

## Notice of Meeting

# Cabinet Member for Education & Learning Decisions

**Date & time**

Tuesday, 8 June  
2021 at 2.00 pm

**Place**

Woodhatch Place, 11  
Cockshot Hill, Reigate  
RH2 8EF

**Contact**

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**Chief Executive**

Joanna Killian

If you would like a copy of this agenda or the attached papers in another format, e.g. large print or braille, or another language please email [angela.guest@surreycc.gov.uk](mailto:angela.guest@surreycc.gov.uk).

This meeting will be held in public, however numbers will be limited in order to adhere to Covid-19 social distancing requirements. If you would like to attend, please contact Angela Guest via the email address above in advance of the meeting.

**Cabinet Member**  
Denise Turner-Stewart

## 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 (02/06/2021).

#### b Public Questions

The deadline for public questions is seven days before the meeting (01/06/2021).

#### c Petitions

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

### 3 ADDITIONAL SPECIALIST SCHOOL PLACES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

(Pages 5  
- 76)

The demand for maintained specialist school places in Surrey for children and young people with SEND has grown significantly over the past four years from 2,859 planned places in 2017-2018 to 3,513 in 2021. Two proposals are to be considered by the Cabinet Member:

1. Change of need-type catered for at Clifton Hill School
2. Expansion at Woodfield Secondary School

### 4 EXCLUSION OF THE PUBLIC - IF NEEDED

**Recommendation:** That under Section 100(A) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information under the relevant paragraphs of Part 1 of Schedule 12A of the Act.

**MOBILE TECHNOLOGY AND FILMING – ACCEPTABLE USE**

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*Thank you for your co-operation*

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**SURREY COUNTY COUNCIL****CABINET MEMBER FOR EDUCATION & LEARNING****DATE: 8 June 2021**

**LEAD OFFICER:** Rachael Wardell, Executive Director for Children, Families and Lifelong Learning

**SUBJECT:** Additional specialist school places for pupils with Special Educational Needs and Disabilities.

**ORGANISATION STRATEGY PRIORITY AREA:** Growing a Sustainable Economy So Everyone Can Benefit, Tackling Health Inequalities and Enabling a Greener Future

<b>SUMMARY OF ISSUE:</b>
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Under section 14 of the Education Act 1996 and part 27 section 3 of the Children and Families Act 2014, Local Authorities have a statutory duty to ensure that:

1. There are sufficient schools for primary and secondary education in their areas.
2. As the local authority they keep under review the educational provision for children and young people who have Special Educational Needs and or a Disability (SEND).

The demand for maintained specialist school places in Surrey for children and young people with SEND has grown significantly over the past four years from 2,859 planned places in 2017-2018 to 3,513 in 2021. As the county's specialist estate has historically not expanded at the same rate as the demand, this in turn has increased reliance on the Non-Maintained and Independent (NMI) sector to ensure all pupils are able to access suitable full-time education.

Cabinet approved a combined capital investment of £79.6m between 2019-2021 to increase the local specialist estate and this will deliver over 1,600 additional specialist places that will be phased between 2019-2030.

The Department for Education expects local authorities to manage their specialist estates efficiently to avoid detriment to schools' educational offers, creating disadvantage to children and young people who have SEND or the local authority's financial position. This means ensuring the availability of specialist school places that are appropriately matched to need-type, phases of education and geographic location so that all of Surrey's statutory school age children with an Education, Health and Care Plan (EHCP) that require a full-time specialist setting in either a mainstream SEN Unit or Special School have a named placement, ready for the beginning of the next academic year.

These proposals require Surrey County Council to follow the statutory process for making significant changes ('Prescribed Alterations') to maintained schools because they fit into one of the categories below:

- The proposed expansion of a special school is permanent and would increase the capacity of the school by more than 20 pupils or 10% (whichever is the smaller number)
- Change to the types of need catered for by a special school.

A table detailing the 2 proposals below is attached as Annex A:

1. Change of need-type catered for at Clifton Hill School
2. Expansion at Woodfield Secondary School

<b>RECOMMENDATIONS:</b>
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It is recommended that:

The Lead Cabinet Member for Education & Learning determines the statutory notices published for each of the 2 proposals (1. Change of need-type catered for at Clifton Hill School, 2. Expansion at Woodfield Secondary School), thereby bringing into effect the formal commencement of the proposals.

The Lead Cabinet Member for All Age Learning may:

1. reject a proposal
2. approve a proposal without modification
3. approve a proposal with modifications, having consulted the LA and/or Governing Body (as appropriate)
4. approve a proposal, with or without modification – subject to certain conditions (such as the granting of planning permission) being met.

<b>REASON FOR RECOMMENDATIONS:</b>
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Following the introduction of The Children and Families Act, 2014 and revised SEND Code of Practice in 2015, Surrey has seen the number of Education, Health and Care Plans (EHCPs) increase by between 11-18% each year, resulting in the projected demand for 5,100 specialist school places within the next 5 years.

The SEND Capital Programme's approved strategy will deliver the additional 1,600 specialist school places which will be phased in to close the gap between the planned places of 3,513 in 2021 and the total projected demand by approximately 2026.

This significant increase in demand for specialist provision has led to a historic over reliance on the independent school sector. Surrey's ambition is to ensure sufficient maintained placement availability for the cohort of children and young people who have SEND and need specialist placements, so that they are educated closer to home and are more connected to local communities and support services.

The Lead Cabinet Member for Education & Learning's approvals and recommendations completes the statutory process in accordance with the relevant legislation to make appropriate changes to Surrey's specialist estate.

## DETAILS:

1. Further to Cabinet approval in September 2019, September 2020 and January 2021, Annex B outlines the total number of projects under the SEND Capital Programme which will increase Surrey's specialist school estate.
2. The two schools listed in this paper are Community schools where the Lead Cabinet Member decision is required for significant changes to maintained schools.
3. Further decisions on other Community schools will be brought to the Lead Cabinet Member in future meetings.
4. Five of the total number of SEND projects are being self-delivered by Academy Trusts. Where a significant change is proposed in an Academy the proposal will be submitted by the Trust to the Regional Schools Commissioner for approval.
5. **Key Outcomes and benefits for children, young people and families:**
  - More places for children and young people who have SEND to attend their nearest most appropriate school in Surrey.
  - Support for the county-wide inclusion agenda and effective partnership working between mainstream and special schools.
  - Increased availability of educational provision that achieves high quality outcomes for children and young people.
  - Reduction in home to school travel journey time as well as more opportunities for developing independent travel skills.
6. **How we'll know if we're making a difference:**
  - Key stakeholders feel engaged, consulted, and describe key benefits as well as improving outcomes for children and young people who have SEND in Surrey.
  - Reduced reliance on the non-maintained and Independent (NMI) sector and out-of-county placements.
  - Availability of specialist school places that are matched appropriately to need type, phases of education and geographic locations.
  - SEND capital investment that ensures local specialist settings are fit for purpose and meet the needs of children and young people who have SEND.
  - Reduced local congestion around school sites, as well as traffic flow around the county, which will be of benefit to Surrey's Green Agenda.
  - More efficient use of resources.

## CONSULTATION:

7. An informal consultation and further statutory notices were published individually for each of the two proposals on [www.surreysays.co.uk](http://www.surreysays.co.uk). All consultation documents are available at [www.surreysays.co.uk](http://www.surreysays.co.uk). The statutory notices are also attached as Annex C of this report.

8. A table with a summary of the consultation analysis for the two proposals is attached to this report as Annex D.

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

9. Sufficiency data requires close monitoring and frequent ratification to ensure projected demand for learners with EHCPs is up to date and accurate. This guarantees an appropriate availability of specialist school places, which are aligned to need, phase of education and geographical location. Latest sufficiency modelling demonstrated a clear need for the additional or changed specialist provision that the 2 schools will create.
10. The key risk to proposals not being approved is the loss of approximately 60 new places that are needed in county to meet the overall projected demand. This would equate to an additional £3.2m unplanned revenue from the DSG High Needs Block being spent on out of county independent provision year on year. The 60 new places would provide a potential cost containment of £1.8m as shown in Table 1 below.
11. The Local Authority needs to be satisfied that the appropriate fair and open local consultation and or representation has been carried out and that the proposer has given full consideration to all responses received. To ensure that this is the case, the consultation and decision-making processes are quality assured.
12. Surrey County Council has worked closely with both schools to ensure that parents, carers and young people know about the consultation proposals and have had sufficient opportunity to share their views through a number of channels including public and stakeholder meetings, written responses, email correspondence and online response forms.

#### **Financial and value for money implications:**

13. A sustainable specialist estate will be developed to provide fit for purpose facilities for Surrey's children and young people who have SEND and require a specialist school placement, providing cost effective solutions to support identified revenue savings.
14. The projected revenue benefits and associated projected cost containment comes from the reduced unit cost of a placement within a Surrey maintained school compared to a Non-Maintained Independent setting. As part of the wider SEND Transformation Programme, this contributes to reducing Surrey's High Needs Block annual deficit.
15. The expansion of Woodfield Secondary School, which is budgeted to cost £6m, will deliver an additional 60 places when fully complete. The £6m was included in the phase 2 SEND Capital programme so is already included in the approved Capital programme.



16. The average annual cost difference between a Non Maintained Independent (NMI) and mainstream specialist place is around £30k. When fully occupied, these 60 places would therefore provide cost containment of £1.8m per annum and help to reduce reliance on the NMI sector.
17. The proposals at Clifton Hill would not create additional places so there would be no anticipated cost saving.

