

## Notice of Meeting

# Cabinet Member for Education & Learning Decisions

**Date & time**

Tuesday, 26 April  
2022 at 10.00 am

**Place**

Woodhatch Place, 11  
Cockshot Hill, Reigate  
RH2 8EF

**Contact**

Angela Guest

[angela.guest@surreycc.gov.uk](mailto:angela.guest@surreycc.gov.uk)

**Chief Executive**

Joanna Killian

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**This meeting will be held in public. If you would like to attend, please contact Angela Guest at [angela.guest@surreycc.gov.uk](mailto: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 (20/04/2022).

#### b Public Questions

The deadline for public questions is seven days before the meeting (19/04/2022).

### 3 PETITION: PRESERVE THE FUTURE OF ST PETER AND ST PAUL C OF E INFANT SCHOOL IN CHALDON (Pages 5 - 6)

A petition with 119 Signatories has been submitted by Sara Shoebridge. The full petition and response are attached.

### 4 PROPOSAL TO EXPAND MANOR MEAD SCHOOL & CHANGE SCHOOL DESIGNATION FROM A SINGLE DESIGNATION OF SEVERE LEARNING DIFFICULTIES (SLD) TO A DUAL DESIGNATION OF SEVERE LEARNING DIFFICULTIES (SLD) AND AUTISTIC SPECTRUM DISORDER (ASD) (Pages 7 - 56)

Surrey County Council and The Federation of Manor Mead and Walton Leigh Schools are proposing that Manor Mead School will expand by 60 places, from 83 places to 143 places. It is also proposed that the school will change from a single designation of Severe Learning Difficulties (SLD) to become dual designation of Severe Learning Difficulties (SLD) and Autistic Spectrum Disorder (ASD). This 60-place expansion will be provided on a satellite site at Christchurch Road, Virginia Water. All pupils will have an Education Health and Care Plan (EHCP) specifying the school as an appropriate placement to meet their individual needs.

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*Thank you for your co-operation*

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**Cabinet Member for Education & Learning Decisions****26 April 2022****PETITION: PRESERVE THE FUTURE OF ST PETER AND ST PAUL CofE INFANT SCHOOL IN CHALDON**

We the undersigned petition Surrey County Council to fulfil their duty to preserve the future of our school by supporting the expansion to accommodate Primary Education to Key Stage 2 (7-11 year olds).

**Justification:**

St Peter and St Paul is a Church of England school located at the heart of the village of Chaldon village in the Surrey Hills. Historically, the school has developed a strong reputation of high quality education, care and community spirit that we believe to be unique amongst a wider community hugely dominated by Trust schools.

In 2021 the school co-operated with a request from Surrey County Council to accept. bulge year, which has resulted in more members of the community recognising the strengths of our school.

As a church school we enjoy a special sense of belonging welcoming all cultures and religious denominations into our school and our Christian ethos provides a rich backdrop in which all our children flourish.

As parents and carers we feel very strongly that our school is the best environment for our children to continue their educational journey until their transition into secondary school. We have learnt to trust in staff team that cares passionately about the school and we are confident that they can offer the best possible opportunity for through Primary Education in the area.

We therefore request that Surrey County Council honour the "Change in Age Range Consultation" that was agreed in October 2021 and needs to now be reflected in the physical expansion of the school.

Submitted by: SARA SHOEBRIDGE

Signatures: 119

**Response:**

The change in age range at St Peter and St Paul Church of England School will be implemented for September 2022. The school are admitting Year 3 pupils from September 2022 and internal alterations to the existing building will provide the additional space for pupils.

Some planning and highway matters were raised as part of the planning application originally submitted in June 2021. Since then, supplementary information to the original planning application has recently been submitted to address the concerns. Subject to planning permission being granted the physical expansion of the school will take place with a target date for completion of September 2023.

