

Notice of Meeting

Cabinet Member for Education & Learning Decisions

**Date & time**

Tuesday, 12
October 2021 at
3.00 pm

Place

Woodhatch Place, 11
Cockshot Hill, Reigate
RH2 8EF

Contact

Angela Guest
angela.guest@surreycc.gov.uk

Chief Executive

Joanna Killian

If you would like a copy of this agenda or the attached papers in another format, eg large print or braille, or another language please either call 07929 724773 or email angela.guest@surreycc.gov.uk.

This meeting will be held in public. If you would like to attend and you have any special requirements, please contact Angela Guest 07929 724773 or email angela.guest@surreycc.gov.uk.

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 (06/10/2021).

b Public Questions

The deadline for public questions is seven days before the meeting (05/10/2021).

c Petitions

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

3 EXPANSION OF ST PETER AND ST PAUL CHURCH OF ENGLAND (CE) INFANT SCHOOL

(Pages 5 - 68)

Surrey County Council, in co-operation with the Governing Body of St Peter and St Paul CE Infant School and the Diocese of Southwark, is proposing that St Peter and St Paul CE Infant School is expanded from a one form entry (1FE) infant school for pupils aged 4 to 7 years to become a one form entry (1FE) primary school for pupils aged 4 to 11 years. The proposal would come into effect from September 2022.

4 CONSULTATION ON ADMISSION ARRANGEMENTS FOR COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS FOR SEPTEMBER 2023

(Pages 69 - 130)

The local authority must consult on any changes it wishes to make to the admission arrangements for community and voluntary controlled schools

for 2023. Consultation must run for at least six weeks between 1 October 2021 and 31 January 2022 and admission arrangements for 2023 must be determined by 28 February 2022.

**Joanna Killian
Chief Executive**

Published: Monday, 4 October 2021

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SURREY COUNTY COUNCIL**MS DENISE TURNER- STEWART, CABINET MEMBER FOR
EDUCATION AND LEARNING****DATE: 12 OCTOBER 2021****LEAD OFFICER: RACHELL WARDELL, EXECUTIVE DIRECTOR OF CHILDREN,
FAMILIES AND LIFELONG LEARNING****SUBJECT: EXPANSION OF ST PETER AND ST PAUL CHURCH OF ENGLAND
(CE) INFANT SCHOOL****SURREY**

ORGANISATION Growing A Sustainable Economy So Everyone Can Benefit/ Tackling Health
STRATEGY Inequality/Enabling A Greener Future/Empowering Communities
PRIORITY AREA:

SUMMARY OF ISSUE:

Surrey County Council, in co-operation with the Governing Body of St Peter and St Paul CE Infant School and the Diocese of Southwark, is proposing that St Peter and St Paul CE Infant School is expanded from a one form entry (1FE) infant school for pupils aged 4 to 7 years to become a one form entry (1FE) primary school for pupils aged 4 to 11 years. The proposal would come into effect from September 2022.

RECOMMENDATIONS:

It is recommended that:

The Cabinet Member for Education and Learning determines the statutory notice published thereby bringing into effect the formal commencement of the proposal.

The Cabinet Member for Education and 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.

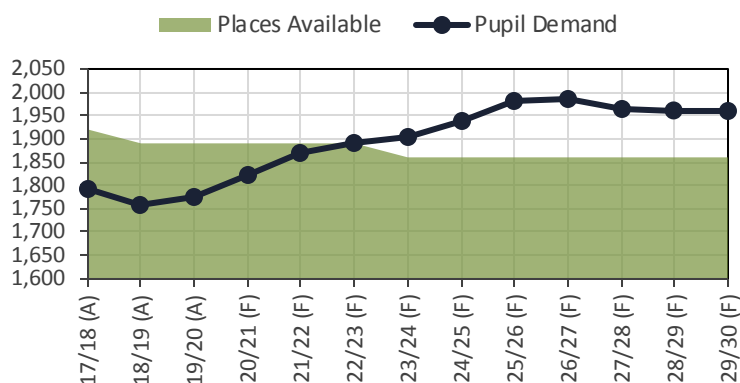
REASON FOR RECOMMENDATIONS:

The proposal supports and delivers the Authority's statutory obligation to provide sufficient school places to meet demand. The proposal is part of a re-organisation of primary places in an area of Caterham which will benefit the local community and provide opportunities for siblings in the same family to attend the same school whilst also creating future headroom for placing additional pupils as the demand for places increases.

DETAILS:

1. St Peter and St Paul CE Infant School is a voluntary aided school in the village of Chaldon in Caterham and part of the Diocese of Southwark.
2. St Peter and St Paul CE Infant School is currently a one form entry (1FE) infant school for pupils aged 4 to 7 years with a capacity of 90 places across Reception to national curriculum year 2. The published admission number (PAN) for the normal year of admission is 30.
3. In recent years St Peter and St Paul CE Infant School has seen numbers on roll fall. In the academic year 2018/19 occupancy was at 76%, and whilst occupancy improved slightly in 2019/20 to 84% this figure needs to be over 90% for the school to remain financially sustainable. Although St Peter and St Paul CE Infant School annually admits 30 pupils into Reception, the school loses pupils throughout Year 2 as parents make different decisions to secure all-through and Junior provision. St Peter and St Paul CE Infant School does not feed into a natural partner junior school. St John's CE Primary School in Caterham is a notional partner.
4. The proposal would increase St Peter and St Paul CE Infant School to a one form entry (1FE) primary school for pupils aged 4 to 11 years and offer a capacity of 210 places across Reception to national curriculum year 6.
5. The proposed expansion allows St Peter and St Paul CE Infant School to offer junior places and in turn supports another local school, St John's CE Primary School, to remove their Year 3 intake. St John's CE Primary School is a two-form entry primary school for pupils aged 4-11 years with a published admission number (PAN) of 60 places from Reception to Year 2. St John's Primary also has a published admission number (PAN) of 30 places at Year 3 (Key Stage 2), therefore providing a total of 90 places from Year 3 to Year 6. Subject to an agreement on this proposal by the Cabinet Lead Member for Education and Learning, the Governing Body of St John's CE Primary School will apply to the Office of the Schools Adjudicator (OSA) for an in-year variation to remove their Year 3 intake or PAN of 30 places from September 2022 and offer a PAN of 60 places from Reception to Year 6. Both schools are under financial pressure due to their school roll being below overall capacity, mainly due to the organisation of places.
6. For the purposes of education place planning, Surrey County Council produce pupil projections based on planning areas. Planning areas do not have geographical boundaries but are groups of schools which reflect the local geography, reasonable travel distances and existing pupil movement patterns. Current forecasts for the Caterham primary planning area as shown in **Table 1** below (November 2020) indicate an ongoing demand for primary places with a deficit of places across the area.

Table 1 – Primary Forecasts Caterham Planning Area



7. The proposal to remove the Year 3 PAN at St John’s CE Primary School would provide some additional classroom space for placing additional pupils as the demand for places increases.
8. Subject to the decision on this proposal and planning permission, further building work will be required to the existing site at St Peter and St Paul CE Infant School to make it suitable for an additional 120 permanent pupils. This will involve adaptations and refurbishment to the interior of the existing accommodation and a new classroom block to increase classroom and resource space.
9. St Peter and St Paul CE Infant School would propose to start to provide Key Stage 2 places (Year 3) from September 2022. The Year 2 class for 2021/22 would transfer into the newly established Year 3 class in September 2022/23. The school would operate at full capacity as a 1FE primary school from September 2027/28.

CONSULTATION:

10. The statutory process for making significant changes (‘Prescribed Alterations’) requires an informal period of consultation followed by the publication of statutory notices for 4 weeks during term time. The following people have been made aware of the proposals: parents/carers of children attending the school; employees and Governors of the school; relevant 7 unions; local residents; other users of the school building; other local schools; local borough and county councillors; and the School Admissions Forum.
11. The Surrey County Council published an informal consultation on www.surreysays.co.uk from 17 May 2021 to 5 July 2021. Two online public meetings were held on 25 May and 1 July 2021. 230 people responded to the consultation with 205 (89.13%) respondents agreed with the proposal, 20 (8.7%) disagreed with the proposal and 5 (2.17%) did not know.

12. Of the 230 respondents, 132 left comments. Respondents who agreed with the proposal felt that the expansion would have a positive impact on children and also on the local community. Other respondents who agreed felt the proposed expansion would contribute to easing traffic during school drop off and pick up times. Respondents who did not agree raised concerns around safety in relation to parking and traffic.
13. Statutory notices were published on www.surreysays.co.uk from 15 July to 24 September 2021. There were two statutory notices published as part of a linked proposal. The long notices are attached as **Annex 1A and 1B**. The notices were published in the local paper on 15 July 2021.
14. **Annex 1A** is the statutory notice linked to the proposal by Surrey County Council to expand St Peter and St Paul CE Infant School. There were 168 responses. 98% of respondents agreed with the proposal, 1% of respondents disagreed with the proposal and 1% of respondents said they did not know.
15. **Annex 1B** is the statutory notice linked to the proposal by the Governing Body of St Peter and St Paul CE Infant School to change the age range of the school. There were 7 responses. 86% of respondents agreed with the proposal, 14% of respondents disagreed with the proposal and 0% of respondents said they did not know.
16. The full consultation analysis report for both the informal consultation and the two statutory notices is attached as **Annex 2**.

RISK MANAGEMENT AND IMPLICATIONS:

17. There are design, planning and building risks associated with the project and a project risk register has been compiled, which is regularly updated. A contingency allowance appropriate to the scheme has been included within the project budget to mitigate for potential identified risks.

Financial and value for money implications:

18. The project will be funded from Surrey County Council's Basic Need Capital Programme (SBN), the budget for this scheme is included in the approved Medium-Term Financial Plan. The approved budget in the programme is for the gross cost so any of the following additional sources of funding will release SBN to be used on alternative projects.
19. An application for Community Infrastructure Funding (CIL) funding for 50% contribution towards the estimated capital cost has been made to Tandridge Borough Council with an outcome expected in December 2021.
20. An additional capital funding contribution is also being sought from the Diocese of Southwark and may become available subject to a sale of assets; more information is anticipated later in 2021.

21. The proposal would provide four new classrooms, supporting future sufficiency within the County, toilets, a library and a dedicated SEN/Wraparound Care Room. In addition, there will be some refurbishment of the existing school and staff car parking and the visitor area will be enlarged.
22. The project will be subject to robust cost challenge and scrutiny to drive optimum value for money.

Section 151 Officer commentary:
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23. 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. Appropriate capacity within the Surrey maintained estate is a key element of ensuring sufficiency of school places in the right areas of the County. The Section 151 Officer therefore supports the proposal.

Legal implications – Monitoring Officer:

24. Section 13 of the Education Act 1996 places a general duty on the Council to secure that efficient primary and secondary education is available to meet the needs of the population in its area. In doing so, the Council is required to contribute to the spiritual, moral, mental and physical development of the community.
25. 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.
26. The governing body and the local authority have carried out consultations on the two proposals in accordance with statutory requirements set out in the Education and Inspection Act 2006 and The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.
27. The first (Local Authority) proposal was in relation to the expansion of numbers of pupils to increase the capacity of the school. The second (Governing Body of a VA school) proposal was in relation to the change of age range.
28. Such consultation involved those directly affected by the changes together with relevant representative groups. In considering this Report, the Cabinet Member 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 its final decision.

Equalities and diversity:

29. The Equality Impact Assessment (EIA) for the proposal is attached to this report as **Annex 3**.

Corporate Parenting/Looked After Children implications:

30. This proposal would provide increased primary provision from Key Stage 2 in Chaldon, which would be of benefit to the community served by the school. This means the proposal would also be of benefit to any looked after children who have the opportunity of attending the school.

Safeguarding responsibilities for vulnerable children and adults' implications:

31. 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 school 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.

Environmental sustainability implications:

32. The design philosophy is to create buildings that will support low energy consumption, reduce solar gain and promote natural ventilation. The school will be refurbished in line with this policy and any new building will be to the standards in the local planning authority's adopted core planning strategy.

WHAT HAPPENS NEXT:

33. Subject to the Cabinet Member determining the statutory notice Surrey County Council and the Governing Body of St Peter and St Paul CE Infant School/Diocese of Southwark will proceed to implement the proposal.

Contact Officer:

Lisa Way, Commissioning Manager.

Consulted:

Governing Body of St Peter and St Paul CE Infant School
Southwark Diocesan Board of Education representatives
Staff of St Peter and St Paul CE Infant School
Parents/carers
Chaldon Village Council
Local residents via Chaldon Village Council
Keith Robbins – Chair of Parish Council, Chaldon Village Council
Reverend Helen Burnett, Chaldon Church
Governing Body of St John's CE Primary School

Surrey County Council (SCC):

Tim Oliver - Cabinet Leader

Liz Mills - Director for Education and Learning

Jane Winterbone - Assistant Director – Education

Julie Iles - former Cabinet Lead Member for Education and Learning

Denise Turner-Stewart – Cabinet Lead Member for Education and Learning

Jeremy Webster – Surrey County Councillor, Caterham Hill

Jeffrey Gray – Surrey County Councillor, Caterham Valley

Phil Flower – Chaldon District Councillor

Schools Forum

Governor Services

Local schools

Family Voice

Local and County Councillors

Other Diocese

Unions

Surrey Bulletin

Department for Education

Annexes:

Annex 1 – Statutory Notice

Annex 2 – Consultation Analysis

Annex 3 – Equality Impact Assessment

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Annex 1A

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, in co-operation with the Governing Body of St Peter and St Paul CE Infant School and the Diocese of Southwark Board of Education, intends to make a significant change to **St Peter and St Paul CE Infant School**, 93 Rook Lane, Chaldon, Caterham CR3 5BN from 1 September 2022.

School and local education authority details

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

St Peter and St Paul CE Infant School
93 Rook Lane, Chaldon, Caterham CR3 5BN

Voluntary Aided School

Surrey County Council, 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, in co-operation with The Governing Body of St Peter and St Paul CE Infant School and the Diocese of Southwark Board of Education, are proposing to make a significant change to St Peter and St Paul CE Infant School by expanding the school from a one form entry (1FE) infant school to a one form entry (1FE) primary school.

The proposed change of age range would come into effect from September 2022.

This proposal forms part of a linked proposal where the Governing Body of St Peter and St Paul CE Infant School, in co-operation with Surrey County Council and the Diocese of Southwark Board of Education, are proposing to make a change to the age range of the school from 4 to 7 years (Reception to national curriculum Year 2) to 4 to 11 years (Reception to national curriculum Year 6).

Objections and comments

3. 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 (term-time), which begins on 15th July 2021 and concludes on 24th September 2021. Any person may agree, object to or make comments on the proposals by sending representations to Surrey County Council.

The consultation and online response form can be accessed through SCC's Surrey Says website:

www.surreysays.co.uk

Alternatively, written representations can be sent via email or post, as below:

Email to schoolorg@surreycc.gov.uk

Post to Lisa Way, Surrey County Council, Quadrant Court, Guildford Road, Woking GU22 7QQ.

Alteration description

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

The proposed alteration will allow St Peter and St Paul CE Infant School to expand to become a one form entry (1FE) primary school from September 2022. Further building work will be required to the site at St Peter and St Paul CE Infant School to provide appropriate accommodation for the additional pupils. This proposal forms part of a linked proposal where the Governing Body of St Peter and St Paul CE Infant School are proposing to change the age range of the school from 4 to 7 years to 4 to 11 years.

School capacity

5. (1)
- (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 proposed expansion by Surrey County Council in co-operation with the Governing Body of St Peter and St Paul CE Infant School and the Diocese of Southwark, will increase the capacity of the school from a 90 place Infant School,

offering 30 places per year from Year R to Year 2, to a 210 place Primary School, offering 30 places per year from Year R to Year 6.

- (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;

The table below shows the anticipated numbers for September 2021 and the proposed number of pupils to be admitted in the first school year in which the proposals will have been implemented:

Academic Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Capacity
2021/22	30	60*	30					120
2022/23	30	30	60*	30				150

*additional pupils taken as bulge class to accommodate primary place demand for 2020/21

- (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;

N/A

- (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) a statement of the number of pupils at the school at the time of the publication of the proposals.

As of 5 July 2021, there were 100 pupils on roll at St Peter and St Paul CE Infant School:

Year R	Year 1	Year 2	Total
55	23	22	100

Implementation

6. 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

7.— (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 to facilitate the proposal.

(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

—(1) 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)

- (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

8. 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

9. The objectives of the proposals.

The proposal provides Surrey County Council with the opportunity to re-organise primary places in an area of Caterham by providing an all-through primary school which will benefit the local community and provide opportunities for siblings in a family to attend the same school.

The proposal would ease the transition made by children when transferring from Key Stage 1 to Key Stage 2, as pupils could remain at St Peter and St Paul's instead of transferring to St Johns CE Primary School or another school for their junior education.

The proposed expansion allows St Peter and St Paul CE Infant School to offer junior places and in turn this supports St John's CE Primary School to consult to remove their Year 3 PAN. The proposal to remove the Year 3 PAN at St John's CE Primary School would provide some additional classroom space and creates headroom for placing additional pupils should the demand for places increase in the future.

Consultation

10. 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

All appropriate parties have been made aware of this proposal, inclusive of the Governing Body of the school. A public meeting was held on 25 May 2021 and on 1 July 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.

The consultation received 230 responses, with 89.13% agreeing with the proposal, 8.7% disagreeing and 2.17% stating that they don't know. The full analysis is available at: www.surreysays.co.uk

Surrey County Council have 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 Education and Learning, the Governing Body of St Peter and St Paul CE Infant School, in partnership with Surrey Council and the Diocese of Southwark, will implement the proposal.

Project costs

11. 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 estimated capital cost of the proposed project has been allocated from Surrey County Council's Schools Basic Need Capital Programme and funding for this scheme is included in the Medium-Term Financial Plan.

12. 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).

The School Basic Need capital budget, from which these costs will be funded, was approved by the County Council as part of the budget setting and Medium-Term Financial Strategy 2021/22-2025/26, approved in February 2021.

Age range

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

The current age range at St Peter and St Paul CE Infant School is 4 to 7 years.

Early years provision

14. 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

15. (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

16. 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

17. 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;

N/A.

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

N/A

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

N/A

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

N/A

- (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;

N/A

- (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.

