

Notice of Meeting

Cabinet Member for Education & Learning Decisions



Date & time
Monday, 12 July
2021 at 11.00 am

Place
Woodhatch Place,
Cockshot Hill,
Reigate, RH2 8EF

Contact
Angela Guest
angela.guest@surreycc.gov.uk
Tel: 07929 724773

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 020 8541 9122 or email angela.guest@surreycc.gov.uk.

This meeting will be held in public, however numbers will be limited in order to adhere to Covid-19 social distancing requirements. If you would like to attend, please contact Angela Guest on 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 (06/07/2021).

b Public Questions

The deadline for public questions is seven days before the meeting (05/07/2021).

c Petitions

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

3 EXPANSION OF ST ANDREW'S CATHOLIC SCHOOL

(Pages 5
- 54)

Surrey County Council in co-operation with the Governing Body of St Andrew's Catholic School and the Diocese of Arundel and Brighton, is proposing that St Andrew's Catholic School will enlarge to 1,200 places in national curriculum years 7 to 11 from September 2022.

An update sheet will be follow, as the statutory notice did not close until 2 July 2021.

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

(Pages
55 - 156)

The Cabinet Member for Education and Learning is requested to determine the statutory notices published for each of the two proposals below:

1. Removal of the boarding provision at Sunnydown School
2. Expansion of Philip Southcote School and Sixth Form and creation of Satellite Centres at Chertsey High School and Kings International College

Joanna Killian
Chief Executive

Published: Thursday, 1 July 2021

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Thank you for your co-operation

SURREY COUNTY COUNCIL**MS DENISE TURNER- STEWART, CABINET MEMBER FOR
EDUCATION AND LEARNING****DATE: 12 JULY 2021****LEAD OFFICER: RACHELL WARDELL, EXECUTIVE DIRECTOR OF
CHILDREN, FAMILIES AND LIFELONG LEARNING****SUBJECT: EXPANSION OF ST ANDREWS CATHOLIC SCHOOL**

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 Andrew's Catholic School and the Diocese of Arundel and Brighton, is proposing that St Andrew's Catholic School will enlarge to 1,200 places in national curriculum years 7 to 11 from September 2022. The current sixth form of Years 12 and 13 has a capacity of 300 places bringing the size of the enlarged school to 1,500 places.

The school will admit 240 pupils into Year 7 from September 2022 and in subsequent years.

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.

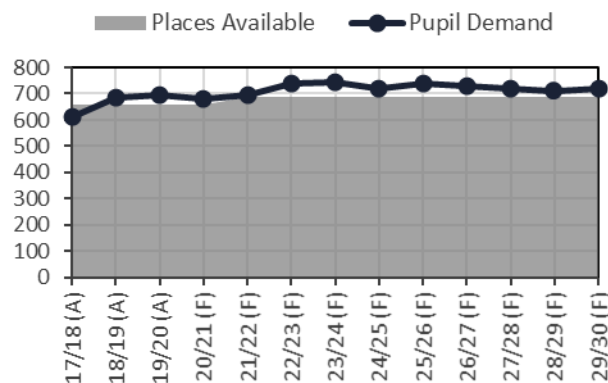
REASON FOR RECOMMENDATIONS:

The proposal supports and delivers the Authority's statutory obligation to provide sufficient school places to meet demand. The proposal responds to the increased demand for Catholic secondary places in the Leatherhead secondary planning area. St Andrew's Catholic School serves a large Catholic deanery and admits pupils from

a wide area in accordance with its faith-based admissions criteria. The proposal also responds to the previous one-form entry expansion of St Peter's Catholic Primary School in Leatherhead in 2014 with the first cohort of additional pupils expected to feed into St Andrew's Catholic School from September 2021.

DETAILS:

1. St Andrew's Catholic School currently has a capacity of approximately 1,200 places from national curriculum years 7 to 13. The published admission number (PAN) for the normal year of admission is 210. In addition, the school has a sixth form of 300 places.
2. The proposal would increase the school to an eight-form entry school offering a capacity of 1,200 places across Years 7 to 11 making a total of 1,500 places with the sixth form. This is reflective of the actual number of pupils on roll at the school of 1,452.
3. St Andrew's Catholic School is a voluntary aided school and are their own admissions authority. In 2017, through the appropriate admissions consultation rounds, the school increased its PAN from 150 to 210 to reflect the increase in Catholic demand for places. The school has admitted above PAN in every year from 2013 to 2019 to accommodate this demand and the total number of pupils on roll has increased from 934 in 2013 to 1,457 in 2020.
4. The school was unable to continue to offer additional places in 2020 to meet Catholic demand due to the physical limitations of its current accommodation.
5. Surrey County Council expanded St Peter's Catholic Primary School in Leatherhead in 2014 by one form of entry, providing 210 additional places to meet the increased demand for Catholic primary places in Mole Valley. As a direct feeder school, the first cohort of pupils from this expansion will feed into St Andrew's from September 2021. The majority of these pupils will live locally to St Andrew's and receive priority over other Catholic children in the deanery who live further away, and therefore without expansion, the school would be unable to meet the future demand for Catholic secondary places in the deanery.
6. For the purposes of Surrey County Council's place planning, St Andrew's Catholic School is in the Leatherhead place planning area with Therfield School and Howard of Effingham School. Leatherhead is a cross border planning area, as Howard of Effingham is located in the borough of Guildford but is geographically situated closer to schools in Mole Valley than schools in the rest of Guildford borough. Pupil forecasts for the Leatherhead secondary planning area suggest that there will be a sustained demand of over 700 pupils in the long term, as we are seeing increased cohorts from the primary sector start to transition into the secondary age group.



7. However, the majority of this demand stems from pupils residing outside of the Mole Valley district as projections for the local Leatherhead wards themselves show a fairly static population trend, with any increases generated from new housing only. The pupil population attending other schools in the area, namely Therfield School which is undersubscribed, also remains fairly static with St Andrew's Catholic School cohorts having negligible effect on these local numbers.
8. St Andrew's Catholic School serves a Catholic deanery with boundaries extending some distance beyond the district border and include Epsom, Ashted, Banstead, Dorking, Effingham and Fetcham, Ewell, Leatherhead, Tadworth and more recently Cobham. The school therefore admits pupils from a wide area in accordance with its faith-based admissions criteria.

CONSULTATION:

9. 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.
10. The Surrey County Council published an informal consultation on www.surreysays.co.uk from 1st March 2021 to 26th April 2021. An online public meeting was held on 18 March at 6pm. 1,166 people responded to the consultation with 1144 (98.11%) respondents agreed with the proposal, 15 (1.29%) disagreed with the proposal and 7 (0.66%) did not know.
11. Of the 1,166 respondents, 694 left comments. Respondents who agreed with the proposal felt that the expansion would make a positive impact on the community and on children and young people and also improve facilities at the school. Other respondents who agreed felt the proposal would help meet the demand for places and praised the school. Respondents who did not agree raised concerns around increasing traffic and issues with parking.

12. Statutory notices were published on www.surreysays.co.uk from 28 May to 2 July 2021. The long notice is attached as **Annex 1**. The notice was published in the local paper on 28 May 2021. The responses collated were as of close of business on Tuesday 29 June 2021 at 5pm. There were 596 responses to the consultation. 96.8% of respondents agreed with the proposal, 2.9% of respondents disagreed with the proposal and 0.3% of respondents said they didn't know. The consultation closes on 2 July 2021 and final figures will be provided in a separate document once the consultation ends.
13. The full consultation analysis report is attached as **Annex 2**.

RISK MANAGEMENT AND IMPLICATIONS:

14. 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:

15. The project will be funded from Surrey County Council's Basic Need Capital Programme (SBN), budget for this scheme is included in the approved Medium-Term Financial Plan. The proposal is for a stand-alone teaching block on repurposed land, extension of the existing school and by internal modifications to the school building.
16. The project will be subject to robust cost challenge and scrutiny to drive optimum value for money.
17. On an ongoing basis, the school will receive additional funding for any places taken up above the current levels via the funding formula. From 2022-26, if September 2021 admissions resulted in additional pupil growth the Council would be required to provide some additional growth funding through the schools DSG block based on the new PAN of 240 exceeding the pupils leaving that year group. If these pupils were attending schools with vacant places this additional funding would not be required in this financial year from the DSG.

Section 151 Officer commentary:

18. Although significant progress has been made over the last twelve months to improve the Council's financial position, the medium-term financial outlook beyond 2021/22 remains uncertain. The public health crisis has resulted in increased costs which may not be fully funded. With uncertainty about the ongoing impact of this and no clarity on the extent to which both central and local funding sources might be affected in the medium term, our working assumption is that financial resources will continue to be constrained, as they

have been for the majority of the past decade. This places an onus on the Council to continue to consider issues of financial sustainability as a priority in order to ensure stable provision of services in the medium term. 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 supports the proposal.

Legal implications – Monitoring Officer:

19. Section 13 of the Education Act 1996 places a general duty on the Council to secure that efficient primary and secondary education is available to meet the needs of the population in its area. In doing so, the Council is required to contribute to the spiritual, moral, mental and physical development of the community.
20. Section 14 of the Education Act 1996 places a duty on the Council to secure that sufficient schools for providing primary and secondary education are available in its area.
21. The governing body in conjunction with the local authority has carried out a consultation on the proposal which is 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*. Such consultation involved those directly affected by the changes together with relevant representative groups.
22. 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:

23. The Equality Impact Assessments (EIA) for the proposals is attached to this report as **Annex 3**.

Corporate Parenting/Looked After Children implications:

24. This proposal would provide increased provision for secondary places in the area, 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:

25. 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:

26. 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:

27. Subject to the Cabinet Member determining the statutory notice Surrey County Council and the Governing Body of St Andrew's Catholic School/Diocese of Arundel and Brighton will proceed to implement the proposal.

Contact Officer:

Lisa Way, Commissioning Manager.

Consulted:

Governing Body
Diocesan representatives
Staff
Parents/carers
Local residents
Surrey County Council (SCC):
Tim Oliver - Cabinet Leader
Liz Mills - Director for Education and Learning
Jane Edwards - Assistant Director – Education
Julie Iles - former Cabinet Lead Member for Education and Learning
Denise Turner-Stewart – Cabinet Lead Member for Education and Learning
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

Annex 1

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 Andrew's Catholic School and the Diocese of Brighton and Arundel, intends to make a significant change to **St Andrew's Catholic School** by expanding the school to 1,500 places.

School and local education authority details

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

St Andrew's Catholic School, Grange Road, Leatherhead, Surrey KT22 7JP

Voluntary Aided School

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

Implementation and any proposed stages for implementation

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

Surrey County Council in co-operation with the Governing Body of St Andrew's Catholic School and the Diocese of Arundel and Brighton, is proposing that St Andrew's Catholic School will enlarge to 1,200 places in national curriculum years 7 to 11 from September 2022. The current sixth form of Years 12 and 13 has a capacity of 300 places bringing the size of the enlarged school to 1,500 places.

The school will admit 240 pupils into Year 7 from September 2022 and in subsequent years.

Objections and comments

3. A statement explaining the procedure for making representations, including —
 - (a) the date by which objections or comments should be sent to the local education authority; and
 - (b) the address of the authority to which objections or comments should be sent.

This is a four-week consultation, which begins on Friday 28th May 2021 and concludes on Friday 2nd July 2021. Any person may 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

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

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

Email to: schoolorg@surreycc.gov.uk

By post to: Education Place Planning Team Quadrant Court, 35 Guildford Road, Woking. GU22 7AH

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 proposal would permanently enlarge the premises St Andrew's Catholic School to eight forms of entry or 1,200 places at National Curriculum Years 7 to 11. The current sixth form of Years 12 and 13 has a capacity of 300 places bringing the size of the enlarged school to 1,500 places.

The proposal includes providing appropriate capacity for 1,500 places. This is reflective of the actual number of pupils on roll at the school of 1,452.

The published admissions number (PAN) of 210 was determined through the appropriate admissions consultation rounds for September 2017.

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;

St Andrew's Catholic School currently has a capacity of approximately 1,200 places from Years 7 to 13.

The published admission number (PAN) for the normal year of admission is 210. In addition, the school has a sixth form of 300 places.

The proposal would increase the school to an eight form entry school offering a capacity of 1,200 places across Years 7 to 11 making a total of 1,500 places with the sixth form.

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(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 numbers on roll as of January 2021 school census, 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:

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
May 2021	220	273*	254*	217	208	1,172
September 2021	210	220	273*	254*	217	1,174
September 2022	240	210	220	273*	254*	1,200

*additional pupils taken as temporary 'bulge' classes to accommodate the Catholic demand

- (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;

Not applicable

- (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.

Not applicable

(2) A statement of the number of pupils at the school at the time of the publication of the proposals.

The table indicates the current number of pupils on roll at St Andrew's Catholic School:

May 2021	Year 7	Year 8	Year 9	Year 10	Year 11	Total Y 7 to 11	Year 12	Year 13	Total Y 12 to 13	Total All Years
2020/21	220	273	254	217	208	1,172	149	131	280	1,452

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.

Not applicable

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.

Not applicable

(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.

Not applicable

Changes in boarding arrangements

8. (1)

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

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

(2) —

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

Not applicable

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

Not applicable

Transfer to new site

9. 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;

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

- (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.

Not applicable

Objectives

10. The objectives of the proposals.

St Andrew's Catholic School is a voluntary aided school and are their own admissions authority. In 2017, the school increased its PAN from 150 to 210 to reflect the increase in Catholic demand for places. The school has to admitted above PAN in every year from 2013 to 2019 and the total number of pupils on roll has increased from 934 in 2013 to 1,457 in 2020.

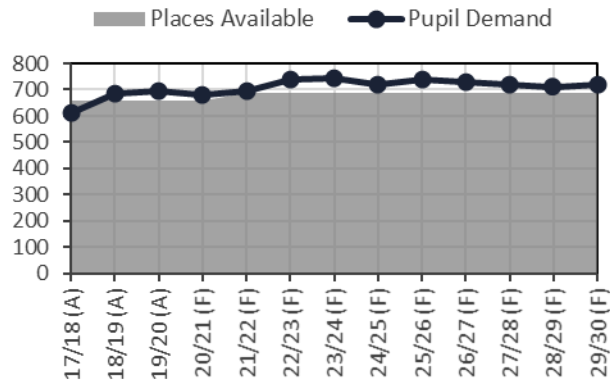
There has been some capital investment by the Diocese to enable the school to admit more pupils. The school was unable to continue to offer additional places in 2020 to meet Catholic demand due to the physical limitations of its current accommodation.

In 2014, Surrey County Council expanded St Peter's Catholic Primary School in Leatherhead by one form of entry to provide 210 additional places, or 30 places per year over 7 years. This expansion was to meet the increased demand for Catholic primary places in Mole Valley. St Peter's Catholic Primary School is a direct feeder school to St Andrew's Catholic School and these additional pupils will be expected to feed into St Andrew's Catholic School from September 2021 onwards. Given the proximity of the pupils to St Andrew's Catholic School, they will receive priority over other Catholic children in the deanery who live further away, and therefore without expansion, the school would be unable to meet the future demand for Catholic secondary places in the deanery.

For the purposes of place planning, St Andrew's Catholic School is in Surrey County Council's Leatherhead secondary place planning area with Therfield School and Howard of Effingham School. Leatherhead is a cross border planning area, as Howard of Effingham is located in the borough of Guildford but is geographically situated closer to schools in Mole Valley than schools in the rest of the Guildford borough.

School	PAN
Howard of Effingham School	240
St Andrew's Catholic School	210
Therfield School	210
TOTAL	660

Pupil forecasts for the Leatherhead planning area suggest that there will be a sustained demand of over 700 pupils in the long term, as we are seeing increased cohorts from the primary sector start to transition into the secondary age group.



However, the majority of this demand stems from pupils residing outside of the Mole Valley district as projections for the local Leatherhead wards themselves show a fairly static population trend, with any increases generated from new housing only. The pupil population attending other schools in the planning area, namely Therfield School which is undersubscribed, also remains fairly static with St Andrew’s Catholic School cohorts having negligible effect on these local numbers.

St Andrew’s Catholic School serves a large Catholic deanery, whose boundaries extend some distance beyond the district border and include Epsom, Ashted, Banstead, Dorking, Effingham and Fetcham, Ewell, Leatherhead, Tadworth and more recently Cobham. The school therefore admits pupils from a wide area in accordance with its faith-based admissions criteria.

Consultation

11. 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 18th March 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 1,166 responses, with 98.11% agreeing with the proposal, 1.29% disagreeing and 0.6% stating that they don't know. The full analysis is available at: www.surreysays.co.uk

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

Project costs

12. 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 cost of the proposed project will be funded through Surrey County Council's Schools Basic Need Capital Programme and funding for this scheme is included in the approved Medium Term Financial Plan. The proposal is for a standalone teaching block on repurposed land, extension of the existing school building and by internal modifications to the main school building.

13. 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).

Surrey County Council's Section 151 Finance Officer has approved the expenditure for this expansion project.

Age range

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

Not applicable

Early years provision

15. 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;

Not applicable

- (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;

Not applicable

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

Not applicable

(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

Not applicable

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

Not applicable

Changes to sixth form provision

16. (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;

Not applicable

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

Not applicable

(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;

Not applicable

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

Not applicable

17. 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.

Not applicable

Special educational needs

18. 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;

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

- (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;

Not applicable

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

Not applicable

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

Not applicable

- (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

Not applicable

- (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.

Not applicable

19. 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;

Not applicable

- (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;

Not applicable

- (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

Not applicable

- (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.

Not applicable

20. 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.

Not applicable

Sex of pupils

21. 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;

Not applicable

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

Not applicable

- (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).

Not applicable

22. 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

Not applicable

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

Not applicable

Extended services

23. 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.

Not applicable

Need or demand for additional places

24. If the proposals involve adding places—

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

For the purposes of place planning, St Andrew’s Catholic School is in Surrey County Council’s Leatherhead secondary place planning area.

Pupil forecasts for the Leatherhead planning area suggest that there will be a sustained demand of over current capacity in the long term, as increased cohorts from the primary sector transition into the secondary age group.

- (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;

St Peter’s Catholic Primary School is a direct feeder school to St Andrew’s Catholic School. An expansion in 2014 means additional Catholic pupils will be expected to feed into St Andrew’s Catholic School from September 2021 onwards.

The majority of this demand for St Andrew’s Catholic School stems from pupils residing outside of the Mole Valley district.

St Andrew’s Catholic School serves a large Catholic deanery, whose boundaries extend some distance beyond the district border and include Epsom, Ashted, Banstead, Dorking, Effingham and Fetcham, Ewell, Leatherhead, Tadworth and more recently Cobham. The school therefore admits pupils from a wide area in accordance with its faith-based admissions criteria.

- (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.

Not applicable

25. 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

Not applicable

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

Not applicable

Consultation Analysis

(Informal and Statutory Notices)

Expansion of St Andrew's Catholic School



SURREY
COUNTY COUNCIL

Annex 2

Consultation Analysis – Proposal to expand St Andrew's Catholic school

Introduction

This report is an analysis of responses gathered during the informal consultation for the proposal to expand St Andrews Catholic school, Leatherhead.

Surrey County Council published an informal consultation from 1 March to 26 April 2021 for the proposal.

Consultation Summary

The informal consultation was open from 1 March to 26 April 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.

A public meeting was held virtually on 18 March 2021 via Microsoft Teams.

An Equality 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:

- 98% of all respondents agreed with the proposal to expand the school.
- Three quarters of the responses were from parents of a child at the school (76%).

Recommendations:

- To proceed to publish Statutory Notices.
- Approach the Lead Cabinet Member for approval of the proposal taking into account the analysis of the further responses received during the statutory notice period.

Part 1 – Informal Consultation

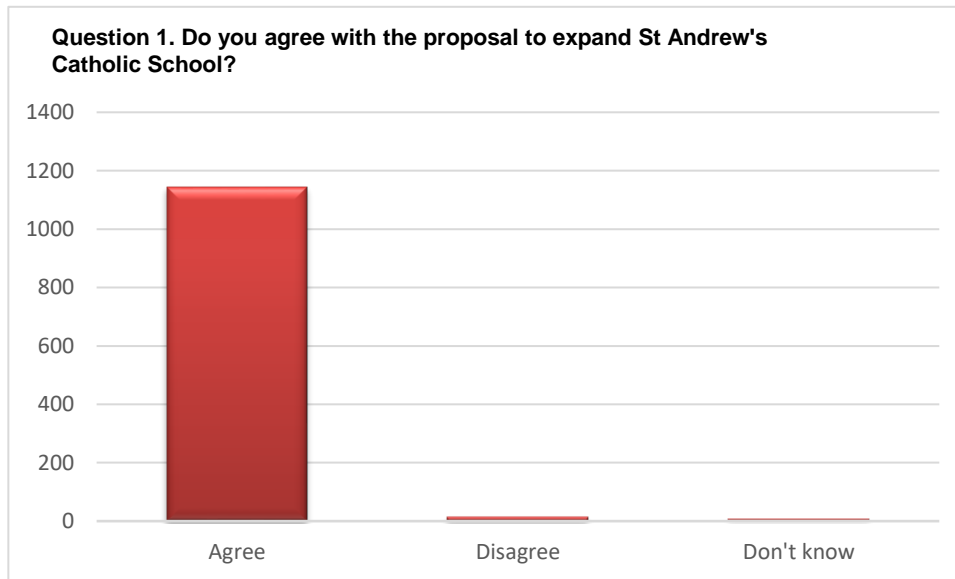
Quantitative Analysis

Respondents were asked “Do you agree with the proposal to expand St Andrew’s Catholic School?” and were given the option to select Agree, Disagree or Don’t know.

There were 1,166 responses to the consultation. 98.11% of respondents agreed with the proposal, 1.29% of respondents disagreed with the proposal and 0.60% of respondents said they didn’t know.