**Section 151 Officer commentary:**

18. Although significant progress has been made over the last twelve months to improve the Council's financial position, the medium-term financial outlook beyond 2021/22 remains uncertain. The public health crisis has resulted in increased costs which may not be fully funded. With uncertainty about the ongoing impact of this and no clarity on the extent to which both central and local funding sources might be affected in the medium term, our working assumption is that financial resources will continue to be constrained, as they have been for the majority of the past decade. This places an onus on the Council to continue to consider issues of financial sustainability as a priority in order to ensure stable provision of services in the medium term. Additional capacity within the Surrey maintained estate is a key element of the SEND Transformation programme and as such The Section 151 Officer supports the proposal.

**Legal implications – Monitoring Officer:**

19. 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 (including special educational needs) of the population in its area. In doing so, the Council is required to contribute to the spiritual, moral, mental and physical development of the community.
20. 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.
21. The local authority has carried out a consultation on the proposal which is in accordance with statutory requirements. Such consultation involved those directly affected by the changes together with relevant representative groups.
22. In considering this Report, the Cabinet Lead Member for All-Age Learning must give due regard to the results of the consultation as set out in the reports attached and the response of the Service to the consultation comments and conscientiously take these matters into account when making a final decision.

**Equalities and diversity:**

23. The Equality Impact Assessments (EIA) for each of the proposals are attached to this report as Annex E and Annex F.

**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.

**Corporate Parenting/Looked After Children implications:**

25. The creation of additional specialist school places directly supports both the Surrey Corporate Parenting Strategy 2020 and the SEND Partnership Strategy 2019.
26. The proposals would provide increased provision for pupils who need a specialist placement in Surrey, thereby ensuring that those who are Looked After and/ or who have SEND are closer to home, more connected to local communities and support services.

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

27. 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 schools will continue to apply good practise in the area of safeguarding as they do currently. In addition, safeguarding is a key area for monitoring when Ofsted carries out inspections.
28. The creation of additional specialist school places closer to home supports highly effective joint agency monitoring to safeguard children, to reduce placement breakdown and increased demand on statutory care services.

**Environmental sustainability implications:**

29. The provision of education places closer to home will reduce the average journey times for learners with EHCPs and is aligned with the vision and aspirations of Surrey SEND Transport Transformation Programme.
30. The design philosophy is to create buildings that will support low energy consumption, reduce solar gain and promote natural ventilation. Any new infrastructure will be built to the local planning authority's adopted core planning strategy.

**Public Health Implications:**

31. No significant implications arising from this report.

**WHAT HAPPENS NEXT:**

32. Subject to the Lead Cabinet Member determining the statutory notices Surrey County Council and the Governing Bodies will proceed to implement the 2 proposals:

1. Change of need-type catered for at Clifton Hill School
2. Expansion at Woodfield Secondary School

Annex A details the next steps and implementation timescales against the two projects.

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**Contact Officer:**

Liz Mills, Director of Education, Learning & Culture

**Consulted:**

Headteachers of both of the schools featured in the proposals  
Parents of children attending the schools featured in the proposals  
Young people who attend the schools featured in the proposals  
Governing bodies and staff members of both of the schools featured in the proposals  
Surrey Family Voice  
Local residents in Surrey  
Local Cllrs in the areas of each of the schools featured in the proposals  
Cllr Julie Iles, Former Lead Cabinet Member for All Age Learning  
Rachael Wardell, Executive Director  
Liz Mills, Director Education Learning & Culture  
Jane Winterbone, Assistant Director Education  
Hayley Connor, Director Commissioning  
Eamonn Gilbert, Assistant Director Commissioning

**Annexes:**

**Annex A Table of proposals**

**Annex B SEND Capital Programme list of all projects**

**Annex C Statutory notices (Full)**

**Annex D Consultation Analysis**

**Annex E Equality Impact Assessments**

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Name of School	Current status of school				Proposal	Current No. of Specialist Places	Changes to number of places	Further information about the proposal	Next steps and Implementation Timescales (subject to the Lead Cabinet Member for All Age Learning agreeing the recommendations)
	Type	Phase	Type of need and Designation of Specialist SEN provision	Age range and gender					
<b>Clifton Hill School</b>	Community	Special School	Severe Learning Difficulty and Disability (SLDD)	11 - 19 years old Mixed	To change the designation from a Severe Learning Difficulty and Disability (SLDD) school to a split designation of Secondary SLDD and Complex Social and Communication (CSCN).	85	No change to total number of places but will utilise surplus of SLDD places that have been vacant for pupils with CSCN.	<p>The change to designation is to meet the increased demand for specialist placements and children with a primary need of Complex Social and Communication Needs (CSCN). This new proposal would meet the needs of the local community, match emerging forecast demand over the next five years and support the future sustainability of the school.</p> <p>As an SLDD secondary school, Clifton Hill School has been under capacity (85) for the last four years. The school report challenges in planning for a variable intake of students at Year 7 and leavers at Year 14.</p> <p>Clifton Hill School's main intake is now from Brooklands School, Reigate. A significant number of Year 6 students at Brooklands School are placed in secondary provision for pupils with Moderate Learning Difficulties, known in Surrey as Learning and Additional Needs (LAN) or CSCN schools. Surrey County Council recently expanded Brooklands School by 70 places to support the increasing need for CSCN primary provision and those students will subsequently need CSCN places for Key Stage 3.</p>	The change of designation will take effect from 1 September 2021
<b>Woodfield Secondary School</b>	Community	Special School	Moderate Learning Difficulties (known in Surrey as Learning and Additional Needs (LAN)	11 - 19 years old Mixed	Expansion from 80 to 140 pupils	100 - Years 7 - 11 20 - Post 16	Additional 60 places	<p>The proposed expansion is to meet the increased demand for specialist placements for children with Moderate Learning Difficulties (MLD) Learning Difficulties, known in Surrey as Learning and Additional Needs (LAN). Surrey's current provision for pupils with MLD or LAN is operating at capacity and children are increasingly often placed in specialist independent provision because Surrey case officers are unable to find a suitable available placement in Surrey. This demand is particularly acute for secondary-aged children. On average, specialist independent schools are more expensive than state-funded schools and often not local to the child's home.</p>	<p>Planning Approval - July 2021</p> <p>Tender process - August 2021</p>

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**Annex B**

**Surrey SEND Capital Programme Projects as of May 2021**

Cabinet approved the strategy for three Phases of the SEND Capital Programme with a combined capital investment of £79.6m between 2019-2021 to increase the local specialist estate. This will deliver over 1,600 additional specialist places that will be phased between 2019-2030

Phase 1:											
Setting	Surrey Designation	Need Type	Area	District/ Borough	Project	Capital	Key Stage	Number of places	Sept 21 places	Target Completion	Status
Woodfield	LAN	Moderate Learning Difficulties	SE	Reigate & Banstead	Bulge class	£3.59m	KS3/4	10	0	Sep-19	Delivered
Linden Bridge	High COIN	Autism/ ASD	NE	Epsom & Ewell	Bulge class		KS1-5	8	0	Sep-19	Delivered
Philip Southcote	LAN	Moderate Learning Difficulties	NW	Runnymede	Bulge class		KS3/4	10	0	Sep-19	Delivered
Freemantles	CSCN	Complex Autism	NW	Woking	Bulge class		KS1-5	16	0	Sep-19	Delivered
Pond Meadow	SLDD	Severe Learning Difficulties	SW	Guildford	Bulge class		KS1-5	14	0	Sep-19	Delivered
Brooklands	SLDD	Severe Learning Difficulties	SE	Reigate & Banstead	Bulge class		KS1/2	8	0	Sep-19	Delivered
Walton Leigh	SLDD	Severe Learning Difficulties	NE	Elmbridge	Bulge class		KS3/4	11	0	Sep-19	Delivered
Bell Farm	High COIN	Autism/ ASD	NE	Elmbridge	Primary SEN Unit		£0.7m	KS1/2	21	7	Sep-20
Worpleston	High COIN	Autism/ ASD	SW	Guildford	Primary SEN Unit	£1.1m	KS1/2	21	6	Sep-20	Delivered
Brooklands Alexander Road	CSCN	Complex Autism	SE	Reigate & Banstead	Special School expansion	£1.0m	KS1/2	70	20	Feb-22	Planning
Freemantles	CSCN	Complex Autism	NW	Woking	Special School expansion	£9.9m	KS1-5	72	9	Sep-22	Design
Meadhurst (Self-delivery by THPT)	High COIN	Autism/ ASD	NE	Spelthorne	Primary SEN Unit	£0.7m	KS1/2	29	13	Sep-22	Design
Fox Grove (DfE) ** See Phase 3, opening in temporary Sept 21	CSCN	Complex Autism	SE	Mole Valley	Special Free School	£0m	KS1-5	152	64	Oct-21	Construction
Betchwood Vale (DfE)	High COIN	Autism/ ASD	SE	Mole Valley	Special Free School	£0m	KS1-5	180	0	Sep-23/4	Design
New ASD Special School, West of County	High COIN	Autism/ ASD	NW	TBC	Special Free School	£25m	KS1-5	200	0	Sep-23	New Site Search initiated
<b>Total</b>						<b>£42.99m</b>		<b>823</b>	<b>119</b>		

Phase 2:											
Setting	Surrey Designation	Need Type	Area	District/Borough	Project	Capital	Key Stage	Number of places	Sept 21 places	Target Completion	Status
Limpsfield Grange	High COIN	Autism/ASD	SE	Tandridge	Special School Expansion	£4.0m	KS3/4	40	0	Oct-22	Design
Sunnydown	High COIN	Autism/ASD	SE	Tandridge	Special School Refurbishment	£0.3m	KS3/4	4	0	Apr-21	Delivered
Philip Southcote	LAN	Moderate Learning Difficulties	NW	Runnymede	Special School Expansion	£7.0m	KS3/4	26	10	Sep-22	Design
Philip Southcote Post 16 (The Meads)	LAN	Moderate Learning Difficulties	NW	Runnymede	Special School Post 16 relocation & Refurbishment		KS5	30	12	Sep-21	Design
The Abbey (Self-delivery by Weydon)	LAN	Moderate Learning Difficulties	SW	Waverley	Special School Expansion	£6.0m	KS3/4	60	12	Feb-23	Design
Three Rivers (Self-delivery by THPT)	High COIN	Autism/ASD	NE	Spelthorne	New Secondary SEN Unit	£3.0m	KS3/4	30	6	Sep-22	Feasibility
Woodfield	LAN	Moderate Learning Difficulties	SE	Tandridge	Special School Expansion	£6.0m	KS3-5	60	10	Sep-22	Planning
<b>Total</b>						<b>£26.3m</b>		<b>250</b>	<b>50</b>		