**Denise Turner-Stewart**  
**Cabinet Member for Education & Learning**  
**26 April 2022**

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**SURREY COUNTY COUNCIL**

MS DENISE TURNER- STEWART, CABINET MEMBER FOR  
EDUCATION AND LEARNING



**DATE: 26 April 2022**

**LEAD OFFICER:** RACHAEL WARDELL, EXECUTIVE DIRECTOR FOR CHILDREN,  
FAMILIES AND LIFELONG LEARNING

**SUBJECT:** Proposal to expand Manor Mead School & change school designation from a single designation of Severe Learning Difficulties (SLD) to a dual designation of Severe Learning Difficulties (SLD) and Autistic Spectrum Disorder (ASD)

**ORGANISATION** Tackling Health Inequality, Empowering Communities, Enabling a Greener  
**STRATEGY** Future  
**PRIORITY AREA:**

<b>SUMMARY OF ISSUE:</b>
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Surrey County Council and The Federation of Manor Mead and Walton Leigh Schools are proposing that Manor Mead School will expand by 60 places, from 83 places to 143 places. It is also proposed that the school will change from a single designation of Severe Learning Difficulties (SLD) to become dual designation of Severe Learning Difficulties (SLD) and Autistic Spectrum Disorder (ASD). This 60-place expansion will be provided on a satellite site at Christchurch Road, Virginia Water. All pupils will have an Education Health and Care Plan (EHCP) specifying the school as an appropriate placement to meet their individual needs.

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).

Surrey's latest sufficiency modelling projections to 2030-2031, which are based on the previous three year's trends from academic years 2018-2019 to 2020-2021, indicate significant growth in the total number of pupils with Education, Health and Care Plans (EHCPs) resident in Surrey over the forecast period. This projected growth is expected to reach its peak in 2026-27 and 2027-28, before reducing slightly thereafter. By 2030-31, the total number of Surrey EHCP pupils in National Curriculum Years (NCY) 0-14 (age 4-19 years), is projected to be more than 2,500 higher than the 2020-21 total.

Primary age projections show moderately increasing demand from 1,893 places in 2020-2021 which is expected to peak at 2053 places in 2024-2025, before declining there after towards the end of the forecast period.

This represents 8.4% increase in demand for specialist school places over that 4-year period and is equivalent to 160 places. The most prevalent primary needs for

pupils aged 4-11 who require a specialist school placements (in order of prevalence) are Autism and Communication & Interaction needs and Severe or Profound & Multiple Learning Difficulties.

Surrey's existing maintained specialist provision, which includes specialist school places in SEN Units in mainstream schools and in Special Schools/ academies, has over 3,700 places and is full.

The Council's priority is to further reduce reliance on the independent sector, but most importantly ensure local children and young people with Special Educational Needs and Disabilities (SEND) who require specialist school placements can have their educational needs met close to home, more connected to local communities and local support services and within state maintained provision wherever possible.

Between 2019 and 2022 Surrey's Cabinet approved the strategy for four phases of the SEND Capital Programme with a combined capital investment of £139.6m to expand the local specialist estate at pace. By aligning with the needs identified through updated 10-year SEND sufficiency modelling and local strategy, the expansion of maintained specialist provision is preventing the need for new Non Maintained Independent places to be commissioned. Prior to the start of Surrey's capital investment, lack of sufficiency and high rates of NMI placements made a major contribution to the accumulation of DSG deficit, and equally the investment and development now being delivered and proposed is critical to the return to a financially sustainable position.

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.

The proposal requires Surrey County Council to follow the statutory process outlined in the DfE guidance "Making significant changes ('Prescribed Alterations') to Maintained Schools", because:

- 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)
- The proposal is an expansion onto an additional site (or "satellite site")
- The proposal is a change to the types of need catered for by a special school



## **RECOMMENDATIONS:**

It is recommended that:

The Cabinet Member for Education and Learning determines the statutory notices thereby bringing into effect the formal commencement of the proposal to:

- Expand Manor Mead School onto a satellite site at Church Road, Virginia Water, increasing the number of places from 83 to 143.
- Change school designation from a single designation of Severe Learning Difficulties (SLD) to a dual designation of Severe Learning Difficulties (SLD) and Autistic Spectrum Disorder (ASD)

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 GB (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 proposed permanent expansion of Manor Mead School supports Surrey's ambition to ensure sufficient maintained special school placement availability for primary age autistic pupils and those with communication and Interaction needs and severe learning difficulties.

The Cabinet Member for Education and Learning's approvals and recommendations completes the statutory process in accordance with the DfE guidance "Making significant changes ('Prescribed Alterations') to Maintained Schools".