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

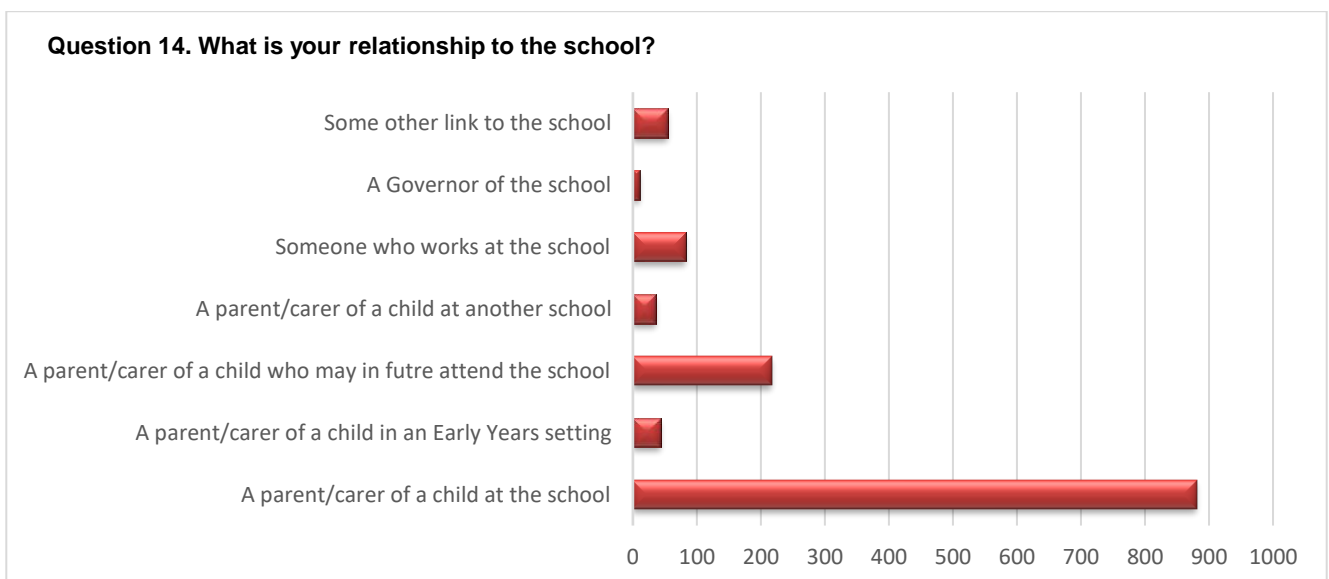
Figure 1



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 and 694 people left comments. 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. There were 3 key themes that emerged from the consultation responses.

Key theme	Tag	Number of responses	Prevalence (% out of 1166 total number responses)	Prevalence (% out of 694 responses with comments)
1. Positive impacts	Positive impact additional funding	98	8%	14%
	Positive impact improvement of facilities	206	18%	30%
	Positive impact - for the community	39	3%	6%
	Positive impact meeting the demand for places	242	21%	35%
	Positive impact for staff	16	1%	2%
	Praise for the school	339	29%	49%
	Positive impacts for children and young people	199	17%	29%
2. Negative Impacts	Negative impacts	39	3%	6%
3. Ideas	Ideas	17	1%	2%

1. Positive impacts

Additional funding and the improvement of facilities:

A high number of respondents believed the school deserved and “*would benefit from the additional funding*”.

“It’s a fantastic school in a great location, one of the top state schools in the country rated as world class and as such would benefit from the additional funding and additional pupils. It’s a school that Surrey should be proud of and should support as much as possible”.

A respondent also felt the school would “*thrive*” and “*offer*” the “*best opportunities*” for current children at the school and “*future children*”.

“St Andrews Catholic School has an important role to play in the community and this proposed expansion is very much welcomed. Whilst this is a formal process to an intake that is already in operation, the additional funding will enable the school to thrive and to offer the best opportunities for our children and future children; whether they be Catholic or living in the area”

Another respondent recognised the “*additional funding*” would ensure “*facilities*” are “*improved*”.

“This school has already been running well over its official enrolment number and this official expansion will provide an opportunity for the desperately needed additional funding that this school requires along with improved facilities”.

One respondent stated, “*Totally agree to the expansion proposal to allow for future expansion and mitigate the strain on the current resources*”.

A respondent also expressed how the funding would contribute to the school in providing “*high quality provision*”.

“The expansion and associated funding will allow the school to provide even higher quality provision for every child and young person, to reinforce the excellent professional development of its workforce, and the strong partnership working already underway”.

Positive impact for the community:

Respondents recognised the positive impact the expansion would have on the “*surrounding*” areas and “*widen access in the local community*”.

“St Andrews is a lovely school that serves our surrounding community and is in high demand. It seems to have the numbers of students and not the facilities to accommodate them adequately”.

“This will greatly benefit the local community. Places at this excellent school are in high demand”.

“I believe the school is a great success story for education in Surrey and the proposal to expand from seven to eight forms of entry will ensure current and future pupils continue to receive a world-class education, whilst widening access in the local communities”.

Respondents described St Andrew’s as “*a pillar*” of the community and other respondents felt the school is “*an important part of the local community*”.

“St Andrew’s is a pillar of the community and the expansion will help it to better serve this community”.

“St Andrew’s is an important part of the local community and provides an outstanding education as well as pastoral care and outside activities that benefit students and the community at large. My own personal experience is that St Andrews provide well rounded, trustworthy and ethical young adults that all seem to go on to give valued contributions to the community”.

“The school is an important part of the Catholic and local community. I fully support this application”.

Meeting the demand for places:

Over a quarter of respondents who left comments (35%) (or 21% of all total responses) mentioned the demand for secondary school places. The term “*local*” was referenced multiple times.

“This is much needed, with school places filling up and local schools being oversubscribed every year, more school places are definitely needed”.

“This will greatly benefit the local community. Places at this excellent school are in high demand. To ensure all Catholics and siblings in the local area can receive a place, the numbers need to be increased”.

Some respondents referred to how the school is “oversubscribed” and how it has already admitted additional children in other year groups.

“To support the demand from Catholic children in the diocese to attend the school which can be seen by the bulge classes the school has needed over recent years”.

“The school already admit more pupils than their "published admission number" and still cannot accommodate all the students who want to attend this outstanding school”

“Happy for this to take place as there are already in excess of 240 children in year 7 in most years. It will only formalise the PAN and allow the necessary funding to accommodate the children who attend”.

An increase in housing planned for the local area was also mentioned in several comments thus increasing the demand for school placements.

“With an ever increase in local housing being built, having extra places for local children is a must! It is already so difficult to get places in local schools so this expansion will be a great benefit”.

“The school needs to expand to meet the needs of local Catholic families and needs more funding to assist with these needs. The community cannot grow in size with new housing, without the social structure of the community growing together”.

Positive impact for staff:

A number of comments cited that the proposed expansion would have positive impacts for the staff. Phrases such as “better environment” and “creating excellent facilities” were used.

Some members of staff at the school commented on the positives of the proposed school expansion.

“The school has expanded and new facilities will mean there are less rooming issues. Staff will also be able to based in fewer rooms throughout the day, which will make a huge difference for a smooth day”.

“As a teacher at St Andrews, I can personally vouch for the shortage of space available to teach lessons and when you are allocated a room, the required facilities aren't always available...Having a purpose built space for the children to learn and for teachers to teach would make so much more sense and enhance the experience for everyone involved”.

One comment mentioned how an expansion will positively impact future generations of teachers.

“As St Andrew’s is a teaching school, an expansion would also allow for new generations of teachers to have extra space to develop their own learning and teaching strategies whilst training with their peers and colleagues at St Andrew’s”.

Praise for the school:

Almost half of respondents who left comments (49%) praised the school. Many comments mentioned the terms “excellent”, “brilliant”, “world class” and “successful” when expressing their positive feelings towards the school and the proposed expansion.

“St Andrew's is an exemplary secondary school very high in demand and this is the right thing to do to enable more students to benefit from the first class teaching on offer”.

A large proportion of parents/carers of children attending the school drew upon their personal experiences.

“St Andrews is a fantastic school - a real gem and my son has thrived and continues to thrive at this school...”

“...St Andrews is an outstanding school my children have been fortunate enough to have been taught and supported by incredible teachers...”

“My son attends St Andrew's Catholic School, Leatherhead and I am delighted with the standard of education he is receiving. I believe the school is a great success story for education in Surrey and the proposal to expand from seven to eight forms of entry will ensure current and future pupils continue to receive a world-class education, whilst widening access in the local communities”.

Positive impact for children and young people:

A respondent felt the proposal to expand the school is “consistent with Surrey’s Vision for Learning”.

“I believe the plans put forward by St Andrew’s are consistent with Surrey's Vision for Learning strategy and will help improve the outcomes of children and young people who attend the school/ six form”.

There are also comments about the benefits of the proposed expansion. One respondent felt the expansion would have a long-lasting effect for “several decades” for “students”.

“If this school expansion goes ahead. The benefits it would bring to students, teachers and the community would last several decades. It would allow the facilities for these subjects to be upgraded and reclaimed. And would allow St Andrew’s to properly educate its pupils for years to come”.

“This is an outstanding learning institution and this opportunity will give it's pupils and staff a better environment and area to educate those that attend now and, in the future,”.

Other respondents mentioned the “quality” of the education at St Andrew’s which has, and would have, a positive impact for children and young people.

“St Andrews delivers top quality education, and it will ensure more children have access to outstanding opportunities for learning”.

“It is a very good school and it would be excellent if more children could take advantage of it. We have heard that the "lessons" provided during lock-down were truly exceptional.

2. Negative impacts

Some respondents expressed their concerns about the negative impacts the expansion could pose with parking and traffic.

“Parking and the impact of the increased traffic and congestion to name an obvious issue. We must also remember the adjacency of the two other schools that have expanded in numbers”.

“There are significant disruptions and traffic issues in and around the school and with additional pupils not even from the area is going to make the matter worse, there is a bias not even to admit none catholic who practically live less than metres from the school so this does not benefit them neither”.

“I strongly disagree with the proposal to extend St Andrew's Catholic school because 80% of children who attend the school do not live in the area nearby (2 miles radius), the traffic issue during drop off and pick up time is huge. Some days it takes up to 40 minutes to pass the queue in Grange road”.

“There are large traffic problems in the area due to three schools in close proximity, none of which have admissions criteria based on the proximity of the child's residence”.

There was a particular concern expressed about the impact on other local schools and the *“potential to cause significant pressures at other local secondary schools”*.

“... a permanent increase in the PAN could lead, in the future, to those places being taken up by local non-Catholic children which has the potential to cause significant pressures at other local secondary schools”.

3. Ideas and questions

A few respondents asked questions or suggested ideas relating to the proposal. Ideas included ensuring local children are considered for additional school places over Catholic children living at a greater distance.

“But I think priority should be for local parents, regardless of religion - not more Catholics from miles away bringing traffic and making it more unfair”.

“Is it really acceptable that Surrey County Council fund an expansion which doesn't guarantee the places go to local children within Mole Valley or even within Surrey? Should Surrey County Council fund places for children not within Surrey?”.

There was also a comment and suggestion about St Andrew's current PAN.

“We support the retrospective element of this consultation that St Andrew's increase its PAN from 150 to 210. We do believe though, that any further increase above PAN of 210 at St Andrew's should, as it has been in recent years, be managed on an annual basis to ensure that the demand for Catholic places is met without risking a detrimental and unintended future consequence on the numbers at local schools”.

Some comments referenced concerns over the current school site set up and suggested utilising other spaces in the building.

“The current site is badly set up for the existing in-take but a thoughtful and well-planned building expansion could make more efficient use of the space so that children could access the canteen and sixth form rooms, for example, in a less crowded way”.

“Although the school may have room for extending class rooms, has thought been given to recreational areas, library, canteen, benches, places to eat lunch etc. This is a very important part of the children’s day and already the space outside is tight, with very little space for socialising. Most of the space is taken by basketball courts being used during break time, so the space for others is dramatically reduced once these are in use, which is most of the time. I would like reassurance of how they will expand or use existing space to stop the “cramping”.

Public Meetings

A virtual public meeting was held on the 18 March 2021 at 6pm, via Microsoft Teams. There was a short presentation followed by 45 minutes for attendees to ask questions. The meeting was attended by 78 people. These were parent/carers, staff at St Andrew’s 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

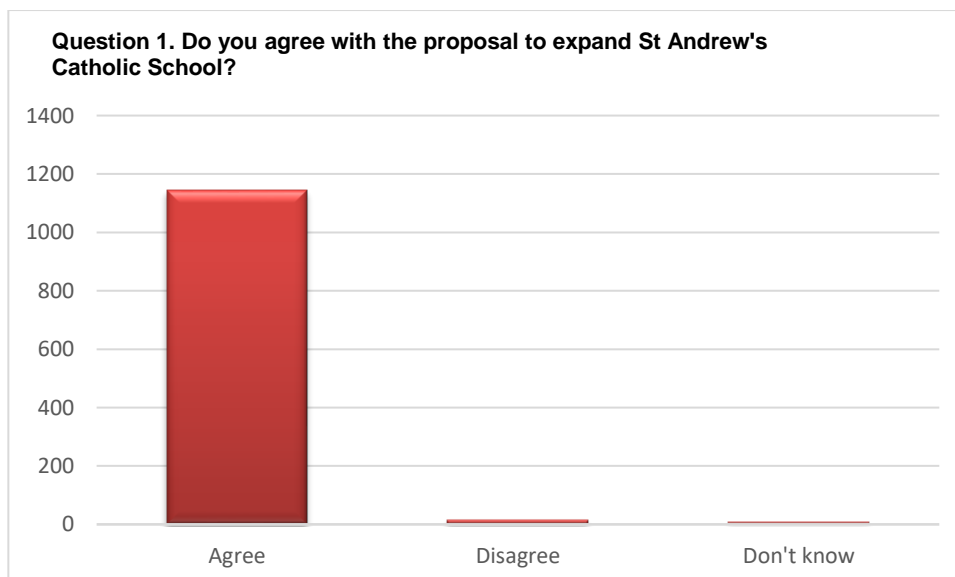
The responses collated were as of close of business on Tuesday 29 June 2021 at 5pm. The consultation closes on 2 July 2021 and final figures will be provided in a separate document once the consultation closes.

Quantitative Analysis

There were 596 responses to the consultation. 96.8% of respondents agreed with the proposal, 2.9% of respondents disagreed with the proposal and 0.3% of respondents said they didn’t know.

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

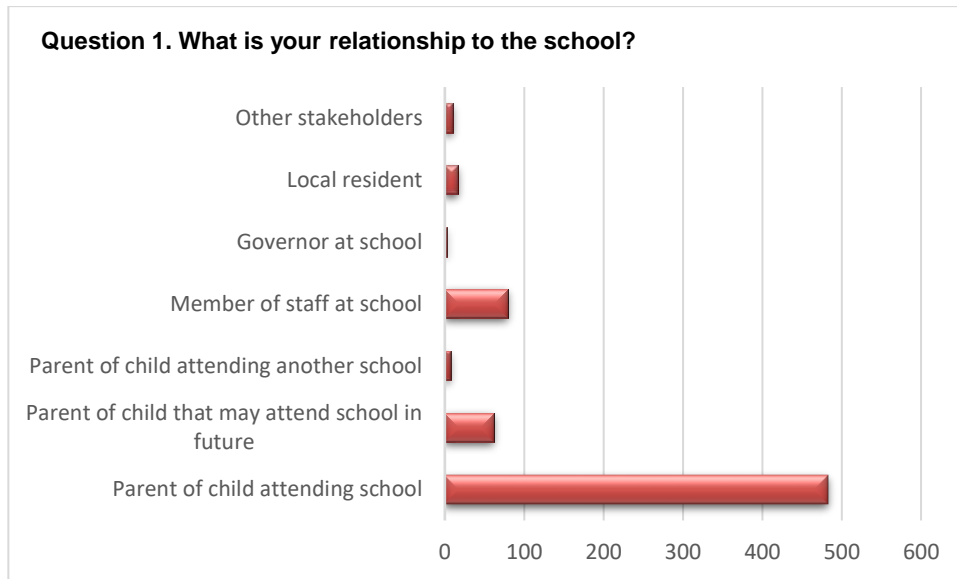
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To understand who responded to the survey, respondents were asked what their relationship to the school is, as shown in Figure 2.

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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. There were 3 key themes that emerged from the consultation responses.

Key themes	Tag	Number of responses	Prevalence (% out of 596 total number of responses)	Prevalence (% out of 268 responses with comments)
1. Positive impacts	Positive impact additional funding	8	1%	2.9%
	Positive impact	32	5%	12%
	Positive impact improvement of facilities	65	11%	24%
	Positive impact - for the community	22	4%	8%
	Positive impact meeting the demand for places	9	2%	3%
	Positive impact for staff	8	1%	2.9%

	Praise for the school	86	14%	32%
	Positive impacts for children and young people	109	18%	40%
2. Negative Impacts	Negative impacts	4	1%	1.5%
	Traffic and Parking	18	3%	6%
3. Ideas	Ideas	2	0.3%	0.7%

Key themes from the consultation

1. Positive Impacts

Additional funding and improved facilities

Many respondents recognise the need for improved resources and facilities in the school. Respondents felt ‘modifications’ in the school are required.

“The school would benefit significantly from additional classrooms and areas for students to further develop skills and understanding particular subjects”.

“This school really needs these modifications in order to improve efficiencies. The fact that children will not have to waste so much time moving great distances from one class to the next will be very encouraging. The improvement that this will bring to the Science, DT, Music, Drama and IT and eventually PE departments will be dramatic”.

Positive impact for the community

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

“The expansion will enable the school to meet the needs of the Catholic and wider local communities for school places, whilst also ensuring development &/or regeneration of academic buildings and facilities to best support pupil’s learning.....”

“The expansion and associated funding will allow the school to provide even higher quality provision for every child and young person, to reinforce the excellent professional development of its workforce, and the strong partnership working already underway”.

Other respondents also described St Andrews as being an ‘asset’ to the local community.

“I would support the application fully. St Andrews is a fantastic school that works hard for its pupils but is also very mindful of its impact on the local community and area”.

“This can only be a positive asset to the local community”.

Meeting the demand for places

Comments received from respondents also focused on the demand for additional places for Catholic secondary schools in the local area.

“St Andrews is an excellent school and there is a high demand for places being the only Catholic secondary school in Mole Valley and needs to be able to expand to meet the growing demand for places”.

“As this application is to meet the needs of Catholic faith pupils and cannot be serviced by any other schools in the locale due to an increase in the number of catholic children seeking places.....”

“Applications for places at the school seem to outstrip capacity by a significant margin each year, so increasing capacity seems a sensible approach to managing current demand, satisfying parents and children's requirements”.

Positive impact for staff

Some respondents spoke highly about the ‘opportunities’ both students and staff have received and will continue to receive if the proposal goes ahead.

“St Andrew’s has not only provided the students with amazing opportunities, it has also provided excellent support and care of the staff.....I believe better facilities would help both students and staff- something they all deserve”.

“The proposed change to the school will allow students to have further opportunities at St Andrew's through the creation of more specialist facilities. This will mean that students and staff are supported in their daily learning and working to ensure that the highest quality teaching is provided in the best quality facilities”.

Praise for the school

32% of statements were made about the school. Words used to describe the school were, “amazing”, “outstanding” and “a fantastic school”.

“The school is an amazing school and oversubscribed every year.....”

“Truly outstanding school and this could only help to improve further”.

“St Andrew’s is a fantastic school and I am certain it can provide an excellent education for the proposed 1500 students”.

“The school is great in both academic achievement and wider extra-curricular activity provided for the students”.

A respondent also praised the school staff’s leadership.

“It has really strong leadership and despite all the recent issues with COVID the school has done everything they can to ensure their students continue to have the ability to learn.....”

Positive impacts for children and young people

Many respondents (40%) mentioned students as being ‘outstanding as their teachers’. Including the benefits for students currently at St Andrews and for new students if the proposal is agreed.

“The students who attend St Andrew's deserve a school building that is as outstanding as they are and as outstanding as their teachers.....From my understanding this isn't about accommodating more students, it's about giving the students who are already there the best possible deal”.

“The extension to the school will not only give the current students/teachers room to breathe and enjoy education but all new students to the school the opportunity to learn in a safe and well managed environment”.

“It would be very beneficial for the school to be able to accommodate more students with the ever increase in local housing being built”.

2. Negative impacts

6% of responses were concerns about the traffic and parking along the residential roads near the school.

“The local roads and parking can't manage another 300 pupils. There are 3 schools on Grange road. The parking and traffic situation around pick up and drop off is at times dangerous. Parents park on every available space including on pavements where the police have even put notices telling them not to. They park on both sides of the road all the way to the traffic lights causing the through traffic to weave through the stationary cars. This then gets blocked by cars cueing at the lights”.

Other respondents expressed their view on how the additional funding should be used.

“I feel this school has adequate services and a proven reputation currently of excellence. By making these changes will impact everyone in a negative way. What is currently on offer at the school delivers above and beyond. The resources could be better spent on other schools that need help not a school that is already over achieving.....”

“Public money should not be used to fund schools run by churches that exclude children based on their parent(s)' choice of religion.....”

3. Ideas

In addition to the negative impact the expansion would have on traffic flow and parking, respondents also provided suggestions to prevent further disruption.

“.....So, unless there is a parking plan of either double yellow lines along the road or one that enables parents to park within the school grounds the already gridlocked roads may become impassable.....”

“.....I feel that the money that this proposal costs would be better spent on developing a parent drop off & collection area on school property, alternatively make Grange Road a one way street/ yellow lines during the relevant times”.