Phase 3:											
Setting	Surrey Designation	Need Type	Area	District/Borough	Project	Capital	Key Stage	Number of places	Sept 21 places	Target Completion	Status
Chandlers Field Primary School	High COIN	Autism/ASD	NE	Spelthorne	New Primary SEN Unit	£0.8m	KS1/2	25	7	Sep-22	Planning
Bramley Oak Part 1 (Self-delivery by LSEAT)	SEMH	Social Emotional & Mental Health needs	SW	Guildford	Special School refurbishment	£0.04m	KS1/2	6	6	April-21	Construction
Bramley Oak Part 2 (Self-delivery by LSEAT)	SEMH	Social Emotional & Mental Health needs	SW	Guildford	Special School expansion	£3.0m	KS1/2	22	0	Sep-22	Feasibility
West Hill Academy	LAN	Moderate Learning Difficulties	SE	Mole Valley	Special School expansion	£0.08m	KS1/2	10	10	Sep-21	Feasibility
Philip Southcote @ Chertsey High School	LAN	Moderate Learning Difficulties	NW	Runnymede	Special School Secondary Satellite	£0.46m	KS3/4	20	8	Sep-21	Feasibility
Philip Southcote @ Kings International	LAN	Moderate Learning Difficulties	NW	Runnymede	Special School Secondary Satellite	£0.85m	KS3/4	20	8	Sep-21	Feasibility
Manor Mead Temporary Expansion Primary	High COIN	Autism/ASD	NW	Spelthorne	Temporary Special School expansion	£0.92m	KS1/2	60	40	Sep-21/22	Feasibility
TBC Temporary Expansion Secondary	High COIN	Autism/ASD	NW	TBC	Temporary Special School expansion	£0.55m	KS3/4	100	0	Sep-22/23	New Site Search initiated
Wishmore Cross	SEMH	Social Emotional & Mental Health needs	NW	Surrey Heath	Special School expansion	£0.55m	KS2-KS4	28	28	Sep-21	Feasibility
The Park	LAN	Moderate Learning Difficulties	NW	Woking	Special school accessibility modifications	£0.04m	KS3/4	2	2	Sep-21	Feasibility
Fox Grove Academy **See Phase 1	CSCN	Complex Autism	NE	Elmbridge	Temporary accommodation Sept 21- Dec 21	£0.5m (£1.075 m total)	KS1-5	64	**64	July-21	Planning
Sunnydown	High COIN	Autism/ ASD	SE	Tandridge	Potential future expansion	£0.6m	KS3/4	20	0	Sep-22/23 TBC	Scoping potential
Bisley Primary	High COIN	Autism/ ASD	NW	Woking	New Primary SEN Unit	£0.55m	KS1/2	20	0	Sep-22/23 TBC	Scoping potential
<b>Total</b>						<b>£9.16m</b>		<b>333</b>	<b>109</b>		

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## Annex C Statutory Notices

### PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS:

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006, as amended by the Education Act 2011, that Surrey County Council, intends to make a significant change to the Special Education Needs and Disabilities designation at Clifton Hill School from a secondary Severe Learning Difficulty and Disability (SLDD) school to a split designation of Secondary SLDD and Complex Social and Communication Needs (CSCN).

#### School and local education authority details

1. The name, address and category of the school.

Woodfield Secondary School  
Sunstone Grove  
Merstham  
Surrey  
RH1 3PR

Community Special School

Surrey County Council, Education Place Planning, Quadrant Court, 35  
Guildford Road, Woking, GU22 7QQ

#### Implementation and any proposed stages for implementation

2. The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

Surrey County Council is proposing that Woodfield Secondary School is expanded to provide an additional 60 places for children who have Moderate Learning Difficulties, known locally in Surrey as Learning and Additional Needs (LAN), and who require a specialist school placement. It is proposed that the additional places will start to come online from September 2021 and that the project delivery and handover of the expanded school site will be completed by September 2022.

## Objections and comments

1. A statement explaining the procedure for making representations, including —
  - (a) the date prescribed in accordance with paragraph 29 of Schedule 3 (GB proposals)/Schedule 5 (LA proposals) of The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), by which objections or comments should be sent to the local education authority; and
  - (b) the address of the authority to which objections or comments should be sent.

This is a four-week consultation, which begins on Monday 22 February 2021 and concludes at midday on Monday 22<sup>nd</sup> March 2021. Any person may object to or make comments on the proposals by sending representations to:

Education Place Planning Team Quadrant Court, 35 Guildford Road, Woking.  
GU22 7AH

Alternatively, representations can be made by email to:

[schoolorg@surreycc.gov.uk](mailto:schoolorg@surreycc.gov.uk)

The consultation can also be accessed from the Surrey County Council website:

[www.surreysays.co.uk](http://www.surreysays.co.uk)

## Alteration description

2. A description of the proposed alteration and, in the case of special school proposals, a description of the current special needs provision.

Woodfield Secondary School is a community special educational needs school which provides secondary education to children and young people aged 11-19 years with Moderate Learning Difficulties (known locally in Surrey as Learning and Additional Needs (LAN)). Woodfield Secondary School currently has a permanent capacity of 100 places for pupils from National Curriculum Years 7-11 (i.e. ages 11-16) with 20 places in each year group (2FE). The school also offers an additional 20 places for post-16 pupils in National Curriculum Years 12-14.

Surrey County Council is proposing that Woodfield Secondary School is expanded by 60 places in total across National Curriculum Years 7-11. This expansion is to provide an additional 50 places (10 places per year group) for children who have Moderate Learning difficulties and a further 10 places in the school's flexi-teach provision, which are to be made permanent.

Flexi-teach provision is provided in a separate unit within the school. This enhanced provision supports young people on roll who present with more challenging behaviour resulting from complex learning and social and emotional needs. Young people access this provision at the discretion of the school and are then reintegrated back into classes with their peers as appropriate.

### **School capacity**

3.—(1) Where the alteration is an alteration falling within any of paragraphs 1 to 4, 8, 9 and 12-14 of Schedule 2 (GB proposals)/paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), the proposals must also include —

- (a) details of the current capacity of the school and, where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

Woodfield Secondary School currently has a permanent capacity of 100 places for pupils from National Curriculum Years 7-11 (11-16 years) and offers an additional 20 places for Post-16 pupils. The proposed expansion will increase the permanent capacity to 160 places for pupils from National Curriculum Years 7-11.

- (b) details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

Key stage transition into the school is at National Curriculum Year 7. Whilst Woodfield School currently admit 20 pupils (2 classes of 10 pupils) into Year 7 each year, they have taken additional pupils as a 'bulge class' to support increasing demand for pupil places in four of the last five years. These additional pupils are currently in Years 7, 8, 10 and 11.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
NOR	27	29	21	31	32	5	9	2	156
Main class	26	27	20	29	30	0	0	0	
Flexi teach unit	Maximum of 10 pupils in the unit from NCY 7 - NCY 11 from the total NOR at the schools' discretion and in agreement with parent carers					0	0	0	

- (c) where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

Woodfield School will admit 10 pupils in NCY 7 in September 2021 and then an annual intake of 30 from September 2022.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
Sept 21	30	27	29	21	31	5 (est)	5	9	157
Main class	28	26	27	20	29	0	0	0	
Flexi teach unit	Maximum of 10 pupils in the unit from NCY 7 -NCY 11 from the total numbers on roll at the schools' discretion and in agreement with parent carers					0	0	0	

- (d) where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

N/A

(2) Where the alteration is an alteration falling within any of paragraphs 1, 2, 9, 12 and 13 of Schedule 2 (GB proposals) /paragraphs 1, 2, 8, 18 and 19 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), a statement of the number of pupils at the school at the time of the publication of the proposals.

As of January 2021, the following number of pupils were on roll (NOR) at Woodfield School:

Year group	7	8	9	10	11	12	13	14	total
NOR	27	29	21	31	32	5	9	2	156

### Implementation

4. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

N/A

### Additional Site

5.— (1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

No additional site is required in order to facilitate these proposals.

(2) Where proposals relate to a foundation or voluntary school a statement as to who will provide any additional site required, together with details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease.

N/A

### Changes in boarding arrangements

6.—(1) Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

the number of pupils for whom it is intended that boarding provision will be made if the proposals are approved;

N/A

(a) the arrangements for safeguarding the welfare of children at the school;

N/A

(b) the current number of pupils for whom boarding provision can be made and a description of the boarding provision; and

N/A

(c) except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

N/A

(2) Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

(a) the number of pupils for whom boarding provision will be removed if the proposals are approved; and

N/A

(b) a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

N/A

### **Transfer to new site**

7. Where the proposals are to transfer a school to a new site the following information—

(a) the location of the proposed site (including details of whether the school is to occupy a single or split site), and including where appropriate the postal address;

The school will remain on its existing site.



(b) the distance between the proposed and current site;

N/A

(c) the reason for the choice of proposed site;

N/A

(d) the accessibility of the proposed site or sites;

N/A

(e) the proposed arrangements for transport of pupils to the school on its new site; and

N/A

(f) a statement about other sustainable transport alternatives where pupils are not using transport provided, and how car use in the school area will be discouraged.