## **DETAILS:**

### **Background**

1. Further to Cabinet approval in September 2019, September 2020, January 2021 and January 2022, Annex 1 outlines the total number of projects under the SEND Capital Programme which will increase Surrey's specialist school estate.
2. Manor Mead School is a Community School where the Cabinet Member decision is required for significant changes to maintained schools.

### **Key Outcomes and benefits for children, young people and families:**

3. The provision of additional specialist places will support the county-wide inclusion plan as well as increasing the availability of places for children and young people with SEND to access in the county.

4. Benefits realisation ensures specialist education provision is fit for purpose and creates additional employment/ supported internship opportunities for residents around areas of expansion.
5. Children and young people with SEND can access the help and support they need to thrive and achieve within their local communities. They can go to education provision that meets their needs, access services and play an active role in the community close to where they live.
6. Children, young people and families have access to the same level of high-quality support wherever they live in Surrey. We have a good, shared understanding of our children and young people who have SEND in Surrey and our support offer matches their identified needs.
7. Expanding Surrey's specialist provision aligns with the Next Steps programme and strategy for post-16 to create local further education and employment pathways such as apprenticeships and supported internships. This enables young people who have SEND to make a successful transition to adulthood and secure employment.
8. Capacity created locally will also ensure SEND home to school transport times are reduced in line with Department for Education recommendations, improving congestion and traffic flow around the county.

#### **CONSULTATION:**

9. An informal consultation and further statutory notices were published individually for each of the 2 proposals on [www.surreysays.co.uk](http://www.surreysays.co.uk). All consultation documents are available at [www.surreysays.co.uk](http://www.surreysays.co.uk). The statutory notices are also attached as Annex 2 of this report.
10. The consultation analysis is attached as Annex 3. There were 61 responses during informal consultation. 94% agreed with the proposal to permanently expand Manor Mead School and 95% agreed with the proposal to change the designation. There were 2 responses during the statutory notice period. Both respondents agreed with the proposal to permanently expand Manor Mead and change designation from Severe Learning Difficulties (SLD) to Severe Learning Difficulties (SLD)/ Autistic Spectrum Disorder (ASD).

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

11. 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 and changed specialist provision that the proposal will create.
12. The key risk to the proposal not being approved is the loss of 60 new places that are needed in county to meet the overall projected demand. These places would likely then need to be found in the NMI sector, which based on

current average costs equates to £3.2m per annum from the DSG High Needs Block being spent on out of county independent provision year on year. The 60 new places would provide a potential cost containment of £1.8m as shown in **Table 1**.

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 Manor Mead School 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. The building work for the temporary expansion of Manor Mead onto the site at Christ Church Road, Virginia Water from Sept 21 to July 23 was completed as part of the SEND Capital Programme. The permanent expansion is proposed on this site from Sept 23.
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.

**Table 1: Local and Non-Maintained Independent Cost Containment (full year costs)**

School	Capital Investment	Proposed additional places	Revenue costs: Average (£23k)	Comparison to Non-Maintained Independent Average (£53k)	Projected cost containment (annual)
Manor Mead School	N/A	60	£1.4m	£3.2m	£1.8m

**Section 151 Officer commentary:**

17. Although significant progress has been made to improve the Council's financial position, the medium-term financial outlook beyond 2022/23 remains uncertain. With no clarity on central government funding 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.

18. As such, the Section 151 Officer supports the recommendations of this report as the future of the DSG HNB is a significant factor in the Council's medium term financial position. Expanding local SEND provision and reducing reliance on the NMI sector is the single biggest contributor to returning the DSG High Needs Block to financial sustainability

**Legal implications – Monitoring Officer:**

19. Section 13 of the Education Act 1996 places a general duty on the Council to secure that efficient primary and secondary education is available to meet the needs (including special educational needs) of the population in its area. In doing so, the Council is required to contribute to the spiritual, moral, mental and physical development of the community.
20. Section 14 of the Education Act 1996 places a duty on the Council to secure that sufficient schools for providing primary and secondary education are available in its area.
21. Section 27 Children and Families Act 2014 places a duty on the local authority to keep under review the educational provision for children and young people who have special educational needs and or a disability.
22. The local authority has published statutory notices thereby bringing into effect the formal commencement of the proposal prior to the consultation stage in accordance with statutory requirements.
23. In considering this Report, the Cabinet Lead Member for Education and Learning must give due regard to the results of the informal consultation as set out in the report and the response of the Service to the consultation comments and conscientiously take these matters into account when making a final decision.