*“.....The residents want the school to implement a drive in/drive out policy.....
In addition, we request*

- 1. Double yellow lines the length of Grange road, to enable safe spaces for children to access the school and prevent the total blockade that is a regular occurrence presently*
- 2. Parking restrictions within the Grangemount cul de sac - either option A restricted parking from 8am-10am, and again from 2pm-4pm, or option B residents parking only”.*

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

Annex 3

EIA Title	Proposal to expand St Andrew's Catholic Secondary School			
Did you use the EIA Screening Tool? (Please tick or specify)	Yes (Please attach upon submission)	√	No	

1. Explaining the matter being assessed

What policy, function or service change are you assessing?	<p>Surrey County Council in co-operation with the Governing Body of St Andrew's Catholic School and the Diocese of Arundel and Brighton, is proposing that St Andrew's Catholic School will enlarge to 1,200 places in national curriculum years 7 to 11 from September 2022. The current sixth form of Years 12 and 13 has a capacity of 300 places bringing the size of the enlarged school to 1,500 places.</p> <p>The school will admit 240 pupils into Year 7 from September 2022 and in subsequent years.</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 Andrew's Catholic Secondary 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 Andrew's Catholic 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. - Well-connected communities, with effective infrastructure, that grow sustainably. 			
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	
	Mole Valley	√	Waverley	
	Reigate and Banstead	√	Woking	
	Not Applicable			
	County Divisions (please specify if appropriate): London Borough of Sutton			



<p>Briefly list what evidence you have gathered on the impact of your proposals?</p>	<p>Informal consultation survey</p> <p>A full consultation analysis is available with this report.</p> <p>An informal consultation commenced on 1 March 2021 and finished on 26 April 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 1166 responses, of these 1144 agreed with the proposal, 15 disagreed and 7 did not know.</p> <p>An online public meeting was held on 18 March 2021.</p> <p>Statutory notices were published from 28 May 2021 for a period of 4 weeks until 2 July 2021. These were posted on the school gate/noticeboard, published in the local press and on the Surrey Says website.</p> <p>The responses collated below were as of close of business on Tuesday 29th June at 5pm. The consultation closes on 2 July 2021 and final figures will be provided in a separate document once the consultation closes.</p> <p>There were a total of 596 responses, of these 577 agreed with the proposal, 17 disagreed and 2 said they did not know.</p>
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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

11. Impacts have been identified under the protected characteristics **Religion or belief including lack of belief** and **Age including younger and older people**. Though not included in the Equality Act 2010, Surrey County Council recognises that **socio-economic disadvantage** is a significant contributor to inequality across the County and therefore regards this as an additional factor.

Religion

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

St Andrew's Catholic Secondary School is the only Catholic school in the borough of Mole Valley and provides Catholic education for the Diocese of Arundel and Brighton.

In the MoleValley Borough, there are 1110 secondary school places in total, Catholic education places make up 240 of these.

School	PAN
The Ashcombe	240
The Priory CofE	180
Howard of Effingham	240
St Andrew's Catholic	240
Therfield	210
Total	1110

Impacts (Please tick or specify)	Positive	Negative	Both	x
Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
Positive – More Catholic children in the local area will be able to access a Catholic education	The proposal is to expand the school to create additional places to meet an increased demand from Catholic families.	St Peter's Catholic Primary School (a direct feeder to St Andrew's) has already been expanded.	September 2021	Surrey County Council and the school
Negative – The expansion will mainly benefit those children who are Catholic	The admissions criteria - 1. Catholic LAC & PLAC. 2. Catholic children who have a sibling on roll at the time of admission at St Andrew's Catholic School. 3. Catholic children who are in one of	Our aim is to create local school places for local children. This is part of a review of the whole secondary place planning area. Places are available in other secondary schools in Mole Valley. Diverse pattern of	September 2021	Surrey County Council and the school

	<p>the feeder schools (St Anne's, Banstead; St Clement's, Ewell; St Joseph's, Dorking; St Joseph's, Epsom; St Peter's, Leatherhead). 4. Catholic children who are resident in the catchment area. The application must be supported with a certificate of Catholic baptism or reception into the Catholic Church and, on the supplementary information form, the parish priest's signature with the parish stamp or seal. 5. Catholic children who are not resident in the catchment area. The application must be supported with a certificate of Catholic baptism or reception into Catholic Church and, on the supplementary information form, the parish priest's signature with the parish stamp or seal. 6. Other Catholic children who are resident in the catchment area. The application must be supported with a certificate of Catholic baptism or reception into the Catholic Church. 7. Other Catholic children who are not resident in the catchment area. The application must be supported with a</p>	<p>provision to provide families with some element of choice. Proposed expansion will maintain the diversity of places and balance between faith and non faith places in the district of Mole Valley.</p>		
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	<p>certificate of Catholic baptism or reception into the Catholic Church. 8. Other LAC & PLAC. 9. Children who are considered to have an exceptional or compelling need, supported by written evidence. 10. Other children who have a sibling at the time of admission at St Andrew's Catholic School. 11. Catechumens, Candidates for Reception into the Church of children who are members of the Orthodox Church. 12. Other children currently attending one of the named feeder schools. 13. Children of other Christian denominations whose membership is evidenced by a minister of religion. 14. Children of other faiths whose membership is evidenced by a religious leader. 15. Any other children.</p>			

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

There are no other expansions of Catholic schools in the local area planned currently.

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 were a total of 1,452 pupils (National Curriculum Years 7-14) on roll as of January 2021 census.

Impacts (Please tick or specify)	Positive	x	Negative		Both	
Impacts identified	Supporting evidence		How will you maximise positive/minimise negative impacts?	When will this be implemented by?		Owner
<i>What impacts have you identified?</i>	<i>What are you basing this on?</i>		<i>Actions to mitigate or enhance impacts</i>	<i>Due date</i>		<i>Who is responsible for this?</i>
Positive: More places will be created for 11 to 16 year olds following expansions of schools for 4 to 11 year olds	The proposal to expand the school to meet demand for local school places (St Peter's Catholic Primary School expanded by 1FE in 2015)		To ensure that the proposal is completed on time and the provision is available for September 2021.	September 2021		SCC

**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

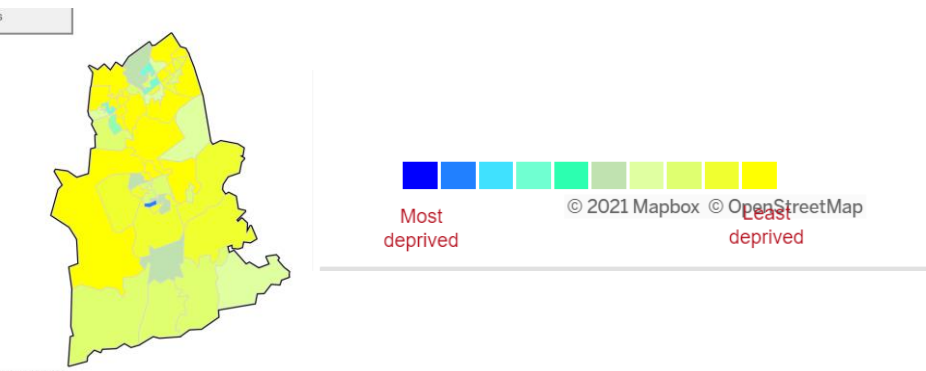
Any negative impacts that cannot be mitigated? Please identify impact and explain why

N/A

SOCIO-ECONOMIC FACTORS

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

3.9% of pupils who attended St Andrews School in 2020 were eligible for free school meals.



This map shows the Mole Valley 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 indices of deprivation across the area of Mole Valley. The light yellow colours on the map are the least deprived areas and the blue are the most deprived. An interactive version of the map can be found on [Surrey i](#)".

Impacts (Please tick or specify)	Positive		Negative		Both	x
Impacts identified		Supporting evidence	How will you maximise positive/minimise negative impacts?		When will this be implemented by?	Owner

Equality Impact Assessment

<p>Negative: Potential for additional traffic and parking issues outside of the school.</p>	<p>Responses to the initial consultation advised that 'car parking problems and road traffic is already bad, this would only get worse if the proposed expansion were to happen'.</p>	<p>The Highways Authority are a statutory consultee and will consider the planning application when submitted to ensure that these matters have been properly considered.</p>	<p>On going</p>	<p>Surrey County Council</p>
<p>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?</p>				
<p>N/A</p>				
<p>Any negative impacts that cannot be mitigated? Please identify impact and explain why</p>				
<p>N/A</p>				

3. Staff

AGE					
What information do you have on the affected staff with this characteristic?					
Any direct changes for staff are not part of this proposal and will be addressed by St Andrew's School.					
Impacts	Positive	x	Negative		Both
Impacts identified	Supporting evidence		How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
<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>	<i>Who is responsible for this?</i>
Positive: Some respondents to the consultation mentioned positive impacts in terms of better resources and reduce stress.	Consultation responses: "The expansion will hugely benefit students - allowing them to have a better and more functional learning experience. Staff will be able to teach more effectively and it will help to reduce staff stress."		Continue staff development and open communication with all staff as new staff are recruited.	On going	School
What other changes is the council planning that may affect the same groups of staff? Are there any dependencies decisions makers need to be aware of					

Equality Impact Assessment

If so, please detail your awareness of whether this will exacerbate impacts for those with protected characteristics and the mitigating actions that will be taken to limit the cumulative impacts of these changes.

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).	
<i>Please use the box on the right to explain the rationale for your recommendation</i>		



6a. Version Control

Version Number	Purpose/Change	Author	Date
V1	To write EIA	Lucy Ford	01/06/2021
V2	To check	Lisa Way	17/06/2021
V3	Amendments	Lucy Ford	30/06/2021

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

6b. Approval

	Name	Date approved
Approved by*	Liz Mills	Sent 01/07/21
	Rachael Wardell	Sent 01/07/21
	Denise Turner-Stewart	Sent 01/07/21
	<i>Directorate Equality Group</i>	

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
Lucy Ford	Commissioning Assistant	SCC	EIA Working Group
Lisa Way	Commissioning Manager	SCC	EIA Working Group
Debbie Watson	Commissioning Assistant	SCC	EIA Working Group
Jane Keenan	Commissioning Manager	SCC	EIA Working Group
Jackie Drysdale	Commissioning Assistant	SCC	EIA Working Group
Miriam Hepburn	Commissioning Assistant	SCC	EIA Working Group

Sarah Manning	Commissioning Assistant	SCC	EIA Working Group
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If you would like this information in large print, Braille, on CD or in another language please contact us on:

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Email: contactcentre@surreycc.gov.uk

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SURREY COUNTY COUNCIL**MS DENISE TURNER-STEWART, CABINET MEMBER FOR
EDUCATION AND LEARNING****DATE: 12 July 2021****LEAD OFFICER: RACHAEL WARDELL, EXECUTIVE DIRECTOR FOR
CHILDREN, FAMILIES AND LIFELONG LEARNING****SUBJECT: ADDITIONAL SPECIALIST SCHOOL PLACES FOR PUPILS
WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

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

SUMMARY OF ISSUE:

Under section 14 of the Education Act 1996 and part 27 section 3 of the Children and Families Act 2014, Local Authorities have a statutory duty to ensure that:

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

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

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

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

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

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

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

1. Removal of the boarding provision at Sunnydown School
2. Expansion of Philip Southcote School and Sixth Form and creation of Satellite Centres at Chertsey High School and Kings International College

RECOMMENDATIONS:

It is recommended that:

The Cabinet Member for Education and Learning determines the statutory notices published for each of the two proposals thereby bringing into effect the formal commencement of the proposals.

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:

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

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

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

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

DETAILS:

1. Further to Cabinet approval in September 2019, September 2020 and January 2021, Annex B outlines the total number of projects under the SEND Capital Programme which will increase Surrey's specialist school estate.
2. The two schools listed in this paper are Community schools where the Cabinet Member decision is required for significant changes to maintained schools.
3. Previous decisions on four other Community schools were taken at the previous Cabinet Member meetings on 8 June and 6 July.
4. Five of the total number of SEND projects are being self-delivered by Academy Trusts. Where a significant change is proposed in an Academy the proposal will be submitted by the Trust to the Regional Schools Commissioner for approval.
5. **Key Outcomes and benefits for children, young people and families:**
 - More places for children and young people who have SEND to attend their nearest most appropriate school in Surrey.
 - Support for the county-wide inclusion agenda and effective partnership working between mainstream and special schools.
 - Increased availability of educational provision that achieves high quality outcomes for children and young people.
 - Reduction in home to school travel journey time as well as more opportunities for developing independent travel skills.
6. **How we'll know if we're making a difference:**
 - Key stakeholders feel engaged, consulted, and describe key benefits as well as improving outcomes for children and young people who have SEND in Surrey.
 - Reduced reliance on the non-maintained and Independent (NMI) sector and out-of-county placements.
 - Availability of specialist school places that are matched appropriately to need type, phases of education and geographic locations.
 - SEND capital investment that ensures local specialist settings are fit for purpose and meet the needs of children and young people who have SEND.
 - Reduced local congestion around school sites, as well as traffic flow around the county, which will be of benefit to Surrey's Green Agenda.
 - More efficient use of resources.

CONSULTATION:

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

8. A table with a summary of the consultation analysis for the two proposals is attached to this report as Annex D.
9. No appropriate options for the future of the boarding provision at Sunnydown School arose during the informal consultation. Any detrimental impact on pupil outcomes will affect a marginal proportion of the school population and the school are looking to implement additional learning to counteract this.

RISK MANAGEMENT AND IMPLICATIONS:
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10. Sufficiency data requires close monitoring and frequent ratification to ensure projected demand for learners with EHCPs is up to date and accurate. This guarantees an appropriate availability of specialist school places, which are aligned to need, phase of education and geographical location. Latest sufficiency modelling demonstrated a clear need for the additional or changed specialist provision that the two schools will create.
11. The key risk to proposals for Philip Southcote school not being approved is the loss of approximately 50 new secondary special school places, 30 sixth form places and 40 SEN centre places across two school satellite sites that are needed in county to meet the overall projected demand. If this provision were not available and places were required to be provide in the independent sector this would be a £6.36m cost to the DSG High Needs Block. The potential cost containment is shown in paragraph 18 below.
12. The key risks to proposals for Sunnydown School not being approved are that staff who have been part of the consultation on the closure may have sought other employment and should the boarding provision remain open, there may not be sufficient staff. Furthermore, should the removal of the boarding provision not be approved, Surrey County Council will be unable to consult to expand the day provision thus resulting in the loss of approximately 20 places. This would equate to additional revenue funding from the DSG High Needs Block being spent on out of county independent provision year on year.
13. The Local Authority needs to be satisfied that the appropriate fair and open local consultation and or representation has been carried out and that the proposer has given full consideration to all responses received. To ensure that this is the case, the consultation and decision-making processes are quality assured.
14. Surrey County Council has worked closely with both schools to ensure that parents, carers and young people know about the consultation proposals and have had sufficient opportunity to share their views through a number of channels including public and stakeholder meetings, written responses, email correspondence and online response forms.

Financial and value for money implications:

15. A sustainable specialist estate will be developed to provide fit for purpose facilities for Surrey's children and young people who have SEND and require a specialist school placement, providing cost effective solutions to support identified revenue savings.
16. The projected revenue benefits and associated projected cost containment comes from the reduced unit cost of a placement within a Surrey maintained school compared to a Non-Maintained Independent setting. As part of the wider SEND Transformation Programme, this contributes to reducing Surrey's High Needs Block annual deficit.
17. The expansion of Philip Southcote School, which is budgeted to cost a total of £8.31m, will deliver an additional 50 places in Years 7-11, 30 places in Years 12-14 and two 20 place SEN centres at Chertsey High School and Kings International College when fully complete. The £7m for the expansion on the school site was included in the phase 2 SEND Capital and the remaining £1.31m for the specialist centres at Chertsey High School and Kings International College was included in the phase 3 SEND Capital programme. The budget is therefore already included in the approved Capital programme.
18. The average annual cost difference between a Non-Maintained Independent (NMI) and mainstream specialist place is around £30k. When fully occupied, these 120 places at Philip Southcote School would therefore provide cost containment of £3.6m per annum and help to reduce reliance on the NMI sector.
19. The boarding provision at Sunnydown School is currently underutilised and would create a net cost saving of c£100k when operating costs are offset against the reduction in income from the 23 beds. The proposal would not create additional places so there would be no anticipated cost containment saving. There is a potential to expand the school by 20 additional places utilising the space currently occupied by the boarding provision. This would be subject to a separate consultation process.

Section 151 Officer commentary:

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

Transformation programme and as such The Section 151 Officer supports the proposal.

Legal implications – Monitoring Officer:

20. Section 13 of the Education Act 1996 places a general duty on the Council to secure that efficient primary and secondary education is available to meet the needs (including special educational needs) of the population in its area. In doing so, the Council is required to contribute to the spiritual, moral, mental and physical development of the community.
21. 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.
22. The local authority has carried out a consultation on the proposal which is in accordance with statutory requirements. Such consultation involved those directly affected by the changes together with relevant representative groups.
23. In considering this Report, the Cabinet Lead Member for All-Age Learning must give due regard to the results of the consultation as set out in the reports attached and the response of the Service to the consultation comments and conscientiously take these matters into account when making a final decision.
24. The best value duty is contained in s3 of the Local Government Act 1999 as a result of which the Council is under a duty to make arrangements to secure continuous improvement in the way in which functions are exercised, having regard to a combination of economy, efficiency and effectiveness. The relevant guidance states that Councils should consider overall value, including economic, environmental and social value when reviewing service provision.

Equalities and diversity:

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

Other implications:

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

Corporate Parenting/Looked After Children implications:

27. The creation of additional specialist school places directly supports both the Surrey Corporate Parenting Strategy 2020 and the SEND Partnership Strategy 2019.

28. The proposals would provide increased provision for pupils who need a specialist placement in Surrey, thereby ensuring that those who are Looked After and/ or who have SEND are closer to home, more connected to local communities and support services.

Safeguarding responsibilities for vulnerable children and adults implications:

29. Safeguarding vulnerable children is a high priority in all Surrey schools. Schools have considerable expertise in safeguarding vulnerable children and adhere to robust procedures. The schools will continue to apply good practise in the area of safeguarding as they do currently. In addition, safeguarding is a key area for monitoring when Ofsted carries out inspections.
30. The creation of additional specialist school places closer to home supports highly effective joint agency monitoring to safeguard children, to reduce placement breakdown and increased demand on statutory care services.

Environmental sustainability implications:

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

Public Health Implications:

33. No significant implications arising from this report.

WHAT HAPPENS NEXT:

34. Subject to the Lead Cabinet Member determining the statutory notices Surrey County Council and the Governing Bodies will proceed to implement the two proposals:
1. Removal of the boarding provision at Sunnydown School
 2. Expansion of Philip Southcote School and Sixth Form and creation of Satellite Centres at Chertsey High School and Kings International College

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

Contact Officer:

Liz Mills, Director of Education, Learning & Culture

Consulted:

Headteachers of both of the schools featured in the proposals

Parents of children attending the schools featured in the proposals

Young people who attend the schools featured in the proposals

Governing bodies and staff members of both of the schools featured in the proposals

Surrey Family Voice

Local residents in Surrey

Local Cllrs in the areas of each of the schools featured in the proposals

Cllr Julie Iles, Former Lead Cabinet Member for All Age Learning

Rachael Wardell, Executive Director

Liz Mills, Director Education Learning & Culture

Jane Winterbone, Assistant Director Education

Hayley Connor, Director Commissioning

Eamonn Gilbert, Assistant Director Commissioning

Annexes:

Annex A Table of proposals

Annex B SEND Capital Programme list of all projects

Annex C Statutory notices (Full)

Annex D Consultation Analysis

Annex E Equality Impact Assessment – Sunnydown School

Annex F Equality Impact Assessment – Philip Southcote School

Name of School	Current status of school				Proposal	Current No. of Specialist Places	Changes to number of places	Further information about the proposal	Next steps and Implementation Timescales (subject to the Lead Cabinet Member for Education and Learning agreeing the recommendations)
	Type	Phase	Type of need and Designation of Specialist SEN provision	Age range and gender					
Sunnydown School	Community	Special School	Pupils with a range of SEND needs associated with Autism Spectrum Disorder (ASD)	11-16 years old Boys	To remove the residential provision at Sunnydown School. Should this be agreed, it will be proposed that the number of specialist school places is increased by 20 places.	80 (with 23 boarding places)	Removal of boarding places	The proposal to remove boarding provision has come about due to a drop in demand for boarding provision which threatens its viability. There are no pupils placed at the school by Surrey County Council or other local authorities who have boarding specified and quantified in section F (special educational provision), section G (health provision reasonably required by the learning difficulties or disabilities which resulting in a child or young person having SEN) or section H (any social care provision which must be made for a child or young person under 18 resulting from Section 2 of the Chronically Sick and Disabled Person's Act 1970) of their Education Health and Care Plans (EHCPs). Therefore, the current boarding provision is not considered to be an efficient use of resources.	Decommissioning of boarding provision from July 2021. A further consultation to expand the school to 100 pupils is proposed in due course.
Philip Southcote School	Community	Special School	HI - Hearing Impairment, SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder, SEMH - Social, Emotional and Mental Health and MLD - Moderate Learning Difficulty	11-19 years old Mixed	To expand the school, relocate the 6 th form and create satellite sites at other schools	156	120 places created	In recent years, SCC has needed to ask the school to accommodate temporary bulge classes of pupils in order to meet demand for specialist school places. This means that two of the school's five year groups currently have an additional form of entry (a further 10 pupils per year), with additional pupils also in Year 7. The proposal will allow the school to expand to accommodate a total of 150 pupils on the Philip Southcote main site by providing an additional 50 places in Years 7 to 11. The proposal includes relocation of the current sixth form provision, and a permanent increase in sixth form capacity to accommodate a total of 60 pupils by providing an additional 30 places in Years 12 to 14. The sixth form would be located as a split-site at the former Meads building, adjacent to Chertsey High School, Chertsey Road, Chertsey. There will also be the creation of two Philip Southcote School satellite sites at Chertsey High School and Kings International College, providing 20 places at each school across Years 7 to 11. Both satellite sites will provide for pupils with Moderate Learning Difficulties. All pupils, regardless of the site they attend, will be on the roll of Philip Southcote School.	Building projects will be undertaken on the main school site, Chertsey High School and Kings International College in Summer 2021 to provide the necessary additional capacity, for which the appropriate planning approval will be sought. The places at Chertsey High School and Kings International College will be available from September 2021. The main school has capacity to take additional places from September 2021 with the expansion building works completing by September 2022.