N/A

## Objectives

8. The objectives of the proposals.

The Department for Education's 2019-2020 High Needs Benchmarking Tool identifies Surrey as an outlier with 4.4 per 1000 of the 2-18 population of children and young people with SEND placed in the independent sector; almost twice as many as compared to an average of benchmarking counties including Hampshire, Essex, Kent, East Sussex and Hertfordshire who have 2.25 per 1000. This results in approximately £71.5m cost on the current cohort of 1,350 pupils educated in non-maintained independent provision per year.

The Cabinet report dated 29<sup>th</sup> September 2020 highlighted increased demand of key stage transfer pupils for 2021/22. Further analysis and sufficiency modelling have been undertaken and projections based on 2020 EHCP numbers suggest a growth in demand across all year groups between Year 0 (age 4-5 years) and Year 14 (age 18-19 years) for an additional 400 places for September 2021. A range of factors including anticipated new Education Health and Care Plans (EHCPs), children and young people moving into the county with existing plans based on

recent trends, as well as the proportion of children and young people with EHCPs currently educated in specialist provision.

Therefore, in order to provide sufficient specialist places for those that need them and ensure better value for money, 400 additional places in Surrey's maintained schools are critical for September 2021.

Based on an average unit cost of £53k per learner per annum for independent sector provision compared to the average cost for maintained specialist places at £23k per learner per annum, the provision of additional maintained specialist places would generate an approximate saving in 2021-2022 of £30k per place. Based on the maximum of 400 maintained places this realises c£7.9m in 2021-2022 as the places would come into effect from September 2021, or in a full financial year saving of around £11.9m.

The provision of additional specialist places supports the county-wide inclusion agenda as well as increasing the availability of places for children and young people with SEND to access in Surrey. Sufficient in-county provision ensures specialist education provision that achieves high quality outcomes as well as good value for money.

Capacity created locally will make certain that SEND home to school transport distance and costs are reduced so that pupils attend their closest most appropriate school with shorter journey times. Opportunities for developing independent travel skills can be maximised as a result of children and young people being educated closer to home. This will also address local congestion around school sites as well as traffic flow around the county, which will be of benefit to Surrey's Green Agenda.

The distribution and occupancy of current Special Schools and mainstream Specialist Centres clearly illustrates that there is an existing lack of provision of Autism and Social Communication & Social Interaction Needs, Moderate Learning Difficulties and Social Emotional Mental Health Needs Special Schools and Specialist Centres. The proposed modification and expansion programme will ensure that additional places are matched appropriately to need type, phases of education and geographic locations.

## **Consultation**

9. Evidence of the consultation before the proposals were published including—
  - (a) a list of persons who were consulted;
  - (b) minutes of all public consultation meetings;

- (c) the views of the persons consulted;
- (d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
- (e) copies of all consultation documents and a statement on how these documents were made available.

An explanatory consultation document has been made available to the public via the Council's website: [www.surreysays.co.uk](http://www.surreysays.co.uk)

All appropriate parties have been made aware of this proposal, inclusive of the Governing Body of the school. A virtual public meeting was held on 26<sup>th</sup> January 2021.

The following people have been made aware of the proposals: parents/carers of children attending the school; employees and Governors of the school; relevant unions; local residents; other users of the school building; other local schools; local borough and county councillors; and the School Admissions Forum.

Surrey County Council has complied with all applicable statutory requirements to consult in connection with this proposal. At the conclusion of the Notice period, if permission is granted by the Surrey Cabinet Member for All Age Learning, Surrey County Council will implement the proposal.

### **Project costs**

**10.** A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

The Capital investment approved by Cabinet in September 2020 is £6m and will be funded through Surrey County Council's SEND Capital Budget.

**11.** A copy of confirmation from the Secretary of State and/or local education authority that funds will be made available (including costs to cover any necessary site purchase).

Although significant progress has been made over the last 12 months to improve the Council's financial position, the medium-term financial outlook is uncertain. The Public Health crisis has resulted in increased costs which are not fully funded in the current year. With uncertainty about the ongoing impact of this and no clarity on the extent to which both central and local funding sources might be affected from next year onwards, our working assumption is that financial resources will continue to be constrained, as they have been for the majority of the past decade. This places an onus on the Council to continue to consider issues of financial sustainability as a priority in order to ensure stable provision of services in the medium term. As such, the Section 151 Officer supports the proposal to move

forward with the SEND Capital Programme which is a significant part of the DSG High Needs Block reduction plan.

The current capital requirement is already factored into the medium-term financial strategy (MTFS). The projected revenue benefits will feed initially to the DSG but reducing the High Needs Block annual deficit will enable the Council to make comparable changes to the current General Fund contribution which will be of benefit to the MTFS position.

**Age range**

12. Where the proposals relate to a change in age range, the current age range for the school.

N/A

**Early years provision**

13. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—

(a) details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

N/A

(b) how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

N/A

(c) evidence of parental demand for additional provision of early years provision;

N/A

- (d) assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school; and

N/A

- (e) reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

N/A

### Changes to sixth form provision

14. (a) Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—

- (i) improve the educational or training achievements;
- (ii) increase participation in education or training; and
- (iii) expand the range of educational or training opportunities for 16-19 year olds in the area;

N/A

- (b) A statement as to how the new places will fit within the 16-19 organisation in an area;

N/A

- (c) Evidence —

- (i) of the local collaboration in drawing up the proposals; and
- (ii) that the proposals are likely to lead to higher standards and better progression at the school;

N/A

- (d) The proposed number of sixth form places to be provided.

N/A

15. Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.

N/A

**Special educational needs**

**16.** Where the proposals are to establish or change provision for special educational needs—

- (a) a description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

Woodfield Secondary School is a community special school which provides secondary education to children and young people aged 11-19 with Moderate Learning Difficulties (known locally in Surrey as Learning and Additional Needs (LAN)).

- (b) any additional specialist features will be provided;

N/A

- (c) the proposed numbers of pupils for which the provision is to be made;

The proposed expansion will provide an additional 60 specialist school places.

- (d) details of how the provision will be funded;

The proposed additional places will be funded through the Local Authority allocation of High Needs Block (HNB) Dedicated Schools Grant (DSG). Current place funding is £10,000 per place plus an additional average top up funding of currently £4,477 per pupil.

In the medium term, the 60 additional places will assist with managing the pressures on the Surrey County Council High Needs Block by reducing the historical reliance on the independent sector and out of county specialist placements.

- (e) a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

N/A

- (f) a statement as to whether the expenses of the provision will be met from the school's delegated budget;

The expenses of the provision will be met from the school's delegated school budget which will include the additional funding the school will receive as a result of admitting additional pupils, except for therapies which are funded from a centrally managed DSG budget.

- (g) the location of the provision if it is not to be established on the existing site of the school;

N/A

- (h) where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children; and

N/A

- (i) the number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

The expansion will provide an additional 60 places for pupils with special educational needs bring the school's total numbers on roll to 180.

**17. Where the proposals are to discontinue provision for special educational needs—**

- (a) details of alternative provision for pupils for whom the provision is currently made;

N/A

- (b) details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

N/A

- (c) details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision; and

N/A

- (d) a statement as to how the proposer believes that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

N/A

**18.** Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—

- (a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
- (b) improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
- (c) improved access to suitable accommodation; and
- (d) improved supply of suitable places.

N/A

**Sex of pupils**

**19.** Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single sex-education in the area;

N/A

- (b) evidence of local demand for single-sex education; and

N/A



- (c) details of any transitional period which the body making the proposals wishes specified in a transitional exemption order (within the meaning of section 27 of the Sex Discrimination Act 1975).

N/A

**20.** Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area; and

N/A

- (b) evidence of local demand for single-sex education.

N/A

#### **Extended services**

**21.** If the proposed alterations affect the provision of the school's extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

N/A

#### **Need or demand for additional places**

**22.** If the proposals involve adding places—

- (a) a statement and supporting evidence of the need or demand for the particular places in the area;

Sufficiency modelling projections demonstrate a consistent demand for primary special school places year on year. Whereas the demand for secondary specialist school places for MLD in the South East quadrant is projected to increase incrementally and to have more than doubled by 2026 as children and young people move through national curriculum year groups.

- (b) where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

N/A

- (c) where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

N/A

**23. If the proposals involve removing places—**

- (a) a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice; and

N/A

- (b) a statement on the local capacity to accommodate displaced pupils.

N/A

**Expansion of successful and popular schools**

**25A.** (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

(a) (for proposals published by the governing body) paragraph 1 of Part 1 to Schedule 2 or paragraph 12 of Part 2 to Schedule 2;

(b) (for proposals published by the LA) paragraph 1 of Part 1 to Schedule 4 or 18 of Part 4 to Schedule 4

of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended).

N/A

## PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS:

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006, as amended by the Education Act 2011, that Surrey County Council, intends to make a significant change to the Special Education Needs and Disabilities designation at Clifton Hill School from a secondary Severe Learning Difficulty and Disability (SLDD) school to a split designation of Secondary SLDD and Complex Social and Communication Needs (CSCN).

### School and local education authority details

1. The name, address and category of the school.

Clifton Hill School Chaldon Rd, Caterham CR3 5PN Community Special School  Surrey County Council
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### Implementation and any proposed stages for implementation

3. The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

Surrey County Council is proposing that Clifton Hill School in Chaldon, near Caterham, becomes a split-designation secondary special school, offering places for pupils with Severe Learning Difficulty and Disability (SLDD) and Complex Social and Communication Needs (CSCN) from September 2021. Following a review by the school on their projected intake and leavers over the next six years from 2021, between 8 and 17 places each year would be available within the existing capacity. The school's admissions arrangements will not change.
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### Objections and comments

24. A statement explaining the procedure for making representations, including —
  - (a) the date prescribed in accordance with paragraph 29 of Schedule 3 (GB proposals)/Schedule 5 (LA proposals) of The School Organisation (Prescribed

- Alterations to Maintained Schools) (England) Regulations 2007 (as amended), by which objections or comments should be sent to the local education authority; and
- (b) the address of the authority to which objections or comments should be sent.