N/A

18. 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
N/A

19. 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

20. 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

21. 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

22. 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

23. If the proposals involve adding places—

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

N/A

(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

24. 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

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Annex 1B

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 the Governing Body of St Peter and St Paul CE Infant School, in co-operation with Surrey County Council and the Diocese of Southwark Board of Education intends to make a significant change to **St Peter and St Paul CE Infant School**, 93 Rook Lane, Chaldon, Caterham CR3 5BN from 1 September 2022.

School and local education authority details

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

St Peter and St Paul CE Infant School
93 Rook Lane, Chaldon, Caterham CR3 5BN

Voluntary Aided School

Surrey County Council, 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.

The Governing Body of St Peter and St Paul CE Infant School, in co-operation with Surrey County Council and the Diocese of Southwark Board of Education, are proposing to make a significant change to the age range of the school from an infant school for pupils aged 4 to 7 years (Reception to national curriculum Year 2) to become a primary school for pupils aged 4 to 11 years (Reception to national curriculum Year 6).

The proposed change of age range would come into effect from September 2022.

This proposal forms part of a linked proposal where Surrey County Council, in co-operation with the Governing Body of St Peter and St Paul CE Infant School and the Diocese of Southwark Board of Education, are proposing to expand St Peter and St Paul CE Infant School from a one form entry (1FE) infant school to a one form entry (1FE) primary school.

Objections and comments

3. 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 (term time), which begins on 15th July 2021 and concludes on 24th September 2021. Any person may agree, object to or make comments on the proposals by sending representations to Surrey County Council.

The consultation and online response form can be accessed through SCC's Surrey Says website:

www.surreysays.co.uk

Alternatively, written representations can be sent via email or post, as below:

Email to schoolorg@surreycc.gov.uk

Post to Lisa Way, Surrey County Council, Quadrant Court, Guildford Road, Woking GU22 7QQ.

Alteration description

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

The proposed alteration will allow St Peter and St Paul CE Infant School to become a one form entry (1FE) primary school, for pupils aged 4 to 11 years, from September 2022. This proposal forms part of a linked proposal where Surrey County Council are proposing to expand St Peter and St Paul CE Infant School from a one form entry (1FE) infant school to a one form entry (1FE) primary school.

School capacity

5. (1)
- (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 proposed alteration to the age range is from the Governing Body of St Peter and St Paul CE Infant School, in co-operation with Surrey County Council and the Diocese of Southwark. As part of a linked proposal Surrey County Council, in co-operation with the Governing Body of St Peter and St Paul CE Infant School and the Diocese of Southwark, are proposing to increase the capacity of the school

from a 90 place Infant School, offering 30 places per year from Year R to Year 2, to a 210 place Primary School, offering 30 places per year from Year R to Year 6.

- (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;

The table below shows the anticipated numbers for September 2021 and the proposed number of pupils to be admitted in the first school year in which the proposals will have been implemented:

Academic Year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Capacity
2021/22	30	60*	30					120
2022/23	30	30	60*	30				150

*additional pupils taken as bulge class to accommodate primary place demand for 2020/21

- (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;

N/A

- (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) a statement of the number of pupils at the school at the time of the publication of the proposals.

As of 5 July 2021, there were 100 pupils on roll at St Peter and St Paul CE Infant School:

Year R	Year 1	Year 2	Total
55	23	22	100

Implementation

6. 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

7.— (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 to facilitate the proposal.

(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

—(1) 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)

- (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

8. 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

9. The objectives of the proposals.

The proposal provides Surrey County Council with the opportunity to re-organise primary places in an area of Caterham by providing an all-through primary school which will benefit the local community and provide opportunities for siblings in a family to attend the same school.

The proposal would ease the transition made by children when transferring from Key Stage 1 to Key Stage 2, as pupils could remain at St Peter and St Paul's instead of transferring to St Johns CE Primary School or another school for their junior education.

The proposed change of age range allows St Peter and St Paul CE Infant School to offer junior places and in turn this supports St John's CE Primary School to consult to remove their Year 3 PAN. The proposal to remove the Year 3 PAN at St John's CE Primary School would provide some additional classroom space and creates headroom for placing additional pupils should the demand for places increase in the future.

Consultation

10. 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

All appropriate parties have been made aware of this proposal, inclusive of the Governing Body of the school. A public meeting was held on 25 May 2021 and on 1 July 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.

The consultation received 230 responses, with 89.13% agreeing with the proposal, 8.7% disagreeing and 2.17% stating that they don't know. The full analysis is available at: www.surreysays.co.uk

The Governing Body of St Peter and St Paul CE Infant School have 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 Education and Learning, the Governing Body of St Peter and St Paul CE Infant School, in partnership with Surrey Council and the Diocese of Southwark, will implement the proposal.

Project costs

11. 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 estimated capital cost of the proposed project has been allocated from Surrey County Council's Schools Basic Need Capital Programme and funding for this scheme is included in the Medium-Term Financial Plan.

12. 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).

The School Basic Need capital budget, from which these costs will be funded, was approved by the County Council as part of the budget setting and Medium-Term Financial Strategy 2021/22-2025/26, approved in February 2021.

Age range

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

The current age range at St Peter and St Paul CE Infant School is 4 to 7 years.

Early years provision

14. 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

15. (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

16. 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

17. 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;

N/A.

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

N/A

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

N/A

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

N/A

- (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;

N/A

- (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.

N/A

18. 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
N/A

19. 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

20. 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

21. 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

22. 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

23. If the proposals involve adding places—

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

N/A

(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

24. 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

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Consultation Analysis

(Informal and Statutory Notices)

**Proposed expansion of St Peter and
St Paul Church of England Infant School**



SURREY
COUNTY COUNCIL

Consultation Analysis - Proposed expansion of St Peter and St Paul Church of England Infant School

Introduction

Surrey County Council published an informal consultation from Monday 17 May 2021 to Monday 5 July 2021.

Part 1 of this paper is an analysis of the responses received during the informal consultation notice period. The summary and key points provide a summary of the findings from the consultations.

Consultation Summary

The informal consultation was open from Monday 17 May 2021 to Monday 5 July 2021. The associated documentation was published on the Surrey County Council 'Surrey Says' website and circulated to local stakeholders. Interested parties were invited to return responses to the consultation via an online form or alternatively email or post responses.

Two public meetings were held on 25 May 2021 and 1 July 2021.

An Equalities Impact Assessment is being completed throughout the informal consultation period and statutory notice period and responses to the consultation will contribute to this.

Key points from the consultation responses:

- The majority of the responses were from parents of a child attending the school (36.96%). Out of these responses 35.6% agreed with the proposal, 0.43% disagreed and 0.87% did not know.

Part 1 – Informal Consultation

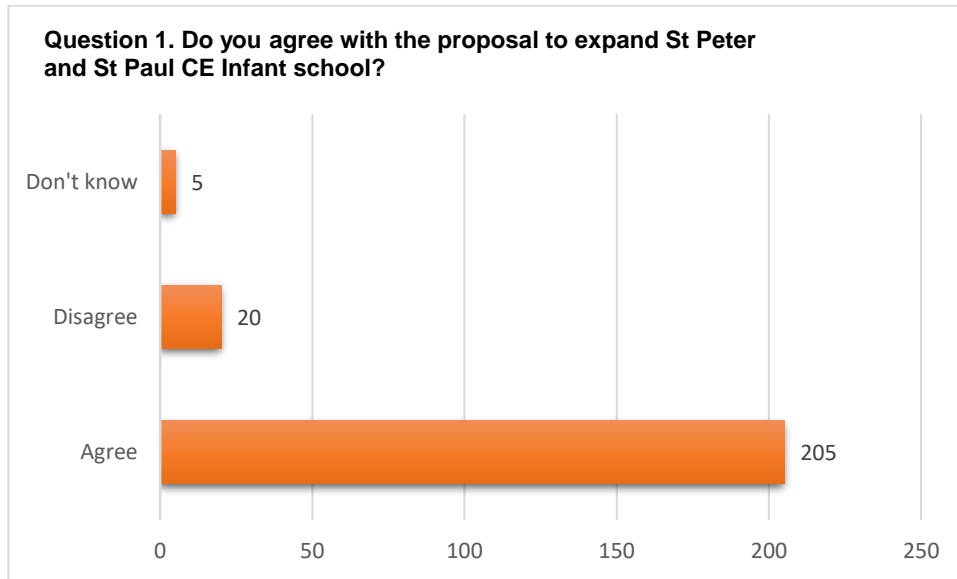
Quantitative Analysis

There were 230 responses to the consultation. Respondents were asked "Do you agree with the proposal to expand St Peter and St Paul CE Infant School from September 2022?" and were given the option to select Agree, Disagree or Don't know.

In total out of all the responses 89.13% agreed, 8.7% disagree and 2.17% don't know.

Figure 1 below shows the distribution of responses to the consultation.

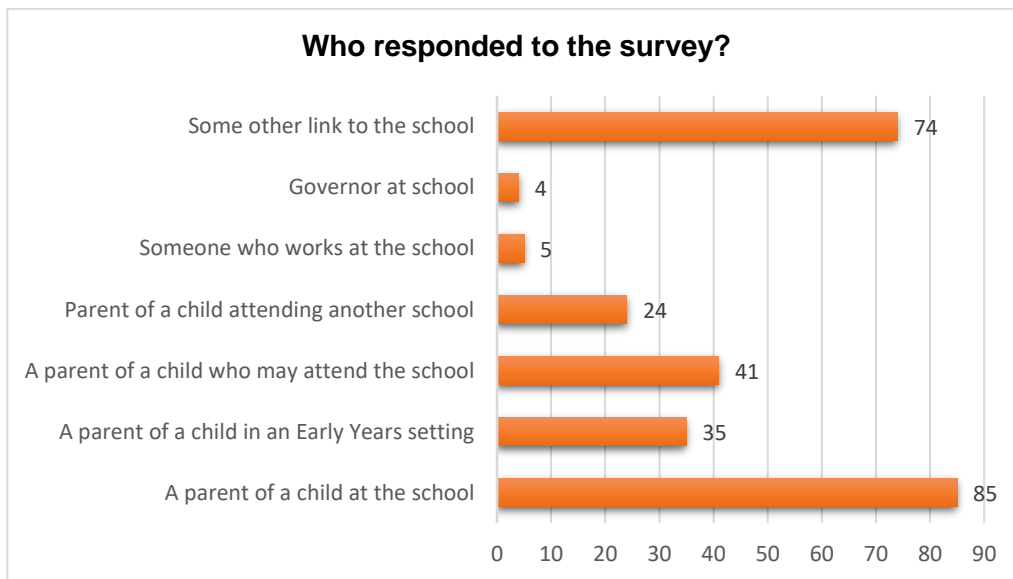
Figure 1



Who responded to the survey?

To understand who responded to the survey, respondents were asked what their relationship to the school is, as shown in Figure 2.

Figure 2



Qualitative Analysis

Respondents had the opportunity to add comments at the end of the survey. Comments left in reply to free-text questions were tagged drawing on 9 possible tags. Each response could have more than one tag attached. The overall frequency of each of the tags provides an indicator of respondent's main concerns regarding the proposal.

Key theme	Tag	Number of responses	Prevalence % out of 230 total number of responses	Prevalence % out 132 responses with comments
1. Positive impacts	Positive impact	38	16.5%	28.7%
	Positive impact on the community	31	13.5%	23.5%
	Positive impacts for children	42	18.2%	31.8%
	Positive praise for the school	35	15.2%	26.5%
	Ease of traffic	4	1.7%	3%
2. Negative impacts	Negative impact	2	0.8%	1.5%
	Safety for children	13	5.6%	9.8%
	Parking and traffic	28	12.2%	21.2%
3. Ideas and questions	Ideas and questions	10	4.3%	7.5%

Key themes from the consultation

There were 3 key themes that emerged from the consultation response

1. Positive impacts

Positive impact

28.7% of the respondents commented on the positive impact the expansion would provide if the proposal is agreed.

"I think it would be a great idea as I will have two grandchildren attending and would be great if they would stay in the same school without the disruption of having to change schools through different years".

".....my son is in year one I've just moved him to the school from a different area and we would love to not have to move him again as it has been upsetting for him and myself and now that he has settled in and enjoying school again I definitely don't want to up heave him again!....."

“It will benefit the children and parents to have a school that they can stay in from the age of 4 until 11 years old. Continuity of education in the same place without worrying about where they will or can go after Key Stage 1 will be a great reassurance”.

Positive impact on the community

Respondents felt the expansion would be beneficial to the community.

“I think it would be amazing such a wonderful school would be ideal for community.”

“This is a wonderful school that is providing children in our community with excellent education. The setting has significant potential to further serve the community by catering for pupils through year 6”.

*“The area close to the school has seen a great deal of housing development, extending the current school would serve the immediate area better and give families more choice.
..... It makes sense for the children and families to attend a school that is an appropriate size and responds to their needs”.*

“The expansion of the school is key to the children’s well-being and is important for the local community”.

“It will be good to for the area/community of Chaldon and also will help parents with older siblings who move on to another school at 7 as this causes problems with traffic congestion as mothers have to use car to get to another school after collection of child at St Peter and St Paul.....”

Positive impacts for children

31.8% of the comments were about the benefits the expansion would have for children.

Respondents also highlighted the positive impact for children not having to move to another school in Year 2.

“.....The disruption of moving the children at the age of 7 in my opinion is not good for their education! When a child has just settled starting school at the age 4/5 and happy in the school to disrupt them after a few years seem a little unsettling for them and I am sure must affect some children”.

“.....it will be very good for the children as they can continue their primary education in an environment they know and are happy in.....”

“.....Enabling this expansion would result in many siblings being able to share their school experience together”.

“.....I feel it would benefit the children to settle in one school throughout their primary education without having to move at a time when they have made friends, settled into the school environment and got to know the staff”.

Praise for the school

Some respondents used words like “excellent”, “wonderful” and “fantastic” to describe their praise for the school and staff.

“St Peter and St Paul is a very good school, the children are very happy at the school and the education they get is excellent, to have it extended to give it further years would be very beneficial to the children and the area”.

“It’s a fantastic school within the community”.

“.....the headmistress and the staff are all wonderful and really do have the children’s interests at heart”.

Ease of traffic

Respondents also felt the proposed expansion would contribute to easing traffic during school drop off and pick up times.

“.....The current situation means many parents have siblings at different schools which are geographically distant, causing increased traffic between Chaldon and Caterham Valley at peak times. Many families who would otherwise walk are reliant on cars. The proposed increase in wrap around care provision if the expansion goes ahead would also help ease parking issues by spreading out drop-off and collection times”.

“.....as many families have several children at St Peter & St Paul's, a further increase in pupils won't lead to a commensurate increase in traffic to and from the school. In fact, traffic around the school may be reduced, as some parents who can walk there currently take their cars because they have to pick up older children.....in Caterham. The opening of an after-school club at St Peter & St Paul has also done much to even-out traffic flow, so that it is not concentrated around two fixed points in the day”.

2. Negative impacts

Negative impact

A respondent mentioned the negative impacts the expansion would have on the village.

“The proposal to expand the school will be detrimental to all of us who live in the village and ruin a complete gem of a village school which my own children attended”.

The respondent also highlighted that the number of cars that currently park when children are dropped off and collected is not a true reflection due to the current COVID restrictions, because drop off and pick up times have been staggered at present.

“The road is often partially blocked by parents at both ends of the school day and it is not a fair representation at the moment of the problem because of covid restrictions. The last year has meant that like all schools the times for the 3 school years have been staggered to keep parents apart. This wouldn't work with 7 years”.
I would also like to add that the covid restrictions are meaning we aren't also having cars parked for assemblies or school events.....”

Safety for children

Some respondents (9.8%) expressed concerns about children's safety on the road outside the school's due its location.

"..... The school is situated on a blind bend on a narrow B road. The road cannot cope with the current weight of the existing traffic. This proposal will not only harm the surround area, but it will create a very dangerous highways situation".

"..... I'm very concerned about the safety of the pre-school children, and obviously the children from the school as well. Parking outside the school is dreadful at the best of times....."

Parking and traffic

Residents had concerns about the increase in traffic and parking on Rook Lane during school hours. In addition, residents commented about the many children that attends school are not within walking distance and therefore creating an increase in traffic.

"The Road the school is on, does not have adequate parking, I regularly get delayed because the road is blocked, expanding the school would be irresponsible without additional parking provided, which is impossible given the location".

".....With the proposal to increase the wraparound care and staggered drop off and pick up times this would merely increase the problems as it extends the times that dangerous levels of traffic are on this road. There will be a strong environmental impact caused because there are not enough local children close to the school within walking distance....."

".....The surrounding roads will not be able to cope with the increase in the traffic as they are narrow single track lanes. The school already attracts children from well outside of the local area as there are not enough children who live locally to fill it, therefore attracting more traffic, congestion and potential accidents....."

3. Ideas and questions

A number of respondents also provided some ideas and had questions about the management of additional traffic if the proposal is agreed.

".....I would suggest monitoring the speed limit approaching the school- perhaps with a camera - to allow for lower speeds around the entrance and parking for the school, especially on the hill between Surrey National Golf Club and the school to make it safer for all pupils and local residents. In my experience, it's not the school traffic that is dangerous - it's the fast speeds that cars travel on the roads leading to and from the school during rush hour specifically. Though the regular police presence on patrol definitely helps".

".....St John's is already set up for both key stage 1 and 2 and has the grounds to expand - would it not make more financial sense to do this instead"?

".....How can the school possibly fulfil the pastoral needs of the children, when at present the school is barely big enough for the three existing classes"?

“.....What highway provisions can be made to ensure the safety of local residents under your proposal”?

“.....Have the local emergency services been informed and consulted”?

“The road is very narrow when you park to drop off. Could there be a mini-bus to the school to ease congestion or a road to drive in drop off and out”?

Public Meetings

There were two virtual public meetings were held on 25 May at 9.30am and 1 July 2021 at 6pm, via Microsoft Teams. 44 people attended the first and 29 attended the second meeting. There was a short presentation followed by questions and answers at the end of the presentation. These were parent/carers, staff from the school, residents/members of the local community and other stakeholders.

Themes arising from the public meeting reflect the themes from the responses to the consultation.

Part 2 – Statutory Notices

Quantitative Analysis

There were 168 responses to the statutory notice consultation to expand St Peter and St Paul CE Infant School from September 2022. 98% of respondents agreed with the proposal, 1% of respondents disagreed with the proposal and 1% of respondents said they didn't know.