Surrey SEND Capital Programme Projects as of June 2021

Cabinet approved the strategy for three Phases of the SEND Capital Programme with a combined capital investment of **£79.6m** between 2019-2021 to increase the local specialist school estate. This will deliver over **1,600** additional specialist places that will be phased over the next 5 years. Current approved projects will deliver over 1,400 and more are already in scope.

Phase 1:											
Setting	Surrey Designation	Need Type	Area	District/Borough	Project	Capital	Key Stage	Number of places	Sept 21 places	Target Completion	Status
Woodfield	LAN	Moderate Learning Difficulties	SE	Reigate & Banstead	Bulge class	£3.59m	KS3/4	10	0	Sep-19	Delivered
Linden Bridge	High COIN	Autism/ ASD	NE	Epsom & Ewell	Bulge class		KS1-5	8	0	Sep-19	Delivered
Philip Southcote	LAN	Moderate Learning Difficulties	NW	Runnymede	Bulge class		KS3/4	10	0	Sep-19	Delivered
Freemantles	CSCN	Complex Autism	NW	Woking	Bulge class		KS1-5	16	0	Sep-19	Delivered
Pond Meadow	SLDD	Severe Learning Difficulties	SW	Guildford	Bulge class		KS1-5	14	0	Sep-19	Delivered
Brooklands	SLDD	Severe Learning Difficulties	SE	Reigate & Banstead	Bulge class		KS1/2	8	0	Sep-19	Delivered
Walton Leigh	SLDD	Severe Learning Difficulties	NE	Elmbridge	Bulge class		KS3/4	11	0	Sep-19	Delivered
Bell Farm	High COIN	Autism/ ASD	NE	Elmbridge	Primary SEN Unit	£0.7m	KS1/2	22	7	Sep-20	Delivered
Worpleston	High COIN	Autism/ ASD	SW	Guildford	Primary SEN Unit	£1.1m	KS1/2	21	6	Sep-20	Delivered
Brooklands Alexander Road	CSCN	Complex Autism	SE	Reigate & Banstead	Special School expansion	£1.0m	KS1/2	70	20	Feb-22	Planning
Freemantles	CSCN	Complex Autism	NW	Woking	Special School expansion	£9.9m	KS1-5	72	9	Sep-22	Planning
Meadhurst	High COIN	Autism/ ASD	NE	Spelthorne	Primary SEN Unit	£0.7m	KS1/2	29	13	Sep-22	Tender
Fox Grove (DFE) ** See Phase 3, opening in temporary Sept 21	CSCN	Complex Autism	SE	Mole Valley	Special Free School	£0m	KS1-5	152	72	Oct-21	Construction
Betchwood Vale (DFE)	High COIN	Autism/ ASD	SE	Mole Valley	Special Free School	£0m	KS1-5	180	0	Sep-23/4	Design
New ASD Special School, West of County	High COIN	Autism/ ASD	NW	TBC	Special Free School	£25m	KS1-5	200	0	Sep-23	Site Search & Feasibility
Total						£42.99m		823	127	£24.6m Total cost containment £3.8m cost containment 2021/22	

Phase 2:											
Setting	Surrey Designation	Need Type	Area	District/Borough	Project	Capital	Key Stage	Number of places	Sept 21 places	Target Completion	Status
Limpsfield Grange	High COIN	Autism/ASD	SE	Tandridge	Special School Expan	£4.0m	KS3/4	40	0	Oct-22	Design
Sunnydown	High COIN	Autism/ASD	SE	Tandridge	Special School Refur	£0.3m	KS3/4	4	0	Apr-21	Delivered
Philip Southcote	LAN	Moderate Learning Difficulties	NW	Runnymede	Special School Expan	£7.0m	KS3/4	26	10	Sep-22	Planning
Philip Southcote Post 16 (The Meads)	LAN	Moderate Learning Difficulties	NW	Runnymede	Special School Post 1		KS5	30	12	Sep-21	Tender
The Abbey (Self-delivery by Weydon)	LAN	Moderate Learning Difficulties	SW	Waverley	Special School Expan	£6.0m	KS3/4	60	12	Feb-23	Planning
Three Rivers	High COIN	Autism/ASD	NE	Spelthorne	New Secondary SEN	£3.0m	KS3/4	30	6	Sep-22	Feasibility
Woodfield	LAN	Moderate Learning Difficulties	SE	Tandridge	Special School Expan	£6.0m	KS3-5	60	10	Sep-22	Planning
Total						£26.3m		250	50	£7.4m Total cost containment £1.5m cost containment 2021/22	

Phase 3:											
Setting	Surrey Designation	Need Type	Area	District/Borough	Project	Capital £	Key Stage	Number of places	Sept 21 places	Target Completion	Status
Chandlers Field Primary School	High COIN	Autism/ASD	NE	Spelthorne	New Primary SEN Ur	£0.8m	KS1/2	25	7	Sep-22	Planning
Bramley Oak Part 1 (Self-delivery by LSEAT)	SEMH	Social Emotional & Mental Health	SW	Guildford	Special School refurb	£0.04m	KS1/2	6	6	Apr-21	Delivered
Bramley Oak Part 2 (Self-delivery by LSEAT)	SEMH	Social Emotional & Mental Health	SW	Guildford	Special School expan	£3.0m	KS1/2	22	0	Sep-22	Design
West Hill Academy	LAN	Moderate Learning Difficulties	SE	Mole Valley	Special School expan	£0.55m	KS1/2	30	10	Sep-21	Tender
Philip Southcote @ Chertsey High School	LAN	Moderate Learning Difficulties	NW	Runnymede	Special School Secor	£0.46m	KS3/4	20	8	Sep-21	Tender
Philip Southcote @ Kings International	LAN	Moderate Learning Difficulties	NW	Runnymede	Special School Secor	£0.85m	KS3/4	20	8	Sep-21	Tender
Manor Mead @ VW Temporary ASD Expansion Primary	High COIN	Autism/ASD	NW	Spelthorne	Temporary Special S	£0.92m	KS1/2	60	40	Sep-21/22	Tender
TBC Temporary ASD Expansion Secondary	High COIN	Autism/ASD	NW	TBC	Temporary Special S	£TBC	KS3/4	100	0	Sep-22/23	Site Search & Feasibility
Wishmore Cross	SEMH	Social Emotional & Mental Health	NW	Surrey Heath	Special School expan	£0.55m	KS2-KS4	28	28	Sep-21	Tender
The Park	LAN	Moderate Learning Difficulties	NW	Woking	Special school acces	£0.04m	KS3/4	2	2	Sep-21	Tender
Fox Grove Academy **See Phase 1	CSCN	Complex Autism	NE	Elmbridge	Temporary accomm	£0.5m (£1.075m total)	KS1-5	0	**64	Jul-21	Planning
Sunnydown	High COIN	Autism/ ASD	SE	Tandridge	Special School expan	£0.6m	KS3/4	20	0	Sep-22/23 TBC	Scoping potential
Total						£8.86m		333	109	£9.9m Total cost containment £3.2m cost containment 2021/22	
Programme Total						£78.15m		1,406	286	£42.2m Total cost containment £8.4m cost containment 2021/22	

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, and the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013, that Surrey County Council, intends to make a significant change to **Sunnydown School** by removing the boarding provision.

School and local education authority details

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

Sunnydown School
Portley House
152 Whyteleafe Road
Caterham, Surrey
CR3 5ED

Community special 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.

It is proposed that the removal of boarding will be implemented from the 31st July 2021.

Objections and comments

3. A statement explaining the procedure for making representations, including —
 - (a) the date by which objections or comments should be sent to the local education authority; and
 - (b) the address of the authority to which objections or comments should be sent.

This is a four-week consultation, which begins on 28 May 2021 and concludes on 2 July 2021. Any person may agree, object to or make comments on the proposals by sending representations to Surrey County Council (SCC).

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 Katie Kelly-Weller, Education Place Planning Team, Surrey County Council, Quadrant Court, 35 Guildford Rd, 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 proposal is to remove the boarding provision at Sunnydown School from 31st July 2021. This is not a statutory provision and the offer of a residential placement is to assist pupils and parents of pupils who attend the school. The provision is not provided to meet any specified educational need and is not a part of the Education and Health Care Plan (EHCP) for individual pupils. The school assesses a pupil's access for residential placement based on a number of factors including agreement with parents or carers, the distance from home to school, the medical needs of the pupil and staffing levels.

The proposed alteration would mean that the 23 residential beds at Sunnydown School will be removed and the school will no longer offer a boarding provision. The day provision currently in place at Sunnydown School will remain unchanged, but certain elements of the curriculum may be amended to include the additional learning opportunities currently catered for by the boarding provision.

The curriculum at Sunnydown is a designed bespoke pathway as far as possible for every pupil within the resources available. It is designed to give each student the best possible opportunities for achieving a successful, independent and happy life after leaving Sunnydown and create a pathway for learning so that they can access appropriate Post 16 provision. This is done with consideration for the emotional needs of the pupils and an awareness of the impact of academic expectations on young people.

Sunnydown School also run the Friday Curriculum. This has been designed to give the pupils on roll the extra experiences that the school feel they need to be independent after they leave Sunnydown and to help them to succeed in their next steps. The focus is around the characteristics of Resilience, Independence, Cooperation and Encourage, Enable, and Empower (RICE) and aims to develop these important attributes and achieve their academic potential. In Key Stage 3, the pupils will follow a half termly rotation of activities both on and off site, designed to

achieve the different aspects of RICE and give the pupils access to different opportunities that they may not experience through the more traditional curriculum.

As outlined above, pupils at Sunnydown follow the National Curriculum which is personalised to their needs and their learning will be differentiated to enable them to make progress. The level of support will depend on the child's needs and the school adopt a graduated approach to meeting the needs of students so that students receive the appropriate level of support to ensure progress. Sunnydown students are disapplied from the Modern Foreign Language component of the National Curriculum at Key stage 3. In KS4, students follow an accreditation pathway which is appropriate for their ability. Pupils at Sunnydown School can access a range of GCSE subjects, Entry Levels, Functional Skills and a BTEC course are on offer to pupils. The classrooms can be adapted to meet the sensory needs of individual students.

All staff at Sunnydown School have had training in topics that are directly related to the needs of our students and undergo Continuing Professional Development (CPD). Some teachers, in addition to their teaching qualification, have a second specialist qualification which may be a diploma or a MA in Special Educational Needs. Safeguarding training takes place half-termly for all staff and forms part of an extensive programme of training designed to keep the specialist skills necessary for working with students with special educational needs up-to date. Teaching staff, teaching assistants and care staff have accessed targeted programmes of CPD to develop their skills. All staff receive Positive Options training in order to develop their behaviour management skills. All care staff, on joining, enrol on a National induction programme and follow a Level 3 Diploma for students & Young People's Welfare. Professionals from other agencies including Speech and Language therapy, Educational Psychology, hearing impairment, vision impairment and Occupational Therapy professionals visit the school on a regular basis. As well as supporting individual students, these professionals advise staff around strategies and offer training.

Sunnydown School encourage pupils to engage in their learning through regular meetings with pupils, staff and parents using a variety of formats such as parents' evenings, using home to school diaries and via parent mail. The reporting cycle occurs bi-annually in December and June of each year. Each pupil has an Individual Education Plan, which is reviewed by staff and pupils prior to their annual review.

Sunnydown School contributes to the local offer in Surrey by providing 'Good' education provision to secondary aged male pupils with Communication and Interactions needs, sometimes in conjunction with ASD, in the South East of the county.

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 current capacity of the school is 80 places.

- (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 current number of pupils admitted to the school in each relevant age group is 16.

- (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;

Not Applicable

- (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.

Not Applicable

- (2) A statement of the number of pupils at the school.

There are currently 88 pupils on roll at Sunnydown School.

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.

The proposal to remove the boarding is determined by Surrey County Council and implemented by the Governing Body of Sunnydown School.

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 in order to facilitate these proposals.

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

Not Applicable

Changes in boarding arrangements

8. (1)

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

Should the proposal be approved, the boarding provision at Sunnydown School would close, removing the 23 residential beds at the school.

Approximately 27% of the total number of pupils who attend Sunnydown School of the current school population utilise the boarding provision, with the vast majority of boarders not using boarding on a full time basis.

None of the current pupils on roll at Sunnydown School have direct or deemed special educational provision, health provision or social care provision in the form of boarding or that beyond usual school hours specified or quantified in Sections, F, G or H of their Education, Health or Care Plans.

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

Not Applicable

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

There are 23 residential places, with pupils residing on varying numbers of nights. The residential accommodation is on the first floor of a teaching building and provides support to the pupils who are boarding to grow and develop physically, emotionally and socially within the safe, consistent, enjoyable learning environment. The boarding provision allows boarders to take part in additional learning and recreational activities outside of the school day.

(2)

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

Removing 23 residential beds at the school would in effect remove 23 full time (weekdays) boarding places. There are 24 pupils who currently access boarding in any capacity and the majority of boarders are part time.

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

Should the above proposal be agreed, it will be proposed that the number of specialist school places at Sunnydown School is expanded by 20 places from 80 to 100. The expansion will utilise existing space and capacity which is currently used as boarding provision on the site.

This will be subject to a separate consultation process.

Transfer to new site

9. 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;

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

- (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.

Not Applicable

Objectives

10. The objectives of the proposals.

As referenced on Sunnydown School’s website, “the offer of a residential placement is not a statutory or compulsory offer, unless stated on an Education and Health Care Plan (EHCP) and may not be appropriate for all pupils. The school assesses a pupil’s access for a residential placement based on a number of factors including; agreement with parents or carers, the distance from home to school, the medical needs of the pupil and staffing levels.”

There are no pupils placed at the school by Surrey County Council or other local authorities who have boarding specified and quantified in section F (special educational provision), section G (health provision reasonably required by the learning difficulties or disabilities which resulting in a child or young person having SEN) or section H (any social care provision which must be made for a child or young person under 18 resulting from Section 2 of the Chronically Sick and Disabled Person’s Act 1970) of their Education Health and Care Plans (EHCPs). Therefore, the current boarding provision is not considered to be an efficient use of resources. Surrey County Council are currently using significant additional revenue funding to support statutory services. The council aims to redeploy the resource more efficiently.

Consultation

11. 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 and was sent to relevant stakeholders.

All appropriate parties have been made aware of this proposal, inclusive of the Governing Body of the school. A public meeting was held virtually on 10 March 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 local schools; local borough and county councillors; and the School Admissions Forum.

The consultation received 57 responses, with 10 agreeing with the proposal, 44 disagreeing and 3 stating that they don't know. 74% of comments referenced that they were concerned about the impact on pupil outcomes should the boarding provision be removed while 7% raised the impact of home to school transport of those who currently board.

Project costs

12. 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.

Not Applicable

13. 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).

Not Applicable

Age range

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

Not Applicable

Early years provision

15. 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—

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;

Not Applicable

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;

Not Applicable

evidence of parental demand for additional provision of early years provision;

Not Applicable

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

Not Applicable

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

Not Applicable

Changes to sixth form provision

16. (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;

Not Applicable

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

Not Applicable

(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;

Not Applicable

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

Not Applicable

17. 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.

Not Applicable

Special educational needs

18. 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;

Not Applicable

(b) any additional specialist features will be provided;

The proposal to remove the boarding provision at Sunnydown School will allow the school to adapt the current Friday Curriculum and incorporate some of the learning to which only pupils in the boarding provision would have had access. This will enable all pupils on roll at Sunnydown School to engage in this additional learning, allowing pupils to develop social skills, resilience, independence, cooperation, and to help them to succeed in their next steps.

The majority of Surrey Special Schools are 'Good' to 'Outstanding' and manage to deliver a well-rounded curriculum without boarding provision on site. Sunnydown School will consider whether there may be the opportunity for breakfast and after school provision moving forward.

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

Not Applicable

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

Sunnydown School will continue to fund the special educational day provision at the school through revenue costs.

- (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;

Not Applicable

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

Not Applicable

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

Not Applicable

- (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

Not Applicable

- (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.

There are no proposed changes to the number of pupils on roll at Sunnydown School as part of this proposal.

- 19.** 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;

Not Applicable - The boarding provision at Sunnydown School is not statutory special educational provision.

- (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;

Not Applicable

- (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

Not Applicable

- (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.

Approximately 30% of pupils out of the 88 pupils on roll at Sunnydown School currently access the boarding provision on site. The provision has been underutilised and all of the pupils currently accessing this provision do not have a statutory entitlement to boarding provision specified on their EHCP. Therefore, it is not considered an efficient use of public funds. Surrey County Council are currently using significant additional revenue funding to support statutory services. The council are trying to redeploy the resource more efficiently.

The majority of Surrey Special Schools are 'Good' to 'Outstanding' and manage to deliver a well-rounded curriculum without boarding provision on site.

20. 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.

The proposal to remove the boarding provision at Sunnydown School will allow the school to adapt the current Friday Curriculum and incorporate some of the learning

to which only pupils in the boarding provision would have had access. This will enable all pupils on roll at Sunnydown School to engage in this additional learning, allowing pupils to develop social skills, resilience, independence, cooperation, and to help them to succeed in their next steps.

The majority of Surrey Special Schools are 'Good' to 'Outstanding' and manage to deliver a well-rounded curriculum without boarding provision on site. Sunnydown School will consider whether there may be breakfast and after school provision moving forward.

All staff at Sunnydown School have had training in topics that are directly related to the needs of our students and undergo Continuing Professional Development (CPD). Some teachers, in addition to their teaching qualification, have a second specialist qualification which may be a diploma or a MA in Special Educational Needs. Safeguarding training takes place half-termly for all staff and forms part of an extensive programme of training designed to keep the specialist skills necessary for working with students with special educational needs up-to date. Teaching staff and teaching assistants have accessed targeted programmes of CPD to develop their skills. All staff receive Positive Options training in order to develop their behaviour management skills. Professionals from other agencies including Speech and Language therapy, Educational Psychology, hearing impairment, vision impairment and Occupational Therapy professionals visit the school on a regular basis. As well as supporting individual students, these professionals advise staff around strategies and offer training. The access to this will not change should the proposal to remove the boarding provision be agreed.

Sex of pupils

21. 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;

Not Applicable

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

Not Applicable

- (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).

Not Applicable

22. 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

Not Applicable

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

Not Applicable

Extended services

23. 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.

Sunnydown School offers lunchtime clubs for all pupils. Some of the day pupils already access the extended day curriculum. However, there is a charge for this to families and transport has to be arranged by families. These activities will not be affected by the proposal.

The boarding provision allows Sunnydown School to provide additional learning relating to independence and self-care, as well as encouraging the development of social skills from daily after school activities. Should the proposal be agreed, these services will be removed.

Details of any proposed changes to additional activities or extended services as a result of the boarding closure are still to be determined. The intention is for the school to work with Surrey County Council to create social opportunities for pupils and will continue to work closely with colleagues in other schools to learn how they maximise opportunities for socialisation and independence.

In addition, SCC and the wider SEND Partnership are enhancing their Local Offer website and through the county wide All Age Autism Strategy and work with voluntary and charitable organisations, may be in a position to sign-post families to more local social opportunities for the boys.

The Friday Curriculum is designed to allow access to opportunities to develop social skills, resilience, independence, and cooperation for the pupils on roll at Sunnydown School. This is exclusively aimed at enhancing the holistic development of each pupil, offering opportunities as diverse as travelling into Croydon on public transport to buy cooking ingredients, to landscaping, outdoor adventure activities, college, and extended work experience. This day provision is accessed by 100% of the students. The Friday curriculum provides a foundation to enhancing learning for all pupils and will be adapted to incorporate some of the learning to which only pupils in the boarding provision would have had access.

This will ensure that pupils that have used boarding provision are not disadvantaged.

Need or demand for additional places

24. If the proposals involve adding places—

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

Not Applicable

- (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;

Not Applicable

- (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.

Not Applicable

25. 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

Surrey County Council is proposing the removal of the boarding provision at Sunnydown School because the provision is not being utilised efficiently. None of the current pupils on roll at Sunnydown School have direct or deemed special educational provision, health provision or social care provision in the form of boarding or that beyond usual school hours specified or quantified in Sections, F, G or H of their Education, Health or Care Plans.

The school require the boarding provision to operate at a level of 70% occupancy in order for it to remain sustainable. During Covid due to restrictions this has been below 50% and Surrey County Council have been supporting the school to sustain the provision throughout the pandemic. Prior to the pandemic, the provision was becoming unsustainable as the minimum 70% occupancy was not reached. If the minimum level of occupancy was not reached, Sunnydown School would need to subsidise the boarding provision with funds from the day provision, reducing the funds available for education.

Annex C – Sunnydown School

Parents would need to follow the SEND admissions process to gain a place at Sunnydown School in the usual way.

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

The proposal will not be displacing any pupils at Sunnydown School.

PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS:

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006, as amended by the Education Act 2011, that Surrey County Council, intends to make a significant change to **Philip Southcote School**.

In respect of an LEA Proposal: School and local education authority details

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

Philip Southcote School
Addlestone Moor
Weybridge
Addlestone
KT15 2QH

Community special school

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

Implementation and any proposed stages for implementation

1. 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 proposals are planned to be implemented from 1 September 2021.

Objections and comments

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

This is a four week consultation, which begins on 20 May 2021 and concludes at midday on 24 June 2021. Any person may agree, object to, or make comments on the proposals by sending representations to Surrey County Council (SCC).