This is a four-week consultation, which begins on Monday 25 January 2021 and concludes at midday on Friday 26 February 2021. Any person may object to or make comments on the proposals by sending representations to:

Education Place Planning Team Quadrant Court, 35 Guildford Road, Woking. GU22 7AH

Alternatively, representations can be made by email to:

[schoolorg@surreycc.gov.uk](mailto:schoolorg@surreycc.gov.uk)

The consultation can also be accessed from the Surrey County Council website:

[www.surreysays.co.uk](http://www.surreysays.co.uk)

### Alteration description

**25.** A description of the proposed alteration and, in the case of special school proposals, a description of the current special needs provision.

The purpose of this proposal is to change the Special Education Needs and Disabilities designation at Clifton Hill School from a secondary Severe Learning Difficulty and Disability (SLDD) school to a split designation of Secondary SLDD and Complex Social and Communication Needs (CSCN). Clifton Hill School are not reaching capacity with SLDD pupils and this proposal will support the school to develop a CSCN pathway through the school from Year 7 to Year 11 with the plan that students will either stay at Clifton Hill School for post-16 or move to a local college. This will support the increased demand for CSCN places.

### School capacity

**26.—**(1) Where the alteration is an alteration falling within any of paragraphs 1 to 4, 8, 9 and 12-14 of Schedule 2 (GB proposals)/paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), the proposals must also include —

- (a) details of the current capacity of the school and, where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

The current capacity of 85 places will not change.

- (b) details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be

admitted in each relevant age group in the first school year in which the proposals will have been implemented;

Clifton Hill School only have 8 year groups and must place 10/11 students into Year 7 every year to maintain a roll of 85. If the school are able to take both SLDD and CSCN pupils they can offer places to CSCN pupils at Key Stage transfer or for in year admissions subject to the number of unfilled places in that academic year.

Forecast assuming 9 new students per year (8 in year 7, 1 in year 12), and known end of phase leavers for summer 2021

Academic year starting	Year Group								Total	Unfilled
	7	8	9	10	11	12	13	14		
Sep-20	8	13	5	7	9	11	12	8	73	12
Nov-20	9	13	6	7	10	11	12	8	76	9
Jan-21	9	14	6	7	10	11	12	8	77	8
Sep-21	8	9	14	6	7	8	11	12	75	10
Sep-22	8	8	9	14	6	8	8	11	72	13
Sep-23	8	8	8	9	14	7	8	8	70	15
Sep-24	8	8	8	8	9	15	7	8	71	14
Sep-25	8	8	8	8	8	10	15	7	72	13
Sep-26	8	8	8	8	8	9	10	15	74	11
Sep-27	8	8	8	8	8	9	9	10	68	17

- (c) where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

The majority of CSCN places will be offered at Key Stage transfer at Year 7 and Year 12 each year from September 2021 onwards. Places will be allocated according to demand and spaces available in year groups. Where there is space and demand in other year groups, new children may be accepted subject to the appropriate teaching resource and peer groups.

- (d) where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

N/A

(2) Where the alteration is an alteration falling within any of paragraphs 1, 2, 9, 12 and 13 of Schedule 2 (GB proposals) /paragraphs 1, 2, 8, 18 and 19 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), a statement of the number of pupils at the school at the time of the publication of the proposals.

As of January 2021, the following number of pupils were on roll (NOR) at Clifton Hill School:

Year group	7	8	9	10	11	12	13	14	total
NOR	9	14	6	7	10	11	12	8	77

### Implementation

27. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

N/A

### Additional Site

28.— (1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

No additional site is required in order to facilitate these proposals.

(2) Where proposals relate to a foundation or voluntary school a statement as to who will provide any additional site required, together with details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease.

N/A

### Changes in boarding arrangements

29.—(1) Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

the number of pupils for whom it is intended that boarding provision will be made if the proposals are approved;

N/A

(a) the arrangements for safeguarding the welfare of children at the school;

N/A

- (b) the current number of pupils for whom boarding provision can be made and a description of the boarding provision; and

N/A

- (c) except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

N/A

(2) Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

- (a) the number of pupils for whom boarding provision will be removed if the proposals are approved; and

N/A

- (b) a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

N/A

### Transfer to new site

30. Where the proposals are to transfer a school to a new site the following information—

- (a) the location of the proposed site (including details of whether the school is to occupy a single or split site), and including where appropriate the postal address;

The school will remain on its existing site.

- (b) the distance between the proposed and current site;

N/A

- (c) the reason for the choice of proposed site;

N/A

(d) the accessibility of the proposed site or sites;

N/A

(e) the proposed arrangements for transport of pupils to the school on its new site; and

N/A

(f) a statement about other sustainable transport alternatives where pupils are not using transport provided, and how car use in the school area will be discouraged.

N/A

## Objectives

31. The objectives of the proposals.

This proposal forms part of Surrey County Council's Strategy for Specialist Placements and to increase the number of pupils in specialist provision in mainstream specialist centres, special academies and maintained special schools in Surrey in order to reduce the reliance on Non-Maintained and Independent Specialist provision and out of county Independent provision.

Clifton Hill School are not reaching capacity with SLDD pupils and this proposal will support the school to develop a CSCN pathway through the school and maintain their future sustainability.

Surrey County Council (SCC) are proposing to change the designation because the Clifton Hill School has a strong and established special school offer and a desire to meet growing demand from local parents for specialist secondary provision. The change will enable SCC to offer more secondary children and their families local, high-quality specialist provision.



## Consultation

- 32.** Evidence of the consultation before the proposals were published including—
- (a) a list of persons who were consulted;
  - (b) minutes of all public consultation meetings;
  - (c) the views of the persons consulted;
  - (d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
  - (e) copies of all consultation documents and a statement on how these documents were made available.

An explanatory consultation document has been made available to the public via the Council's website: [Surrey Says](#)

All appropriate parties have been made aware of this proposal, inclusive of the Governing Body of the school. The following people have been made aware of the proposals: parents/carers of children attending the school; employees and Governors of the school; relevant unions; local residents; other local schools; local borough and county councillors; and the School Admissions Forum.

## Project costs

**33.** A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

Additional pupils with CSCN will be offered places within the school's existing capacity and accommodation and therefore no capital investment is required.

**34.** A copy of confirmation from the Secretary of State and/or local education authority that funds will be made available (including costs to cover any necessary site purchase).

N/A

**Age range**

35. Where the proposals relate to a change in age range, the current age range for the school.

N/A

**Early years provision**

36. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—

- (a) details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

N/A

- (b) how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

N/A

- (c) evidence of parental demand for additional provision of early years provision;

N/A

- (d) assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school; and

N/A

- (e) reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

N/A

**Changes to sixth form provision**

**37.** (a) Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—

- (i) improve the educational or training achievements;
- (ii) increase participation in education or training; and
- (iii) expand the range of educational or training opportunities for 16-19 year olds in the area;

N/A

(b) A statement as to how the new places will fit within the 16-19 organisation in an area;

N/A

(c) Evidence —

- (i) of the local collaboration in drawing up the proposals; and
- (ii) that the proposals are likely to lead to higher standards and better progression at the school;

N/A

(d) The proposed number of sixth form places to be provided.

N/A

**38.** Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.

N/A

**Special educational needs**

**39.** Where the proposals are to establish or change provision for special educational needs—

- (a) a description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

The proposal will not change current arrangements for pupils with Special Educational Needs. As Clifton Hill School is under capacity for pupils with a Severe Learning Difficulty and Disability (SLDD), this proposal is to change the

Special Education Needs and Disabilities designation at Clifton Hill School from a secondary Severe Learning Difficulty and Disability (SLDD) school to a split designation of Secondary SLDD and Complex Social and Communication Needs (CSCN). This proposal will support the school to develop a CSCN pathway through the school from Year 7 to Year 11 with the plan that students will either stay at Clifton Hill School for post-16 or move to a local college.

(b) any additional specialist features will be provided;

N/A

(c) the proposed numbers of pupils for which the provision is to be made;

The number of 85 school places will not change. Places for pupils with CSCN will be offered according to unfilled spaces available each year.

(d) details of how the provision will be funded;

Clifton Hill School has limited capacity for expansion on their site. An extensive capital build is not an option. By making a change to the category of designation, to offer both SLDD and CSCN places, Clifton Hill School could offer maintained specialist provision for additional pupils within their current capacity and accommodation and the proposal would not require any capital investment. The proposed CSCN places will be funded through the Local Authority allocation of High Needs Block (HNB) Dedicated Schools Grant (DSG). Current rates are £10,000 per place plus an additional top up funding according to banding based on key stage and level of need. There will be no significant difference between the funding given to the school for individual SLDD and CSCN pupils.

(e) a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

N/A

(f) a statement as to whether the expenses of the provision will be met from the school's delegated budget;

The expenses of the provision will be met from the school's delegated school budget which will include the additional funding which the school will receive as a result of admitting additional pupils, except for therapies which are funded from a centrally managed DSG budget.

- (g) the location of the provision if it is not to be established on the existing site of the school;

N/A

- (h) where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children; and

N/A

- (i) the number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

The capacity of 85 places offered at Clifton Hill School will not change.

**40. Where the proposals are to discontinue provision for special educational needs—**

- (a) details of alternative provision for pupils for whom the provision is currently made;

N/A

- (b) details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

N/A

- (c) details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision; and

N/A

- (d) a statement as to how the proposer believes that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

N/A

**41.** Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—

- (a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
- (b) improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
- (c) improved access to suitable accommodation; and
- (d) improved supply of suitable places.