There were 7 responses to the statutory notice consultation to change the age range of St Peter and St Paul CE Infant School from September 2022. 86% of respondents agreed with the proposal, 14% of respondents disagreed with the proposal and 0% of respondents said they didn't know.

Figure 1 below shows the distribution of responses to the statutory notice to expand St Peter & St Paul CE Infant School.

Figure 1

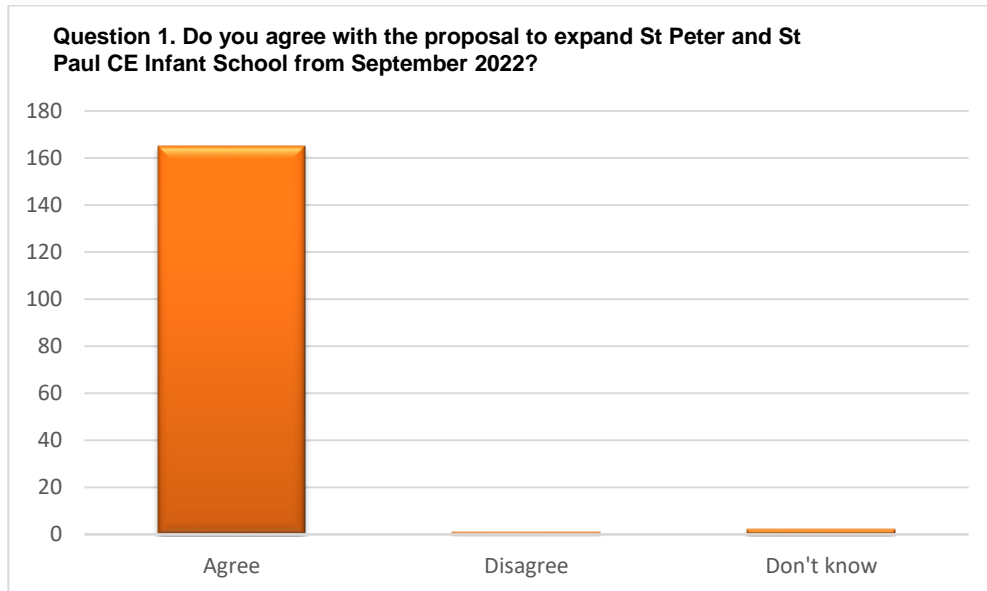
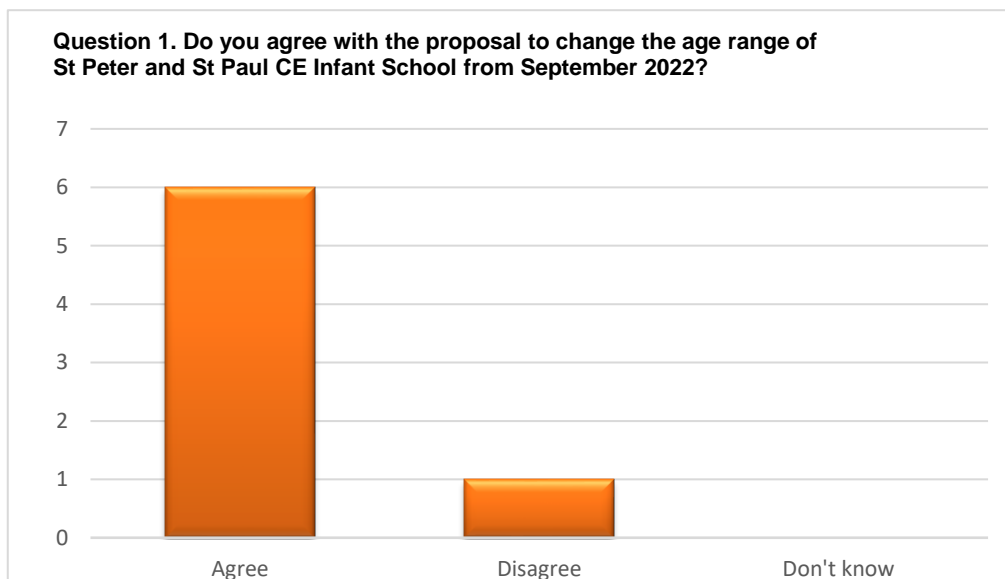


Figure 2 below shows the distribution of responses to the statutory notice to change the age range of St Peter & St Paul CE Infant School.

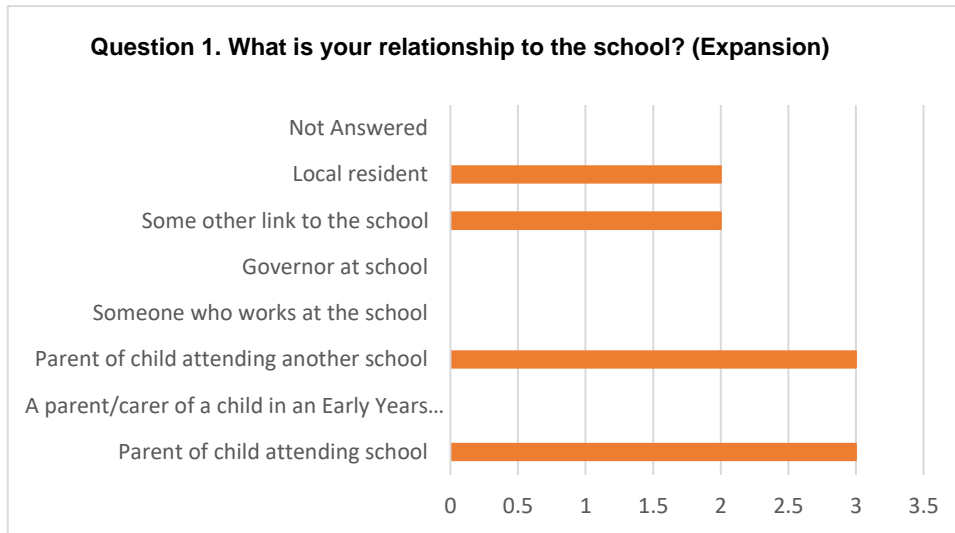
Figure 2



Who responded to the survey?

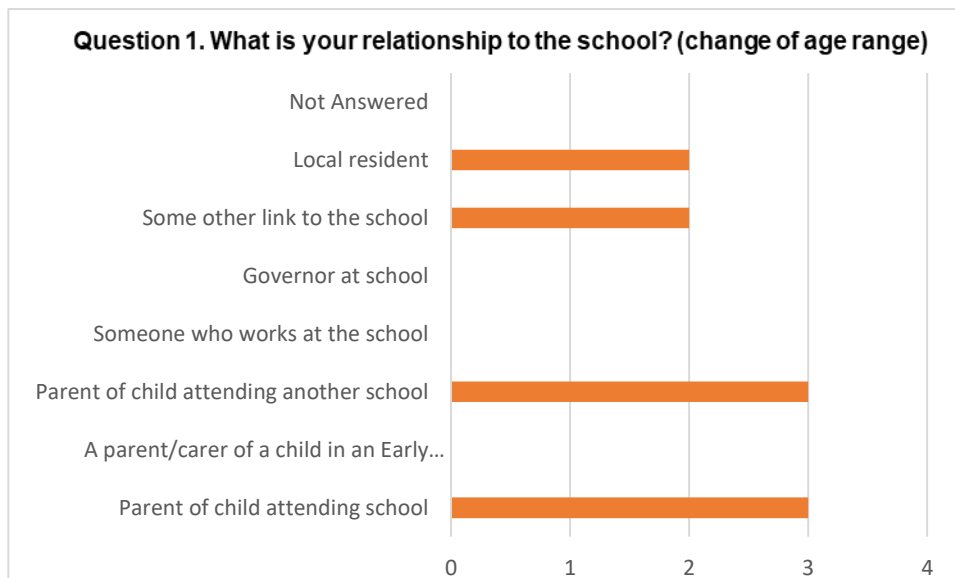
To understand who responded to the survey, respondents were asked what their relationship to the school is, as shown in Figure 3 for the statutory notice to expand St Peter & St Paul CE Infant School.

Figure 3



To understand who responded to the survey, respondents were asked what their relationship to the school is, as shown in Figure 4 for the statutory notice to change the age range of St Peter & St Paul CE Infant School.

Figure 4



Qualitative Analysis - Statutory notice to expand St Peter & St Paul CE Infant School.

Respondents had the opportunity to add comments at the end of the survey. Comments left in reply to free-text questions were tagged drawing on 7 possible tags. Each response could have more than one tag attached. The overall frequency of each of the tags provides an indicator of respondent’s main concerns regarding the proposal. There were 4 key themes that emerged from the consultation responses.

Key themes	Tag	Number of responses	Prevalence (% out of 168 total number of responses)	Prevalence (% out of 71 responses with comments)
1. Positive impacts	Positive impact	18	10.7%	25.3%
	Positive impact - ease of traffic	1	0.59%	1.4%
	Positive impact for children and young people,	15	8.9%	21.1%
	Positive impact on the community	17	10.1%	23.9%
	Positive impact – praise of school	2	1.19%	2.8%
2. Negative impacts	Negative impact parking and traffic	3	1.7%	4.2%
3. Ideas	Ideas and questions	12	7.1%	16.9%

Key themes from the consultation

Statutory Notice to expand St Peter and St Paul Church of England Infant School

Positive Impacts

Many respondents recognise the need for an expansion, and the positive impact this would have, responses included.

“I think it can only be positive to create more opportunities for children to be in one school throughout their primary school days rather than having to move to another school shortly after starting out in primary.”

“All surrounding schools are so busy. It makes so much sense to do this!”

“Important to guarantee the future of a great school and give consistency to these kids for the vital years.”

“Excellent initiative, will keep Chaldon thriving!”

“This is a necessary change for St. Peter’s to allow them sustainability”

Positive impact - ease traffic

A respondent expressed that the expansion would help ease the traffic situation.

“It would be hugely beneficial to the school, it’s pupils, the Chaldon community and residents further into Caterham due to reducing traffic between St Peter’s and St John’s.”

Positive impact for children and young people

Respondents expressed how important it would be to expand the school for children and young people.

“The most important benefit in my eyes is the positive impact it will have on the children, knowing they will be with their friends throughout Primary school and not have to face the uncertainty and anxiety of moving schools at the age of 7. The school is a fantastic part of the community, has excellent teaching staff, an amazing reputation and I feel that the school will embrace the expansion without it losing the small school feel it has.”

“The children would benefit immensely”

“It’s a wonderful school and by expanding will give other children to experience it”

Positive impact for the community

Respondents expressed how important it would be to expand the school for the local community.

“Would be best thing for community.”

“I think that this school is a valued part of the community not only within Chaldon, but Caterham also. Without this expansion I can see the future of the school being very much in doubt.”

“I believe expanding the school will be of great benefit to the local community. If my child has to change following year 2 it will mean further travel for myself to get him to school & is also very unsettling for the children to have to change at this time. It’s an amazing school & I truly believe it’s in my child’s best interest for it to expand & accept children up to secondary school age. School places are so limited anyway, this would certainly make it so much easier for most families in the local community.”

“As a parent of a child already at this fantastic school I can only see this expansion as a positive, allowing more access to children within the community to its fantastic resources. I have multiple children and prior to this proposal was facing a journey between St P&P’s and St John’s twice a day as I would’ve had children I two different schools for the next 6 years and beyond. Ultimately, this will reduce the need for these journeys to take place for me and many other families.”

“It most definitely should expand! The community needs a school. My fear is that without expansion it will result in closure and a big development.”

Praise for the school

Respondents praised the school using words such as, “wonderful and “fantastic” whilst supporting the need for the expansion.

“This is so important to us and so many. St. Peter’s is such a wonderful school but is lacking due to it only being an infant school.”

“I believe that the proposal to develop the school will be a very positive one, the school as it is fantastic, as a parent of a pupil who attends it would be great to know she can stay on an continue learning and thrive within the school. Brilliant school with brilliant teachers.”

“This would allow more local school places without the need to open a new school in the area and give continuity for the children from Chaldon in an outstanding school. The road traffic has been reduced by the staggered drop offs and rolling system like the USA. Great work to support the local community.”

Negative impact parking and traffic

Some respondents expressed a concern the expansion would have on traffic and parking.

“Although happy to support the school ground floor extension and subsequent pupil number expansion, we already have concerns over the parking and traffic flow along with the noise and the air pollution that comes with it. To my mind increasing pupil numbers safely is reliant on successfully addressing the traffic issues that will undoubtedly increase. In addition to noise and air pollution caused by congestion of school traffic, buses, lorries, vans and cars, other concerns remain.”

“The school exits onto a sharp S bend, which coming in from the Merstham side, is entered by cars which are only just slowing for the 30mph sign. Only one side of the road has a pavement and cars park half on that and half on the road, narrowing it to a single lane past them, which has resulted in lots of damaged cars – unreported to police but upsetting none the less. This ‘parking area’ – for about 12-15 cars – is the only feasible one in the area. All the other residential roads around are narrow single track country lanes with passing places and no pavements. Parking in them would not be safe, and most would block the highway. Your highways staff need to come and look to see what the problems it will create.”

Ideas

Respondents left comments for ideas, such as reducing the speed limit or planning better drop off arrangements.

“There needs to be a significantly better plan for the drop off arrangements for the school as it is dangerous at times on Rook Lane. The staggered dropping would need to be greater time between year groups as returning this year is not working well”

“Surrey council should also look at reducing the speed limit on the road near the school during peak hours.”

Qualitative Analysis - Statutory notice to change the age range of St Peter & St Pauls CofE Infant School.

Respondents had the opportunity to add comments at the end of the survey. Comments left in reply to free-text questions were tagged drawing on 5 possible tags. Each response could have more than one tag attached. The overall frequency of each of the tags provides an indicator of respondent’s main concerns regarding the proposal. There were positive and negative key themes that emerged from the consultation responses.

Key themes	Tag	Number of responses	Prevalence (% out of 7 total number of responses)	Prevalence (% out of 2 responses with comments)
1. Positive Impacts	Positive impact for children and young people,	1	14%	50%
2. Negative Impacts	Negative impacts	1	14%	50%
	Negative impact parking and traffic,	1	14%	50%
	Negative impact - safety for children,	1	14%	50%
3. Ideas	Ideas and questions	1	14%	50%

Key themes from the consultation

Statutory Notice to change the age range of St Peter and St Paul Church of England Infant School.

Positive impact for children and young people

A respondent expressed how important it would be to change the age range of the school for children and young people.

“This change will help keep families that value the proximity of the school to homes to keep their children in this highly respected place of education. Too many families in the past have been given no choice but to find alternative education places where they feel the transition to St John’s in Caterham, does not suit their child’s best future.”

Negative impacts

A respondent expressed their concerns on the traffic and parking situation and the concerns for children’s safety.

“I have lived in Chaldon Village for almost 20 years and have had all 3 of my children go through St Peter and St Paul school. I can tell you first-hand that the picking up and dropping off times are dangerous and a serious accident, waiting to happen. The road is far too narrow and from Merstham comes off a very quick national speed limit into a blind, downhill corner that often floods just before the entrance to the school.

Even with cars parking on the recently expanded pavement, there are nowhere near enough spaces for people dropping off or picking up and as Chaldon is a small village it does not have a reliable public transport service so everyone apart from the small number of locals drives. The road cannot handle the traffic as it currently stands, let alone if this is trebled to allow for the extra classrooms. How there has not been a serious accident or even worse, a child being run over I do not know but this would surely happen if the problem were exacerbated.”

Ideas

A respondent left an idea for the planning team to “spend time outside the school” in response to changing the age range of St Peter & St Paul CE Infant school.

“Whoever is trying to get this process approved really needs to spend time outside the school in the morning and afternoon, especially in the winter and witness the already chaotic scenes as the local college double-decker buses try to get through to Redhill & Reigate whilst navigating around the numerous parents that park illegally on the kerbs or perform sudden U-turns at the end of Hilltop and Church Lane and they will very quickly realise just what a ridiculous idea this is.”

All representations will be reviewed before a final decision is taken by the Cabinet Member for Education and Learning on 12th October 2021.

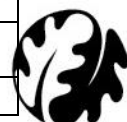
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Annex 3

EIA Title	Proposal to expand and change the age range of St Peter and St Paul CE Infant School, Chaldon.			
Did you use the EIA Screening Tool? (Please tick or specify)	Yes (Please attach upon submission)	X	No	

1. Explaining the matter being assessed

What policy, function or service change are you assessing?	<p>The Governing Body of St Peter and St Paul CE Infant School, in co-operation with Surrey County Council and the Diocese of Southwark Board of Education, are proposing to make a significant change to the age range of the school from an infant school for pupils aged 4 to 7 years (Reception to national curriculum Year 2) to become a primary school for pupils aged 4 to 11 years (Reception to national curriculum Year 6).</p> <p>The proposed change of age range would come into effect from September 2022.</p> <p>This proposal forms part of a linked proposal where Surrey County Council, in co-operation with the Governing Body of St Peter and St Paul CE Infant School and the Diocese of Southwark Board of Education, are proposing to expand St Peter and St Paul CE Infant School from a one form entry (1FE) infant school to a one form entry (1FE) primary school from September 2022.</p>			
Why does this EIA need to be completed?	The EIA is being completed to assess the impact under protected characteristics.			
Who is affected by the proposals outlined above?	St Peter and St Paul Church of England (CE) School pupils: 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 St Peter and St Paul Church of England (CE) School			
How does your service proposal support the outcomes in the Community Vision for Surrey 2030?	<ul style="list-style-type: none"> - Children and young people are safe and feel safe and confident. - Everyone benefits from education, skills and employment opportunities that help them succeed in life. - Communities are welcoming and supportive, especially of those most in need, and people free able to contribute to community life. <p>Well-connected communities, with effective infrastructure, that grow sustainably.</p>			
Are there any specific geographies in Surrey where this will make an impact? (Please tick or specify)	County Wide		Runnymede	
	Elmbridge		Spelthorne	
	Epsom and Ewell		Surrey Heath	
	Guildford		Tandridge	X



	Mole Valley		Waverley	
	Reigate and Banstead		Woking	
	Not Applicable			
	County Divisions (please specify if appropriate):			
Briefly list what evidence you have gathered on the impact of your proposals?	<p>Informal consultation survey</p> <p>A full consultation analysis is available with this report.</p> <p>An informal consultation commenced on 17 May 2021 and finished on 5 July 2021. The associated documentation was published on the Surrey County Council 'Surrey Says' website and circulated to local stakeholders. Interested parties were invited to return responses to the consultation via a formal consultation response form, included at the end of the consultation document, as well as an online form.</p> <p>There were a total of 230 responses, of these 205 agreed with the proposal, 20 disagreed and 5 did not know.</p> <p>An online public meeting was held on Tuesday 25th May 2021 and Thursday 1st July 2021.</p> <p>Statutory notices were published from 15th July 2021 until 24th September 2021. These were posted on the school gate/noticeboard, published in the local press and on the Surrey Says website.</p> <p>There was a total of 168 responses to Statutory Notice to expand St Peter and St Paul Church of England Infant School, of these 98% agreed with the proposal, 1% disagreed and 1% said they did not know.</p> <p>There was a total of 7 responses to Statutory Notice to change the age range of St Peter and St Paul Church of England Infant School, of these 86% agreed with the proposal, 14% disagreed and 0 said they did not know.</p>			

2. Service Users / Residents

The 10 protected characteristics below have been considered in the proposal:

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

Impacts have been identified under the protected characteristics **Age including younger and older people** and **Religion or belief including lack of belief**. 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.