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: schoolorg@surreycc.gov.uk

FAO Lauren Comer, Education Place Planning Team, Quadrant Court, 35 Guildford Road, Woking GU22 7QQ

Alteration description

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

It is proposed to expand Philip Southcote School as below:

- Expand to accommodate a total of 150 pupils on the Philip Southcote main site by providing an additional 50 places in Years 7 to 11. The main point of intake will be at Year 7.
- Relocation of the current sixth form provision and permanently increase capacity to accommodate a total of 60 pupils by providing an additional 30 places in Years 12 to 14. The sixth form would operate on a separate site at a building formerly known as “The Meads”, adjacent to Chertsey High School, Chertsey Road, Addlestone.
- Creation of two satellite SEN units at Chertsey High School and Kings International College, providing 20 places at each school across Years 7 to 11. Both units will provide for pupils with Moderate Learning Difficulties (MLD), broadly in line with the current offer at Philip Southcote School.

All pupils, regardless of the site they attend, will be on the roll of Philip Southcote School and will have this setting named in Section I of their EHCPs.

The proposal will provide an additional 120 places across all sites. The main point of intake will remain at Year 7. Pupil numbers will grow incrementally, although where there are spaces and demand, new pupils may be accepted in other year groups, where appropriate.

The ambition is that the introduction of more specialist centres and/or special school satellite sites in secondary schools would also be an opportunity for schools to strengthen local partnerships and their inclusion offer to all children and young people; therefore being of benefit to both the local authority and the school populations.

Philip Southcote School currently provides for secondary and sixth form age pupils with an Educational Health Care Plan (EHCP) with Moderate Learning Difficulties (MLD) identified as their primary need. Pupils with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills. Many of the pupils attending Philip Southcote have additional needs e.g. communication, medical, sensory, or emotional needs resulting in complex learning needs.

The school offers a wide range of therapies, including:

- Speech and language therapy (SALT)
- Occupational and physiotherapy support
- Emotional literacy support (ELSA)
- Nurture groups
- Dedicated sensory room

- Hydro-pool

The school seeks to raise achievement and remove barriers to learning. The needs of pupils at the school are met through providing a differentiated and appropriately planned, inclusive curriculum within the classroom.

The school also currently has provision for hearing impaired/deaf pupils with additional SEND needs, which will remain unchanged as part of the above proposals.

School capacity

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

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

Current capacity:

Philip Southcote School offers secondary and sixth form education from Year 7 to 14. The school currently admits 20 pupils into Years 7 to 11, and 30 pupils across Years 12 to 14. There are also a number of temporary bulge classes moving through the school. The school currently has a total planned place number of 156.

Proposed capacity after the alteration:

From 1 September 2021, it is proposed that the main school admits 30 pupils into each year group across Years 7 to 11. The sixth form is proposed to admit 60 pupils across Years 12 to 14.

It is proposed that the two new satellite SEN Units will admit 4 pupils into each year group (Years 7 to 11).

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

The school currently admits 20 pupils per year group in Years 7 to 11 and 30 pupils across Years 12 to 14.

For September 2021, the main school will admit 30 pupils in Year 7. The other existing year groups will remain as they currently are, as detailed above.

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

The table below shows the expected growth of the main school and sixth form as the additional places move through each academic year, alongside the school's current place numbers. It should be noted that numbers in the sixth form are not always uniform and will need to take into account the bulge classes currently moving through the main

school, therefore allowing for some flexibility. However, for the purposes of this model, sixth form numbers are assumed to be 20 per year group and already factor in the bulge classes. Table below illustrates the numbers for the main school expansion and the off-site sixth form provision.

	7	8	9	10	11	12	13	14
2021/22	30	30	30	20	20	20	10	10
2022/23	30	30	30	30	20	20	20	10
2023/24	30	30	30	30	30	20	20	20
2024/25	30	30	30	30	30	20	20	20
2025/26	30	30	30	30	30	20	20	20

The two satellite units will follow the same pattern as one another in terms of growth, as shown below:

	7	8	9	10	11	Total
2021/22	4	2	2	0	0	8
2022/23	4	4	2	2	0	12
2023/24	4	4	4	2	2	16
2024/25	4	4	4	4	2	18
2025/26	4	4	4	4	4	20

Pupils will also be admitted into other year groups to allow the units to grow at a faster rate.

- (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.

Special schools, unlike mainstream schools, have an overall planned place number rather than published admissions numbers (PAN) for each year group. Therefore, some year groups may have more pupils than others, depending on place demand and individual pupil needs.

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

As at the January 2021 Census, there were 155 pupils on roll in Years 7 to 14 at Philip Southcote School. – waiting for updated numbers.

Year group	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
Number on roll	26	29	19	20	30	6	12	13

Implementation

5. 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.

The statutory proposal would be determined by Surrey County Council and implemented by the Governing Body of Philip Southcote School. The building works to enable this proposal will be delivered by Surrey County Council.

Additional Site

6.— (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.

The current sixth form provision will be relocated to a nearby site adjacent to Chertsey High School, Chertsey. It will occupy the building formerly known as “The Meads”.
The two satellite SEN Units will be located on the sites of Chertsey High School, Chertsey, and Kings International College, Camberley.

(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.

Not applicable

Changes in boarding arrangements

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

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

Not applicable

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

Not applicable

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

Not applicable

Annex C – Philip Southcote School

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

Not applicable

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

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

Not applicable

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

Not applicable

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 main school will remain on its existing site, but the current sixth form will be relocated to a nearby site. The two new satellite SEN Units will be located on the sites of Chertsey High School and Kings International College.

New sixth form provision: "The Meads" building, Chertsey Road, Addlestone KT15 2EP

Chertsey High School: Chertsey Road, Addlestone KT15 2EP

Kings International College: Watchetts Drive, Camberley GU15 2PQ

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

The proposed sixth form location is approximately 250 metres by straight line distance from the main school site.

Chertsey High School is located approximately 350 metres by straight line distance from Philip Southcote School's main site.

Kings International College is located approximately 12 miles by straight line distance from Philip Southcote School's main site.

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

The proposed sixth form building is conveniently located near to the main school site but will allow pupils an element of independence with it being separate. The building is an unused Surrey County Council asset and the relocation will facilitate the main school expansion.

Chertsey High School and Kings International College are both well suited to host SEN Units due to the availability of space on their sites, their strong academic offer, and their commitment to the Inclusion Agenda.

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

The proposed sixth form site can easily be accessed by foot from the main school site.

The two SEN Units are easily accessible by car and public transport. Chertsey High School is conveniently located near the M25 and Kings International College near the M3.

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

No transport arrangements will need to be made.

(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.

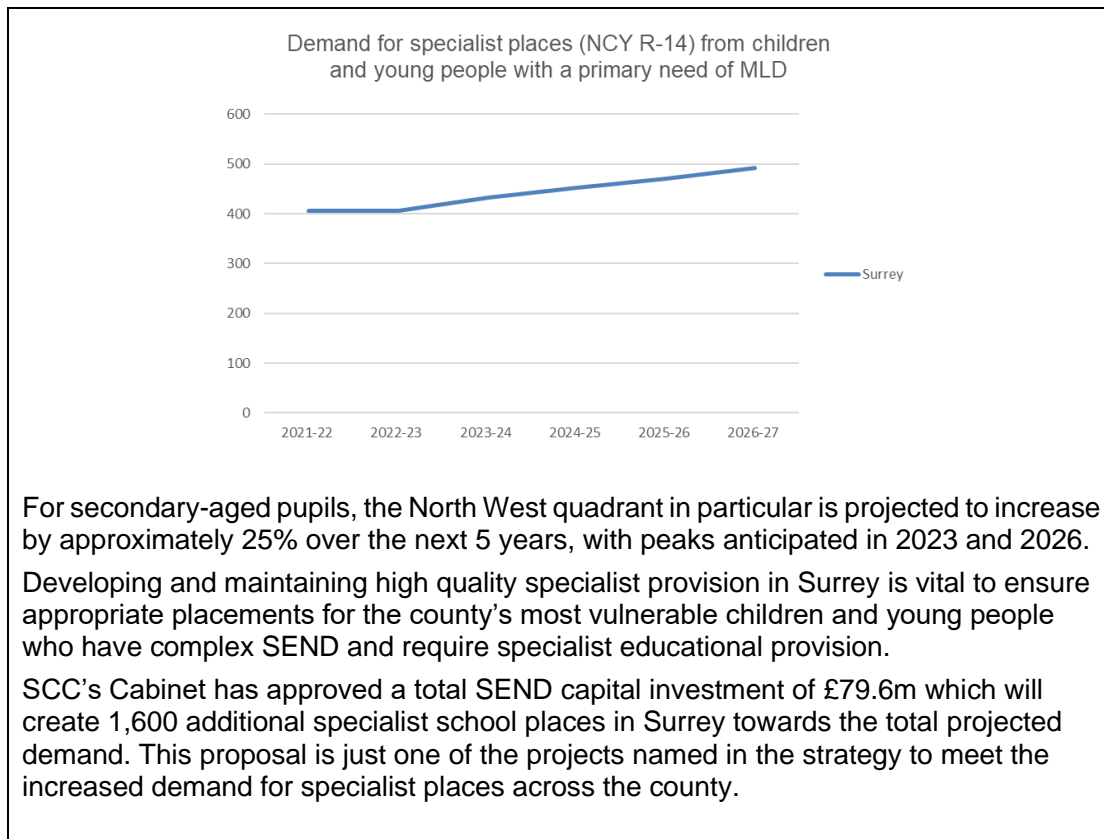
Not applicable

Objectives

9. The objectives of the proposals.

The proposal to expand the school is in response to the increased demand for specialist placements for pupils with a primary need of Moderate Learning Difficulties (MLD). The demand for maintained specialist school places in Surrey has grown significantly over the past 4 years from 2,859 planned places in 2017-18 to 3,477 planned places in 2020-21 and increasing again to 3,513 in 2021-22.

The expansion of Philip Southcote School will help to meet the longer term projected demand for this type of need, which is illustrated in the graph below:



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 at virtually via Microsoft Team on Thursday 22 April 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 local schools; local borough and county councillors; and the School Admissions Forum.

The consultation received 96 responses, with 71 agreeing with the proposal, 7 disagreeing and 18 stating that they don’t know.

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 capital investment for this project was approved by Cabinet in September 2019 and January 2021 and will be funded through Surrey County Council's SEND Capital Budget. The estimated cost of the overall project is £8.3m.

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).

[Surrey County Council - Agenda for Cabinet on Tuesday, 26 January 2021, 2.00 pm \(surreycc.gov.uk\)](https://www.surreycc.gov.uk)

PLACEMENT VALUE AND OUTCOMES: DEVELOPING LOCAL SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) PROVISION TO MEET DEMAND IN SEPTEMBER 2021 (Item 12) RESOLVED:

1. That the strategy is agreed and the use of £11.5m of the total approved SEND Capital Funding of £79.6m be approved in principle for a programme of adaption and refurbishment of SCC owned assets and maintained schools in Phase 3 of the SEND capital programme to create 400 additional specialist school places in Surrey for September 2021.

2. That delegated authority to agree individual projects and resources is given to the Cabinet Member for All Age Learning and Cabinet Member for Resources, subject to a detailed business case for each scheme.

Age range

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

Not applicable

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;

Not applicable

Annex C – Philip Southcote School

- (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;

Not applicable

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

Not applicable

- (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

Not applicable

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

Not applicable

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;

Philip Southcote School will increase the overall number of places in Years 12 to 14 by 30.

The sixth form provision is proposed to move to a nearby site adjacent to Chertsey High School. It will occupy a building previously known as The Meads. The building will undergo significant refurbishment to provide:

- Common room
- Life skills room/café/kitchen
- Seminar rooms
- Staff room
- Group room
- Outside area

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

The expansion of the sixth form at Philip Southcote School will meet the demand for specialist sixth form places for children and pupils with MLD.

(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;

Discussions have been previously held regarding the expansion of 16-19 SEND provision in the area.

The expanded sixth form will offer a broader range of qualifications and life skills for young adults with learning difficulties.

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

An additional 30 places across Years 12 to 14, providing 60 places overall.

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.

Not applicable

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;

Philip Southcote School provides special educational provision for pupils aged 11-19 years who have Moderate Learning Difficulties (MLD) and an Education Health and Care Plan (EHCP). This school designation is known locally in Surrey as Learning and Additional Needs (LAN).

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

The main school expansion will provide:

- Multi-purpose practical room
- Activity space
- Small group room
- Staff workroom
- SLT office

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

The proposed expansion, across all sites, will provide a total of 120 additional places, as detailed below:

Site	Number of additional places overall	Number of additional places available for September 2021
Philip Southcote School (Years 7 to 11)	50	10
Philip Southcote School (Years 12 to 14)	30	0
Chertsey High School	20	4
Kings International College	20	4

The school's sixth form is not likely to admit additional pupils in September 2021 as a result of a bulge class due to leave the school in current Year 11.

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

The proposed additional places will be funded through the Local Authority allocation of High Needs Block (HNB) Dedicated Schools Grant (DSG). Current place funding is £10,000 per place plus Top Up funding based on the published band rates and Individual Pupil Support Budgets (IPSB) where appropriate. Existing funding and provision for pupils currently attending the school will remain the same.

- (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;

Not applicable

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

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

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

The main school provision will remain on its current site and the sixth form will be relocated to a nearby site adjacent to Chertsey High School.

The two new satellite SEN Units will be established on the sites of Chertsey High School and Kings International College.

- (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

Not applicable

- (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.

Not applicable

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;

Not applicable

- (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;

Not applicable

- (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

Not applicable

- (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.

Not applicable

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.

Not applicable

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;

Not applicable

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

Not applicable

- (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).

Not applicable

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

Not applicable

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

Not applicable

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.

Not applicable

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;

Since 2015, the number of children with an EHCP who live in Surrey and require a specialist school place has increased by 73%. The most recent projected secondary demand for pupils with MLD demonstrates an overall increase across the county. The North West quadrant in particular is projected to increase by approximately 25% over the next 5 years, with peaks anticipated in 2023 and 2026.

- (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;

Not applicable

- (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.

Not applicable

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

Not applicable

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

Not applicable

Expansion of successful and popular schools

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

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

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

Annex C – Philip Southcote School

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

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

Not applicable

Consultation Analysis

Proposed removal of boarding provision at Sunnydown
School

June 2021

Page 97



SURREY

Consultation Analysis – Proposed removal of boarding provision at Sunnydown School

Introduction

Surrey County Council published an informal consultation from 22 February 2021 to 19 April 2021 to remove the boarding provision at Sunnydown School, Caterham.

This paper is an analysis of the responses received during the informal consultation notice period. A period of statutory representation is proposed to commence from 28 May 2021 to 2 July 2021. The summary and key points give a summary of the findings from the informal consultation. This paper will be submitted to the Lead Cabinet Member for All Age Learning as part of the Lead Cabinet Member report, for consideration in the decision to determine the statutory notices in July 2021.

An Equalities Impact Assessment is being completed throughout the consultation period and all responses received to the consultation will contribute to this.

Consultation Summary

The aim of the consultation was to seek views on the proposal from all interested parties, particularly from pupils and their families who attend Sunnydown School, pupils and their families who may attend the school in the future, and the local community.

The informal consultation was open from 22 February 2021 to 19 April 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.

A public meeting was held virtually on Microsoft Teams on Wednesday 10 March 2021 at 7pm.

Key points from the consultation responses:

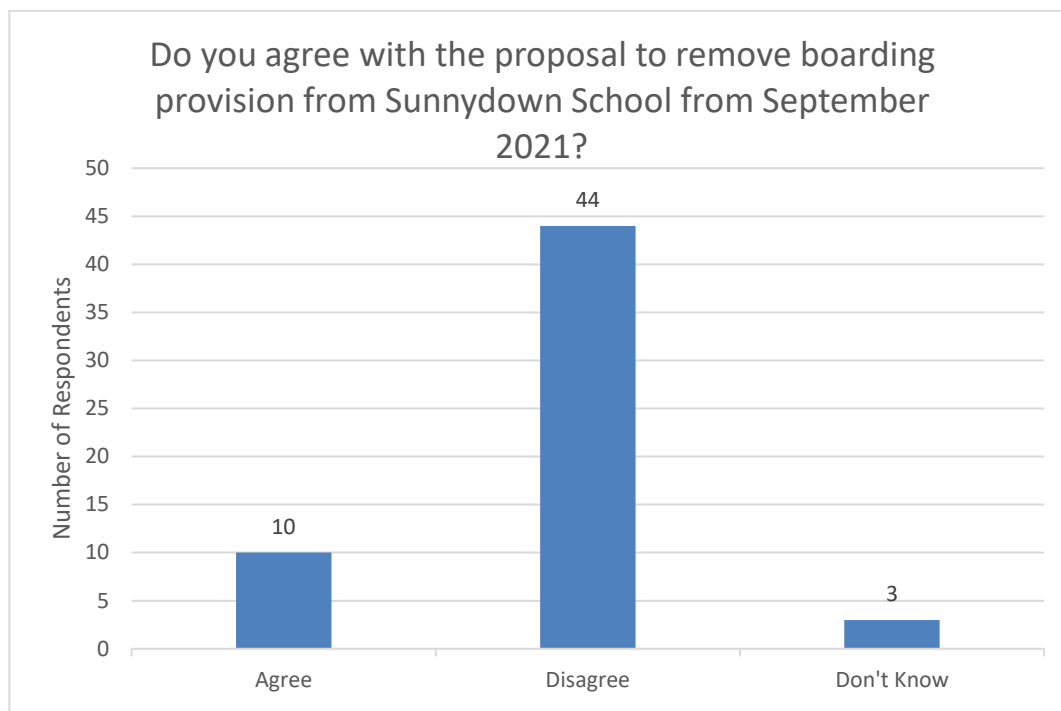
- The majority of respondents (77%) disagreed with the proposal to remove boarding provision at Sunnydown School.
- All of the parents or carers of a child currently at Sunnydown School disagreed with the proposal (57% of total responses).
- The largest group who agreed with the proposal were parents of a child who may attend the school in the future (50%).

Informal Consultation

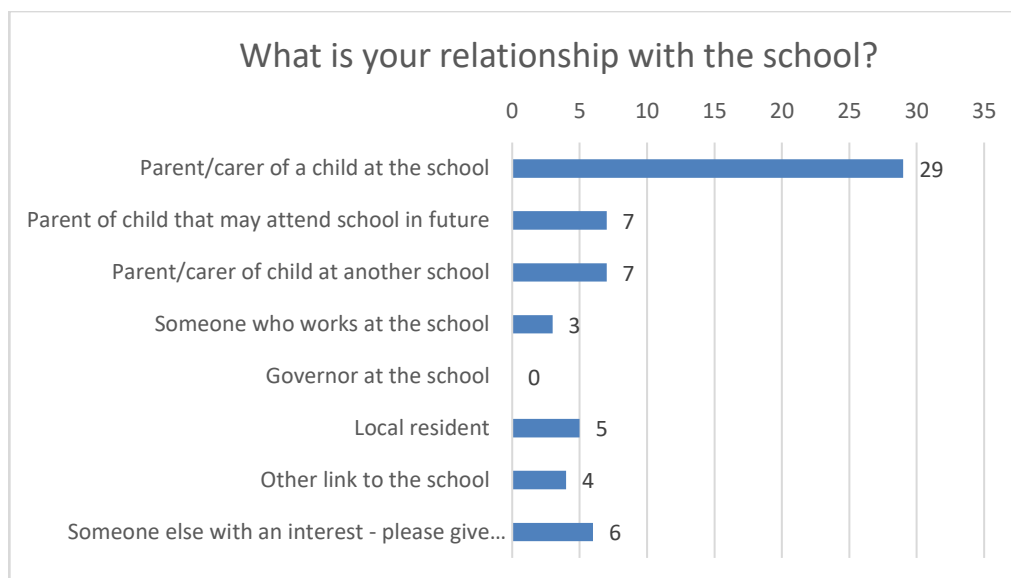
Quantitative Analysis

In total there were 57 responses to the consultation. Respondents were asked "Do you agree with the proposal to remove boarding provision at Sunnydown School from September 2021?"

77% of respondents disagreed with the proposal, 18% of respondents agreed with the proposal and 5% of respondents said they didn't know. The chart below shows the number of respondents in each category. The highest percentage of respondents selected "Disagree" (77%).



The chart below shows the distribution of respondents to the consultation. Respondents were able to select more than one category for this answer.



Percentage of total responses by individual groups

Please note that some respondents selected more than one category.

Responses from parent/carer of a pupil attending Sunnydown School (51% of total responses)

No parents agreed with the proposal, 29 disagreed with the proposal, 0 didn't know.

Responses from parent/carer of a pupil who may attend the school in the future (12% of total responses)

5 agreed with the proposal, 2 disagreed with the proposal, 0 didn't know.

Responses from parent/carer of a child at another school (12% of total responses)

2 agreed with the proposal, 5 disagreed with the proposal, 0 didn't know.

Responses from staff at the school (5% of total responses)

2 agreed with the proposal, 1 disagreed with the proposal, 2 didn't know

Responses from local residents (9% of total responses)

2 agreed with the proposal, 2 disagreed with the proposal, 1 didn't know

Responses from people with other links to the school or with an interest (11% of total responses)

3 agreed with the proposal, 7 disagreed with the proposal, 0 didn't know.

Qualitative Analysis

Respondents had the opportunity to add comments at the end of the survey and 51 respondents did so. Comments left in reply to free-text questions were tagged drawing on seven possible tags. Each response could have more than one tag attached. The overall frequency of each of the tags provides an indicator of respondents' main concerns regarding the proposal.

Tag	Number of responses	Prevalence (% out of total responses)
Negative impact on pupil outcomes	42	74%
Negative impact on transport	4	7%
Impacts on staff	2	4%
Negative response	23	40%
Positive impact on pupil outcomes	1	2%
Positive response	7	12%
Wider SEN policy	12	21%

Note: some comments have been tagged with multiple themes.

There were two key themes that emerged from the consultation responses:

Negative impact on pupil outcomes

The majority of responses from parents were around the benefit that boarding has had on their children in the past, and the loss incurred if it were to be removed in the future. Parents said that boarding had been beneficial to their children and the word “*independence*” or “*independent*” was mentioned 50 times. One respondent commented that these skills are “*essential in helping children with ASD and similar grow into productive adults*”. Another common response was that boarding enabled pupils to develop “*social skills with peers outside of the classroom*” in a way which would not be possible in a day setting. At the public meeting, several attendees noted that this is due to the difficulties pupils attending Sunnydown School can have in accessing extra-curricular activities close to home.