N/A

**Sex of pupils**

**42.** Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single sex-education in the area;

N/A

- (b) evidence of local demand for single-sex education; and

N/A

- (c) details of any transitional period which the body making the proposals wishes specified in a transitional exemption order (within the meaning of section 27 of the Sex Discrimination Act 1975).

N/A

**43.** Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area; and

N/A

(b) evidence of local demand for single-sex education.

N/A

**Extended services**

**44.** If the proposed alterations affect the provision of the school’s extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

The proposal will not have a negative impact on the provision of the school’s extended services.

**Need or demand for additional places**

**45.** If the proposals involve adding places—

(a) a statement and supporting evidence of the need or demand for the particular places in the area;

This proposal does not add additional places to the capacity of the school.

(b) where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

N/A

(c) where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

N/A

**46.** If the proposals involve removing places—

(a) a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice; and

N/A

(b) a statement on the local capacity to accommodate displaced pupils.

N/A

## **Expansion of successful and popular schools**

**25A.** (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

(a) (for proposals published by the governing body) paragraph 1 of Part 1 to Schedule 2 or paragraph 12 of Part 2 to Schedule 2;

(b) (for proposals published by the LA) paragraph 1 of Part 1 to Schedule 4 or 18 of Part 4 to Schedule 4

of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended).

N/A
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Annex D

Summary of Consultations

The table below is a summary of the consultations for the two proposals. A full consultation analysis is available for each of the proposals. All consultation documents can be accessed at [www.surreysays.co.uk](http://www.surreysays.co.uk) by searching the name of the school.

Name of School	Informal Consultation Dates	Total no. of responses	Quantative Analysis			Qualitative Analysis (List of key themes)	Public Meeting	Statutory Notice publication dates	Total no. of responses	Quantative Analysis			Qualitative Responses (List of key themes)
			agree	disagree	don't know					agree	disagree	don't know	
Clifton Hill School	23 November 2020 - 15 January 2021	48	82%	agree	1. Positive impacts for children and young people 2. Opportunities for staff development 3. Support for additional places with potential for pupils to be educated closer to home	A public meeting was offered on 9 December 2020. 0 people attended	25 January 2021 - 1 March 2021	1	100%	agree	No comments received		
			2%	disagree					0%	disagree			
			14%	don't know					0%	don't know			
Woodfield Secondary School	12 February 2021 - 4 January 2021	20	80%	agree	1. Positive impacts for children and young people 2. Meets the demand for specialist places in the area 3. Negative impacts - traffic flow and parking	A public meeting was held on 26 January 2021 10 people attended	22 February 2021 - 22 March 2021.	5	100%	agree	1. Meets the demand for specialist places in the area 2. Positive impacts of additional space		
			15%	disagree					0%	disagree			
			5%	don't know					0%	don't know			

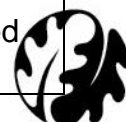
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## Annex E

EIA Title	Expansion of Woodfield School			
Did you use the EIA Screening Tool? (Please tick or specify)	Yes (Please attach upon submission)			

### 1. Explaining the matter being assessed

What policy, function or service change are you assessing?	<p>Surrey County Council is proposing that Woodfield Secondary School is expanded to provide an additional 60 places for children who have Moderate Learning Difficulties (MLD), known in Surrey as Learning and Additional Needs (LAN) and who require a specialist placement. It is proposed that the expansion will take place at the existing school site.</p> <p>The proposed expansion is to meet the increased demand for specialist placements for children with Moderate Learning Difficulties (MLD) or Learning and Additional Needs (LAN). Surrey's current LAN provision is operating at capacity and children are increasingly often placed in specialist independent provision because Surrey case officers are unable to find a suitable available placement in Surrey. This demand is particularly acute for secondary-aged children. On average, specialist independent schools are more expensive than state-funded schools and often not local to the child's home.</p>
Why does this EIA need to be completed?	<p>The EIA is being completed to assess the impact of the proposal to expand an existing site.</p> <p>This is also to meet the increased demand for specialist placements, for children who have Moderate Learning Difficulties (MLD) or Learning and Additional Needs (LAN). This new proposal would meet the needs of the local community, match emerging forecast demand over the next five years and support the future sustainability of the school.</p>
Who is affected by the proposals outlined above?	<p>Pupils currently attending Woodfield School.</p> <p>Surrey County Council shared the proposal with schools including head teachers and chairs of governors; unions; parent representatives; partner agencies; local residents; other Local Authorities (within 3 miles) the staff and parents of Woodfield School.</p>
How does your service proposal support the outcomes in <a href="#">the Community Vision for Surrey 2030?</a>	<ul style="list-style-type: none"> <li>- Children and young people are safe and feel safe and confident.</li> <li>- Everyone benefits from education, skills and employment opportunities that help them succeed in life.</li> </ul>



# Equality Impact Assessment

	<ul style="list-style-type: none"> <li>- Communities are welcoming and supportive, especially of those most in need, and people free able to contribute to community life.</li> <li>- Well-connected communities, with effective infrastructure, that grow sustainably.</li> </ul>			
<p><b>Are there any specific geographies in Surrey where this will make an impact?</b></p> <p>(Please tick or specify)</p>	County Wide	x	Runnymede	
	Elmbridge		Spelthorne	
	Epsom and Ewell		Surrey Heath	
	Guildford		Tandridge	
	Mole Valley		Waverley	
	Reigate and Banstead		Woking	
	Not Applicable			
	County Divisions (please specify if appropriate): X			
<p><b>Briefly list what evidence you have gathered on the impact of your proposals?</b></p>	<p>A consultation began on 4<sup>th</sup> January 2021 and finished on 12<sup>th</sup> February 2021. A public consultation meeting was held on 26<sup>th</sup> January 2021.</p> <p>A survey was published on the Surrey County Council consultation website 'Surrey Says' from 4<sup>th</sup> January 2021 and ran until 12<sup>th</sup> February 2021. A total of 19 responses were received and analysed. Of the 19 responses, 79% agreed with the proposal, 16% disagreed with the proposal; and 5% did not know or offer a position.</p> <p>Statutory notices were published 22<sup>nd</sup> February 2021 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. A total of 5 responses were received and 100% agreed with the proposal.</p>			

## 2. Service Users / Residents

Out of the 10 protected characteristics below, I have highlighted two characteristics.

1. Age including younger and older people
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Race including ethnic or national origins, colour or nationality
6. Religion or belief including lack of belief
7. Sex
8. Sexual orientation
9. Marriage/civil partnerships
10. Carers protected by association

*Though not included in the Equality Act 2010, Surrey County Council recognises that socio-economic disadvantage is a significant contributor to inequality across the County and therefore regards this as an additional factor.*

# Equality Impact Assessment

Disability						
<b>What information (data) do you have on affected service users/residents with this characteristic?</b>						
Woodfield School provides secondary education to children and young people aged 11-19 with moderate learning difficulties (known in Surrey as Learning and additional needs: LAN) A significant number of pupils have language and communication difficulties, and an increasing number present with a broader complexity of needs.						
Impacts (Please tick or specify)	Positive	x	Negative		Both	
Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?		When will this be implemented by?	Owner	
Positive: Should the proposals be approved additional pupils will be able to access a local provision which supports pupils with Moderate Learning Difficulties (known in Surrey as LAN).	Responses to the consultation	To ensure that the proposal is completed on time and the phasing in of additional pupils starts from September 2021.		September 2021	Surrey County Council and the school	
Positive: Additional accommodation and spaces to meet the needs of pupils	Responses to the consultation	To ensure that the proposal is completed on time and the phasing in of additional pupils starts from September 2021.		September 2021	Surrey County Council and the school	
Positive: Additional classes having an impact on meeting additional children's needs.	Responses to the consultation	To ensure that the proposal is completed on time and the phasing in of additional pupils starts from September 2021.		September 2021	Surrey County Council and the school	

# Equality Impact Assessment

**What other changes is the council planning/already in place that may affect the same groups of residents?  
Are there any dependencies decisions makers need to be aware of**

The expansion of Woodfield School is part of a suite of proposals being developed by Surrey County Council to deliver a step change in the number of places for learners who have complex SEND in local Special Schools and Specialist Centres.

[SEND Capital programme 29 Sept 20](#)

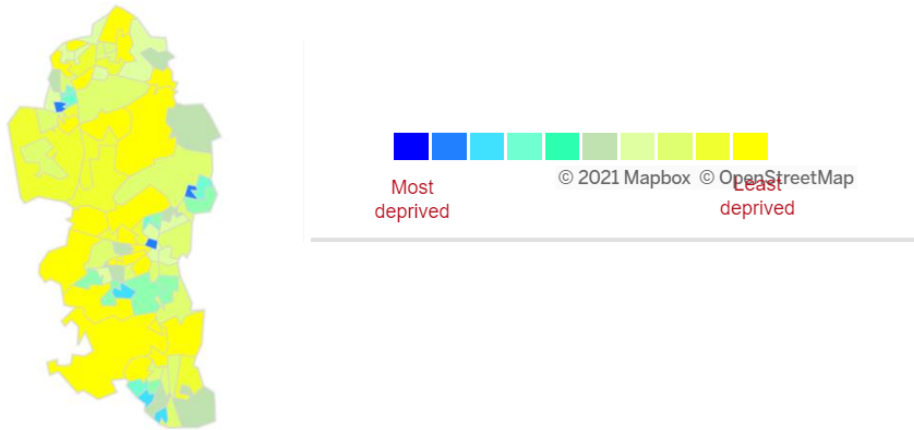
[SEND Capital Programme Phase 3 2021- Cabinet Report.pdf \(surreycc.gov.uk\)](#)

**Any negative impacts that cannot be mitigated? Please identify impact and explain why**

N/A

## SOCIO-ECONOMIC FACTORS

27% of pupils who attended Woodfield School in 2020 were eligible for free school meals.



This map shows Reigate and Banstead social economic situation.