**Equalities and diversity:**

24. The Equality Impact Assessments (EIA) for the proposal is attached to this report as Annex 4

**Other implications:**

25. The potential implications for the following Council priorities and policy areas have been considered.

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

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

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

28. 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.
29. 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:**

30. 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.
31. 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.

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

32. Subject to the Cabinet Member determining the statutory notices Surrey County Council and the Governing Body will proceed to implement the proposal:
  1. To Expand Manor Mead School by 60 places on a satellite site
  2. To change the school designation from Severe Learning Difficulties (SLD) to Severe Learning Difficulties(SLD)/ Autistic Spectrum Disorder (ALD)

The change will be implemented from 1 Sept 2023

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**Contact Officer:**

Jane Keenan, Commissioning Manager

**Consulted:**

Mark Bryant, Executive Headteacher, Federation of Manor Mead and Walton Leigh Schools

Lisa Kent, Chair of Governing Body, Federation of Manor Mead and Walton Leigh Schools

Parents of children attending Manor Mead School

Children and young people who attend Manor Mead School

Governing Body, Federation of Manor Mead and Walton Leigh Schools

Surrey Family Voice

Local residents in Surrey

Local Cllrs

Cllr Denise Turner Stewart, Cabinet Member for Education and Learning

Rachael Wardell, Executive Director for Children, Families and Lifelong Learning

Liz Mills, Director Education and Learning

Jane Winterbone, Assistant Director Education

Hayley Connor, Director Commissioning

Eamonn Gilbert, Assistant Director Commissioning

**Annexes:**

**Annex 1 SEND Capital Programme list of all projects**

**Annex 2 Statutory Notices (Full)**

**Annex 3 Consultation Analysis**

**Annex 4 Equality Impact Assessment**

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**Surrey County Council SEND & AP Capital Programmes:**  
**SEND Delivery Phases 1-4 (2019-2026) and AP Delivery Phase 2 (2023-2024)**

Project number	Programme Phase	Placement name	Placement Type	DFE Designation	District/ Borough	Project	Places	Places to be phased in	Target Delivery of works	Delivery Status
1	1	Woodfield School	Special School	MLD	Reigate & Banstead	Secondary Bulge class	10	Sep 2019	Aug 2019	Delivered
2	1	Linden Bridge School	Special School	ASD	Epsom & Ewell	Primary Bulge class	8	Sep 2019	Aug 2019	Delivered
3	1	Philip Southcote School	Special School	MLD	Runnymede	Secondary Bulge class	10	Sep 2019	Aug 2019	Delivered
4	1	Freemantles School	Special School	ASD	Woking	Secondary Bulge class	16	Sep 2019	Aug 2019	Delivered
5	1	Pond Meadow School	Special School	SLD/PMLD	Guildford	Secondary Bulge class	14	Sep 2019	Aug 2019	Delivered
6	1	Brooklands School, Wray Park	Special School	SLD/PMLD	Reigate & Banstead	Bulge class	8	Sep 2019	Aug 2019	Delivered
7	1	Walton Leigh School	Special School	SLD/PMLD	Elmbridge	Bulge class	11	Sep 2019	Aug 2019	Delivered
8	1	Bell Farm Primary School	SEN Unit	ASD	Elmbridge	New SEN Unit	21	Sep 2020- Sep 2022	Aug 2020	Delivered
9	1	Worplesdon Primary School	SEN Unit	ASD	Guildford	New SEN Unit	21	Sep 2022- Sep 2021	Aug 2021	Delivered
10	1	Meadhurst Primary School	SEN Unit	ASD	Spelthorne	Part 1: Redesignation from SLCN to ASD	11	Sep 2021- Sep 2025	Aug 2021	Delivered
11	1	Fox Grove School at Hurst Road	Special School	ASD	Spelthorne	Temporary accommodation	64	Sep 2021	Aug 2021	Delivered
	1	Fox Grove School	Special School	ASD	Mole Valley	DfE delivered Free School	152	Sep 2021- Sep 2024	Dec 2021	DfE Delivered
12	2	Sunnydown School	Special School	ASD	Tandridge	Refurbishment of changing rooms	4	Apr 2021	Apr 2021	Delivered
13	2	Philip Southcote School at The Meads	Special School	MLD	Runnymede	Relocation of Post 16	30	Sep 2021- Sep 2023	Aug 2021	Delivered
14	3A	Philip Southcote at Chertsey High School	Special School	MLD	Runnymede	Special School expansion on to satellite site	20	Sep 2021- Sep 2025	Aug 2021	Delivered
15	3A	Philip Southcote at Kings International College	Special School	MLD	Runnymede	Special School expansion on to satellite site	20	Sep 2021- Sep 2025	Aug 2021	Delivered
16	3A	Chandlers Field School	SEN Unit	ASD	Elmbridge	New SEN Unit	25	Sep 2021- Sep 2024	Aug 2021	Delivered
17	3A	Bramley Oak Academy	Special School	SEMH	Guildford	Special School expansion	6	Apr 2021	Apr 2021	Delivered
18	3A	West Hill Academy	Special School	MLD	Mole Valley	Part 1: Special School expansion	10	Sep 2021	Aug 2021	Delivered
19	3A	Manor Mead School	Special School	ASD	Runnymede	Part 1: 2 year Temporary Expansion	40	Sep 2021	Aug 2021	Delivered
20	3A	Wishmore Cross Academy	Special School	SEMH	Surrey Heath	Special School expansion	28	Sep 2021	Aug 2021	Delivered
21	3A	The Park School	Special School	MLD	Woking	Special School expansion	2	Sep 2021	Aug 2021	Delivered