Religion

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

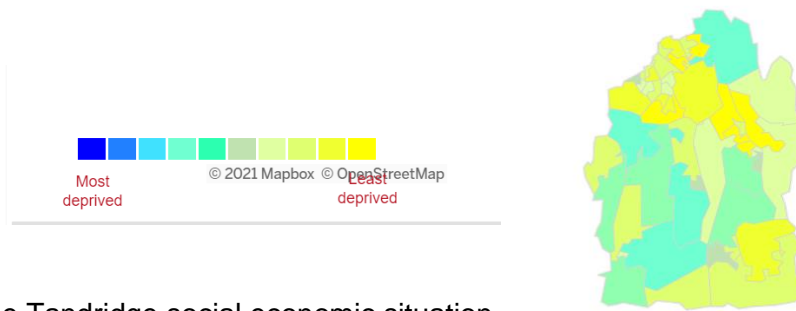
Families of pupils attending the school who are Anglican and have chosen the school for its religious characteristic.
 Families of pupils attending the school who are members of a different faith or have no religious belief.
 Families of pupils who may attend the school in the future.
 The majority of pupils at St Peter and St Pauls currently continue their education in Year 3 at a Church of England School (St

Impacts (Please tick or specify)	Positive		Negative		Bot
Impacts identified	Supporting evidence		How will you maximise positive/minimise negative impacts?	When will be implemented	
Positive – The expansion is meeting the demand for Junior places where St John’s CE Infant School is reducing PAN.	<p>The proposal is to expand the school to create additional places. Securing an all-through-primary school place has become a more popular option for parents and the expansion of St Peter and St Paul CE Infant School from a 1FE infant school to a 1FE primary school allows the school to adapt to meet the changing needs of their local community and change the pattern of admissions accordingly.</p> <p>Expanding the infant school allows continuous education for families who have selected the Church of England School.</p>		<p>To meet the ongoing demand, Surrey County Council explored the option of expanding other schools within the Caterham planning area on either a temporary or permanent basis.</p> <p>The proposal allows continuous education at the same provision from Reception to Year 6 and maintains the diversity of places and balance between faith and non-faith places in the area.</p>	September	

SOCIO-ECONOMIC FACTORS

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

7.2% of pupils who attended St Peter & St Pauls Infant School in 2018/2019 were eligible for free school meals.



This map shows the Tandridge social economic situation.

Across Surrey there are a mix of the least deprived areas in the county next to the most deprived. The map shows the area of Tandridge. The light yellow colours on the map are the least deprived areas and the blue are the most the map can be found on [Surrey i](#)".

Impacts (Please tick or specify)	Positive		Negative		Bo
Impacts identified	Supporting evidence			How will you maximise positive/minimise negative impacts?	When will be implemented
Negative: Potential for additional traffic and parking issues outside of the school.	Responses to the initial consultation advised that "more than doubling the size of the school would cause traffic chaos along Rook Lane outside the school which is already extremely busy with parent parking as it is. I don't think it could cope with more traffic without having a very negative impact on the traffic and congestion levels near the school."			The impact of traffic and parking is part of the planning consultation. SCC Highways are a statutory consultee. The school will update their travel plan to reflect the increase in pupils.	On going
Positive: More parents will be walking to school as siblings able to remain in the same school	Responses to the initial consultation advised that "At present we can walk to the school & if he were to have to transfer to St John's that would require driving, let alone the upheaval to my son with having to join a new school halfway through his primary education."			To ensure that the proposal is completed on time and the provision is available for September 2022.	On going
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?					
N/A					

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

N/A

AGE

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

There are 100 pupils age 4 – 7 years old currently attending St Peter & St Paul’s CofE Infant School.
(Source: School census May 2021)

Impacts (Please tick or specify)	Positive		Negative		Bo
Impacts identified	Supporting evidence			How will you maximise positive/minimise negative impacts?	When will you implement?
What impacts have you identified?	What are you basing this on?			Actions to mitigate or enhance impacts	Due date
<p>Pupils will not have to move to another school to continue their education into Year 3.</p>	<p>Families of pupils attending infant schools need to apply for a school place in Year 3 by 15 January when their child is in Year 2. The proposed change will mean pupils will stay at the school through to year 6 without having to apply for a new school place.</p> <p>Surrey County Council’s planning principles in the School Organisation Plan 2020 states that new primary schools should provide from Reception to Year 6.</p> <p>A change to the age range of the school from an infant school for pupils aged 4-7 years (Reception to National Curriculum Year 2) to</p>			<p>The proposed expansion allows St Peter and St Paul CE Infant School to offer junior places and in turn supports St John’s CE Primary School to remove their Year 3 intake. Both schools are under financial pressure due to their school being below overall capacity, mainly due to the organisation of places.</p> <p>The impact of changing the age range is positive as the pupils can remain at the school throughout.</p>	<p>September</p>

	<p>become a primary school for pupils aged 4-11 years (Reception – National Curriculum Year 6). A change to the age range of the school from an infant school for pupils aged 4-7 years (Reception to National Curriculum Year 2) to become a primary school for pupils aged 4-11 years (Reception – National Curriculum Year 6).</p> <p>The proposal is to change the age range from September 2022. Consultation report and Statutory Notices available at www.surreysays.gov.uk</p>		
<p>What other changes is the council planning/already in place that may affect the same groups of people? Are there any dependencies decisions makers need to be aware of? N/A</p>			
<p>Any negative impacts that cannot be mitigated? Please identify impact and explain why? N/A</p>			

3. Staff

<p>What information do you have on the affected staff with this characteristic?</p>				
<p>Any direct impacts for staff are being considered within a full staff consultation undertaken by the school</p>				
Impacts	Positive		Negative	
Impacts identified	Supporting evidence		How will you maximise positive/minimise negative impacts?	When will you implement?
<i>What impacts have you identified? Add more rows if you need to</i>	<i>What are you basing this on?</i>		<i>Actions to mitigate or enhance impacts</i>	<i>Due date</i>

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.

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>

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
Outcome One	No major change to the policy/service/function required. This EIA has not identified any potential for discrimination or negative impact, and all opportunities to promote equality have been undertaken	
Outcome Two	Adjust the policy/service/function to remove barriers identified by the EIA or better advance equality. Are you satisfied that the proposed adjustments will remove the barriers you identified?	
Outcome Three	Continue the policy/service/function 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"> Sufficient plans to stop or minimise the negative impact Mitigating actions for any remaining negative impacts plans to monitor the actual impact. 	x
Outcome Four	Stop and rethink 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 here).	

Please use the box on the right to explain the rationale for your recommendation

6a. Version Control

Version Number	Purpose/Change	Author	Date

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
Approved by*	Liz Mills	Sent 29/9/21
	Rachael Wardell	Sent 29/9/21
	Directorate Equality Group	

EIA Author	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
Debbie Watson	Commissioning Assistant	Place Planning Team	EIA Working Group
Lucy Jarvis	Commissioning Assistant	Place Planning Team	EIA Working Group
Jackie Drysdale	Commissioning Assistant	Place Planning Team	EIA Working Group
Miriam Hepburn	Commissioning Assistant	Place Planning Team	EIA Working Group
Sarah Manning	Commissioning Assistant	Place Planning Team	EIA Working Group
Jane Keenan	Commissioning Manager	Place Planning Team	EIA Working Group

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

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SMS: 07860 053 465

Email: contactcentre@surreycc.gov.uk

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SURREY COUNTY COUNCIL**MS DENISE TURNER-STEWART, CABINET MEMBER FOR
EDUCATION AND LEARNING****DATE: 12 OCTOBER 2021****LEAD OFFICER: LIZ MILLS, DIRECTOR FOR EDUCATION AND LIFELONG
LEARNING****SUBJECT: CONSULTATION ON ADMISSION ARRANGEMENTS FOR COMMUNITY
AND VOLUNTARY CONTROLLED SCHOOLS FOR SEPTEMBER 2023****ORGANISATION Empowering Communities
STRATEGY PRIORITY
AREA:****SUMMARY OF ISSUE:**

The local authority must consult on any changes it wishes to make to the admission arrangements for community and voluntary controlled schools for 2023. Consultation must run for at least six weeks between 1 October 2021 and 31 January 2022 and admission arrangements for 2023 must be determined by 28 February 2022.

This report seeks authorisation to proceed to consultation on the following:

- a) Removal of use of 'nearest school' for Hurst Park Primary School, Langshott Primary School, Meath Green Infant School, Tillingbourne Junior School and Wallace Fields Junior School (paragraphs 10 to 13)
- b) Walton on the Hill Primary School – introduction of a catchment area to replace 'nearest school' (paragraphs 14 to 15)
- c) Reigate Priory School – confirmation of the measuring point that will be used to measure home to school distance (paragraphs 23 to 26)
- d) West Ashted Primary School – reduction of Year 3 PAN from 30 to 2 (paragraphs 27 to 31)
- e) Leatherhead Trinity Primary School – introduction of a Year 3 PAN of 4 (paragraphs 32 to 34)
- f) Felbridge Primary School – introduction of a Year 3 PAN of 2 (paragraphs 35 to 37)
- g) Nursery schools – priority for children of staff (paragraphs 38 to 41)
- h) Introduction of a supplementary information form for social/medical applicants (paragraph 42 to 44)

RECOMMENDATIONS:

That the Cabinet Member authorises the Service Manager for School Admissions to go out to statutory consultation on the proposed changes to admission arrangements for community and voluntary controlled schools for September 2023.

REASON FOR RECOMMENDATIONS:

There is a statutory requirement to consult on admission arrangements every seven years, or sooner if there is a proposal to change any part of a school's admission arrangements. The local authority is proposing some changes to the admission

arrangements for community and voluntary controlled schools and, as such, there is a statutory duty to consult on these changes. The consultation will also seek views on the admission arrangements for which there is no proposal for change.

DETAILS:

1. The School Admissions (Admission Arrangements and Coordination of Admission Arrangements) (England) Regulations 2014 require all admission authorities to consult on their admission arrangements every seven years, unless they are proposing any changes to their arrangements, in which case they must consult each year they are proposing a change.
2. Consultation must take place for a minimum of six weeks, between 1 October 2021 and 31 January 2022 and all admission authorities must then determine their arrangements by 28 February 2022, whether or not they have been subject to consultation.
3. Surrey County Council (SCC) is proposing some changes to its admission arrangements for community and voluntary controlled schools and as such is intending to consult on these changes between 20 October and 1 December 2021.
4. In October 2019, the Schools Adjudicator issued a determination on the admission arrangements for Stamford Green Primary School (ADA3589) which identified some concerns with the use of 'nearest school' and the objectivity and clarity regarding this. Although this determination applied to Stamford Green Primary School, its key message applies to any school which uses 'nearest school' as part of their admission arrangements.
5. The Schools Adjudicator set out that, by having 'nearest school' as a criterion within a set of admission arrangements, the admission authority creates a catchment area which is defined by a polygonal shape based on the location of the other schools surrounding the school. As a catchment area, admission authorities have a duty to consult on any changes, such as when the inclusion or location of 'nearest' schools change as these can result in a change to the polygonal shape/catchment area and thus which children may receive priority.
6. There are also other requirements in relation to catchment areas that admission authorities must comply with, such as being reasonable and clearly defined. In order to assess whether such a catchment area meets the requirements of the Code it would be necessary to understand the catchment boundaries that are created as a result of using 'nearest school' as an admission criterion.
7. In January 2021, following a review of admission arrangements, Surrey's Cabinet agreed to remove priority for children who have the school as their 'nearest school' for the majority of community and voluntary controlled schools for 2022 admission. However, there were eight schools where it was anticipated that the removal of nearest school was more likely to have a medium or significant impact on the intake and, as such, the local authority undertook to carry out a further review for those schools ahead of consultation for 2023. The eight schools were:

Elmbridge

Hurst Park Primary School

Epsom & Ewell

Southfield Park Primary School
Stamford Green Primary School

Wallace Fields Junior School

Guildford

Tillingbourne Junior School

Reigate & Banstead

Langshott Primary School

Meath Green Infant School

Walton on the Hill Primary School

8. The impact of removing priority on the basis of 'nearest school' for each of these schools has now been reviewed and a summary of the review is set out in Enclosure 2. Details of the proposals for these eight schools for 2023 are set out in paragraphs 10 to 22.
9. Other proposals for change that do not relate to the removal of 'nearest school' are set out in paragraphs 23 to 44.

Removal of use of nearest school for Hurst Park Primary School, Langshott Primary School, Meath Green Infant School, Tillingbourne Junior School and Wallace Fields Junior School

10. Following further review of the intakes for the last three years at Hurst Park Primary School, Langshott Primary School, Meath Green Infant School, Tillingbourne Junior School and Wallace Fields Junior School, as set out in Enclosure 2, it is now proposed to consult on the removal of use of 'nearest school' as a criterion for these schools.
11. Hurst Park Primary School, Langshott Primary School, Meath Green Infant School and Tillingbourne Junior School would be recorded as following Surrey's standard admission criteria, as set out in Section 7 of Enclosure 1. Due to the feeder link that exists from Wallace Fields Infant School, Wallace Fields Junior School will still be recorded as having school specific criteria, as set out in Section 8 of Enclosure 1.
12. The removal of 'nearest school' makes the admission arrangements for these schools simpler and more transparent as it enables every family to understand how their application will be considered and prioritises children based on their proximity to the school. This also brings the admission criteria for these school into line with the majority of the remaining community and voluntary controlled schools.
13. Unless otherwise indicated in Enclosure 2, these proposals are supported by the Headteacher and Governing Bodies of these schools.

Introduction of a catchment area for Walton on the Hill Primary School in place of 'nearest school'

14. Following review of the intake for the last four years at Walton on the Hill Primary School as set out in Enclosure 2, it is proposed to consult on the introduction of a catchment to replace use of 'nearest school'. The school will still be recorded as having school specific criteria, as set out in Section 8 of Enclosure 1.
15. The catchment that has been proposed has been modelled on the area created by use of 'nearest school' and is shown at Appendix 5 of Enclosure 1.
16. This proposal is supported by the Headteacher and Governing Body of the school.

Southfield Park Primary School and Stamford Green Primary School

17. It is not proposed to consult on any changes to the admission criteria for either Southfield Park Primary School or Stamford Green Primary School for 2023 admission. Modelling carried out for these schools is set out in Enclosure 2 and a more comprehensive review of the arrangements will be carried out ahead of consultation for 2024.
18. Both these schools fall within the North West Epsom Planning Area for which it is forecast that there will be between 24 to 35 surplus places in the area for five years from September 2023.
19. Southfield Park Primary School has a catchment that serves the housing area to the west and north west of the school. This catchment was introduced to provide priority for children who would not have easy access to another alternative school and included the area of Clarendon Park, a development built on one of the old hospital sites. Children living within catchment are currently prioritised according to their reverse distance. In this way children living further away from the school within catchment receive the higher priority. This was introduced to ensure children living in Clarendon Park were not disadvantaged in the admissions process because, at that time, these children did not have access to another primary school.
20. Priority for children on the basis of 'nearest school' was introduced at Southfield Park Primary School for 2014 admission following representation from the Parkview Epsom Resident's Association so that, once applicants within the catchment were offered a place, children were prioritised on the basis of 'nearest school'.
21. Modelling for the last two years indicates that the removal of priority for children who have the school as their 'nearest school' after catchment would have minimal impact on the intake. However, as this is not currently causing disadvantage to any applicant, it is proposed to carry out a wider review of the options for change for Southfield Park for 2024 admission, factoring in the catchment area which has not as of yet been reviewed. This review will take account of changes to school provision in the area over the last 10 years, parental preference vs offers made and up to date pupil forecasts for the area.
22. Stamford Green is an oversubscribed school in Epsom. Modelling for this school indicates that there might be significant impact on the intake if 'nearest school' was removed. It is therefore proposed that for this school, further analysis will be carried out on the options for change for 2024 admission.

Reigate Priory School – Reigate & Banstead

23. It is proposed to amend the admission criteria for Reigate Priory School to propose a nodal point that will be used to measure home to school distance that does not relate to a school gate. This change is reflected in bold in Section 8 of Enclosure 1.
24. For most schools, home to school distance is measured from the child's home to the nearest school gate available for pupils to use. However, Reigate Priory School is currently exploring a move to a new site which is about 0.7 miles south of the existing school site. The school are keen to ensure that the pattern of admission does not change as a result of a site move and, as such, it is proposed that home to school distances, used to prioritise applicants, will be calculated based on a nodal point at the site of Reigate Priory, where the school is currently situated.
25. This change will ensure there is no change to the intake if the site move does go ahead but will have no impact on the intake if it doesn't, because the nodal point used to prioritise applicants will still be within the existing site of the school.

26. This proposal is supported by the Headteacher and Governing Body of the school. It is also supported by the Education Place Planning team as it ensures the school will still serve the area to the north of Reigate which does not have alternative Year 3 provision.