Pupils travel to Woodfield School from across the county of Surrey, if it is the nearest school that meets their needs. Across Surrey there are a mix of the least deprived areas in the county next to the most deprived. The map shows the indices of deprivation across the area of Reigate and Banstead. The light yellow colours on the map are the least deprived areas and the blue are the most deprived. An interactive version of the map can be found on [Surreyi](#).

Impacts (Please tick or specify)	Positive		Negative		Both	x



# Equality Impact Assessment

Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
<p>Positive: More families will be able to access a local provision for pupils with MLD or LAN if approved.</p>	<p>Pupils with MLD or LAN will not need to travel as far for the appropriate school provision.</p>	<p>To ensure that the proposal is completed on time and the phasing in of additional pupils starts from September 2021. An entitlement to home to school transport exists where the following criteria is satisfied: A child with an EHCP attends their nearest suitable school* and qualifies for home to school transport under the statutory walking distances (section 3.2) outlined previously within this policy.” (Home to School Travel Transport Policy)</p>	<p>September 2021</p>	<p>Surrey County Council and the school</p>
<p>Positive: Potential less travel time for families as they will be able to access a local provision.</p>	<p>Pupils with MLD or LAN will not need to travel so far for appropriate school provision.</p>	<p>More places for children and young people who have SEND to attend their nearest most appropriate school in Surrey.</p> <p>Part of a suite of proposals being developed by Surrey County Council to deliver a step change in the number of places for learners who have complex SEND in local</p>	<p>On going</p>	<p>SEND Admissions Team at Surrey County Council</p>

# Equality Impact Assessment

		Special Schools and Specialist Centres.		
Negative: Potential for additional traffic and parking issues outside of the school.	Responses to the initial consultation advised that the road is being blocked, and there are too many cars in the road. The cars and coaches block the driveways already.	The Highways Authority are a statutory consultee and will consider the planning application when submitted to ensure that these matters have been properly considered.  Every effort will be made during the preparation of the design to make the pupil drop off and collection process as efficient as possible, with consideration given to the efficient layout of roadways within the school site to facilitate this and reduce the impact outside the school site'	On going	Surrey County Council
<b>What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decisions makers need to be aware of</b>				
N/A				
<b>Any negative impacts that cannot be mitigated? Please identify impact and explain why</b>				
N/A				

# Equality Impact Assessment

Age				
<b>What information (data) do you have on affected service users/residents with this characteristic?</b>				
There were a total of 156 pupils (National Curriculum Years 7-14) on roll as of January 2021 census.				
<b>Impacts</b> (Delete as applicable)	Both			
<b>Impacts identified</b>	<b>Supporting evidence</b>	<b>How will you maximise positive/minimise negative impacts?</b>	<b>When will this be implemented by?</b>	<b>Owner</b>
Both: This expansion will impact children attending Woodfield School aged 11-19.	Woodfield School is a secondary school for pupils aged 11-19 years old.	The expansion is part of the SEND Capital programme and additional places for other year groups are also being considered as part of this programme.	On-going	Surrey County Council and the school

# Equality Impact Assessment

<b>What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decisions makers need to be aware of</b>	N/A
<b>Any negative impacts that cannot be mitigated? Please identify impact and explain why</b>	N/A

# Equality Impact Assessment

## Staff

General impacts for staff					
What information do you have on the affected staff with this characteristic?					
Any direct changes for staff are not part of this proposal and would be addressed by Woodfield School.					
Impacts	Positive	x	Negative		Both
Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner	
Positive: Some respondents to the consultation mentioned positive impacts in terms of better resources and staff training	Consultation responses	Recruiting additional staff	Sep 2021	School	
Positive: Some respondents to the consultation mentioned positive impacts of development opportunities for staff.	Specialist models in other schools	Continue staff development and open communication with all staff as new staff are recruited.	On going	School	
What other changes is the council planning that may affect the same groups of staff? Are there any dependencies decisions makers need to be aware of					
N/A					
Any negative impacts that cannot be mitigated? Please identify impact and explain why					
N/A					

## 3. Amendments to the proposals

CHANGE	REASON FOR CHANGE
<i>What changes have you made as a result of this EIA?</i>	<i>Why have these changes been made?</i>
N/A	N/A

## 5. Recommendation

Based your assessment, please indicate which course of action you are recommending to decision makers. You should explain your recommendation in the in the blank box below.

Outcome Number	Description	Tick
<b>Outcome One</b>	<b>No major change to the policy/service/function required.</b> This EIA has not identified any potential for discrimination or negative impact, and all opportunities to promote equality have been undertaken	X
<b>Outcome Two</b>	<b>Adjust the policy/service/function</b> to remove barriers identified by the EIA or better advance equality. Are you satisfied that the proposed adjustments will remove the barriers you identified?	
<b>Outcome Three</b>	<b>Continue the policy/service/function</b> despite potential for negative impact or missed opportunities to advance equality identified. You will need to make sure the EIA clearly sets out the justifications for continuing with it. You need to consider whether there are: <ul style="list-style-type: none"> <li>• Sufficient plans to stop or minimise the negative impact</li> <li>• Mitigating actions for any remaining negative impacts plans to monitor the actual impact.</li> </ul>	
<b>Outcome Four</b>	<b>Stop and rethink</b> the policy when the EIA shows actual or potential unlawful discrimination (For guidance on what is unlawful discrimination, refer to the Equality and Human Rights Commission's guidance and Codes of Practice on the Equality Act concerning employment, goods and services and equal pay, available <a href="#">here</a> ).	
<i>Please use the box on the right to explain the rationale for your recommendation</i>		



# Equality Impact Assessment

## 6a. Version Control

Version Number	Purpose/Change	Author	Date
V1	To write EIA	Lucy Ford	
V2	To check	Lisa Way	
V3	Amendments	Lucy Ford	

The above provides historical data about each update made to the Equality Impact Assessment. Please do include the name of the author, date and notes about changes made – so that you are able to refer back to what changes have been made throughout this iterative process. For further information, please see the EIA Guidance document on version control.

## 6b. Approval

	Name	Date approved
<b>Approved by*</b>	<i>Head of Service</i>	Liz Mills
	<i>Executive Director</i>	Rachael Wardell
	<i>Cabinet Member</i>	
	<i>Directorate Equality Group</i>	

<b>EIA Author</b>	Lucy Ford/ Lisa Way
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\*Secure approval from the appropriate level of management based on nature of issue and scale of change being assessed.

## 6c. EIA Team

Name	Job Title	Organisation	Team Role
Lucy Ford	Commissioning Assistant	SCC	
Lisa Way	Commissioning Manager	SCC	
Debbie Watson	Commissioning Assistant	SCC	
Jane Keenan	Commissioning Manager	SCC	

# Equality Impact Assessment

Jackie Drysdale	Commissioning Assistant	SCC	
Miriam Hepburn	Commissioning Assistant	SCC	
Sarah Manning	Commissioning Assistant	SCC	

If you would like this information in large print, Braille, on CD or in another language please contact us on:

Tel: 03456 009 009

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Email: [contactcentre@surreycc.gov.uk](mailto:contactcentre@surreycc.gov.uk)

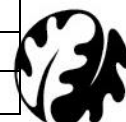


## EIA – Proposal to change the designation at Clifton Hill school.

<b>EIA Title</b>	Proposal to Re-designate Clifton Hill school			
<b>Did you use the EIA Screening Tool?</b> (Please tick or specify)	Yes (Please attach upon submission)	Yes	√	

### 1. Explaining the matter being assessed

<b>What policy, function or service change are you assessing?</b>	The proposal is to change the designation at Clifton Hill School from a Secondary Severe Learning Difficulty (SLD) school to a split designation of Secondary SLD and Complex Social and Communication Needs (CSCN).			
<b>Why does this EIA need to be completed?</b>	<p>The expansion is to meet the increased demand for specialist placements, in particular for children with (CSCN). This new proposal would meet the needs of the local community, match emerging forecast demand over the next five years and support the future sustainability of the school.</p> <p>As a SLD secondary school, Clifton Hill School has been under capacity for the last four years.</p>			
<b>Who is affected by the proposals outlined above?</b>	During this period Surrey County Council will share its proposals with schools including head teachers and chairs of governors; unions; parent representatives; partner agencies; local residents near the school; local councillors and other Local Authorities (within 3 miles) the staff and parents of Clifton Hill school. Children and staff attending school now and in future.			
<b>How does your service proposal support the outcomes in <a href="#">the Community Vision for Surrey 2030</a>?</b>	<ul style="list-style-type: none"> <li>- Children and young people are safe and feel safe and confident.</li> <li>- Everyone benefits from education, skills and employment opportunities that help them succeed in life.</li> <li>- Communities are welcoming and supportive, especially of those most in need, and people free able to contribute to community life.</li> <li>- Well-connected communities, with effective infrastructure, that grow sustainably.</li> </ul>			
<b>Are there any specific geographies in Surrey where this will make an impact?</b>	County Wide	X	Runnymede	
	Elmbridge		Spelthorne	
	Epsom and Ewell		Surrey Heath	
	Guildford		Tandridge	
	Mole Valley		Waverley	



(Please tick or specify)	Reigate and Banstead		Woking	
	Not Applicable			
	County Divisions (please specify if appropriate): London Borough of Croydon			
<b>Briefly list what evidence you have gathered on the impact of your proposals?</b>	<p>A survey was published on the Surrey County Council consultation website 'Surrey Says' between Monday 23 November 2020 and finished on 15 January 2021. A public meeting was scheduled on the 9 December 2021. There were no attendees.</p> <p>A total of 48 responses were received and analysed. Of the 48 responses, 82% agreed with the proposal, 2% disagreed with the proposal; and 14% did not know or offer a position.</p> <p>Statutory notices were published on 25 January 2021 and ran for a period of 4 weeks. These were posted on the school website, published in the local press and on the Surrey Says website.</p> <p>One response was received and agreed with the proposal.</p>			

## 2. Service Users / Residents

Out of the 11 protected characteristics there are 2 protected characteristics considered in the proposal which are highlighted.