Project number	Programme Phase	Placement name	Placement Type	DFE Designation	District/Borough	Project	Places	Places to be phased in	Target Delivery of works	Delivery Status
22	1	Brooklands School, Alexander Road site	Special School	ASD	Reigate & Banstead	Special School expansion on existing site	70	Sep 2020-Sep 2022	Apr 2022	Contract
23	3A	Wishmore Cross Academy MUGA	Special School	SEMH	Surrey Heath	Provision of MUGA as part of Sep 2021 expansion	0	N/A	Aug 2022	Pre-Contract
24	3A	Manor Mead School at Virginia Water	Special School	ASD	Spelthorne	<b>Part 2:</b> 2 year Temporary Expansion arrangements	20	Sep 2022	Aug 2022	Contract
25	1	Meadhurst Primary School	SEN Unit	ASD	Spelthorne	<b>Part 2:</b> Expansion of existing SEN Unit	16	Sep 2021-Sep 2025	Oct 2022	Design
26	2	Philip Southcote School at The Meads	Special School	MLD	Runnymede	External works at Post 16 Satellite Site as part of Sep 2021 expansion	0	N/A	May 2022	Planning & Procurement
27	3A	West Hill Academy	Special School	MLD	Mole Valley	<b>Part 2:</b> Special School expansion	20	Sep 2022-Sep 2023	Aug 2022	Pre-Contract
28	3B	Bourne Education Trust & Matthew Arnold School	Special School	ASD	Elmbridge	2 year Temporary Expansion arrangements (Sep 2022-July 2024)	50	Sep 2022	Aug 2022	Pre-Contract
29	3B	Bourne Education Trust & Matthew Arnold School	Special School	ASD	Guildford	2 year Temporary Expansion arrangements (Sep 2022-July 2024)	30	Sep 2022	Aug 2022	Pre-Contract
30	3B	Epsom Primary & Nursery School	SEN Unit	ASD	Epsom & Ewell	New SEN Unit	21	Sep 2022-Sep 2025	Aug 2022	Pre-Contract
31	3B	Lingfield Primary School	Mainstream	PD/ Complex Medical Needs	Tandridge	Access Adaptions	1	Sep 2022	Aug 2022	Pre-Contract
32	3B	The Ridgeway School at Farnham College	Special School	SLD	Waverley	Special School satellite site expansion	10	Sep 2022	Aug 2022	Design
33	1	Freemantles School	Special School	ASD	Woking	Special School expansion on existing site	72	Sep 2021-Sep 2028	Mar 2023	Planning
34	2	Woodfield School	Special School	MLD	Reigate & Banstead	Special School expansion on existing site	60	Sep 2021-Sep 2026	Aug 2023	Planning & Procurement
35	2	The Abbey Academy	Special School	MLD	Waverley	Special School expansion on existing site	60	Sep 2021-Sep 2026	June 2023	Phase 1 Contract
36	2	Three Rivers Academy	SEN Unit	ASD	Elmbridge	New SEN Unit	30	Sep 2020-Sep 2024	Sep 2023	Feasibility
37	2	Philip Southcote School (Main site)	Special School	MLD	Runnymede	Special School expansion on existing site	26	Sep 2021-Sep 2023	Aug 2023	Planning
38						Hydrotherapy pool refurbishment		N/A	Aug 2023	Design
39	4	Stepgates Community School	SEN Unit	SLCN	Runnymede	SEN Unit expansion	10	Sep 2022-Sep 2024	Aug 2023	Design
40	4	Woodfield School at Carrington School	Special School	MLD	Reigate & Banstead	Special School expansion on to mainstream satellite site	30	Sep 2023-Sep 2025	Aug 2023	Feasibility