Some additional comments made were:

“The boarding provision offers the boys that attend Sunnydown the chance to learn real life skills, to learn social skills with peers outside of the classroom and most importantly to learn independence!”

“Having the boarding option available at Sunnydown provides these boys the essential opportunity to learn and practice their social etiquette in an environment where they feel safe and accepted. Taking it away will very likely have a negative impact on their ability to become much more successful and independent adults.”

“the residential provision at Sunnydown plays a very crucial part in supporting the boys’ holistic development”

There were concerns from parents that, for the many pupils who do not live close to Sunnydown, the removal of the boarding provision would increase the frequency of their journeys to and from school, which some of them find tiring and difficult. One respondent advised that commuting to and from school was having a ‘*detrimental affect*’ on their child’s ‘*mental health*’ which impacted the pupil’s ‘*attitude to school and life in general.*’

Wider SEN policy

Several respondents commented on the broader SEN policy of Surrey County Council. One respondent described the policy as “*short sighted and designed on cost cutting rather than what is in the best interest of the young men.*”

Many parents have identified that boarding offers them respite from their caring responsibilities as well as giving the pupils a change from their home life. While this is not the primary purpose of the boarding facility and respite may be available through other routes, one respondent sums up the views of several saying: “*I remain unconvinced that [Sunnydown families] will meet the threshold for such support, nor that the service available would meet the unique needs of many ...students.*” A further comment stated that “*the council’s assumption that the residential provision is “in effect being provided as a form of respite care,” highlights in my opinion how little insight the council have into exactly what this provision provides for the pupils.*”

Suggestions were made by respondents for alternative ways forward. Five responses asked that the provision be phased out, rather than being removed from current boarders. Other

suggestions were to use the residential facility to offer respite only, or only for Key Stage 4 pupils, to prepare students for life after Sunnydown.

Positive Response

The positive comments referred to the fact that removal of residential provision would allow Surrey County Council and the school to increase the number of day places, although a change of this type would be the subject of a future consultation. One respondent commented:

“Residential provision for young people where it is not specified in their EHCP is a luxury the public purse cannot afford and a two tier offer compared to other types of SEN where schools for those designations do not offer this. Removal of this offer is long overdue and reinvestment to create additional day places is entirely sensible.”

Public Meetings

A virtual public meeting was held on Wednesday 10 March 2021 at 7pm. There was a short presentation followed by 45 minutes for attendees to ask questions.

48 people attended the meeting.

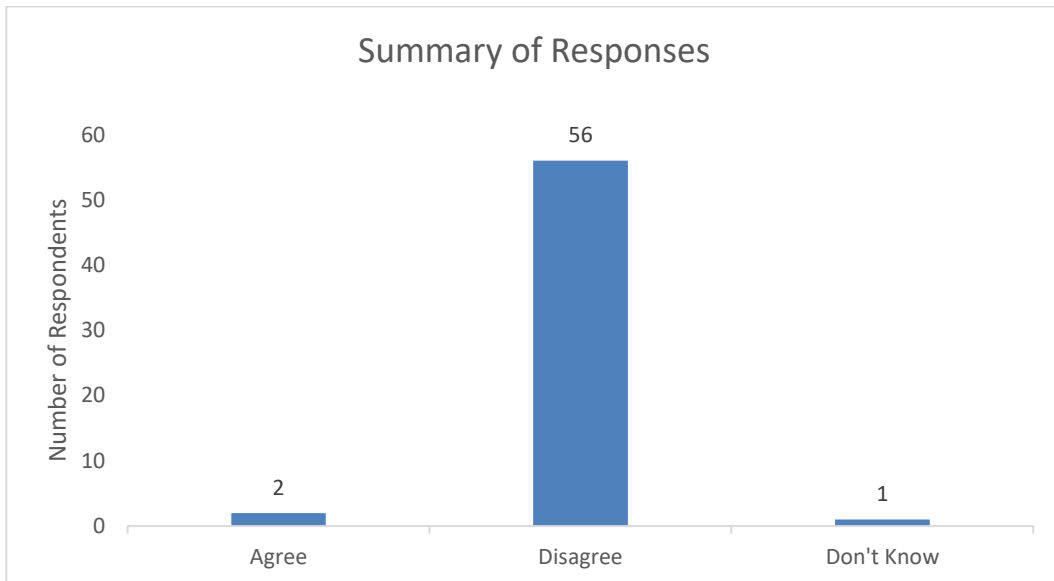
Themes arising from the public meetings reflect the themes from the responses to the consultation. After the public meeting a questions and answers document was produced which will be published on *Surrey Says* alongside the consultation information. This can be found as an appendix to this report.

Part 2 – Statutory Notices

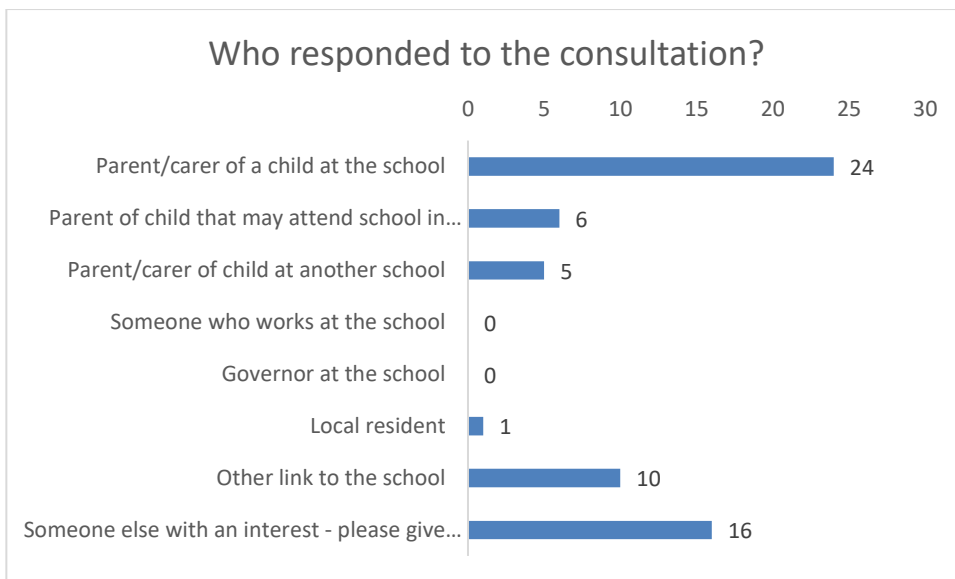
Note: The figures below are correct as at 30 June 2021. The consultation closes on 2 July 2021 and final figures will be provided in a separate document once the consultation closes.

Quantitative Analysis

There were 59 responses to the consultation. 3% of respondents agreed with the proposal, 95% of respondents disagreed with the proposal and 2% of respondents said they didn't know.



The chart below shows the distribution of responses to the consultation. The highest percentage of respondents selected "Disagree" (95%).



Percentage of total responses by individual groups

Please note that some respondents selected more than one category.

Responses from parent/carer of a pupil attending Sunnydown School (41% of total responses)

No parents agreed with the proposal, 24 disagreed with the proposal, 0 didn't know.

Responses from parent/carer of a pupil who may attend the school in the future (10% of total responses)

None agreed with the proposal, 6 disagreed with the proposal, 0 didn't know.

Responses from parent/carer of a child at another school (8% of total responses)

1 agreed with the proposal, 4 disagreed with the proposal, 0 didn't know.

Responses from local residents (2% of total responses)

None agreed with the proposal, 1 disagreed with the proposal, 0 didn't know

Responses from people with other links to the school or with an interest (44% of total responses)

2 agreed with the proposal, 23 disagreed with the proposal, 1 didn't know.

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 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.

Tag	Number of responses	Prevalence (% out of total responses)
Negative impact on pupil outcomes	45	76%
Negative impact on transport	1	2%
Impacts on staff	0	0%
Negative response	46	78%
Positive impact on pupil outcomes	0	0%
Positive response	1	2%
Wider SEN policy	2	3%

Note: some comments have been tagged with multiple themes.

Key themes from the consultation

There was a strong response to the consultation with one key theme, that the proposal would have a negative impact on pupil outcomes. One respondent said that the closure of boarding would have a detrimental effect on their son's "mental health", damaging his relationships with others and so causing him to be socially "isolated". Another response was that Sunnydown provides a "unique education" which may not be available if boarding provision was removed: "The boarding facility enables children to learn to work alongside others and that the world does not revolve totally around them". A concern was also expressed that the boarding provision offered respite to families who might not otherwise receive this.

There were questions about whether this was the best time to make this change, given that the pupils had already suffered disproportionately due to COVID because of "activities hugely impacted due to social distancing etc) and through difficulties of this cohort engaging in on-line learning" and the removal of boarding would disadvantage them further: "This is a time when the boys should be given extra support to make up time".

Many respondents took the opportunity to relate the personal experiences they or their children have had of the value of boarding: that it helped with friendships, with learning life skills, and it contributes to the pupils' positive self image:

"If it wasn't for boarding, I would most likely have very few good friends at college"

"It has helped me a lot on my own life skills"

"The boarding provision at Sunnydown is essential to giving the boys the self esteem and confidence that they need to become independent adults."

"Boarding offers an important framework in helping to educate them and assist them as they transition from boys into well rounded, kind and helpful young men."

"He has matured and grown so much from being in boarding and made many new friends across different year groups"

Many respondents reflected that the boarding experience was part of a bigger picture, not only enhancing academic and life skills but also improving the pupils' long-term future:

"The boarding facility has played a huge part to how my son became confident and help understand communication with others - he now has a full time job in an IT company."

"My autistic son...[has] gained so much confidence that he's about to go to university in September."

"It's not all about money, it's about a child's future, confidence, independence, self esteem and Surrey Council are proposing to damage exactly that for numerous future pupils!"

"If boarding is no longer there to help with these skills, then there will be many families fearing for the hugely detrimental effect on their boys' academic results and achievements as well as the social damage inflicted. I cannot begin to tell you how the news that Surrey is proposing closing boarding has affected [my son]. He is upset, frustrated, sad and confused."

"The boarding facility contributes hugely to the boys' mental health and plays a crucial part in developing independence skills, vital for many of the boys if they are to move towards

leading independent lives. It helps them develop study skills and how to work and study outside of the normal school hours.”

“Removal of boarding will just mean more expense for SCC in the long run, skills and experience missed out on now will only ensure that our boys will need a higher level of intervention and support as young adults in college/vocational education when this could be avoided in the first place.”

Respondents questioned the assertions in the consultation document that boarding has been undersubscribed and that there were difficulties in making it financially sustainable:

“I really do not understand why it has been said that the facility has been underutilised. I know for a fact that there are lots of boys waiting and keen to take up a boarding place or wanting to increase the number of days they currently board. They were told to wait by the school. The numbers for making boarding work are there...Surrey should not ever say that boarding is not currently full or that demand is falling as that is simply untrue.”

Respondents also challenged the idea put forward that participation in after school clubs would provide the same experience as boarding, because pupils would not be able to access it:

“The idea that, ‘shared transport, independent travel training and walking buddies, etc’ could help with travelling home after any after school activities is completely unachievable ...as it would involve a journey home of around 2 hours and 32 minutes including walking, buses, trains and a lot of waiting. Sadly, this means that without a boarding provision at Sunnydown ... many boys will be unable to access any potentially supportive after school clubs.”

Questions and Answers from the Public Meeting about the proposal to remove the boarding provision at Sunnydown School

Special Educational Provision at Sunnydown School:

Sunnydown School is a single sex, local authority maintained, residential special school in Caterham for boys aged 11-16 years. The school provides highly specialist teaching and support for pupils with a diagnosis of Autism, as well as those with identified social communication & interaction needs. The Department for Education ASD school designation is known locally in Surrey as High COIN.

Pupils who attend Sunnydown School are academically able, with many obtaining top GCSE grades across a wide range of subjects. The broad range of opportunities presented throughout the school day for developing resilience and emerging belief in their own abilities enables the pupils to be encouraged, enabled, and empowered for a successful life beyond Sunnydown. The school has a 'Good' Ofsted rating from the most recent inspection on 12 July 2016.

Proposal:

Surrey County Council (SCC) is proposing to remove the boarding provision at Sunnydown School from the end of term in July 2021.

Should the proposal be agreed, it will provide the school and SCC with future opportunities to expand the day provision so there are more specialist school places for children and young people who have SEND to attend their nearest most appropriate school in Surrey. Any future plans to make further changes to the school will be subject to a separate consultation process.

Frequently Asked Questions

Question	Response
What is the demand for boarding provision at Sunnydown School?	<p>There is an appetite for boarding provision and it does benefit the pupils on roll; however, it is being utilised by pupils without a statutory entitlement.</p> <p>None of the current pupils on roll at Sunnydown School have direct or deemed special educational provision, health provision or social care provision in the form of boarding or that beyond usual school hours specified or quantified in Sections, F, G or H of their Education, Health or Care Plans.</p> <p>The total number of beds have not been used at 100% capacity operating at approximately 75% capacity. During Covid-19, the residential provision has operated at approximately 50% capacity. This was a strategic decision made by the leaders of Sunnydown to continue to give pupils the opportunity to board, while maintaining a Covid-secure and safe environment as possible.</p>

The 24 pupils who currently access boarding in any capacity (a majority of boarders are not full time, even outside of Covid restrictions), represents approximately 27% of the total number of pupil who attend Sunnydown School.

The table below shows how the uptake of boarding provision has decreased year on year:

Academic Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number of beds	33	33	33	33	23	23	23
% Occupancy	81	90	87	79	72	76	76
Approximate Number of boarders	27	30	29	26	16.5	17	17

Why is the boarding provision not being phased out over the next couple of years?

There have been ongoing discussions between SCC and Sunnydown School about the non-statutory provision for boarding since 2014. This was because not all of the boys on roll at the school can, need to or do board.

The boarding provision is funded through the High Needs Block and there is pressure on this budget in Surrey due to the very high number of children and young people who have special educational needs and/ or disabilities across the county.

Surrey receives a set allocation of funding for high needs from the Government to support the local area in meeting all of its statutory responsibilities for children and young people with SEND, determined by the Children and Families Act 2014. As is the case with other local authorities nationally, the budget allocated doesn't cover all of the statutory provision and services that are needed to meet the total of local demand.

The decision to formally consult on the removal of boarding in July 2021 was agreed between the school and SCC at the beginning of February 2021, along with initial discussions around future opportunities to expand the day provision at the school through utilising and adapting existing space that is currently used for boarding.

Surrey County Council considered multiple options for the proposal but felt that implementing

	<p>the consultation in line with the academic year would minimise disruption to pupils and their families.</p>
<p>Prior to Covid, was boarding used to maximum capacity?</p>	<p>No. Prior to Covid, the care staff at Sunnydown School worked with the families of pupils at the school to increase the numbers on roll in the boarding provision to help with the sustainability of the provision through trying to maintain accommodation above 70% capacity. At 60% occupancy each night, the school breaks even financially. On any night of the week where the boarding occupancy drops below 60%, the school has to utilise funds from the main school budget.</p>
<p>Please can you explain about the boarding being underutilised? I understood that occupancy of 50% over the last year was due to Covid, not lack of demand.</p>	<p>It was a strategic decision to limit occupancy to 50% maximum during the last year to ensure social distancing aligned with mandatory Covid-19 pandemic restrictions. Surrey County Council has supported the school to maintain the boarding provision during this time.</p>
<p>Please could you share facts about the bigger picture of special school provision in Surrey?</p>	<p>Surrey County Council has one of the largest EHCP cohorts in the country (over 10,920), and demand for specialist school places is increasing. Historically, the size of the specialist school estate has not matched the needs locally, so SCC has had to rely on out-of-county placements and non-maintained independent school provision to meet this demand. In 2019 Surrey initiated a programme of specialist place planning to ensure that there are enough specialist school places year on year that are matched appropriately to SEN need-type, phases of education and geographic locations across the county.</p> <p>SCC is delivering a Cabinet approved combined capital investment programme of £79.6m to create over 1,600 new specialist school places in Surrey over the next 5 years. This will be achieved through the development of new build and Free School schemes to expand maintained special school provision. The programme is also creating new SEN Units in primary and secondary schools through utilising and adapting undersubscribed mainstream schools and SCC owned assets. Over 1,000 of the new specialist school places are for children or young people who have autism or social communication & interaction needs.</p>

	<p>As an example of demand for specialist school places, this year there were 68 applications for 16 places for Year 7 admissions at Sunnydown School. Less than 30% of pupils on roll at the school access the boarding provision. If the consultation to remove the boarding provision is agreed, Surrey County Council and the school are committed to exploring the possibility of expanding the day provision.</p>
<p>Is this a done deal?</p>	<p>No – this statutory consultation is about whether Surrey County Council should remove the boarding provision at Sunnydown School. The Cabinet Member for All Age Learning will make the final decision in July 2021. This will be based on the feedback from the informal and statutory consultations, as well as the wider context detail, including the need for a more efficient use of resources and the increasing demand for specialist school places.</p> <p>The Cabinet Member for All Age Learning may approve or reject the proposal or approve the proposal with modifications or subject to conditions.</p>
<p>Is this a reaction to Surrey County Council’s financial deficit and a cost cutting exercise?</p>	<p>The aim of this consultation is to repurpose funds that are currently used to maintain a non-statutory provision, to increase the availability of statutory provision for children and young people with SEND who have the highest needs in the county.</p> <p>Funding for SEND provision is currently overspent which puts a greater pressure on council reserves. Surrey County Council is investing £79.6m capital to provide 1,600 new specialist school places closer to home. This will enable better outcomes, with more children and young people who have SEND attending their nearest most appropriate school and better connected to local communities and support services.</p>
<p>When did Surrey County Council recognise that its SEN provision was falling behind demand?</p> <p>How many new SEND schools are being opened as part of this plan?</p>	<p>Surrey’s Cabinet approved the first phase of SEND Capital investment in September 2019. There are three new ASD special schools being built in Surrey. Two of these are being delivered by the Department for Education (Fox Grove Academy and Betchwood Vale Academy) and one which is funded by SCC.</p> <p>Twenty-four special school expansions are in process and SCC is also creating 6 new ASD SEN Units in mainstream primary and secondary schools.</p>

<p>Would the capital investment also be used to fund further support for SEND children in post 16 education?</p> <p>Will Surrey publish its geographical, development and capacity plans before terminating current provision? Short term gain without understanding the long-term issues and impacts to the boys</p>	<p>Yes. Six of the special school expansion projects include additional Post 16 provision.</p> <ul style="list-style-type: none"> • Following the introduction of The Children and Families Act, 2014 and revised SEND Code of Practice in 2015, Surrey has seen the number of Education, Health and Care Plans (EHCPs) increase by between 11-18% each year, resulting in the projected demand for 5,100 specialist school places. Surrey’s ambition is to ensure sufficient maintained placement availability for the cohort of children and young people who have SEND and need specialist placements. • Current plans for expansion and development approved by Cabinet are available to the public and published on the SCC website: Surrey County Council - Browse meetings - Cabinet (surreycc.gov.uk) and Surrey’s Local Offer website: Surrey County Council SEN capital funding plans and consultations Surrey Local Offer
<p>To what degree have you considered the effect that this could have on the outcomes on this cohort of pupils. Ofsted rated the boarding provision ‘Outstanding’ due to resilience, independence etc being built by the pupils attending.</p> <p>One year of COVID has already had a huge effect and the boarding provision contributes hugely to this. So we need more for these children not less!</p>	<p>Sunnydown School’s boarding provision was rated as Good by Ofsted in February 2016 and the team have built it up since then. In the last inspection (February 2020), for the first time since then, it was awarded Outstanding in all categories.</p> <p>Sunnydown’s school provision was last inspected in summer 2016 and was rated Good. The Ofsted inspection regime and school have changed substantially since then and the school’s leadership team and Governing Body are very confident that the day provision offers outstanding education.</p> <p>Prior to Covid, Sunnydown ranked inside the top 10 Special Schools nationally (out of approximately 1400) for academic progress (Progress 8). This included pupils that accessed boarding as well as those that did not. There is no statistical evidence to indicate that boarders performed better academically than day students. It is recognised however that pupils who board are able to complete their homework at school with supervision from staff (seldom a class teacher) and this may alleviate some pressures from home.</p>

	<p>The day provision at Sunnydown School provides excellent opportunities for all pupils to develop and enhance their holistic life skills.</p>
<p>Is it possible to add residential into an EHCP?</p>	<p>A child or young person’s special educational needs and the provision to meet those needs would need to be reassessed before any changes are made to an EHCP following Annual Review. It is not possible for residential provision to be added in to an existing EHCP without a reassessment of needs.</p>
<p>Section F can specify residential accommodation if appropriate. It is not logical to state that the residential care is not needed, it may be that it just has not been specified on the EHCP, possibly because it is known that admission to Sunnydown is at the discretion of the school. Residential care is NOT simply in the domain of the Care and Health elements of the plan (SEN Code of Practice 2015). If it ‘educates and trains’, it can be stipulated in Section F.</p>	<p>There would need to be an assessed need for direct or deemed special educational provision, health provision or social care provision in the form of boarding or that beyond usual school hours specified or quantified in Section F of an EHCP. This isn’t the case with any of the pupils who currently access the non-statutory boarding provision at Sunnydown School.</p>
<p>The boarding provision was graded outstanding by Ofsted– why take it away? You’re removing an essential provision.</p>	<p>Day provision at Sunnydown is also excellent. Pupils benefit from boarding but if the decision is made to remove boarding, day provision will continue to be the success that it is. Sunnydown, like other special schools, focuses on the personal development of individual pupils as well as delivering the specialised school curriculum. The school will work with Surrey County Council to create social opportunities for pupils, should the proposal to remove the boarding provision be agreed.</p> <p>In 2015 the School’s Vision and Mission were reviewed and as a result of wide consultation, aspects of personal development such as Resilience, Independence and Cooperation were written into these strategic aims of the school. Since then, the day curriculum has been enhanced to increase opportunities for all pupils to develop these important life skills. For example, the PSHE and thought for the week curriculum are intertwined and designed to cover National Curriculum Expectations, but to be</p>