1. Age including younger and older people
2. Disability
3. Socio-economic
4. Gender reassignment
5. Pregnancy and maternity
6. Race including ethnic or national origins, colour or nationality
7. Religion or belief including lack of belief
8. Sex (difficulties for parent carers)
9. Sexual orientation
10. Marriage/civil partnerships
11. Carers protected by association (looking at children with disabilities/carers for older people)

*Though not included in the Equality Act 2010, Surrey County Council recognises that socio-economic disadvantage is a significant contributor to inequality across the County and therefore regards this as an additional factor.*

## Disability

**What information (data) do you have on affected service users/residents with this characteristic?**

The change of designation will ensure that Clifton Hill will support the future sustainability if all places are filled.

All pupils at the school have a diagnosis of SLD/CSCN on their Education Health and Care Plan (EHCP) - Complex Social Cognitive Needs (CSCN) and Severe Learning Difficulties (SLD)

Impacts (Please tick or specify)	Positive		Negative		Both	√
Impacts identified	Supporting evidence		How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner	
<b>Positive:</b> Additional numbers of children will be able to access a special school place in their local area.	Clifton Hill School is proposing to change its designation to allow the school to admit pupils with accommodate Secondary school children with CSCN needs in addition to children with SLD.		There is a demonstrated need for more CSCN places in Surrey. The proposed change to designation will enable more children to access provision within their local area.	Ongoing	Surrey County Council	
<b>Positive:</b> The addition of pupils with a wide variety of needs could be good for the school and therefore good for pupils.	Respondents expressed the benefits of additional children attending the school.		SCC to place children with the primary need of CSCN at Clifton Hill, subject to spaces being available and pupil needs can be met as identified by the pupils' EHCP.	Ongoing	School	
<b>Negative:</b> There could be an impact for children currently at	Some respondents expressed their concern		The development and recruitment of additional staff		School and SCC to support	

# Equality Impact Assessment

the school in staff meeting the different needs.	about the proposed expansion.	to support and meet children's needs.		
<p><b>What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decisions makers need to be aware of</b></p>				
<p>The proposal to change the designation of Clifton Hill is part of a suite of proposals being developed by Surrey County Council to deliver a step change in the number of places for learners who have complex SEND in local Special Schools.</p> <p><a href="#">SEND Capital programme 29 Sept 20</a></p> <p><a href="#">SEND Capital Programme Phase 3 2021- Cabinet Report.pdf (surreycc.gov.uk)</a></p>				
<p><b>Any negative impacts that cannot be mitigated? Please identify impact and explain why</b></p>				
<p>NA</p>				

## 3. Staff

**What information do you have on the affected staff with this characteristic?**

All current staff at Clifton Hill school are affected. There are no identified direct impacts under the protected characteristics. There are positive impacts for all.

Impacts	Positive		Negative		Both	
Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner		
<b>Positive:</b> Pupils with different challenges and educational needs will result in opportunities for staff development.	There will be children that require a variety of support.	There will be additional training for staff. An increase in ELSA and Social Emotional and Mental Health support for staff members.	Ongoing	School and SCC		

**What other changes is the council planning that may affect the same groups of staff?  
Are there any dependencies decisions makers need to be aware of**

No impact identified

**Any negative impacts that cannot be mitigated? Please identify impact and explain why.**

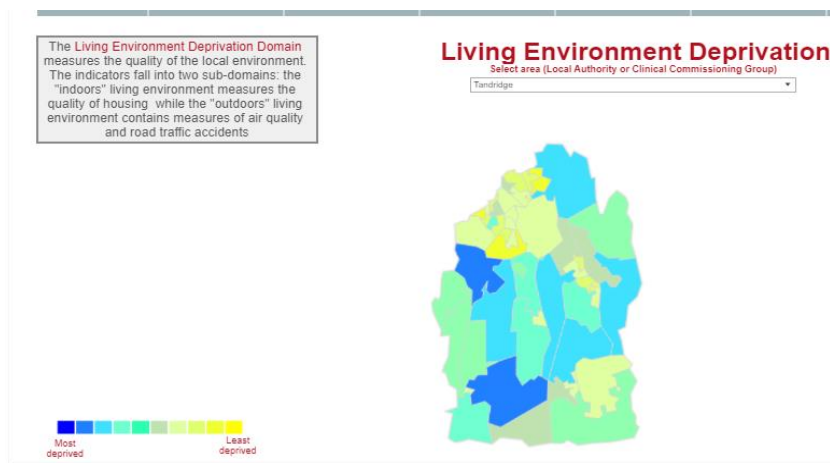
NA

## Socio - Economic

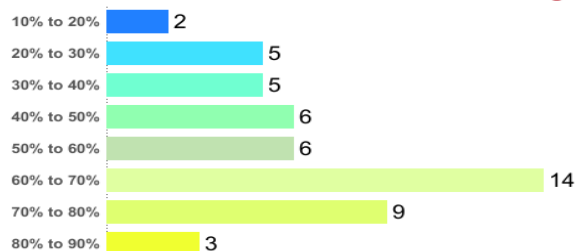
### What information (data) do you have on affected service users/residents with this characteristic?

22.2% of pupils are in receipt of free school meals.

Pupils may travel from across Surrey to Clifton Hill if it is the nearest school that meets their needs. Across Surrey there are a mix of the least deprived areas in the country next to the most deprived. The map below shows the indices of deprivation across the area of Tandridge. Some areas are in the 10% least deprived in the country meaning that 90% of areas are more deprived and there are also wards that are in the 30 – 40% most deprived areas. The light yellow colours on the map are the least deprived areas and the blue are the most deprived. An interactive version of the map can be found on [Surreyi](#)



**Number of LSOAs in each decile in Tandridge**



Impacts	Positive		Negative		Both	
Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?		When will this be implemented by?	Owner	
<p><b>Positive:</b> Impacts identified will ensure pupils are not disadvantaged if they are from a lower socio-economic background.</p>	<p>The percentage of pupils currently accessing free school meals.</p>	<p>Places are allocated through the EHCP policy process.</p> <p><i>“Children with an entitlement to home to school transport exists where the following criteria is satisfied: A child with an EHCP attends their nearest suitable school* and qualifies for home to school transport under the statutory walking distances (section 3.2) outlined previously within this policy.” (Home to School Travel Transport Policy)</i></p>		<p>From September 2021</p>	<p>Surrey CC and School</p>	
<p><b>What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decisions makers need to be aware of</b></p>						
<p>No impact identified</p>						
<p><b>Any negative impacts that cannot be mitigated? Please identify impact and explain why</b></p>						
<p>NA</p>						



## 4. Amendments to the proposals

CHANGE	REASON FOR CHANGE
<i>What changes have you made as a result of this EIA?</i>	<i>Why have these changes been made?</i>
NA	NA

## 5. Recommendation

Based your assessment, please indicate which course of action you are recommending to decision makers. You should explain your recommendation in the in the blank box below.

Outcome Number	Description	Tick
<b>Outcome One</b>	<b>No major change to the policy/service/function required.</b> This EIA has not identified any potential for discrimination or negative impact, and all opportunities to promote equality have been undertaken	
<b>Outcome Two</b>	<b>Adjust the policy/service/function</b> to remove barriers identified by the EIA or better advance equality. Are you satisfied that the proposed adjustments will remove the barriers you identified?	
<b>Outcome Three</b>	<b>Continue the policy/service/function</b> despite potential for negative impact or missed opportunities to advance equality identified. You will need to make sure the EIA clearly sets out the justifications for continuing with it. You need to consider whether there are: <ul style="list-style-type: none"> <li>• Sufficient plans to stop or minimise the negative impact</li> <li>• Mitigating actions for any remaining negative impacts plans to monitor the actual impact.</li> </ul>	X
<b>Outcome Four</b>	<b>Stop and rethink</b> the policy when the EIA shows actual or potential unlawful discrimination (For guidance on what is unlawful discrimination, refer to the Equality and Human Rights Commission’s guidance and Codes of Practice on the Equality Act concerning employment, goods and services and equal pay, available <a href="#">here</a> ).	
<i>Please use the box on the right to explain the rationale for your recommendation</i>	NA	



## 6a. Version Control

Version Number	Purpose/Change	Author	Date
V1	To write the EIA	Debbie Watson	
V2	To check	Lisa Way	27/04/2021
V3	Amendments	Debbie Watson	27/04/2021
V4	Amendments	Debbie Watson	10/05/2021
Final	To finalise	Debbie Watson	19/05/2021

The above provides historical data about each update made to the Equality Impact Assessment. Please do include the name of the author, date and notes about changes made – so that you are able to refer back to what changes have been made throughout this iterative process. For further information, please see the EIA Guidance document on version control.

## 6b. Approval

	Name	Date approved
<b>Approved by*</b>	<i>Head of Service</i>	Liz Mills
	<i>Executive Director</i>	Rachael Wardel
	<i>Cabinet Member</i>	
	<i>Directorate Equality Group</i>	

<b>EIA Author</b>	Debbie Watson/Lisa Way
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\*Secure approval from the appropriate level of management based on nature of issue and scale of change being assessed.

## 6c. EIA Team

Name	Job Title	Organisation
Debbie Watson	Commissioning Assistant	Place Planning Team
Lucy Jarvis	Commissioning Assistant	Place Planning Team
Jackie Drysdale	Commissioning Assistant	Place Planning Team
Miriam Hepburn	Commissioning Assistant	Place Planning Team

Sarah Manning	Commissioning Assistant	Place Planning Team
Jane Keenan	Commissioning Manager	Place Planning Team
Lisa Way	Commissioning Manager	Place Planning Team

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