Project number	Programme Phase	Placement name	Placement Type	DFE Designation	District/ Borough	Project	Places	Places to be phased in	Target Delivery of works	Delivery Status
41	4	Dovers Green School	SEN Unit	ASD	Reigate & Banstead	SEN Unit expansion	8	Sep 2023-Sep 2025	Aug 2023	Allocation of resource
42	4	St Matthews C of E Primary School	SEN Unit	ASD	Reigate & Banstead	SEN Unit expansion	13	Sep 2023	Aug 2023	Allocation of resource
43	4	The Hythe Primary School	SEN Unit	ASD	Runnymede	Expansion of existing accommodation	16	Sep 2023-Sep 2024	Aug 2023	Feasibility
44	4	Ashford Park Primary School	SEN Unit	MLD	Spelthorne	Redesignation to ASD and expansion of existing accommodation	4	Sep 2023	Aug 2023	Feasibility
45	4	Epsom Downs Primary School	SEN Unit	ASD	Reigate & Banstead	New SEN Unit	25	Sep 2023-Sep 2027	Aug 2023	Allocation of resource
46	4	Philip Southcote at Epsom & Ewell High School	Special School	MLD	Runnymede	Special School expansion on to mainstream satellite site	20	Sep 2023-Sep 2026	Aug 2023	Allocation of resource
47	4	Woking High School	SEN Unit	VI	Woking	SEN Unit expansion	8	Sep 2023-Sep 2024	Aug 2023	Allocation of resource
48	4	St Andrews C of E Primary School	SEN Unit	ASD	Elmbridge	New SEN Unit	20	Sep 2023-Sep 2026	Aug 2023	Allocation of resource
49	AP Capital 2	Fordway	Alternative Provision	Alternative Provision	Spelthorne	New Build	24	Sep 24	Aug 2023	Design
50	4	Thomas Knivett College	SEN Unit	ASD	Spelthorne	New SEN Unit	24	Sep 2023-Sep 2027	Aug 2023	Confirmation of scope with Trust
51	1	Betchwood Vale Academy	Special School	ASD	Mole Valley	New DfE delivered Special School	180	Sep 2024-Sep 2028	Sep-Dec 2024	Design
52	1	SCC ASD Special Free School (Free School Presumption)	Special School	ASD	Elmbridge	New SCC delivered Special School - sponsor to be identified Jul 2022	200	Sep 2024-Sep 2027	Aug 2024	Feasibility
53	4	Bramley Oak Academy	Special School	SEMH	Guildford	Part 1: Condition & Suitability works	49	Sep 2024-Sep 2028	Dec 2022	Pre-Contract
54						Part 2: Special School expansion			Aug 2024	Feasibility
55	4	Sunnydown School	Special School	ASD	Tandridge	Special School expansion on existing site	40	Sep 2024-Sep 2028	Aug 2024	Feasibility
56	4	St John the Baptist School	SEN Unit	ASD	Woking	New SEN Unit	30	Sep 2024-Sep 2028	Aug 2024	Feasibility
57	4	All Hallows Catholic School	SEN Unit	ASD	Woking	New SEN Unit	40	Sep 2024-Sep 2030	Aug 2024	Allocation of resource
58	4	Portesbery School	Special School	SLD	Surrey Heath	Part 1: Suitability & enabling works	25	Sep 2024-Sep 2026	Aug 2022	Feasibility
						Part 2: Special School expansion on to satellite site			Aug 2024	Site Search
59	4	Woodlands School	Special School	SLD	Mole Valley	Special School expansion on to satellite site	40	Sep 2022-Sep 2026	Aug 2024	Feasibility