	<p>flexible enough to respond to local situations, or current events.</p> <p>In 2019 the Vision and Mission were again reviewed and enhanced. The school are committed to providing opportunities to all pupils currently enrolled to develop their life skills through the day curriculum.</p> <p>The Friday curriculum is exclusively aimed at enhancing the holistic development of each pupil, offering opportunities as diverse as travelling into Croydon on public transport to buy cooking ingredients, to landscaping, outdoor adventure activities, college, and extended work experience. This day provision is accessed by 100% of the students.</p>
<p>Sunnydown is an academically able SEND school, with a focus on children doing as many exams as they are able. Boarding is part and parcel of that, providing boys with fundamental opportunities to access skills. To take opportunities they must access social skills and if you take away boarding what will you put in place instead?</p>	<p>The focus for the school has always been to make sure that the basics are right: resilience and independence. Through applying the philosophical principles of Maslow’s Hierarchy to all pupils and in all decisions, Sunnydown achieves a phenomenal amount and the majority of the pupils on roll do not access the boarding provision.</p> <p>The majority of Special Schools in Surrey are rated ‘Good’ or ‘Outstanding’ by Ofsted and the majority don’t have boarding but still provide a well-rounded curriculum that produces better long-term outcomes for pupils. Sunnydown School will continue to work closely with colleagues in other schools to learn how they maximise opportunities for socialisation and independence.</p>
<p>Will any after-school provision be available if boarding is removed? In order to help the social aspect for the boys? There is very little (if any) provision for similar in the area, as it is</p>	<p>After school clubs are being considered by the school.</p> <p>Some of the day pupils already access the extended day curriculum. However, there is a charge for this to families and transport has to be arranged by families as opposed to being provided by SCC in line with home to school travel arrangements.</p> <p>SCC and the wider SEND Partnership are enhancing their Local Offer website and through the county wide All Age Autism Strategy and work with voluntary and charitable organisations, may</p>

	<p>be in a position to sign-post families to more local social opportunities for the boys.</p> <p>Families who may be interested in exploring eligibility for respite care or ‘short breaks’ can find more details here: CS3675-Short-Breaks-Leaflet-February-2018.pdf (surreycc.gov.uk)</p>
<p>Many children have long journeys to school and if you remove boarding, they will have to do that more often. Financially SCC will be paying for more taxis so it will cost Surrey more. I can't see the logic in removing the provision.</p>	<p>The cost of a night in the boarding provision is £136 per night per pupil.</p> <p>The school currently has pupils utilising home to school transport which may be able to accommodate pupils who are currently attending the boarding provision, limiting the potential cost increases to the transport budget.</p> <p>There are currently 17 routes transporting 65 Sunnydown School pupils. The total weekly cost of which is £10,629.50, an estimated annual cost of £403,921 for the school year. In comparison, the boarding provision has a total weekly cost of £15,640 and an annual cost of £594,320.</p>
<p>This proposal could be prejudicial against West Surrey residents who now face long commutes every day. There is no comparable provision elsewhere in the county.</p>	<p>Three new ASD special schools are being built in Surrey, two of which will provide all-through education for pupils with higher functioning autism and social communication & interaction needs, like the pupils at Sunnydown School. One of these new special schools will be located in the west of the county and is expected to open in 2023. The second DfE funded school will be located in Dorking and will open in 2023.</p>
<p>There is already a traffic trouble with the three schools on the Whyteleafe Road campus with the concomitant problem with pollution. Closing the residential provision will increase daily vehicle movements and make worse the danger of vehicle exhaust to all people utilizing the site. Surrey County Council's duty of care should be remembered.</p>	<p>The three Headteachers responsible for schools who directly utilise the roundabout are in close communication. A collaborative Governing body/SLT working party have been working on the issue of traffic flow for several years, including consulting with SCC representatives.</p> <p>Closing the residential facility itself will not increase traffic as the taxis that already pick up and drop off pupils will remain the same. On days when some pupils are boarding, the same number of taxis still arrive as there are other who do not board but are on that particular taxi route.</p> <p>Sunnydown currently contributes 20 taxis per day to the traffic issues impacting all three schools.</p> <p>If the decision is made to close boarding is made, SCC and the school are proposing a subsequent</p>

	<p>consultation to increase student numbers at Sunnydown, officially from 80 to 100. However, again this will have negligible impact on the traffic since Sunnydown already have 88 students transported to school. Another 12 students may increase the number of vehicles by between 3 and 5 cars.</p>
<p>If the boarding provision is removed, and there is an after-school support programme put into place, will Surrey County Council work with taxi firms with pickup/drop off, so they can get the most out of it?</p>	<p>SCC provides SEND transport for all pupils who are eligible between home and school for regular school hours.</p> <p>Families will need to make separate travel and collection arrangements for pupils who attend after school clubs. This could take the form of shared transport, opportunities to develop independent travel training, walking buddies etc.</p>

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Consultation Analysis

(Informal and Statutory Notices)

Expansion of Philip Southcote School



Consultation Analysis – Expansion of Philip Southcote School

Introduction

This paper is an analysis of the responses received during the informal consultation period for the proposal to expand Philip Southcote School.

Statutory notices are due to be published in May 2021. Analysis of the responses during the statutory notices will be added to this paper and will be submitted to the Lead Cabinet Member for All Age Learning as part of the Lead Cabinet Member report, for consideration in the decision to determine the statutory notices on 6 July 2021.

The Surrey Special Educational Needs and Disabilities (SEND) Partnership Strategy 2019 - 2022 includes an action to create additional school places in Surrey for children with SEND, both in special schools and in specialist provision in mainstream schools. This will reduce travel time, enable pupils with SEND to be more a part of their local community and help to increase their progress, attainment, and outcomes.

Consultation Summary

On 22 February 2021, Surrey County Council launched the initial informal consultation for the proposed expansion, which was subsequently withdrawn on 16 March 2021 following an amendment to the proposals. An updated consultation, with full details of the amendments, was published on 22 March 2021 and closed on 10 May 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.

Those who had responded to the initial withdrawn consultation and had provided contact details were given the opportunity to carry over their response to the updated consultation. Each of these respondents was contacted and asked the following:

1. Your views have not changed, and you would like your initial response to be carried forward in response to the new consultation
2. Your views have changed, and you would like to submit a new response via Surrey Says or by return email by 10 May 2021. Any new response submitted will mean any previous response is automatically disregarded.
3. You no longer have an interest in the consultation and would like your initial response to be withdrawn.

If no response was received by the consultation closing date of 10 May 2021, their initial response was amended to "don't know" so that no assumption either way has been made about their views.

The aim of the consultation was to seek views on the proposal to expand Philip Southcote School from all interested parties and in particular from parents and their families who attend Philip Southcote School, pupils and their families who may attend in the future, staff at the school and the local community.

A virtual public meeting was held via Microsoft Teams on Thursday 22 April 2021 at 7pm.

An Equality Impact Assessment is being completed throughout the informal consultation period and will continue during the statutory notices. Responses to the consultations will contribute to Equality Impact Assessment.

Part 1 – Informal Consultation

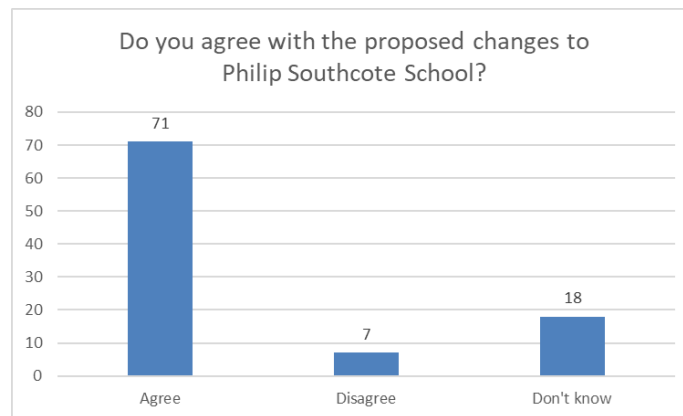
Key points from the consultation responses:

1. The majority of respondents (**74%**) agree with the proposal
2. The majority of respondents (**42%**) were individuals who worked at the school.
3. The largest group who agreed with the proposal were individuals who worked at the school.

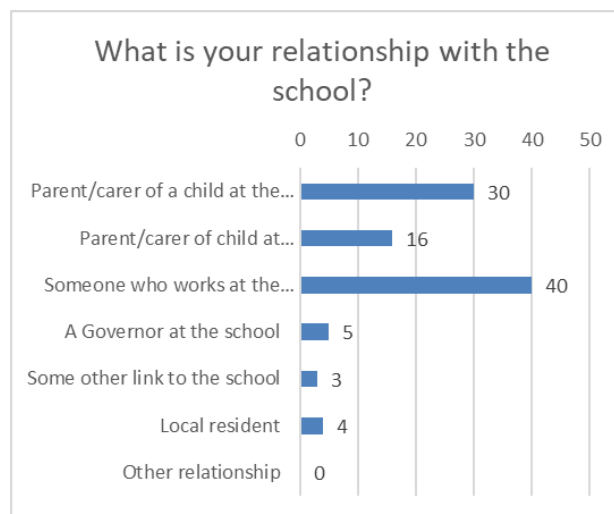
Quantitative Analysis

Ninety-four responses were analysed. 74% of respondents agreed with the proposal, 7% of respondents disagreed with the proposal and 19% of respondents said they didn't know.

The chart below shows the distribution of responses to the consultation.



The chart below shows the distribution of respondents to the consultation. Respondents were able to select more than one category for this answer.



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 eleven possible tags. Each response could have more than one tag attached. The overall frequency of each of the tags provides an indicator of respondents’ main concerns regarding the proposal.

Tag	Number of responses	Prevalence (% out of total responses)	Prevalence (% out of total comments)
Positive - general	15	16%	28%
Positive - inclusion and integration	5	5%	9%
Positive - meeting demand locally	14	15%	26%
Positive impact - local community	5	5%	9%
Positive impact - on CHS/Kings	4	4%	7%
Positive impact - on pupil outcomes	18	19%	33%
Positive impact - on staff	3	3%	6%
Negative - general	2	2%	4%
Negative - inclusion and integration	3	3%	6%
Negative impact - on CHS/Kings	2	2%	4%
Negative impact - traffic/parking	5	5%	9%

Key themes from the consultation

There were 4 key themes that emerged from the consultation responses.

Positive impact – on pupil outcomes

The most prevalent of themes which emerged from the consultation was the positive impact an expansion would have on pupils’ outcomes for the future. Comments mentioned how increasing capacity would help pupils live an *“independent life”* and have *“successful futures”*.

“Philip Southcote school, with its dedicated and experienced staff, its high standard of education provided in a caring environment, and its drive to improve the outcomes of all pupils and prepare them for their adult life, is an ideal choice for this proposal”.

“These students will have every opportunity to learn skills and develop career paths. This is so important for our young people. They are the future!”

Meeting demand for SEND places

There were 14 comments which referred to the demand for SEND places and the fact that the proposal would result in more children and young people being able to access provision closer

to home, and the wider benefit that this would bring to the local community. Many comments mentioned a *“shortage of specialist places”* and *“the need for extensive SEND provision”*. One respondent described it as *“vital”* that we *“we continue to grow our offering to children who need additional learning needs”*.

“There is an urgent need in the community for children with special needs to have more support. There are currently not enough places in special schools for all the children that need it. Consequently, extra places available within a local special school will help with the demand. This much needed expansion would be welcome by parents, pupils and the local community”.

Respondents were positive about the value that Philip Southcote practices could also bring to the satellite centres, describing the plan as *“the perfect opportunity”* for the school to *“demonstrate [its] strengths and share...excellent practices”*.

Integration and inclusion

There were 8 responses which covered a range of views on integration and inclusion. Two respondents were concerned that the satellite centres might introduce more disruptive pupils into a mainstream school, with one stating that *“the integration into mainstream classes will cause disruption and confusion to its existing pupils”*. One respondent mentioned that it was *“more beneficial for our special children to be integrated within the community rather than stigmatised”* by being in a special school. Conversely, five responses underlined the benefits of integration, for all pupils at the schools involved. One respondent said it would *“allow integration and understanding of others’ needs and to be more inclusive.”*

“[I] believe it is an excellent idea for the children from both schools to integrate, in order to develop supporting skills, to enjoy living in diverse society”

“I strongly believe this will help to remove any misconceptions around special educational needs, and develop a greater sense of community for our students.”

Traffic and parking

Five comments expressed concerns about traffic. One respondent said that there were already *“serious current and on-going problems already being experienced along the artery and main roads immediately situated around Chertsey High School”* and that *“to consider increasing the school numbers, and thereby the volume of traffic, at this very busy intersection is both ill conceived and ill judged.”*

One respondent was concerned about the current parking situation outside Philip Southcote School and that this would be further aggravated by the additional places:

“Philip Southcote school has a very enclosed and tight setting to where it is situated. Parking is a real nightmare at present let alone with the school expansion. The road leading to school is far too narrow to handle the traffic that will be going in.”

Public Meetings

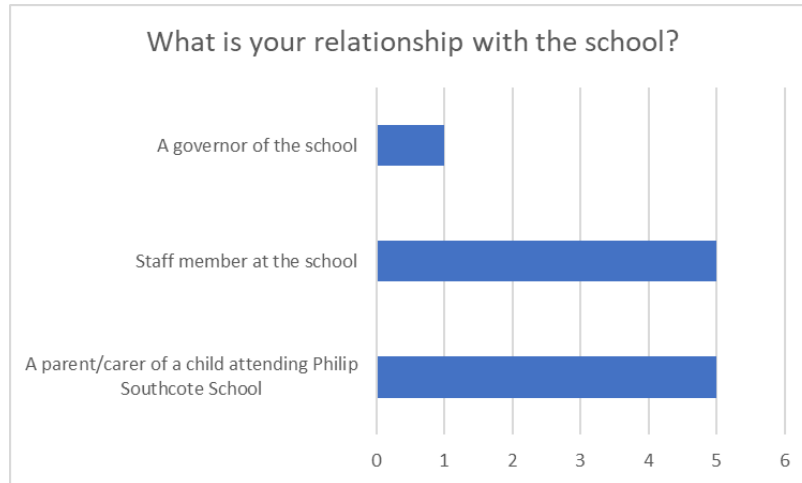
A public consultation meeting was held virtually on Thursday 22 April 2021. A total of 18 people attended the meeting, mainly consisting of parents of children attending the school, school staff, Surrey Lead Cabinet Member and SCC staff.

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

Part 2 – Statutory Notices

There were 11 responses received during the statutory notice period. 81.9% of respondents agreed with the proposal, 0% of respondents disagreed with the proposal and 18.1% of respondents said they didn't know.

All 11 responses indicated their relationship with the school. The chart below shows the distribution:



Key themes from the responses

Four respondents made comments on the proposal, with the main theme being that the expansion would allow more pupils to access appropriate SEND provision and closer to home. One respondent said: *“The expansion will help more SEN children in Surrey achieve an excellent education”*.

Respondents also commented positively about the opportunities that the satellite centres offered to pupils: *“giving some of the pupils [the] opportunity to be around mainstream students”*. The satellite centres were seen as an opportunity for Philip Southcote School to share its good practice in the other schools: *“[to] enable the school to share [its] best practice approach to teaching students with additional learning needs so they can continue their education in a mainstream setting where possible.”*

It was also observed that this was a positive initiative in terms of pupil outcomes: *“The expansion will help more SEN children in Surrey achieve an excellent education, which is tailored to each individual child. They will have help and support in choosing a career, as well as learning skills for life, at school, at the 6th form and into adulthood.”* The sixth form expansion was welcomed as the new premises *“will provide much better, more modern facilities, which can only be a benefit for [the] students”*.

Annex E – EIA for Sunnydown School

This tool will help you decide whether you will need to complete an Equality Impact Assessment (EIA) for a new policy, function or service or change to an existing one. You may also use this template to conduct a full functional EIA.

If you complete the tool, and this identifies either negative or positive impacts for residents, people who use services or staff with protected characteristics - you will need to complete a full EIA, which can be found on [SCC Info](#). If you decide not to complete an EIA, you must record this - explaining why an EIA is not necessary. This might take the form of minutes of a meeting, an internal email or as part of a service plan.

While working through the tool, think about the protected characteristics including: age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnerships, pregnancy and maternity **and any other relevant social identity characteristics** (for example part time and full time contract types, socio-economic status, social class, income, education and skills, unemployment, residential location or family background and education or skills levels). Consideration of all of these characteristics should be applied to both residents and staff.

Consider involving your project team or Directorate Equality Group in completing this.

Name of policy, function or service change being assessed:	Proposal to remove boarding provision at Sunnydown School	
	YES	NO
1. Does any part of this policy, function or service pose any impact based on a person's protected characteristics?	x	
2. Are there any proposed changes that could lead to impacts (both negative and positive) and reduced or improved satisfaction levels on staff or residents, who share a person's protected characteristics?	x	
3. Based on your answers to questions 1 and 2, which protected and or other groups could be affected? (Please tick or specify) Protected Groups: Age <input checked="" type="checkbox"/> Disability <input checked="" type="checkbox"/> Gender reassignment <input type="checkbox"/> Pregnancy and maternity <input type="checkbox"/> Race <input type="checkbox"/> Religion and belief <input type="checkbox"/> Sex <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Marriage and civil partnerships <input type="checkbox"/> Carers (protected by association) <input type="checkbox"/> Other Groups: Part Time and Full Time contract types <input type="checkbox"/> Socio-economic status (social class) <input checked="" type="checkbox"/> Income <input type="checkbox"/> Education and Skill <input type="checkbox"/> Unemployment <input type="checkbox"/> Residential Location <input type="checkbox"/> Family background <input type="checkbox"/>		
4. Are there likely to be any adverse impacts for people based on their socio-economic status?		x
5. Have there been or likely to be any public concerns about the policy or proposal?	x	
6. Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?	x	
7. Could the proposal affect our workforce or employment practices?		x
8. Does the proposal involve or will it have an impact on: <ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 		x

If you have answered **yes** to any of the questions above, you will need to complete a full EIA using the pro forma [provided by Surrey County Council](#).

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EIA – Proposal to remove boarding provision at Sunnydown School

Did you use the EIA Screening Tool? (Please tick or specify)	Yes
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1. Explaining the matter being assessed

What policy, function or service change are you assessing?	<p>Sunnydown School is a single sex local authority maintained special educational needs school for boys aged 11 to 16 years in Caterham, South East Surrey. The school currently has 80 pupil places and provides 23 residential beds. Pupils that are placed at Sunnydown have a range of SEND needs associated with a diagnosis of Autism Spectrum Disorder (ASD). Surrey County Council is proposing to remove the boarding provision at Sunnydown School, which is currently used, part-time, by just under 30% of the pupils.</p>		
Why does this EIA need to be completed?	<p>To identify possible impacts of the proposal to remove the boarding provision at Sunnydown School on individuals and groups with protected characteristics and plan mitigating action accordingly.</p>		
Who is affected by the proposals outlined above?	<p>The proposal will affect those pupils of Sunnydown who attend Sunnydown and use the residential provision. A small number of pupils come from adjoining local authorities. It will also affect staff working within the residential provision.</p>		
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. • Well-connected communities, with effective infrastructure, that grow sustainably. 		
Are there any specific geographies in Surrey where this will make an impact? (Please tick or specify)	County Wide	x	Runnymede
	Elmbridge		Spelthorne
	Epsom and Ewell		Surrey Heath
	Guildford		Tandridge
	Mole Valley		Waverley
	Reigate and Banstead		Woking
	Not Applicable		
	County Divisions (please specify if appropriate):		

<p>Briefly list what evidence you have gathered on the impact of your proposals?</p>	<p>A consultation started on 22 February 2021 and finished on 19 April 2021. A public consultation meeting was held on 10 March. A total of 48 people attended the meeting mainly consisting of parents of children attending the school and school staff. A small number of pupils from the school also attended.</p> <p>A total of 57 responses were received and analysed. Of the 57 responses, 18% agreed with the proposal, 77% disagreed with the proposal; and 3% did not know or offer a position.</p> <p>During this period Surrey County Council shared its proposals with schools including head teachers and chairs of governors; unions; parent representatives; partner agencies; local residents near the school; local councillors and other Local Authorities, the staff and parents of Sunnydown school; Surrey Family Voice.</p> <p>Statutory notices were published on 28 May 2021 and ran for a period of 4 weeks. These were posted on the school gate, published in the local press, and on the 'Surrey Says' website.</p> <p>A total of 59 responses were received and analysed by close of business on the 29 June 2021. Of the 59 responses, 3% agreed with the proposal, 95% disagreed with the proposal; and 2% did not know or offer a position. An update of the final number of responses received as part of the statutory notices will be submitted after the closing date on the 2 July 2021.</p>
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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

11. Impacts have been identified under the protected characteristics **Age including younger and older people; Disability; Race including ethnic or national origins, colour or nationality; and Sex**. 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.

AGE						
What information (data) do you have on affected service users/residents with this characteristic?						
All the pupils at Sunnydown are of secondary age, in the age group 11 – 16 years. Around 30% of the pupils make use of the boarding provision.						
Impacts (Please tick or specify)	Positive		Negative	X	Both	
Impacts identified	Supporting evidence		How will you maximise positive/minimise negative impacts?		When will this be implemented by?	Owner
Negative: Parents have raised concerns that the pupils will not be able to learn independence and resilience as they currently do through the boarding provision	Parental feedback during informal consultation		The day curriculum at Sunnydown School provides opportunities for growing independence and the school will look to enhancing these should the proposal to remove the boarding provision be agreed.		September 2021	Sunnydown School
Negative: Parents have raised concerns that the pupils, aged 11-16, who are no longer able to board will spend more time per week travelling to and from school.	Parental feedback during informal consultation		The Department for Education (DfE) recommended maximum travel time for the relevant age group is 75 minutes. Upon investigation, no student currently on roll at the school will exceed this travel time.		September 2021	SCC

**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**

None

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

An increase in weekly time spent travelling travel time for pupils if they are no longer able to access boarding provision at Sunnydown School.

