split site' basis.
7. Currently Walton Leigh is the smallest SLDD school in Surrey. Amalgamation with Manor Mead to create one school with greater pupil numbers would develop a larger organisation, which is more financially sustainable in the longer term.
8. Demand for specialist school places in the north east area for pupils with SLDD needs is high and other provision across the county is operating at high levels of occupancy. Additional places in a specialist school will help support local families who otherwise have to travel further afield. This will enable a decrease in home to school travel times and cost. Where places are currently unavailable at Manor Mead and Walton Leigh or other maintained SLDD schools across the county, there is demand for placements in the NMI sector at high annual costs. Once a pupil has been placed in non-maintained and Independent (NMI) provision it is more likely they will remain there for at least the remainder of the key stage and on occasions until the end of their formal education.
9. There will be no change to pupil admissions. Pupils will continue to access the amalgamated school according to the processes that are currently in place for pupils with an Education Health Care plan.
10. There is a current 'bulge' of pupils attending Manor Mead School who are appropriate to move into Walton Leigh School over the next 5 years. The Local Authority will be undertaking a Feasibility Study to consider the use of the current accommodation and teaching spaces at Walton Leigh school to

meet the needs of these ‘bulge’ pupils, together with the proposal to increase the planned place number at the school to 160.

**CONSULTATION:**

11. A consultation period started on 23 May 2018 and concluded at noon on 27 June 2018. During the consultation period, two public meetings were held on 14 June 2018: 1.30pm at Walton Leigh and 7pm at Manor Mead. One parent attended the meeting at Manor Mead School and discussed the proposals with Local Authority representatives and the Schools Management team.
12. The parent who attended the public consultation meeting expressed support for the proposal.
13. A total of 7 written responses were received during the consultation period via the Surrey Says website, post and email:

A parent/carer of a child attending Manor Mead or Walton Leigh School	6
A parent/carer of a child who may in future attend one of the schools	0
A parent/carer of a child attending another local school	0
Staff member at one of the schools	1
A governor of one of the schools	0
A resident living close/adjacent to one of the schools	0
Other link to one of the schools	0

14. Of the responses to the consultation received 100% agreed with the proposal to amalgamate the schools. Individual written comments were provided by most respondents and were positive about the benefits this proposal would bring for children, parents and staff.
15. One respondent noted that their agreement was subject to the development of the capacity of the existing building at Walton Leigh School.

**RISK MANAGEMENT AND IMPLICATIONS:**

16. There is significant pressure on expenditure for Special Educational Needs and Disability (SEND) provision and a duty for the authority to ensure that this funding is used to maximum effect. If the amalgamation did not occur then there is a risk that SEND resources would not be used as effectively as possible in the quadrant and one of the schools could become unsustainable in the future.
17. If the amalgamation did not happen there is the risk that one of smallest schools for pupils with this type of need in Surrey would be unable to make the necessary maintained provision for this type of pupil with an Education Health and Care Plan. This would then lead to provision being required from the non-maintained and independent sector, at a much higher per pupil cost.
18. Demand for specialist school provision in this area of Surrey is high. If additional places are not developed at the school then pupils will either need to travel to schools in other parts of Surrey where a vacancy may be available

and incur a higher home to school transport cost. Alternatively the other option is to place the pupil in non-maintained and independent provision, at a much higher pupil cost, together with a higher home to school transport cost.

#### **Financial and Value for Money Implications**

19. Walton Leigh School is one of the smallest SEN schools in Surrey. Creating one school with greater pupil numbers would develop a larger organisation, which is more financially sustainable in the longer term.
20. Due to the increase in places there will be an additional annual cost for the number of planned places. Each planned place will be funded at a base level of £10,000. For each pupil that attends the school a top up sum is also applied. Therefore the additional places proposed will generate an extra £80,000 in planned place funding for the school, together with top up which is allocated on a banding basis according to the individual needs of the pupil.
21. Due to the increase in places there will be an additional annual cost to ensure that additional speech and language therapy is available to the extra pupils accessing the school.
22. A recent viability study has been carried out and has identified that the current building at Walton Leigh School lacks capacity for the existing pupils. It will be unable to accommodate the additional pupils that are due to transfer into the school over the next 5 years. In order to identify potential solutions for developing the site a detailed feasibility study will take place shortly. Any proposal to develop a capital scheme to address the capacity aspect and additional pupils will be subject to a business case considered by the Council's Investment Panel and Cabinet Member or Cabinet.

#### **Section 151 Officer Commentary**

23. The County Council is currently under significant financial pressure, so recommendations need to demonstrate value for money. The section 151 officer confirms there are additional revenue and capital costs with this proposal, which will require more detailed vfm analysis as the proposal develops.

#### **Legal Implications – Monitoring Officer**

24. There is a requirement for consultation in this context as set out in The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013.
25. 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 the decision.
26. 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. This includes meeting the special

educational needs of pupils where relevant. 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.

**Equalities and Diversity**

27. An Equalities Impact Assessment has not been carried out for this part of the consultation. This will be completed if a statutory notice is published and will be available for the next phase of the process.

**Other Implications:**

28. The potential implications for the following council priorities and policy areas have been considered. Where the impact is potentially significant a summary of the issues is set out in detail below.

Area assessed:	Direct Implications:
Corporate Parenting/Looked After Children	No significant implications arising from this report
Safeguarding responsibilities for vulnerable children and adults	Set out below
Public Health	No significant implications arising from this report
Environmental sustainability	Set out below

**Safeguarding responsibilities for vulnerable children and adults implications**

29. Safeguarding vulnerable children is a high priority in all Surrey schools. Schools have considerable expertise in safeguarding vulnerable children and adhere to robust procedures. The amalgamated school would continue to apply good practice in the area of safeguarding, following the same good and outstanding practises that the two individual schools are currently. In addition, safeguarding is a key area for monitoring when Ofsted carries out inspections.
30. For vulnerable pupils with SEND, the provision of additional places, closer to home, will be beneficial. This may reduce travel time for many families and will also limit the number of school transitions as pupils will be able to stay in a single school throughout their education, if this provision remains appropriate for their needs and parents express a preference for a continued placement

**Environmental sustainability implications**

31. The provision of additional SLDD places closer to home for residents with SEND will enable shorter travel distances and therefore a positive impact on environmental sustainability.

<b>WHAT HAPPENS NEXT:</b>
---------------------------

32. Subject to Cabinet Member approval the Statutory Notice will be published in September 2018 proposing that the schools amalgamate to form one school for pupils with SLDD across two separate sites from 1 January 2019. This notice will propose a formal closure of one school and extend the number of places at the other. The newly amalgamated school will have 8 additional places, increasing the planned place number to 160.

**Contact Officer:**

Julie Beckett, School Commissioning Officer (SEND) 01483 518109

**Consulted:**

Cabinet Member for All Age Learning  
Headteacher and Governing Body of Manor Mead and Walton Leigh Schools  
Parents and carers at Manor Mead and Walton Leigh Schools  
Surrey Special Schools  
Liz Mills Assistant Director, Schools and Learning  
Local County Councillor Manor Mead School area Richard Walsh  
Local County Councillor Walton Leigh School area John O'Reilly  
Local Borough Councillors  
Dioceses  
Other Local Authorities  
Unions

**Sources/background papers:**

School Organisation consultation paper  
<https://www.surreysays.co.uk/csf/manormeadwaltonleigh/>  
Amalgamation consultation outcomes dated 27 June 2018