Project number	Programme Phase	Placement name	Placement Type	DFE Designation	District/Borough	Project	Places	Places to be phased in	Target Delivery of works	Delivery Status
60	4	Matthew Arnold School	SEN Unit	ASD	Spelthorne	New SEN Unit	20	Sep 2024-Sep 2028	Aug 2024	Allocation of resource
61	4	Pond Meadow School	Special School	SLD	Guildford	Special School expansion on to satellite site	50	Sep 2024-Sep 2028	Aug 2024	Confirming scope with SAT
62	4	TBC	SEN Unit	ASD	TBC	New SEN Unit	30	Sep 2024-Sep 2026	Aug 2024	Targeted discussions with Trusts
63	4	TBC	SEN Unit	ASD	TBC	New SEN Unit	30	Sep 2024-Sep 2026	Aug 2024	Targeted discussions with Trusts
64	AP Capital 2	Reigate Valley College (Inclusive Education Trust)	Alternative Provision	Alternative Provision	Reigate & Banstead	New build	72	Sep 2024	Aug 2024	Site Search
65	AP Capital 2	Wey Valley College (Inclusive Education Trust)	Alternative Provision	Alternative Provision	Guildford	Significant remodel of existing SCC asset	44	Sep 23	Aug 2023	Design
66	AP Capital 2	NE Short Stay School	Alternative Provision	Alternative Provision	Elmbridge	New build	60	Sep 2024	Aug 2024	Feasibility
67	AP Capital 2	North West Short Stay School	Alternative Provision	Alternative Provision	Woking -	New build	40	Sep 2024	Aug 2024	Site Search
68	4	Manor Mead School	Special School	ASD	Elmbridge	Special School expansion from temporary to permanent satellite site	60	Sep 2025	Aug 2025	Feasibility
69	4	Limpsfield Grange School	Special School	ASD	Tandridge	Special School expansion on existing site	90	Sep 2025-Sep 2029	Aug 2025	Feasibility
70	4	Walton Leigh School	Special School	SLD	Elmbridge	Special School expansion on existing site	60	Sep 2025-Sep 2029	Aug 2025	Allocation of resource
71	4	Gosden House School	Special School	MLD	Guildford	Special School expansion on existing site	62	Sep 2025-Sep 2029	Aug 2025	Allocation of resource
72	4	Brooklands School	Special School	ASD/SLD	Reigate & Banstead	Special School expansion – relocation of year groups from Alexander Road & Wray Park	36	Sep 2025-Sep 2029	Aug 2025	Initial site visit scheduled
73	4	TBC	SEN Unit	ASD	TBC	New SEN Unit	30	Sep 2025-Sep 2029	Aug 2024	Targeted discussion with Trusts
74	4	TBC	SEN Unit	ASD	TBC	New SEN Unit	30	Sep 2025-Sep 2029	Aug 2024	Targeted discussion with Trusts
75	4	SCC SEMH Special Free School (Free School Presumption)	Special School	SEMH	Elmbridge	New SCC delivered Special School - sponsor to be identified Jul 2024	160	Sep 2026-Sep 2030	Aug 2026	Site Search

# Statutory Notices

Proposal to expand Manor Mead School & change school designation from a single designation of Severe Learning Difficulties (SLD) to a dual designation of Severe Learning Difficulties (SLD) and Autistic Spectrum Disorder (ASD)



## School Organisation Statutory Notice

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 **Manor Mead School** by expanding the school from 83 to 143 places and changing the school designation from single designation of Severe Learning Difficulties (SLD) to dual designation of Severe Learning Difficulties (SLD)/Autism Spectrum Disorder (ASD).