Disability

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

All pupils at Sunnydown have an EHCP identifying communication and interaction needs. The primary needs of the pupils on roll are outlined below:

ASD	68
SEMH	5
SLCN	5
MLD	3
HI	1
OTH	1
PD	1
SPLD	1

Impacts (Please tick or specify)	Positive		Negative	X	Both	
Impacts identified	Supporting evidence		How will you maximise positive/minimise negative impacts?		When will this be implemented by?	Owner
Negative: Parents have raised concerns that there will be an impact on pupil outcomes. They have stated concerns that pupils will not be able to learn independence and resilience as they currently do through the boarding provision	Parental feedback during informal consultation		The day curriculum at Sunnydown School provides opportunities for growing independence and the school will look to enhancing these should the proposal to remove the boarding provision be agreed.		September 2021	Sunnydown School
Negative: Parents have raised concerns that pupils will spend	Parental feedback during informal consultation		Sunnydown School will provide support for pupils		September 2021	Sunnydown School

more time, per week, travelling to and from school which can lead to increased anxiety levels for pupils with special needs.		learning to manage their anxiety.		
Negative: Pupils with SEND often have difficulties adapting to change.	The National Autistic Society advises autistic people can find any kind of change difficult and offers guidance on supporting change and transition.	Boarding provision has not fully re-opened since Covid so many pupils will already have begun to adjust. In addition, Sunnydown School will provide support for pupils to learn how to manage changes within the school.	September 2021	Sunnydown School
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				
None				
Any negative impacts that cannot be mitigated? Please identify impact and explain why				
Not applicable				

Race including ethnic or national origins, colour or nationality

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

January 2021 school census data shows the ethnicity of pupils as follows:

Asian or Asian British	2%
Black or black British	1%
Mixed/Dual Background	10%
Information not yet obtained	1%
Any other ethnic group	1%
Refused	3%
White	81%
TOTAL	100%

Source: School Census Spring 2021

The pupils boarding are as follows:

Asian or Asian British	5%
Black or black British	5%
Mixed/Dual Background	10%
Information not yet obtained	0%
Any other ethnic group	0%
refused	5%
white	76%
TOTAL	100%

Source: School Census Spring 2021

3% of pupils at Sunnydown have a first language other than English.

Impacts (Please tick or specify)	Positive		Negative		Both	x
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Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
Neutral: There have not been any impacts identified during the informal consultation and statutory notices based on responses.	Consultation responses	Continue to monitor throughout statutory notice period and implementation.	Ongoing	Sunnydown School
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				
None				
Any negative impacts that cannot be mitigated? Please identify impact and explain why				
Not applicable				

SEX						
What information (data) do you have on affected service users/residents with this characteristic?						
Sunnydown School is a day and boarding provision for young men aged 11 to 16. There is no similar provision elsewhere in Surrey for boys, although there is still a girls' SEND school which offers residential provision.						
Impacts (Please tick or specify)	Positive		Negative	x	Both	
Impacts identified	Supporting evidence		How will you maximise positive/minimise negative impacts?		When will this be implemented by?	Owner
Negative: Any boys with a need for residential provision identified on their EHCP would have to attend an out of county or NMI provision.	Surrey County Council directory of schools		SCC will work with families to ensure pupils are in the most appropriate provision for their needs.		Ongoing	SCC
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						
None						
Any negative impacts that cannot be mitigated? Please identify impact and explain why						
Any boys with have a need for residential provision identified on their EHCP would have to attend an out of county or NMI provision.						

SOCIO ECONOMIC FACTORS

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

Sunnydown School is situated in an area which is in the 8th decile on the Index of Multiple Deprivation. However, pupils are drawn from seven of the eleven Surrey districts and come from a range of backgrounds. Surrey areas include some of the most deprived as well as some of the least deprived in England. Approximately 17% of Sunnydown pupils are eligible for Free School Meals.

Impacts (Please tick or specify)	Positive		Negative	X	Both	
Impacts identified	Supporting evidence		How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner	
Pupils no longer able to board will have to travel to and from school each day. Families who do not qualify for free transport will have to meet higher transport costs.	Parental feedback during informal consultation		Some families may be able to claim home to school transport. An entitlement to home to school transport exists where the following criteria is satisfied: A child with an EHCP attends their nearest suitable school* and qualifies for home to school transport under the statutory walking distances (section 3.2) outlined previously within this policy.” (Home to School Travel Transport Policy).	In place	Surrey County Council	
Families who want to take advantage of any after school clubs offered will have to make	Parental feedback during informal consultation		Travel arrangements for pupils who attend after school clubs could take the	Ongoing	Families, Surrey County Council, SEND Partnership	

<p>separate travel and collection arrangements for pupils and meet any additional transport costs.</p>		<p>form of shared transport, opportunities to develop independent travel training, walking buddies etc.</p> <p>Surrey County Council and the wider SEND Partnership are enhancing their Local Offer website and through the county wide All Age Autism Strategy and work with voluntary and charitable organisations, may be in a position to sign-post families to more local social opportunities for the boys.</p>		
<p>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</p>				
<p>None</p>				
<p>Any negative impacts that cannot be mitigated? Please identify impact and explain why</p>				
<p>Families who do not qualify for free transport will have to meet additional travel costs to and from school. Any family wanting to take advantage of after school clubs will have to make their own transport arrangements and meet the costs of this.</p>				

3. Staff

Socio Economic Factors					
What information do you have on the affected staff with this characteristic?					
The changes will affect the care staff at the school, who may be put at risk of redundancy or redeployment.					
Impacts	Positive		Negative	X	Both
Impacts identified	Supporting evidence		How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
Negative: If the boarding provision is removed, some staff may be at risk of redundancy or redeployment	Trade Union response to the informal consultation		The relevant unions are involved in the staff consultation process.	All statutory guidelines are being followed.	The school and the governing body in co-operation with Surrey County Council
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					
None					
Any negative impacts that cannot be mitigated? Please identify impact and explain why					
Some staff will be at risk of redundancy and redeployment.					

4. Amendments to the proposals

CHANGE	REASON FOR CHANGE
<i>No change</i>	<i>N/A</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).	
<i>Please use the box on the right to explain the rationale for your recommendation</i>	I recommend outcome 3 – continue the policy. The approval of this proposal would allow SCC repurpose funds that are currently used to maintain a non-statutory provision, to increase the availability of statutory provision for children and young people with SEND who have the highest needs in the county.	



6a. Version Control

Version Number	Purpose/Change	Author	Date
V0.1	Draft	Miriam Hepburn	12/03/2021
V1	Draft with amendments	Katie Kelly-Weller	15/03/2021
V1.1	Draft with amendments	Miriam Hepburn	17/03/2021
1.2	Draft with amendments	Miriam Hepburn	01/04/2021
1.3	Draft with amendments	Miriam Hepburn	19/04/2021
1.4	Draft with amendments	Miriam Hepburn	07/06/2021
1.5	Draft with amendments	Katie Kelly-Weller	30/06/2021

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

6b. Approval

	Name	Date approved
Approved by*	Liz Mills	Sent 01/07/21
	Rachael Wardell	Sent 01/07/21
	Denise Turner-Stewart	Sent 01/07/21
	<i>Directorate Equality Group</i>	
EIA Author	Katie Kelly-Weller	

**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
Miriam Hepburn	Commissioning Assistant	SCC	Author
Katie Kelly-Weller	Commissioning Manager	SCC	Author

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

Tel: 03456 009 009

Textphone (via Text Relay): 18001 03456 009 009

SMS: 07860 053 465

Email: contactcentre@surreycc.gov.uk

Annex F – EIA for Philip Southcote School

This tool will help you decide whether you will need to complete an Equality Impact Assessment (EIA) for a new policy, function or service or change to an existing one. You may also use this template to conduct a full functional EIA.

If you complete the tool, and this identifies either negative or positive impacts for residents, people who use services or staff with protected characteristics - you will need to complete a full EIA, which can be found on [SCC Info](#). If you decide not to complete an EIA, you must record this - explaining why an EIA is not necessary. This might take the form of minutes of a meeting, an internal email or as part of a service plan.

While working through the tool, think about the protected characteristics including: age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnerships, pregnancy and maternity **and any other relevant social identity characteristics** (for example part time and full time contract types, socio-economic status, social class, income, education and skills, unemployment, residential location or family background and education or skills levels). Consideration of all of these characteristics should be applied to both residents and staff.

Consider involving your project team or Directorate Equality Group in completing this.

Name of policy, function or service change being assessed:	Proposal to expand Philip Southcote School	
	YES	NO
1. Does any part of this policy, function or service pose any impact based on a person's protected characteristics?	x	
2. Are there any proposed changes that could lead to impacts (both negative and positive) and reduced or improved satisfaction levels on staff or residents, who share a person's protected characteristics?	x	
3. Based on your answers to questions 1 and 2, which protected and or other groups could be affected? (Please tick or specify) Protected Groups: Age <input checked="" type="checkbox"/> Disability <input checked="" type="checkbox"/> Gender reassignment <input type="checkbox"/> Pregnancy and maternity <input type="checkbox"/> Race <input type="checkbox"/> Religion and belief <input type="checkbox"/> Sex <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Marriage and civil partnerships <input type="checkbox"/> Carers (protected by association) <input type="checkbox"/> Other Groups: Part Time and Full Time contract types <input type="checkbox"/> Socio-economic status (social class) <input type="checkbox"/> Income <input type="checkbox"/> Education and Skill <input type="checkbox"/> Unemployment <input type="checkbox"/> Residential Location <input type="checkbox"/> Family background <input type="checkbox"/>		
4. Are there likely to be any adverse impacts for people based on their socio-economic status?		x
5. Have there been or likely to be any public concerns about the policy or proposal?	x	
6. Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?	x	
7. Could the proposal affect our workforce or employment practices?		x
8. Does the proposal involve or will it have an impact on: <ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 		x

If you have answered **yes** to any of the questions above, you will need to complete a full EIA using the pro forma [provided by Surrey County Council](#).

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EIA - Proposal to expand Philip Southcote

Question	Answer
Did you use the EIA Screening Tool? (Delete as applicable)	Yes (please attach upon submission)

1. Explaining the matter being assessed

Question	Answer
What policy, function or service change are you assessing?	<p>Surrey County Council is proposing that Philip Southcote School is expanded to permanently accommodate a total of 150 pupils on the main site by providing an additional 50 places in the National Curriculum Years 7 to 11.</p> <p>The proposal includes relocation of the current sixth form provision and permanent increase in capacity to accommodate a total of 60 pupils by providing an additional 30 places in National Curriculum Years 12 to 14. The sixth form would be located as a split-site at the former Meads building, adjacent to Chertsey High School.</p> <p>It is also proposed that two satellite SEND centres be established: at Chertsey High School and at Kings International College, Camberley.</p> <p>Both centres will provide for pupils with Moderate Learning Difficulties (MLD). The total capacity of each centre will be 20 places, 4 pupils per year group, overall creating a further 40 places across National Curriculum Years 7-11.</p>
Why does this EIA need to be completed?	To identify possible impacts of the proposal to permanently expand Philip Southcote School, including the relocation of the sixth form and the creation of two satellite centres, on individuals and groups with protected characteristics and plan mitigating action accordingly.

Equality Impact Assessment

Question	Answer																																
<p>Who is affected by the proposals outlined above?</p>	<p>The proposal will directly affect:</p> <ul style="list-style-type: none"> • staff at Philip Southcote School and the satellite sites • pupils in NCY 12 and 13 at Philip Southcote School, who will be relocated to the new premises • local children and young people with MLD who will have an opportunity to gain a place at a specialist school or centre locally. 																																
<p>How does your service proposal support the outcomes in the Community Vision for Surrey 2030?</p>	<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. - Well-connected communities, with effective infrastructure, that grow sustainably. 																																
<p>Are there any specific geographies in Surrey where this will make an impact? (Delete the ones that don't apply)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%;">County Wide</td> <td style="width: 10%; text-align: center;">X</td> <td style="width: 40%;">Runnymede</td> <td style="width: 10%;"></td> </tr> <tr> <td>Elmbridge</td> <td></td> <td>Spelthorne</td> <td></td> </tr> <tr> <td>Epsom and Ewell</td> <td></td> <td>Surrey Heath</td> <td></td> </tr> <tr> <td>Guildford</td> <td></td> <td>Tandridge</td> <td></td> </tr> <tr> <td>Mole Valley</td> <td></td> <td>Waverley</td> <td></td> </tr> <tr> <td>Reigate and Banstead</td> <td></td> <td>Woking</td> <td></td> </tr> <tr> <td>Not Applicable</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4">County Divisions (please specify if appropriate):</td> </tr> </tbody> </table>	County Wide	X	Runnymede		Elmbridge		Spelthorne		Epsom and Ewell		Surrey Heath		Guildford		Tandridge		Mole Valley		Waverley		Reigate and Banstead		Woking		Not Applicable				County Divisions (please specify if appropriate):			
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Reigate and Banstead		Woking																															
Not Applicable																																	
County Divisions (please specify if appropriate):																																	

Equality Impact Assessment

Question	Answer
Briefly list what evidence you have gathered on the impact of your proposals	<p>A consultation started on Monday 22 March 2021 and finished on Monday 10 May 2021. A public consultation meeting was held virtually on Thursday 22 April 2021. A total of 18 people attended the meeting mainly consisting of parents of children attending the school, school staff, Surrey Lead Cabinet member and SCC staff.</p> <p>Surrey County Council shared the proposal with schools including head teachers and chairs of governors; unions; parent representatives; partner agencies; local residents, the staff and parents of Philip Southcote School, Chertsey High School and Kings International College.</p> <p>A survey was published on the Surrey County Council consultation website 'Surrey Says'. A total of 96 responses were received and analysed. Of the responses, 74% agreed with the proposal, 7% disagreed with the proposal; and 18% did not know or offer a position.</p> <p>Statutory notices were published on 20 May 2021 and ran for a period of 5 weeks. These were posted on the school website, published in the local press and on the 'Surrey Says' website. There were 11 responses to the statutory notice: 9 responses agreed with the proposal; 2 did not know or offer a position.</p> <p>This is correct as of close of business 29 July 2021. Any submissions received after this date will be submitted in a separate report after the closing date of the 2 July 2021.</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 **Disability**. Though not included in the Equality Act 2010, Surrey County Council recognises that **socio-economic disadvantage** is a significant contributor to inequality across the county and therefore regards this as an additional factor.

Equality Impact Assessment

Age						
What information (data) do you have on affected service users/residents with this characteristic?						
Philip Southcote pupils are in the age range 11-19. The proposal to relocate the sixth form at Philip Southcote will have an impact on students currently in National Curriculum Years 12 and 13, aged 16-19. There are currently 32 pupils in Philip Southcote 6 th form, of whom 14 are in NCY 14 and will be leaving in summer 2021. Many of the remaining 18 pupils will remain at school, and, if so, will be affected.						
Impacts (Please tick or specify)	Positive	X	Negative		Both	
Impacts identified	Supporting evidence		How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner	
Positive: Current 6th form pupils will be relocated to the new building.	Consultation document		Pupils will be able to access the new building through the familiar Philip Southcote School site, without additional travel. The school will manage the transition for all pupils and prepare them in advance for the change.	September 2021	Philip Southcote School	
Positive: More pupils with Moderate Learning Difficulties (MLD) within the age range can attend the provision, if the school can meet their needs.	Responses to the consultation		SCC to place children with a primary need of MLD at Philip Southcote, if there are spaces available and the school can meet the pupil's needs as identified by the pupil's EHCP.	Ongoing from September 2021	SCC and the school	

Equality Impact Assessment

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

The proposal to expand Philip Southcote is part of a suite of proposals being developed by Surrey County Council to deliver a step change in the number of places for learners who have complex SEND in local Special Schools.

[SEND Capital programme 29 Sept 20](#)

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

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

Not applicable

Equality Impact Assessment

Disability						
<p>What information (data) do you have on affected service users/residents with this characteristic?</p> <p>There are currently 152 pupils on roll at Philip Southcote School (<i>School Census, May 2021</i>). Over 75% of pupils on roll at the school have a primary need of MLD, as indicated in their Education, Health and Care Plan (EHCP).</p>						
Impacts (Please tick or specify)	Positive		Negative		Both	X
Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?		When will this be implemented by?	Owner	
<p>Positive: There will be an increase in the number of school places available for pupils with MLD.</p>	Responses from the consultation	<p>SCC SEND Admissions team will place pupils according to their needs and taking into account parental request. They will therefore ensure pupils are appropriately placed and that their needs are met.</p>		From September 2021	SCC and Philip Southcote School	
<p>Positive: Pupils attending Philip Southcote SEND centres will be able to integrate with pupils from Chertsey High School and Kings International College.</p> <p>Negative: Existing pupils at Chertsey High School and Kings International College may</p>	Responses from the consultation	<p>Staff from Philip Southcote School, Chertsey High School and Kings International College to work to ensure good integration, appropriate for each pupil's needs.</p>		From September 2021	SCC, Philip Southcote School, Chertsey High School and Kings International College	

Equality Impact Assessment

experience disruption as a result of the new SEND centres.		Pupils will be placed at the SEND centres based on their level of need and consideration will be made as to whether integration into a mainstream setting is appropriate.		
<p>Negative: Developing a bigger site could potentially have an impact on the efficiency in meeting pupils' needs.</p> <p>Negative: Children with MLD may experience anxiety during change.</p>	Responses to the consultation	<p>A recruitment drive of additional staff to support and meet pupil's needs.</p> <p>Staff will support pupils to manage any changes within the school. There are already bulge classes within the school.</p> <p>To ensure that the proposal is completed on time and the provision is available for September 2021.</p>	<p>From September 2021</p> <p>Ongoing</p>	<p>SCC and Philip Southcote School</p> <p>SCC and Philip Southcote School</p>
<p>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</p>				
<p>The proposal to expand Philip Southcote is part of a suite of proposals being developed by Surrey County Council to deliver a step change in the number of places for learners who have complex SEND in local Special Schools.</p> <p>SEND Capital programme 29 Sept 20</p> <p>SEND Capital Programme Phase 3 2021- Cabinet Report.pdf (surreycc.gov.uk)</p>				
<p>Any negative impacts that cannot be mitigated? Please identify impact and explain why</p>				
<p>Not applicable</p>				

Equality Impact Assessment

Socio – Economic						
What information (data) do you have on affected service users/residents with this characteristic?						
Philip Southcote School is situated in an area which is in the 7 th decile on the Index of Multiple Deprivation. However, pupils are drawn from nine of the eleven Surrey districts and come from a range of backgrounds. Surrey areas include some of the most deprived as well as some of the least deprived in England. Currently, around 55.5% of pupils are eligible for free school meals.						
Impacts (Please tick or specify)	Positive	X	Negative		Both	
Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner		
Positive: There is potentially less travel time and cost if pupils are able to access appropriate SEND provision closer to home.	Responses to the consultation	Placements co-ordinated through the SEND admissions process will place pupils at the appropriate establishment identified through their EHCP. Additional local places will mean more pupils will be able to attend provision local to their home.	Ongoing	SCC and Philip Southcote School		
Positive: More families will be able to access local SEND provision specialising in MLD.	Responses to the consultation	To ensure that the proposal is completed on time and the provision is available for September 2021.	From September 2021	SCC		
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						

Equality Impact Assessment

The proposal to expand Philip Southcote is part of a suite of proposals being developed by Surrey County Council to deliver a step change in the number of places for learners who have complex SEND in local Special Schools.

[SEND Capital programme 29 Sept 20](#)

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

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

Not applicable

3. Staff

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	There are no identified impacts under the protected characteristics. Any direct changes for staff are not part of this proposal and would be addressed directly by the school. However, a positive impact was identified through the consultation process.
Impacts (Delete as applicable)	

Equality Impact Assessment

Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
What impacts have you identified?	What are you basing this on?	Actions to mitigate or enhance impacts	Due date	Who is responsible for this?
Positive: Benefits to staff at Chertsey High School and Kings International College in seeing good SEND practice from Philip Southcote staff	Responses to the consultation	Staff at all sites will have the opportunity to interact and share good practice	Ongoing	Philip Southcote School, Chertsey High School and Kings International College

Question	Answer
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	Not applicable

4. Amendments to the proposals

CHANGE	REASON FOR CHANGE
What changes have you made as a result of this EIA?	Why have these changes been made?
No changes have been made to the proposals.	

5. Recommendation

Based your assessment, please indicate which course of action you are recommending to decision makers. You should explain your recommendation 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. 	
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).	

Question	Answer
Confirmation and explanation of recommended outcome	I recommend option 1: 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

Equality Impact Assessment

6a. Version control

Version Number	Purpose/Change	Author	Date
1	Draft	Debbie Watson	04/05/2021
1.2	Draft with amendments	Miriam Hepburn	18/05/2021
1.3	Draft with amendments	Miriam Hepburn	07/06/2021
1.4	Final amendments	Lauren Comer	30/06/2021

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

6b. Approval

Approved by*	Date approved
Liz Mills	Sent 01/07/21
Rachael Wardell	Sent 01/07/21
Denise Turner-Stewart	Sent 01/07/21
Directorate Equality Group	

EIA Author	Lauren Comer
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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
Lauren Comer	Commissioning Manager	SCC	Author
Miriam Hepburn	Commissioning Assistant	SCC	Author
Debbie Watson	Commissioning Assistant	SCC	EIA Working Group

Equality Impact Assessment

Name	Job Title	Organisation	Team Role
Sarah Manning	Commissioning Assistant	SCC	EIA Working Group

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