West Ashtead Primary School – Mole Valley

27. It is proposed to formally consult on a reduction to the Year 3 PAN at West Ashtead Primary School from 30 to 2. This change is reflected in bold in Appendix 1 of Enclosure 1 which sets out the proposed PANs for all community and voluntary controlled schools for 2023 admission.
28. West Ashtead Primary School currently has a Junior PAN of 30. However, this reduction in PAN has been formally requested by the Headteacher and Governing Body of the school as the school is not filling to its PAN. A reduction will provide the school with greater ability to maintain financial viability as they will be able to operate with just one class in KS2.
29. Surrey's Education Place Planning team are satisfied that this reduction will not impact the sufficiency of places as current forecasts indicate a projected surplus of primary places across the Ashtead and Leatherhead area from 2023. However, to help compensate for the reduction in PAN, there is a linked proposal to introduce a Year 3 PAN at Leatherhead Trinity Primary School (see paragraphs 32 to 34).
30. Furthermore, an unoccupied classroom space at West Ashtead Primary School will provide the local authority with some headroom should the need for more places arise in the future and the school has been asked to use the space flexibly in case demand increases and it is necessary to utilise this space for a bulge class.
31. This decrease in PAN would have no impact on children who are currently on roll at the school.

Leatherhead Trinity Primary School – Mole Valley

32. It is proposed to formally consult on introducing a Year 3 PAN of 4 at Leatherhead Trinity Primary School. This change is reflected in bold in Appendix 1 of Enclosure 1 which sets out the proposed PANs for all community and voluntary controlled schools for 2023 admission.
33. A Year 3 PAN at Leatherhead Trinity Primary School will help offset the reduction in Year 3 PAN at West Ashtead Primary School and will current help alleviate any pressure on places in Fetcham and Bookham at Year 3.
34. Surrey's Education Place Planning team are supportive of this proposal, as are the Headteacher and Governing Body of the school.

Felbridge Primary School – Tandridge

35. It is proposed to formally consult on introducing a Year 3 PAN of 2 at Felbridge Primary School. This change is reflected in bold in Appendix 1 of Enclosure 1 which sets out the proposed PANs for all community and voluntary controlled schools for 2023 admission.
36. A Year 3 PAN at Felbridge Primary School will formalise the arrangement that already takes place, whereby two additional children are offered a place from the waiting list at Year 3. However, the existence of a published PAN will ensure parents know about the intake and they will be invited to apply for a place as part of the Junior intake to the school.

37. Surrey's Education Place Planning team are supportive of this proposal, as are the Headteacher and Governing Body of the school, who have requested this change.

Priority for children of staff for community and voluntary controlled nurseries

38. In January 2020, Surrey's Cabinet agreed to give priority to children of staff for entry to Reception at community and voluntary controlled schools for 2021 admission. However, the proposal at that time did not extend to community and voluntary controlled nurseries.
39. It is now proposed to consult on introducing priority for children of staff for community and voluntary controlled nurseries, as set out in Section 20 of Enclosure 1 so that the criteria are aligned with those for entry to Reception in this regard.
40. The School Admissions Code permits admission authorities to give priority to children of staff in either or both of the following circumstances:
- where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made; and/or
 - the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
41. The definition of a member of staff and the conditions to qualify will be the same as those that apply for Reception, as set out in Section 11 of Enclosure 1.

Supplementary Information Form for Social/Medical applicants

42. The School Admissions Code allows for the use of supplementary information forms when they are needed to gather additional information that is not collected on the common application form.
43. It is proposed to introduce a supplementary information form for parents to complete if they wish to apply on the basis of social/medical need. This will ensure applicants can be guided through this process, enable them to understand what information they will need to provide to support a social/medical claim and give them opportunity to declare details of their case in more detail than is allowed on the application form or as part of the coordinated admissions process.
44. The supplementary information form is referenced in Sections 7 and 10 of Enclosure 1.

Other changes that are not subject to consultation

Increase in PANs

45. Admission authorities are not required to consult on proposed increases to PANs but must include the proposed increase within the admission arrangements. Appendix 1 of Enclosure 1 sets out the proposed admission numbers for all community and voluntary controlled schools for 2023 admission.
46. Surrey is proposing to increase the Year 7 PAN at Oakwood School from 300 to 330 to meet forecast demand in Horley and to support the demand in the adjacent secondary planning area in Reigate and Redhill.

Points of clarification

47. The fourth criterion in Section 7 of Enclosure 1 has been updated to read 'Children who **are expected to** have a sibling at the school or at an infant/ junior school

which will operate shared sibling priority for admission at the time of the child's admission' from 'Children who **will have**'. As it is not possible to determine categorically that a sibling will be on roll at the time of a child's admission, this is a more accurate reflection of the decision. This is in line with the explanatory text in Section 12.

48. Linked to this, Section 12 has been updated to reflect the fact that Surrey reserves the right to withdraw an offer of a place if information comes to light that an applicant knew about a sibling leaving the school or linked school at the time of a sibling claim, or if they failed to tell the local authority of a change that might affect their sibling claim.
49. Section 11 has been updated to clarify what the definition is of a parent in relation to priority for children of staff and confirmation that the member of staff might be employed full or part time.
50. Section 16 has been updated to clarify the process for a child's name being added to the waiting list at the end of the academic year.

CONSULTATION:

51. The Education Place Planning team has been involved in considering the proposals for change.
52. All schools directly affected by the proposed changes have been consulted.
53. All schools have been consulted on the PAN that is to be proposed for 2024 admission.
54. Parents, schools and other stakeholders will have the opportunity to comment on the proposed admission arrangements, including any changes being proposed, throughout the six-week consultation.
55. As the local authority is only responsible for consulting on the admission arrangements for community and voluntary controlled schools, the details of any school that becomes an academy before consultation begins will be removed from the paperwork.

RISK MANAGEMENT AND IMPLICATIONS:

56. The risks of consulting on these changes are low. There may be some local opposition to some of the proposals from those cohorts or groups that may be disadvantaged by the proposals, but it is important to identify those concerns as part of the consultation.

Financial and value for money implications:

57. The admission criteria for the majority of community and voluntary controlled schools in Surrey conform to Surrey's standard criteria. The more schools that have the same admission criteria, the more the processes can be streamlined and thus present better value for money. However, where required, the admission criteria for some schools vary from Surrey's standard but these can currently be managed within existing resources.

Section 151 Officer commentary:

58. Although significant progress has been made over the last twelve 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 onward, 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 proposed consultation to ensure the most effective allocation of school places.

Legal implications – Monitoring Officer:

59. The proposed admission arrangements comply with legislation on School Admissions and the requirements of the School Admissions Code.
60. The local authority will carry out a consultation on all changes for a period of six weeks between 20 October 2021 and 1 December 2021, which is in accordance with statutory requirements.
61. The consultation will be carried out with all persons required under the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2014.
62. The local authority will give due regard to the responses to the consultation before considering the recommendations to put before Cabinet.
63. The public sector equality duty (Section 149 of the Equality Act 2010) applies to the decision to be made by the Cabinet Member in this report. There is a requirement when deciding upon the recommendations to have due regard to the need to advance equality of opportunity for people with protected characteristics, foster good relations between such groups and eliminate any unlawful discrimination. These matters are dealt with in the equalities paragraphs of the report and in the attached equalities impact assessment (EIA).

Equalities and diversity:

64. An Equality Impact Assessment (EIA) is attached as Enclosure 3. The adoption of determined admission criteria is a mandatory requirement supported by primary legislation. The policy as it relates to community and voluntary controlled schools does not discriminate by age, gender, ethnicity, faith, disability or sexual orientation.
65. Measures have been taken to reference vulnerable groups both in terms of exceptional arrangements within admissions, the Special Educational Needs & Disability (SEND) process and the Fair Access Protocol. In addition, a right of appeal exists for all applicants who are refused a place at a particular school.

Corporate Parenting/Looked After Children implications:

66. As required by the School Admissions Code, the proposed admission arrangements give top priority to children who are Looked After by a local authority and to those children who have left care through adoption, a child arrangement

order or a special guardianship order, including those who have been adopted from state care outside England.

Safeguarding responsibilities for vulnerable children and adults implications:

67. The efficient and timely administration of the school admissions process coupled with the equitable distribution of school places in accordance with the School Admission Code and parental preference contribute to the County Council's priority for safeguarding vulnerable children.

Environmental sustainability implications

68. The County Council attaches great importance to being environmentally aware and wishes to show leadership in cutting carbon emissions and tackling climate change.

69. The admission arrangements enable the majority of pupils to attend their nearest school and in doing so reduces travel and supports policies on cutting carbon emissions and tackling climate change.

WHAT HAPPENS NEXT:

- If approval is given to consult, the local authority will consult on the proposed admission arrangements for six weeks between 20 October 2021 and 1 December 2021.
 - As the local authority is only responsible for consulting on the admission arrangements for community and voluntary controlled schools, the details of any school that becomes an academy before consultation begins will be removed from the paperwork.
 - Details will be distributed to:
 - all schools and nurseries in the county including a form of wording that they may wish to display on their website, in newsletters or on notice boards.
 - out of County schools which are close to the border of Surrey
 - each of Surrey's neighbouring local authorities
 - each Diocesan Body representing schools in the county
 - all Surrey County Council Members and Borough/District Members, asking them to share the details with local community and resident groups as appropriate
 - Parish Councils within the area of Surrey County Council
 - Surrey MPs
 - A paper summarising the outcome of the consultation and making recommendations will then be passed to Surrey's Cabinet on 25 January 2022 for decision and then to Full Council on 8 February 2022 to ratify the decision so that the admission arrangements for Surrey's community and voluntary controlled schools for 2023 can be determined before the statutory deadline of 28 February 2022.
 - As the local authority is only responsible for determining the admission arrangements for community and voluntary controlled schools, the details of any school that becomes an academy before determination will be removed from the paperwork.
 - The admission arrangements for September 2023 will then be published by 15 March 2022 on Surrey's website and a notice will be sent to all those consulted.
-

Contact Officer:

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Consulted:

Education Place Planning Team
Schools affected by the proposals
Director – Education and Lifelong Learning
Assistant Director for Education

Annexes:

ENCLOSURE 1	Proposed admission arrangements for C&VC schools
APPENDIX 1	Proposed published admission numbers
APPENDIX 2	Proposed schools to be considered for shared sibling priority
APPENDIX 3	Proposed schools to be excluded from nearest school
APPENDIX 4	Proposed catchment map for Southfield Park
APPENDIX 5	Proposed catchment map for Walton on the Hill
APPENDIX 6	Supplementary Information Form for social/medical applicants
APPENDIX 7	Supplementary Information Form for children of staff applicants
ENCLOSURE 2	Modelling on the removal of use of nearest school
ENCLOSURE 3	Equality Impact Assessment

Sources/background papers:

- School Admissions (Admission Arrangements and Coordination of Admission Arrangements) (England) Regulations 2014
 - School Standards and Framework Act 1998
 - Education Act 2002
 - School Admissions Code 2021
 - Equality Act 2002
 - OSA determination on Stamford Green - ADA3589
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PROPOSED Admission Arrangements 2023/24 for Surrey County Council's community and voluntary controlled schools



Admission arrangements for Surrey County Council's community and voluntary controlled schools 2023/24

This document sets out Surrey County Council's admission arrangements for community and voluntary controlled schools in 2023/24.

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1. Published Admission Numbers

The Published Admission Numbers for initial entry to Surrey's community and voluntary controlled schools in September 2023 are set out in Appendix 1.

2. Coordinated Schemes

Applications will be managed in accordance with Surrey's coordinated schemes on primary and secondary admission. Please see Surrey's coordinated schemes for further details regarding applications, processing, offers, late applications, post-offer and waiting lists.

3. Applications for Reception and Year 3

Applications for Reception and applications for a Year 3 place at schools which have a published admission number for Year 3, must be made by 15 January 2023. Places at Surrey schools will be offered on the basis of the preferences that are shown on the application form. Applicants will be asked to rank up to four Reception or Year 3 preferences and these will be considered under an equal preference system.

4. Applications for a secondary school place

Applications for a Secondary school place must be made by 31 October 2022. Places at Surrey secondary schools will be offered on the basis of the preferences that are shown on the application form. Applicants will be asked to rank up to six preferences and these will be considered under an equal preference system.

5. Children with an Education, Health and Care Plan (EHCP)

Children with an EHCP that names a school will be allocated a place before other children are considered. In this way, the number of places available will be reduced by the number of children with an EHCP that has named the school.

6. Admission arrangements for 2023/24

For the majority of Surrey's community and voluntary controlled schools the admission arrangements are set out in section 7 below. Where there are local variations these are set out by area and by school in section 8.

7. Admission criteria for September 2023

Other than for schools listed in section 8, when a community or voluntary controlled school is over-subscribed for any year group, applications for entry in 2023/24 will be ranked in the following order:

First criterion: Looked after and previously looked after children

See section 9 for information relating to looked after and previously looked after children.

Second criterion: Exceptional social/medical need

See section 10 for information relating to exceptional social/medical need. **A supplementary information form (Appendix 6) must be completed and returned by the application closing date for all applicants wishing to apply under this criterion.**

Third criterion: Children of a member of staff

See section 11 for information relating to children of a member of staff. A supplementary information form (Appendix 7) must be completed and returned by the application closing date for all applicants wishing to apply under this criterion.

Fourth criterion: Children who are expected to have a sibling at the school or at an infant/ junior school which will operate shared sibling priority for admission at the time of the child's admission

See Appendix 2 for infant/junior schools that will operate shared sibling priority for admission for the purpose of this criterion. See section 12 for information relating to siblings.

Fifth criterion: Any other children

Remaining places will be offered on the basis of nearness to the school measured in a straight line from the address point of the child's home address, as set by Ordnance Survey to the nearest official school gate for pupils to use. See section 14 for information on the definition of home address. See section 15 for information on tie breakers.

8. School specific admission criteria for September 2023

When a school named below is over-subscribed for any year group, applications for entry in 2023/24 will be ranked in criteria order.

In considering local admission arrangements, see sections 9 to 15 for more information on:

- Looked after and previously looked after children
- Exceptional social/medical need
- Children of a member of staff
- Siblings
- Nearest school
- Home address
- Tie breakers

a) Epsom & Ewell

Southfield Park Primary School:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children of a member of staff
4. Siblings
5. Children living in the defined catchment area of the school (see Appendix 4 for catchment map). If the number of children who qualify under this criterion is greater than the number of places remaining available at the school, places under this criterion will be offered to those living the furthest distance from the school, measured in a straight line.
6. Children for whom Southfield Park Primary School is their nearest school
7. Any other children

Stamford Green Primary School:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children of a member of staff
4. Siblings
5. Children for whom Stamford Green Primary School is their nearest school
6. Any other children

Wallace Fields Junior School:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children of a member of staff

4. **Children who will have a sibling at Wallace Fields Infant School or Wallace Fields Junior School on the date of their admission**
5. ***Children attending Wallace Fields Infant School**
6. Any other children

* Criterion 5 will only apply to children who attend Wallace Fields Infant School in Year 2 and will not be applied once a child has left this school

If the number of children who qualify under any criterion is greater than the number of places remaining available at the school, any remaining places will be offered to children who meet the criterion on the basis of proximity of the child's home address to the nearest official school gate at either Wallace Fields Infant School or Wallace Fields Junior School, with children living nearest receiving the greater priority.

c) Guildford

Walsh C of E Junior School:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children of a member of staff
4. *Children attending Walsh Memorial C of E (Controlled) Infant School
5. Siblings not admitted under 3 above
6. *Children attending St Paul's CofE Infant School (Tongham)
7. Any other children

* Criteria 4 and 6 will only apply to children who attend Walsh Memorial CofE (Controlled) or St Paul's CofE infant schools (as applicable) in Year 2 and will not be applied once a child has left these schools

Worplesdon Primary School at 7+:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children of a member of staff
4. Siblings
5. *Children attending Wood Street Infant School
6. Any other children

* Criterion 5 will only apply to children who attend Wood Street Infant School in Year 2 and will not be applied once a child has left this school

d) Mole Valley

The Dawnay School at 7+:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children of a member of staff
4. Siblings
5. *Children attending Polesden Lacey Infant School
6. Any other children

* Criterion 5 will only apply to children who attend Polesden Lacey Infant School in Year 2 and will not be applied once a child has left this school

St Martin's C of E Primary School at 7+:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children of a member of staff
4. Siblings
5. *Children attending St Michael's CofE (Aided) Infant School
6. Any other children

* Criterion 5 will only apply to children who attend St Michael's CofE (Aided) Infant School in Year 2 and will not be applied once a child has left this school

e) Reigate & Banstead

Banstead Community Junior School:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children of a member of staff
4. *Children attending Banstead Infant School
5. Siblings not admitted under 3 above
6. Any other children

* Criterion 4 will only apply to children who attend Banstead Infant School in Year 2 and will not be applied once a child has left this school

Earlswood Junior School:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children of a member of staff
4. *Children attending Earlswood Infant School
5. Siblings not admitted under 3 above
6. Any other children

* Criterion 4 will only apply to children who attend Earlswood Infant School in Year 2 and will not be applied once a child has left this school

Meath Green Junior:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children of a member of staff
4. *Children attending Meath Green Infant School
5. Siblings not admitted under 3 above
6. Any other children

* Criterion 4 will only apply to children who attend Meath Green Infant school in Year 2 and will not be applied once a child has left this school

Reigate Priory School:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children of a member of staff
4. Siblings
5. *Children attending Dovers Green or Holmesdale Community Infant schools
6. Any other children

* Criteria 5 will only apply to children who attend Dovers Green or Holmesdale Community infant schools in Year 2 and will not be applied once a child has left these schools

If the number of children who qualify under any criterion is greater than the number of places remaining available at the school, any remaining places will be offered to children who meet the criterion on the basis of proximity of the child's home address to the front door of the Reigate Priory building in Priory Park, Reigate, with children living nearest receiving the greater priority.

Walton on the Hill Primary School:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children of a member of staff
4. Siblings
5. **Children living in the defined catchment area of the school (see Appendix 5 for catchment map)**
6. Any other children

f) Runnymede

St Ann's Heath Junior School:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children of a member of staff
4. Siblings
5. *Children attending Trumps Green or Meadowcroft infant schools
6. Any other children

* Criterion 5 will only apply to children who attend Trumps Green or Meadowcroft infant schools in Year 2 and will not be applied once a child has left these schools

g) Spelthorne

Chennestone Primary Community School at 7+:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children of a member of staff
4. Siblings
5. *Children attending Beauclerc Infant School
6. Any other children

* Criterion 5 will only apply to children who attend Beauclerc Infant School in Year 2 and will not be applied once a child has left this school

h) Waverley

Shottermill Junior School:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children of a member of staff
4. *Children attending Shottermill Infant School
5. Siblings not admitted under 3 above
6. Any other children

* Criterion 4 will only apply to children who attend Shottermill Infant School in Year 2 and will not be applied once a child has left this school

William Cobbett Primary School at 7+:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children of a member of staff
4. Siblings
5. *Children attending Badshot Lea Village or Folly Hill infant schools
6. Any other children

* Criterion 5 will only apply to children who attend Badshot Lea Village or Folly Hill infant schools in Year 2 and will not be applied once a child has left these schools

i) Woking

West Byfleet Junior School:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children of a member of staff
4. *Children attending West Byfleet Infant School
5. Siblings not admitted under 3 above
6. Any other children

* Criterion 4 will only apply to children who attend West Byfleet Infant School in Year 2 and will not be applied once a child has left this school

9. Looked after and previously looked after children

Within the admission arrangements for all community and voluntary controlled schools, looked after and previously looked after children will receive the top priority for a place. Looked after and previously looked after children will be considered to be:

- children who are in the care of a local authority or provided with accommodation by a local authority in accordance with Section 22 of the Children Act 1989, e.g. fostered or living in a children’s home, at the time an application for a school is made; and
- children who have previously been in the care of a local authority or provided with accommodation by a local authority in accordance with Section 22 of the Children Act 1989 and who have left that care through adoption, a child arrangements order (in accordance with Section 8 of the Children Act 1989 and as amended by the Children and Families Act 2014) or special guardianship order (in accordance with Section 14A of the Children Act 1989).
- children who appear (to the local authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. A child will be regarded as having been in state care outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society. The parent/carer will need to provide evidence to demonstrate that the child was in state care outside of England and left that care as a result of being adopted

Places will be allocated under this criterion when places are first offered at a school and the local authority may also ask schools to admit over their published admission number at other times under this criterion.

10. Exceptional social/medical need

Occasionally there will be a very small number of children for whom exceptional social or medical circumstances apply which will warrant a placement at a particular school. The exceptional social or medical circumstances might relate to either the child or the parent/carer.

A supplementary information form (Appendix 6) must be completed and returned by the application closing date for all applicants wishing to apply under this criterion.

Supporting evidence from a professional is also required such as a doctor and/or consultant for medical cases or a social worker, health professional, housing officer, the police or probation officer for other social circumstances. This evidence must confirm the circumstances of the case and must set out why the child should attend a particular school and why no other school could meet the child's needs.

Providing evidence does not guarantee that a child will be given priority at a particular school and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at one particular school above any other.

Common medical conditions and allergies can usually be supported in all mainstream schools, therefore priority under a school's exceptional medical criterion would not normally be given for these. Some mainstream schools have units attached which provide specialist provision for children with an education, health and care plan which names the school. The facilities in these units are not normally available to children in the mainstream school and as such priority under a school's exceptional social or medical criterion would not normally be agreed for a mainstream place on the basis of a specialist unit being attached to the school.

In addition, routine child minding arrangements would not normally be considered to be an exceptional social reason for placement at a particular school.

Places may be allocated under this criterion when places are first offered at a school and the local authority may also ask schools to admit over their published admission number at other times under this criterion.

11. Children of a member of staff

Priority will be given to a child if their parent is a permanent member of staff at the school and meets either or both of the following circumstances:

- a) the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, **on a full or part time basis**; and/or
- b) the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

A person will be considered to be a child's parent for the purpose of this criterion if they are living in the same family unit as the child at the same address and are:

- **their mother or father:**
- **any other person who has parental responsibility, such as an adoptive parent, step-parent, a special guardian or person named in a child arrangements order**
- **any other person who does not have parental responsibility but otherwise has the care of the child, such as a foster carer.**

A supplementary information form (Appendix 7) must be completed and returned by the application closing date for all applicants wishing to apply under this criterion.

For applications made as part of a normal intake, the length of employment will be considered as of the closing date for applications. For in year applications and for the purpose of maintaining a waiting list, the length of employment will be considered as of the date the application is received or the date a place becomes available, if a place is considered from the waiting list.

12. Siblings for community and voluntary controlled schools

A sibling will be considered to be a brother or sister (that is, another child of the same parents, whether living at the same address or not), a half-brother or half sister or a step-brother or step-sister or an adoptive or foster sibling, ordinarily living as part of the same family unit at the same address.

A child will be given sibling priority if they have a sibling on roll at the school concerned or a linked school and that sibling is still expected to be on roll at that school at the time of the child's admission. **If a sibling leaves the school concerned or a linked school after the application but before the national offer day, the applicant must let the School Admissions team know as this may affect the child's sibling priority. We reserve the right to withdraw an offer of a place that has been made on the basis of sibling priority if information comes to light that the applicant had claimed that priority in the knowledge that the child's sibling would have left the school or linked school by the time of the child's admission; or if the applicant failed to tell us of a change that took place prior to the national offer day that would affect the child's sibling priority.**

For the initial intake to an infant/junior school, a child will also be given sibling priority for admission if their sibling is attending an infant/junior school which operates shared sibling priority with the school and that sibling is still expected to be on roll at either school at the time of the child's admission. See Appendix 2 for community and voluntary controlled schools that will operate shared sibling priority for admission in 2023 for the purpose of the sibling criterion. This will apply both at the initial allocation of places and also when prioritising the waiting list. Giving sibling priority has the effect of maximising the opportunity for children in the same family to be educated at the same school or at a school which operates shared sibling priority.

At the initial allocation, when an applicant is applying for a Reception place at an infant school that has both a feeder and sibling link to a junior school and the child has a sibling currently attending Year 2 of the infant school but who will have left by the time the younger child starts, the younger child will be considered under the sibling criterion as part of the initial allocation. This is because, due to the feeder link, they will be expected to still have a sibling at the linked junior school at the time of admission. The schools for which this will apply are as follows:

- Bagshot Infant and Connaught Junior (Academy)
- *Beauclerc Infant School and Chennestone Primary School
- Earlswood Infant and Earlswood Junior
- The Grange Community Infant and New Haw Community Junior (Academy) Horley Infant and Yattendon (Foundation)
- The Mead Infant and Auriol Junior (Academy)
- Meadowcroft Infant and St Ann's Heath Junior
- Meath Green Infant and Meath Green Junior
- **Merrow CofE Infant and Bushy Hill Junior (Foundation)
- Shottermill Infant and Shottermill Junior
- Trumps Green Infant and St Ann's Heath Junior
- Walsh Memorial CofE Infant and Walsh CofE Junior
- West Byfleet Infant and West Byfleet Junior

* Shared sibling priority only applies to Beauclerc Infant School

** Shared sibling priority only applies to Merrow CofE Infant School

At the initial allocation, when an applicant is applying for both a Reception place and a Year 3 place at a primary school which has an intake at Reception and Year 3, or at separate infant/junior schools which operate shared sibling priority, if a place can only be offered to one child, the waiting list position for the other child will be adjusted to reflect the fact that they are expected to have a sibling in the school or another school which operates shared sibling priority in September 2023.

A mainstream child will also be given sibling priority for a school if they have a sibling with a final EHCP that names the same school, as long as the sibling with the EHCP is expected to start at the school before or on the same date as the mainstream child. Applicants will have to declare the details of any child whose EHCP names the school in order to be considered for sibling priority.

13. Nearest school

For schools which give priority to children who have the school as their nearest, all Surrey community and voluntary controlled schools will be considered, as will most academies and foundation, free, trust and voluntary aided schools. A list of the academies and foundation, free, trust and voluntary aided schools in Surrey and the out of county schools that will be excluded when assessing nearest school can be seen at Appendix 3.

The nearest school may be inside or outside the county boundary.

When assessing which school is nearest, distances to Surrey schools will be measured in a straight line from the address point of the child's home address, as set by Ordnance Survey, to the nearest point within each school which is used to measure distance for the purpose of prioritising admissions, as set out in each school's admission arrangements. Where a Surrey school does not use distance to prioritise admissions, the measuring point will be the nearest official school gate for pupils to use. Distances to schools outside of Surrey will be calculated using the postal address coordinates for the school. Parents can view [Surrey's School map](#) to see their home to school distances.

Any child remaining on the waiting list after 1 September 2023 will be considered to be an application for in year admission. After this date, when assessing nearest school, all schools with the appropriate year group will be taken into account, other than those listed at Appendix 3.

14. Home address

Within the admission arrangements for community and voluntary controlled schools, the child's home address excludes any business or childminder's address and must be the child's normal place of residence. It also excludes any relative's address unless the child lives at that address as their normal place of residence. Where the child is subject to a child arrangements order and that order stipulates that the child will live with one parent/carer more than the other, the address to be used will be the one where the child is expected to live for the majority of the time. For other children, the address to be used will be the address where the child lives the majority of the time. In other cases, where the child spends an equal time between their parents/carers, it will be up to the parent/carers to agree which address to use. Where a child spends their time equally between their parents/carers and they cannot agree on who should make the application, we will accept an application from the parent/carer who is registered for child benefit. If neither parent/carer is registered for child benefit we will accept the application from the parent/carer whose address is registered with the child's current school or nursery.

We will not generally accept a temporary address if the main carer of the child still possesses or rents a property that has previously been used as a home address, nor will we accept a temporary address if we believe it has been used solely or mainly to obtain a school place when an alternative address is still available to that child. All distances will be measured by the computerised Geographical Information System maintained by Surrey's admissions team.

The address to be used for the initial allocation of places to Reception, Year 3 and Year 7 will be the child's address at the closing date for application. Changes of address may be considered in accordance with Surrey's coordinated scheme if there are exceptional reasons behind the change, such as if a family has just moved to the area. The address to be used for waiting lists, after the initial allocation, will be the child's current address. Any offer of a place on the basis of address is conditional upon the child living at the appropriate address on the relevant date. Applicants have a responsibility to notify Surrey County Council of any change of address.

15. Tie breaker and the admission of twins, triplets, other multiple births or siblings born in the same academic year

Unless stipulated otherwise, if within any criterion there are more children than places available, any remaining places will be offered to children who meet the criterion on the basis of proximity of the child's home address to the school, with children living nearest receiving the greater priority. Distance will be measured in a straight line from the address point of the child's home address, as set by Ordnance Survey, to the nearest official school gate for pupils to use. This is calculated using the admissions team's Geographical Information System.

Where two or more children share priority for a place, e.g. where two children live equidistant from a school, Surrey County Council will use random allocation to determine which child should be given priority.

In the case of multiple births, where children have equal priority for a place, Surrey County Council will use random allocation to determine which child should be given priority. If after the allocation one or more places can be offered but there are not sufficient places for all of them, each child will be offered a place.

16. Waiting lists

Where there are more children than places available, waiting lists will operate for each year group according to the oversubscription criteria for each school without regard to the date the application was received or when a child's name was added to the waiting list.

Waiting lists for each year group at each community and voluntary controlled school will be maintained until the 31 July 2024 when they will be cancelled. Applicants who wish a child to remain on the waiting list for the 2024/25 academic year must complete a **Continuing Interest form** through Surrey County Council **between 1 July 2024 and 31 August 2024**. Fully completed **forms** received during July 2024 will be used to reform the waiting list during August 2024. Applications received **between 1 August and 31 August** will be added to the waiting list as soon as they have been processed. **If a Continuing Interest form is not received by 31 August 2024 the applicant will be required to submit a new in year application.**

17. In-year admissions

The following applications will be treated as in-year admissions during 2023/24:

- applications for admission to Reception which are received after 1 September 2023;
- for any school which has a published admission number for Year 3, applications for admission to Year 3 which are received after 1 September 2023;
- applications for admission to Year 7 which are received after 1 September 2023;
- all other applications for admission to Years 1 to 6 and 8 to 11.

Applications for Surrey's community and voluntary controlled schools must be made to the local authority on Surrey's common application form. Where there are more applications than places available, each application will be ranked in accordance with the published oversubscription criteria for each school.

18. Starting school

The community and voluntary controlled infant and primary schools in Surrey have a single intake into Reception. All children whose date of birth falls between 1 September 2018 and 31 August 2019 will be eligible to apply for a full time place in Reception at a Surrey school for September 2023. Applicants can defer their child's entry to Reception until later in the school year, but this will not be agreed beyond the beginning of the term after the child's fifth birthday, nor beyond the beginning of the final term of the academic year for which the offer

was made. Applicants may also arrange for their child to start part time until their child reaches statutory school age.

19. The admission of children outside of their chronological year group

Applicants may choose to seek a place outside their child's chronological (correct) year group. Decisions will be made on the basis of the circumstances of each case and what is in the best interests of the child concerned.

- Applicants who are applying for their child to have a decelerated entry to school, i.e. to start later than other children in their chronological age group, should initially apply for a school place in accordance with the deadlines that apply for their child's chronological age. If, in liaison with the headteacher, the local authority agrees for the child to have a decelerated entry to a community or voluntary controlled school the place cannot be deferred and instead the applicant will be invited to apply again in the following year for the decelerated cohort.
- Applicants who are applying for their child to have an accelerated entry to school, i.e. to start earlier than other children in their chronological age group, must initially apply for a school place at the same time that other families are applying for that cohort. If, in liaison with the headteacher, the local authority agrees for the child to have an accelerated entry to a community or voluntary controlled school, the application will be processed. If it is not agreed for the child to have an accelerated entry to a community or voluntary controlled school, the applicant will be invited to apply again in the following year for the correct cohort.

Applicants must state clearly why they feel admission to a different year group is in the child's best interest and provide what evidence they have to support this. More information on educating children out of their chronological year group and the process for making such requests is available on [Surrey's admissions web page](#)

20. Nursery admissions

The local authority has delegated the admissions of nursery children to the governing body of community and voluntary controlled schools/nurseries. Applicants wishing to apply for a place must complete the application form and submit it directly to the school or nursery that they wish to apply for in accordance with the dates set by the school.

In considering these arrangements for community and voluntary controlled schools/nurseries, see sections 9 to 15 for more information on:

- Looked after and previously looked after children
- Exceptional social/medical need
- Children of a member of staff
- Siblings
- Home address
- Tie breakers

Community and voluntary controlled infant and primary schools which operate a nursery during term time only, will offer sessions totalling 15 or 30 hours a week, depending on the

school and the eligibility of the child. Each school will identify which sessions constitute the child's universal entitlement and which are their extended entitlement.

Places for two year olds

Some nurseries admit two year olds who meet the eligibility criteria to receive Funded Early Education for Two year olds (FEET). Where there are more applications than places available, eligible children will be ranked according to the following criteria:

- a) Looked after and previously looked after children
- b) Exceptional social/medical need
- c) Children of a member of staff**
- d) Children who will have a sibling attending the nursery or the main school at the time of admission
- e) Any other children

Where any category is oversubscribed, children will be ranked according to the straight line distance that they live from the school with priority being given to children who live closest to the school.

Once such children are placed on roll at a nursery, they will be automatically entitled to take up a three year old place and the number of places available for three year olds will reduce.

Places for three year olds

All children will be eligible to be considered for admission to a nursery class in a community or voluntary controlled school or nursery in the term after they turn three years old, although admission will be subject to an application being made and places being available.

When a nursery in a community or voluntary controlled infant or primary school is over-subscribed for a three year old place, applications for entry in 2023/2024 will be ranked according to the following criteria, which will be applied in the first instance to children wishing to take up the free early years provision:

- a) Looked after and previously looked after children
- b) Exceptional social/medical need
- c) Children of a member of staff**
- d) Children who will have a sibling attending the nursery or the main school at the time of admission
- e) Children who will turn 4 years old between 1 September 2023 to 31 August 2024 (this is to give priority to older children who will be due to transfer to Reception in the next academic year and hence only have one year left to attend nursery)
- f) Children who will be 3 years old between 1 September 2023 to 31 August 2024 (these children will be able to stay on in nursery for another year in 2024/25 as they will not be due to start Reception until September 2024)

Where any category is oversubscribed, children will be ranked according to the straight line distance that they live from the school or nursery, with priority being given to children who live closest.

Procedures for admission

Each school will endeavour to inform applicants of the outcome of their application by letter, at least one term before admission. A school will only allocate nursery sessions once it has determined that a place can be offered in accordance with the admission criteria. If an applicant is offered a place they must confirm acceptance directly with the school by the date stipulated in their offer letter.

The final decision with regard to admission and the allocation of sessions rests with the governing body of the school.

Where a school is oversubscribed it will maintain a waiting list in criteria order.

Admission to a school's nursery does not guarantee admission to the Reception class at that school. Applications for Reception must be made on a separate application and be submitted by the statutory deadline in order to be considered.

Some schools or nurseries may allow parent/carers to pay for extra nursery provision, beyond their funded entitlement. However such requests will only be considered once all applications for the funded early year's entitlement have been processed.

In addition to nurseries within some community and voluntary controlled infant and primary schools, Surrey also has four stand-alone Nursery schools, some with attached Family Centres, in Chertsey, Dorking, Godalming and Guildford. These may provide a mix of full and part time places. Whilst these schools will also follow the admission criteria set out above, under the social and medical need criterion they may also consider the individual learning need of a child, if it can be demonstrated that no other school can meet the child's learning needs.

21. Providing false or misleading information

If an applicant is found to have supplied false or deliberately misleading information or to have withheld any relevant information, the local authority reserves the right to withdraw any offer of a place, even if the child has already started at the school.

22. Home to school transport

Surrey County Council has a Home to School Transport policy that sets out the circumstances in which children might qualify for free home to school transport.

Generally, transport will only be considered if a child is under 8 years old and is travelling more than two miles or is over 8 years old and travelling more than three miles to the nearest school with a place. Transport will not generally be provided to a school that is further away if a child would have been offered a place at a nearer school had it been named as a preference on the application form, although exceptions may apply to secondary aged children whose families are on a low income if they are travelling to one of their three nearest schools and to children whose nearest school is out of County but over the statutory walking distance.

Eligibility to transport is not linked to the admission criteria of a school. Some schools give priority to children who are attending a feeder school, but attending a feeder school does not confer an automatic right to transport to a linked school. In considering admission criteria and school preferences it is important that applicants also consider the home to school transport policy so they might take account of the likelihood of receiving free transport to their preferred school before making their application.

In considering eligibility for home to school transport, the local authority will take account of all state funded schools, including free schools and academies.

Applicants should note that the opening of a new school or the permanent relocation of an existing school might change which school is assessed to be the nearest to an address when compared to assessments made in previous years. If for any reason a school educates children on a temporary site, the assessment of nearest school for the purpose of home to school transport eligibility will disregard the temporary site and will instead use the intended permanent site of the school or, if that has not yet been determined, the current main site of the school. Where a school is operating on a temporary site and that school's permanent/current site is deemed to be a child's nearest qualifying school, the home to school walking distance will be measured to the school's temporary site to determine if the child lives over the statutory walking distance and is eligible for transport assistance. Eligibility will be reassessed at the point a child ceases to be educated at the temporary site.

A full copy of Surrey's Home to School Transport policy is available on [Surrey's website](#) at or from the Surrey Schools and Childcare Service on 0300 200 1004.

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PROPOSED Admission Arrangements 2023/2024 for Surrey County Council's community and voluntary controlled schools

Appendices 1 to 3



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Appendix 1

Admission numbers for Surrey County Council's community and voluntary controlled schools 2023

This document sets out Surrey County Council's Published Admission Numbers (PAN) for community and voluntary controlled schools for September 2023.

Primary schools

Elmbridge

School Name	PAN 2023
Bell Farm Primary	90
Cranmere Primary	60
Grovelands Primary	60
Hurst Park Primary	60
Manby Lodge Infant	90
Oatlands	90
The Royal Kent C of E Primary	Reception = 30 and Year 3 = 2
St James C of E Primary	60

Epsom & Ewell

School Name	PAN 2023
Epsom Primary	60
Ewell Grove Primary	60
The Mead Infant	90
Southfield Park Primary	60
Stamford Green Primary	90
Wallace Fields Junior	68

Guildford

School Name	PAN 2023
Ash Grange Primary	30
Merrow C of E (Cont) Infant	60
Onslow Infant	60
St Mary's C of E (VC) Infant	30
St Paul's Church of England Infant	30
Shawfield Primary	30

Tillingbourne Junior	90
Walsh Church of England Junior	64
Walsh Memorial C of E (Cont) Infant	60
Wood Street Infant	30
Worplesdon Primary	Reception = 57 and Year 3 = 30

Mole Valley

School Name	PAN 2023
Barnett Wood Infant	52
Charlwood Primary	15
The Dawnay	Reception = 30 and Year 3 = 15
Fetcham Village Infant	60
The Greville Primary	Reception = 60 and Year 3 = 60
Leatherhead Trinity	Reception = 60 and Year 3 = 4
North Downs Primary	Reception = 60 and Year 3 = 4
Oakfield Junior	60
Polesden Lacey Infant	30
Powell Corderoy Primary	30
St Martin's Church of England (C) Primary	Reception = 45 and Year 3 = 15
West Ashtead Primary	Reception = 30 and Year 3 = 2

Reigate & Banstead

School Name	PAN 2023
Banstead Community Junior	90
Earlswood Infant & Nursery	120
Earlswood Junior	120
Epsom Downs Primary	60
Furzeffield Primary Community	58
Horley Infant	90
Kingswood Primary	30
Langshott Primary	60
Manorfield Primary & Nursery	30
Meath Green Infant	90
Meath Green Junior	90
Reigate Priory Community Junior	150
Shawley Community Primary	45

Walton on the Hill Primary	30
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Runnymede

School Name	PAN 2023
The Grange Community Infant	90
The Hythe Community Primary	60
Manorcroft Primary	60
Meadowcroft Community Infant	30
Ongar Place Primary	30
St Ann's Heath Junior	90
Stepgates Community	30
Thorpe Lea Primary	30
Trumps Green Infant	60

Spelthorne

School Name	PAN 2023
Ashford Park Primary	90
Beauclerc Infant	40
Buckland Primary	60
Chennestone Primary Community	Reception = 30 and Year 3 = 40
Clarendon Primary	30

Surrey Heath

School Name	PAN 2023
Bagshot Infant	60
Heather Ridge Infant	60
Prior Heath Infant	60
Valley End Church of England Infant	60

Tandridge

School Name	PAN 2023
Audley Primary	30
Dormansland Primary	30
Felbridge Primary	Reception = 30 and Year 3 = 2
Holland Junior	60
Hurst Green	30

Lingfield Primary	60
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Waverley

School Name	PAN 2023
Badshot Lea Village Infant	45
Beacon Hill Primary	Reception = 30 and Year 3 = 2
Cranleigh CofE Primary	Reception = 30 and Year 3 = 30
Farncombe CofE Infant & Nursery	50
Folly Hill Infant	30
Shottermill Infant	60
Shottermill Junior	68
William Cobbett Primary	Reception = 30 and Year 3 = 60
Witley C of E (Cont) Infant	30

Woking

School Name	PAN 2023
St Mary's C of E (Cont) Primary, Byfleet	60
West Byfleet Infant	90
West Byfleet Junior	90

Secondary schools

Guildford

School Name	PAN 2023
Ash Manor School	240

Reigate & Banstead

School Name	PAN 2023
Oakwood School	330

Waverley

School Name	PAN 2023
Glebelands School	180

Appendix 2

Community and voluntary controlled schools in Surrey which will operate shared sibling priority for admission in 2023

Epsom & Ewell

- The Mead Infant and Auriol Junior (Academy)
- Wallace Fields Infant (Academy) and Wallace Fields Junior

Guildford

- Merrow C of E Infant and Bushy Hill Junior (Foundation) - Shared sibling priority only applies to Merrow CofE Infant School
- Walsh Memorial C of E Infant and Walsh C of E Junior

Reigate & Banstead

- Banstead Infant (Academy) and Banstead Community Junior
- Earlswood Infant and Earlswood Junior
- Horley Infant and Yattendon (Foundation)
- Meath Green Infant and Meath Green Junior

Runnymede

- The Grange Community Infant and New Haw Community Junior (Academy)
- Meadowcroft Infant and St Ann's Heath Junior
- Trumps Green Infant and St Ann's Heath Junior

Spelthorne

- Beauclerc Infant and Chennestone Primary School - Shared sibling priority only applies to Beauclerc Infant School

Surrey Heath

- Bagshot Infant and Connaught Junior (Academy)

Waverley

- Shottermill Infant and Shottermill Junior

Woking

- West Byfleet Infant and West Byfleet Junior

Appendix 3

Academies and foundation, trust and voluntary aided schools that will be excluded when assessing nearest school - 2023/24 admissions

1. Academies and foundation, trust and voluntary aided schools in Surrey that will be **excluded** when assessing nearest school are set out below. Community and voluntary controlled schools which convert to academy status and new free schools which open after these arrangements have been determined will be considered in the assessment of nearest school when applying the admission arrangements for community and voluntary controlled schools.

Infant & Primary schools – Reception intake

Elmbridge

- Cardinal Newman Catholic Primary School
- St Charles Borromeo Catholic Primary School
- St Paul's Catholic Primary School

Epsom & Ewell

- St Clement's Catholic Primary School St Joseph's Catholic Primary School, Epsom
- St Joseph's Catholic Primary School, Epsom

Guildford

- St Joseph's Catholic Primary School, Guildford
- St Thomas of Canterbury Catholic Primary School

Mole Valley

- St Peter's Catholic Primary School

Reigate & Banstead

- St Anne's Catholic Primary School, Banstead
- St Joseph's Catholic Primary School, Redhill

Runnymede

- Holy Family Catholic Primary School St Anne's Catholic Primary School, Chertsey
- St Anne's Catholic Primary School, Chertsey
- St Cuthbert's Catholic Primary School

Spelthorne

- Our Lady of the Rosary Roman Catholic Primary School
- St Michael's Catholic Primary School

Surrey Heath

- St Augustine's Catholic Primary School

Tandridge

- St Francis Catholic Primary School

Waverley

- St Cuthbert Mayne Catholic Primary School
- St Edmund's Catholic Primary School St Polycarp's Catholic Primary School

- St Polycarp's Catholic Primary School

Woking

- The Marist Catholic Primary School
- St Dunstan's Catholic Primary School
- St Hugh of Lincoln Catholic Primary School

Junior & Primary schools – Year 3 intake

Reigate & Banstead

- Royal Alexandra & Albert School

Secondary schools – Year 7 intake

Guildford

- St Peter's Catholic School

Reigate & Banstead

- Royal Alexandra & Albert School
- St Bede's School

Runnymede

- Salesian School

Spelthorne

- St Paul's Catholic College
- The Bishop Wand CofE School

Surrey Heath

- Gordon's School

Waverley

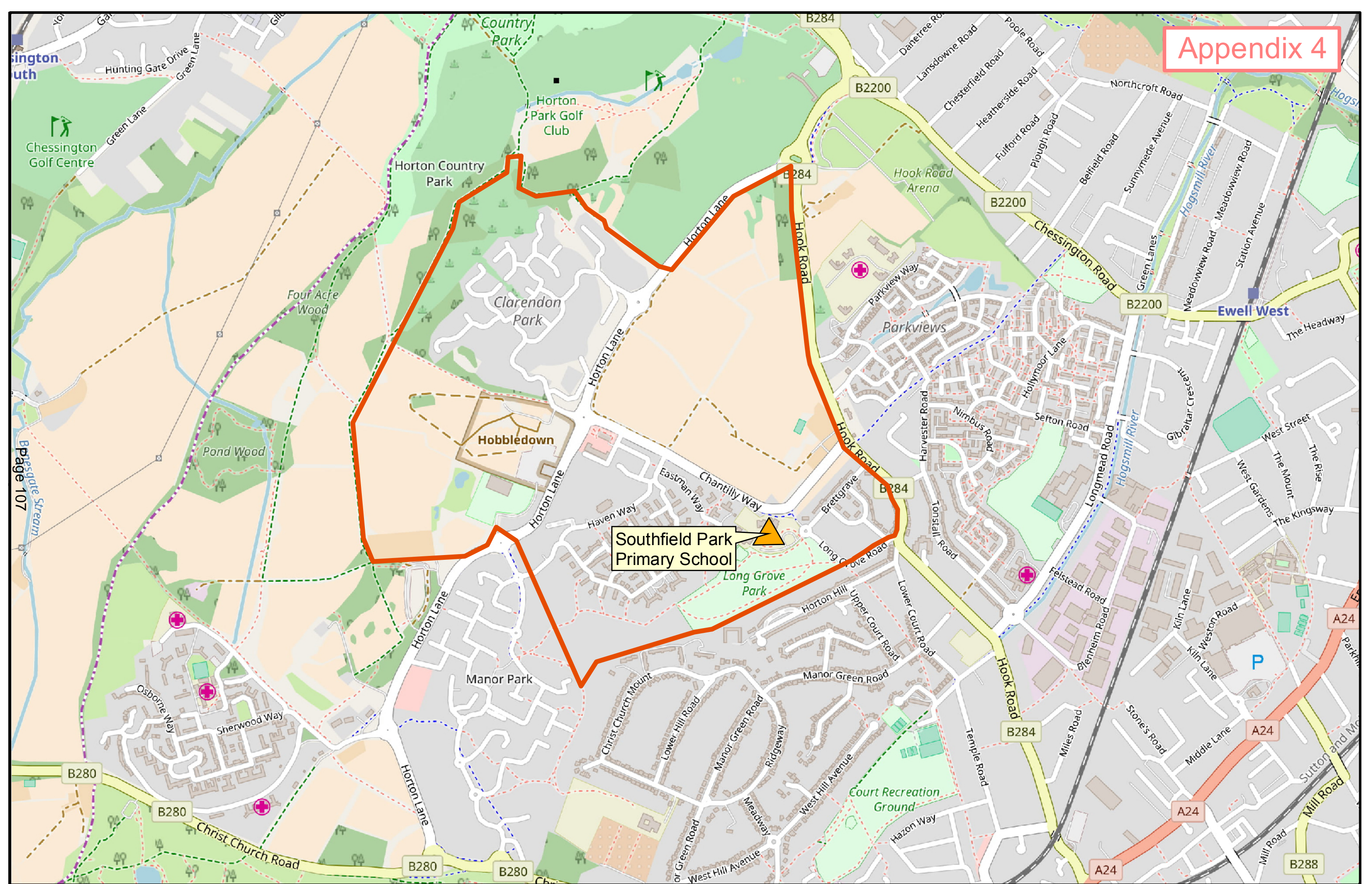
- All Hallows Catholic School

Woking

- St John the Baptist Catholic Comprehensive School

2. Out of county schools that will be **excluded** when assessing nearest school are as follows:
 - Any grammar school that offers places only on the basis of a **full** selective test
 - Camelsdale Primary School – West Sussex County Council
 - Charters School – Royal Borough of Windsor & Maidenhead
 - St Joseph's Catholic Primary School, Aldershot - Hampshire County Council
 - The Wavell School – Hampshire County Council

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Southfield Park Primary School



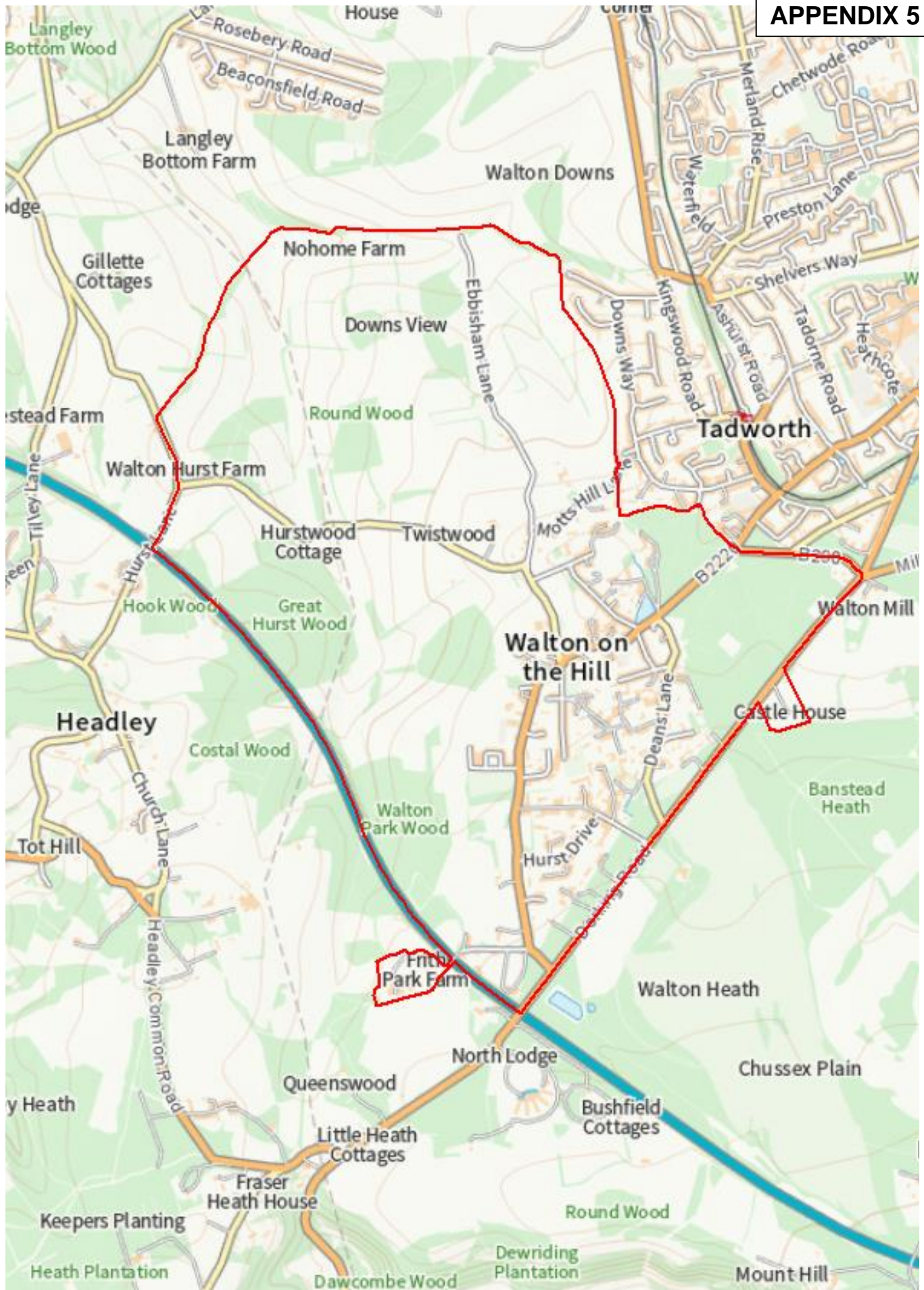
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Southfield Park Primary Catchment Area

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**Walton on the Hill
 Primary School**

**Catchment
 Area for 2023**



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Supplementary Information Form Exceptional Social/Medical need

Applicants who wish to be considered for priority under the criterion of exceptional social/medical need at a community or voluntary controlled school must complete this form, **in addition to the local authority application form**. A request for exceptional social/medical priority will usually only be made for one school but if you wish to make a request for more than one school, please complete a separate supplementary information form for each school.

- If the application is for Year 7 in September this supplementary information form and supporting evidence must be submitted by 31 October. Any forms or evidence submitted after this date may not be considered until after the national offer day
- If the application is for Reception or Year 3 in September this supplementary information form and supporting evidence must be submitted by 15 January. Any forms or evidence submitted after this date may not be considered until after the national offer day
- If the application is for in year admission at any other time, this supplementary information form and supporting evidence must be submitted at the same time as submitting the application

Recent supporting evidence from relevant registered professional(s) involved with the child must also be submitted with this form, such as a doctor and/or consultant for medical cases or a social worker, health professional, housing officer, the police or probation officer for other social circumstances. All evidence must be on letter headed paper and reflect the child's current situation.

The evidence must confirm the circumstances of the case and must set out why the child should attend the preference school and why no other school could meet the child's needs.

Providing evidence does not guarantee that a child will be given exceptional social/medical priority at a particular school and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at one particular school above any other.

Common medical conditions, allergies and asthma can usually be supported in all mainstream schools, therefore priority under a school's exceptional medical criterion would not normally be given for these. Some mainstream schools have units attached which provide specialist provision for children with an education, health and care plan which names the school. The facilities in these units are not normally available to children in the mainstream school and as such priority under a school's exceptional social or medical criterion would not normally be agreed for a mainstream place on the basis of a specialist unit being attached to the school.

In addition, routine child minding arrangements would not normally be considered to be an exceptional social reason for placement at a particular school.

Requests will be considered in accordance with the Equalities Act 2010.

Please complete all boxes in CAPITAL LETTERS

1. Child's details

Question	Answer
Surname	
Forename	
Date of Birth (dd/mm/yyyy)	
Address	
Name of the school for which social/medical priority is requested (only name one school)	

2. Details of case

Question	Answer
<p>Please set out the particular reasons why the school named in Section 1 is the only school that can meet your child's needs and the difficulties that would be caused if your child had to attend another school.</p>	

Question	Answer
Please list the supporting evidence that is being submitted to support your application under the exceptional social/medical need criterion	

Declaration

I understand that the information contained in this form is subject to GDPR (General Data Protection Regulation) and my personal data may be exchanged with other departments within Surrey County Council, other local authorities, admissions authorities, schools and Government agencies where necessary.

I understand that the outcome of this request for exceptional social/medical priority will be on the basis that the information I provide is accurate and correct and that if any information changes it is my responsibility to inform the local authority.

I certify that all relevant sections have been completed fully and I have supplied all the supporting evidence from the professionals involved to support my application under social and medical grounds.

I understand that if I submit this form or evidence after the closing date it may not be considered until after the national offer day.

I certify that I have parental responsibility for the child named on this form and that the information I have given is correct.

Question	Answer
Signature of parent/guardian:	
Date:	

Once completed this form must be returned to: **schooladmissions@surreycc.gov.uk** or by post to School Admissions team, Quadrant Court, 35 Guildford Road, Woking, Surrey GU22 7QQ. If you are posting your form we recommend that you send it by recorded delivery.

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Supplementary Information Form Children of Staff



Applicants who wish to be considered for priority under the criterion of Children of Staff at a community or voluntary controlled school must complete this form, **in addition to the local authority application form.**

- If the application is for Year 7 in September this supplementary information form must be submitted by 31 October
- If the application is for Reception or Year 3 in September this supplementary information form must be submitted by 15 January
- If the application is for in year admission at any other time, this supplementary information form must be submitted at the same time as submitting the application

Please complete all boxes in CAPITAL LETTERS

1. Child's details

Question	Answer
Surname	
Forename	
Date of Birth (dd/mm/yyyy)	

2. Parent/Guardian's details

Question	Answer
Surname	
Forename	
Name of school where employed	
Date employment commenced	
Address	
Postcode	
Telephone (Home)	
Telephone (Mobile)	
E-mail	

Declaration

I am a permanent member of staff in accordance with the local authority's admissions policy.

Delete as appropriate:

- I have been employed at the school for two or more years (at the closing date for applications)
- I have been recruited to a post at the school for which there is a demonstrable skills shortage

Question	Answer
Signature of parent/guardian:	
Date:	

Once completed this form must be returned to: **schooladmissions@surreycc.gov.uk** or by post to School Admissions team, Quadrant Court, 35 Guildford Road, Woking, Surrey GU22 7QQ

Modelling on the removal of use of nearest school

Hurst Park Primary School - Elmbridge

1. Modelling for Hurst Park Primary School based on the last four intakes would indicate that, if the criterion of 'nearest school' was removed and priority had been based on straight line distance after siblings, the impact on the intake would have been as follows:
 - In 2021, there would have been no impact on the intake and the same children would have been admitted
 - In 2020, three children in Hurst Park would have been displaced in favour of three children who had Chandlers Field Primary School as nearer
 - In 2019, two children in Hurst Park would have been displaced in favour of three children who had Chandlers Field Primary School as nearer
 - In 2018, three children in Hurst Park/West Molesey would have been displaced in favour of three children who had Chandlers Field Primary School as nearer
2. In each of these years, the children who would have been displaced would have been able to secure a place at Chandlers Field Primary School, their next nearest school.
3. Pupil forecasts for the area indicate a similar level of pupil numbers in 2023 when compared to 2021, leading the local authority to conclude that the pattern of admission in 2023 is likely to be the same as in 2021 (although this is also dependent on preference patterns remaining the same).
4. As such, there would likely be no or minimal impact on the intake in 2023 if the criterion for nearest school was removed. Thereafter, forecasts indicate that pupil numbers will fall in Molesey West and the surplus of places will increase, further negating the need to prioritise children on the basis of nearest school as any children who might be displaced would still be likely to secure a place at Chandlers Field Primary School.

Langshott Primary – Reigate & Banstead

5. Modelling for Langshott Primary School based on the last three intakes would indicate that, if the criterion of 'nearest school' was removed and priority had been based on straight line distance after siblings, the impact on the intake would have been as follows:
 - In 2021, four children would have been displaced if nearest school had not used, but each of these would have gained a place at Horley Infant School, their second nearest school
 - In 2020, nine children would have been displaced if nearest school had not been used, but each of these would have been eligible for a place at Burstow Primary School
 - In 2019, seven children would have been displaced if nearest school had not been used but each of these would have been eligible for a place at Horley Infant School
6. It is apparent that, from the intakes for the past three years, any children who would have been displaced had 'nearest school' not been used would have been eligible for an alternative school. It is also possible that the opening of Westvale Park Primary

School and its participation in the coordinated admissions process in 2021 has lowered the impact on admission in this year, as parents alter their preferences across the area, and that this pattern may continue in the future.

7. Pupil forecasts across the area indicate a small surplus of places and so the removal of 'nearest school' should not affect the local authority's ability to offer a school place, albeit it may alter the school offered for a small number of children.

Meath Green Infant School - Reigate & Banstead

8. Modelling for Meath Green Infant School based on the last three intakes would indicate that, if the criterion of 'nearest school' was removed and priority had been based on straight line distance after siblings, the impact on the intake would have been as follows:
 - In 2021, there would have been no impact on the intake had 'nearest school' not been used (likely due to the opening of Westvale Park Primary School and its participation in the coordinated admissions process in 2021)
 - In 2020, six children would have been displaced if 'nearest school' had not been used but each of these addresses now has Westvale Park Primary School as their nearest school, so the pattern of admission for the area will have changed as a result of this new school
 - In 2019, eleven children would have been displaced if 'nearest school' had not been used but all but one of these now has Westvale Park Primary School as their nearest school, so the pattern of admission for the area will have changed as a result of this new school
9. It is apparent that the pattern of admission for this area has changed due to the opening of Westvale Park Primary School and that there is likely to be minimal impact on the intake to Meath Green Infant School if 'nearest school' is removed.

Tillingbourne Junior School

10. Modelling for Tillingbourne Junior School based on the last three intakes would indicate that, if the criterion of 'nearest school' was removed and priority had been based on straight line distance after siblings, the impact on the intake would have been as follows:
 - In 2021, the school was undersubscribed and so the intake would have been the same had 'nearest school' not been used
 - In 2020, five children living in Gomshall/Shere would have been displaced in favour of five children who lived in Farncombe
 - In 2019, eight children living in Gomshall/Shere would have been displaced in favour of five children who lived in Farncombe/Godalming
11. Due to the potential impact on children in Gomshall and Shere, modelling was also done on the 2017 and 2018 intakes, as follows:
 - In 2018, the school offered to all applicants and so the intake would have been the same had 'nearest school' not been used
 - In 2017, one child living in Gomshall would have been displaced in favour of 1 child who live in Farncombe

12. In each of the years where children living in Gomshall/Shere would have been displaced, they would have been able to secure a place at Surrey Hills CofE Primary School. Shere CofE Infant has also been named as a feeder school to Holy Trinity CofE Junior School since 2018 and children who had this school as their nearest CofE school would also have been able to access a place there.
13. Year 3 forecasts for Tillingbourne Valley and Godalming indicate a fall in pupil numbers in 2022, levelling out subsequently for 3 to 4 years.
14. The Headteacher and Governing Body are not in support of this proposal as they are concerned at maintaining pupil numbers. However, with a projected deficit of Year 3 places across Tillingbourne Valley of 0.5 FTE until 2026/27 it is unlikely the school will face a shortage of pupils. The school also wishes to continue to serve Gomshall and Shere which are very much part of the established school community. However, with projected forecasts for Godalming showing a surplus of Year 3 places for the foreseeable future, the local authority does not anticipate that children from Godalming will displace children from Gomshall and Shere and that the pattern of admission is likely to remain similar to that for 2021.

Wallace Fields Junior School – Epsom & Ewell

15. Modelling for Wallace Fields Junior School based on the last three intakes would indicate that, if the criterion of 'nearest school' was removed and priority had been based on straight line distance after children attending the feeder school, there would have been no impact on the intake and no children would have been displaced.

Walton on the Hill Primary School – Reigate & Banstead

16. Modelling for Walton on the Hill Primary School based on the last four intakes would indicate that, if the criterion of 'nearest school' was removed and priority had been based on straight line distance after siblings, the impact on the intake would have been as follows:
 - In 2021, there would have been no impact on the intake and the same children would have been admitted
 - In 2020, two children would have been displaced if nearest school had not been used
 - In 2019, one child would have been displaced if nearest school had not been used
 - In 2018, there would have been no impact on the intake and the same children would have been admitted
17. Whilst the number of children affected is not significant in any year, Governors at the school are mindful of the geography of the area and the potential impact on the intake if 'nearest school' is removed and applications from the neighbouring village of Tadworth increase. Some children living in Tadworth live closer to the school than some children living in Walton on the Hill and so, if priority on the basis of 'nearest school' was removed, these children would displace children living in Walton on the Hill if no alternative proposal was put forward to protect their priority.
18. Given the location and oversubscription of other local schools it is also likely that, if children in Walton on the Hill were displaced by children in Tadworth, they would not be able to access another local school.

19. A catchment would serve the same purpose as priority on the basis of 'nearest school' whilst ensuring that parents could easily understand its boundaries and whether or not they fall within or outside the catchment.

Southfield Park Primary School

20. Southfield Park Primary School currently operates a catchment area and priority for children who have the school as their nearest school is only given once all children within the catchment have been offered a place.

21. Modelling for Southfield Park Primary School based on the last three intakes would indicate that, if the criteria of 'catchment' **and** 'nearest school' were removed and priority had been based on straight line distance after siblings, the impact on the intake would have been as follows:

- In 2021, three children **from within the catchment area** would have been displaced in favour of 3 children who lived closer
- In 2020, there would have been no impact
- In 2019, eight children would have been displaced (5 nearest school and 3 catchment) in favour of 8 children who lived closer

22. Modelling for the school for the last three intakes had only the criterion of 'nearest school' been removed and, after catchment, priority had been based on straight line distance instead of nearest school:

- In 2021, there would have been no impact
- In 2020, there would have been no impact
- In 2019, six children would have been displaced in favour of 6 children who lived closer. The 6 children who would have gained a place lived closer to Epsom Primary although one had Southfield Park as nearest by road. The 6 children who would have been displaced all had Southfield Park as their nearest school and would have been offered either Epsom Primary or Danetree Primary schools

Stamford Green Primary School

23. Modelling for Stamford Green Primary School based on the last three intakes would indicate that, if the criterion of 'nearest school' was removed and priority had been based on straight line distance after siblings, the impact on the intake would have been as follows:

- In 2021, 6 children would have been displaced if nearest school had not used, in favour of 11 children who lived nearer
- In 2020, 12 children would have been displaced if nearest school had not been used, in favour of 11 children who lived nearer
- In 2019, 11 children would have been displaced if nearest school had not been used, in favour of 11 children who lived nearer



SURREY
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Making Surrey a better place

Addressing Inequalities

Equalities Impact Assessment

Surrey County Council Equality Impact Assessment Template

Stage one – initial screening

What is being assessed?	Admissions policy 2023
Service	School Admissions
Name of assessor/s	Claire Potier
Head of service	Jane Winterbone
Date	20 September 2021
Is this a new or existing function or policy?	Existing policy under review

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

The policies being considered under this EIA set out the criteria for admitting children to community and voluntary controlled schools. In accordance with the School Admissions Code, these policies include processes and criteria that are fair, objective and transparent.

Indicate for each equality group whether there may be a positive impact, negative impact, or no impact.

Equality Group	Positive	Negative	No impact	Reason
Age	X			<ul style="list-style-type: none"> • Parents of 4 year olds can decide for their child to defer entry or start Reception full / part-time • Requests from the parents of summer born children for their child to be admitted to Reception in the year after they turn five will

				<p>be considered on a case by case basis</p> <ul style="list-style-type: none"> Older applicants will be prioritised for admission to a three year old nursery place as they will have less time to spend in nursery
Gender Reassignment			X	
Disability	X			<p>Provision is made for children with SEND to be admitted to school</p> <p>Provisions made within the policy for priority to be given to medical need</p>
Sex			X	
Religion and belief			X	
Pregnancy and maternity			X	
Race			X	
Sexual orientation			X	
Carers	X			<p>Potential for child carers to claim for social priority for a school place based on need</p>
Other equality issues – please state	X			<p>Children in care and children who have left care through adoption, a child arrangement order or special guardianship order, receive top priority for a school place by law, including children adopted from state care outside of England</p> <p>A translation service is on offer for parents who might find language a barrier to understanding the literature and Surrey's Schools and Childcare service acts as a Choice Advice service</p>

				to help parents understand the process
HR and workforce issues	X			Priority for children of staff with part time and full time employees being given equal priority.
Human Rights implications if relevant			X	

If you find a negative impact on any equality group you will need to complete stage one and move on to stage two and carry out a full EIA.

A full EIA will also need to be carried out if this is a high profile or major policy that will either effect many people or have a severe effect on some people.

Is a full EIA required?	Yes (go to stage two) X	No
If no briefly summarise reasons why you have reached this conclusion, the evidence for this and the nature of any stakeholder verification of your conclusion.		
Briefly describe any positive impacts identified that have resulted in improved access or services		

For screenings only:

Review date	
Person responsible for review	
Head of Service signed off	
Date completed	

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

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

Introduction and background

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

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

The policies being considered under this EIA set out the criteria for admitting children to community and voluntary controlled schools. These are statutory policies required by legislation and in accordance with the School Admissions Code, these policies include processes and criteria that are fair, objective and transparent and that comply with equalities legislation and the Human Rights Act.

The main users of the policies will be parents applying for Surrey schools, schools.

The admission policy allows for children with SEND to be admitted ahead of other applicants. SEND admissions fall outside the scope of admissions legislation.

The admission criteria make provision for looked after children and children who have left care through adoption, a child arrangement order or special guardianship order, as a top priority for admission, along with children adopted from state care outside England. The second criterion for admission allows for children who have a social or medical need for a place at a particular school to be given priority, this might include a child who has a disability or a child who has caring responsibilities for a parent.

Most children start school in the year after they turn 4 years old but all children must be in school in the term after they turn 5 years old. By law the admission arrangements for entry to Reception allow for a parent of a 4 year old to defer their entry until later in the school year or arrange for them to start school part time. In addition, parents of summer born children may ask for their child's entry to reception to be deferred for a year and these cases are considered on an individual basis according to the circumstances. However, by law, these applicants would have to reapply for a place in the following year.

The arrangements for admission to a three year old nursery place allow nurseries to give a higher priority to older children who might have less time to spend in nursery. The proposed admission arrangements for a two year old nursery place provide for a fair allocation of places to children who are entitled to the extended nursery provision.

The policies and application procedure are widely publicised on Surrey County Council's website, in print and through publicity posters throughout the County and the closing dates are broadcast on local radio. Parents are encouraged to apply online and leaflets are sent out widely setting out how parents can apply and how they might obtain a paper copy of the application form. Schools act as a support and advisory point for parents and primary schools are asked to target parents of children in their nursery to make sure they apply for a Reception place. Primary schools are also asked to check the

applications made to ensure that all children who are approaching Year 7 transition have made an application. Online application numbers are high at 98.7%, which demonstrates that most parents have the access and ability to apply online. However, paper forms are readily available for parents who do not have the access or ability to apply online to ensure that these parents have equal access to school places. There is no evidence that would indicate that these families are not currently accessing the service.

The County Council also employs a dedicated translation service for all written material and the Contact Centre is used to support parents who might have difficulty in understanding and applying the policy.

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

Surrey County Council acts as admission authority for community and voluntary controlled schools, whilst the governing body of each school acts as the admission authority for academies and foundation, trust and voluntary aided schools. The admission arrangements for all schools must be determined by 28 February each year and the arrangements and processes to determine which children will be admitted must be lawful and comply with the School Admissions Code.

The over-arching aspect of admission arrangements is that they must be fair and objective, give every parent the opportunity to apply for schools that they want for their child, provide parents with clear information and provide support to parents who find it hardest to understand the system.

Evidence gathering and fact-finding

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

98.7% of parents applied online in 2021 and paper forms were readily available to parents who could not or chose not to apply online

As part of the normal intake to schools in 2021, 37 places were offered at community and voluntary controlled schools to children in care or children who had left care through adoption, a child arrangements order or a special guardianship order.

As part of the normal intake to schools in 2021, 7 places were offered at community and voluntary controlled schools on exceptional grounds (social/medical need).

Sources of evidence may include:

- Service monitoring reports including equality monitoring data
- User feedback
- Population data – census, Mosaic
- Complaints data
- Published research, local or national.

- Feedback from consultations and focus groups
- Feedback from individuals or organisations representing the interests of key target groups
- Evidence from partner organisations, other council departments, district or borough councils and other local authorities

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

Schools which have changes being proposed have been consulted on the changes. All community and voluntary controlled schools have been sent confirmation of the published admission number that is to be proposed and have been offered the opportunity to query it if they felt it was incorrect or if they had anticipated a change.

The consultation is the opportunity to engage with parents and the wider school community. As part of the consultation process the proposed admission arrangements and coordinated schemes will be widely publicised both on the County Council website and in schools and nurseries. All forms of responses will be accepted including the standard response form, online responses and any other relevant correspondence.

Analysis and assessment

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

Based on the assessment of the policies and the evidence, these policies will have an overall positive equality impact.

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

No evidence of any negative impact.

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

It is proposed to give priority to children of staff whereby staff employees who work full and part time will be treated equally.

Recommendations

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

That the recommendations set out in the accompanying report are approved.

Action Plan – actions needed to implement the EIA recommendations

Issue	Action	Expected outcome	Who	Deadline for action

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

Date taken to Directorate Equality Group for challenge and feedback	
Review date	
Person responsible for review	Claire Potier
Head of Service signed off	Jane Winterbone
Date completed	20 September 2021
Date forwarded to EIA coordinator for publishing	

- **Signed off electronic version to be kept in your team for review**
- **Electronic copy to be forwarded to your service EIA coordinator to forward for publishing on the external website**

EIA publishing checklist

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

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