### Local Authority Details:

<b>Local Authority</b>	Surrey County Council
<b>Address</b>	Quadrant Court 35 Guildford Road Woking GU22 7AH

### School Details:

<b>Name of School</b>	Manor Mead School
<b>Category of School</b>	Community Special School
<b>Type of School</b>	Primary Special School with a school designation of Severe Learning Difficulties (SLD)
<b>URN</b>	125473
<b>Address</b>	Laleham Road, Shepperton, Surrey
<b>Postcode</b>	TW17 8EL

## Introduction

This paper outlines a proposal for the development of 60 additional places for autistic pupils and those with communication & interaction needs, age 4 – 11 years old, with an Education Health and Care Plan (EHCP) and require a special school placement. The school will change from a single designation of Severe Learning Difficulties (SLD) to a dual designation of Severe Learning Difficulties (SLD) and Autistic Spectrum Disorder (ASD)<sup>1</sup>. This document explains the proposed process and timescales to change the designation and permanently expand the school on a satellite site at Christ Church Road, Virginia Water.

## Proposal

Surrey County Council and The Federation of Manor Mead and Walton Leigh Schools are proposing that Manor Mead School will expand by 60 places, from 83 places to 143 places. It is also proposed that the school will change from a single designation of Severe Learning Difficulties (SLD) to become dual designation of Severe Learning Difficulties (SLD) and Autistic Spectrum Disorder (ASD). This 60-place expansion will be provided on a satellite site at Christchurch Road, Virginia Water. All pupils will have an EHCP specifying the school as an appropriate placement to meet their individual needs.

<sup>1</sup> Autistic Spectrum Disorder (ASD) is the term used for the school designation that meets the needs of autistic pupils and those with communication & interaction needs. Severe Learning Difficulties (SLD) is the term used for both the type of need and school designation.

## Proposed timeline

The permanent expansion and change of designation is planned to be implemented on 1 September 2023.

Phase	Date
Statutory notices	24 February – 24 March 2022
Lead Cabinet Member Decision	26 April 2022
Implementation	1 September 2023

It is proposed that:

1. The expansion on the new site will be for up to 60 additional places from Year R to Year 6 for autistic pupils and those with communication & interaction needs.
2. The main intake point will be key stage transfer groups in Year R and 3 although, where there are spaces and demand, new children may be accepted in the school in non-key stage transfer year groups.
3. There will be 6 classes of 10 pupils age 4 – 11 years old across key stages 1 and 2 at the satellite site. Pupils will be grouped according to age, individual needs and learning styles.
4. There will be no change to the 83 Year R to Year 6 planned places for pupils at the current site in Shepperton.
5. There will be no change to the number of Nursery places for pupils with SLD at the current site in Shepperton. There are no additional nursery places proposed at the satellite site.

Admissions processes remain the same. Further details on the admissions process for SEND specialist provision in Surrey can be found on the [Surrey Local Offer website](#). The document '[SEND admissions processes for referrals for specialist placement for school age children](#)' describes how this process works and is available on the Surrey County Council website.

## Making Representations, Objections and Comments

1. This is a four week consultation which starts on Thursday 24 February 2022 and concludes on Thursday 24 March 2022.
2. A number of organisations are available locally to support families of children who have special educational needs and/ or disabilities (SEND) and young people who have SEND to share their views. Please see [Information, Advice and Support – SEND Advice Surrey](#)
3. Any person can make comments, agree, or object to the proposal by sending representations to the Local authority through the following channels:

<b>Website</b>	<a href="http://www.surreysays.co.uk">www.surreysays.co.uk</a>
<b>Email</b>	<a href="mailto:schoolorg@surreycc.gov.uk">schoolorg@surreycc.gov.uk</a>
<b>Post</b>	Jane Keenan Education Place Planning Surrey County Council Quadrant Court 35 Guildford Road Woking GU22 7AH

## Background

Manor Mead School is a specialist primary school with 83 permanent planned places located in the borough of Spelthorne in Surrey. Manor Mead School has a single designation of Severe Learning Difficulties (SLD). The school was rated 'outstanding' by Ofsted in February 2015 and maintained this status from a short inspection carried out in June 2019. In September 2021 Surrey County Council in agreement with the Federation for Manor Mead and Walton Leigh temporarily expanded Manor Mead for two years on a satellite site located at Christchurch Road, Virginia Water in the borough of Runnymede.

### Current Special Educational Needs and Disabilities (SEND) provision at the school

Manor Mead School is a specialist primary school with 126 planned places. Of those 40 places are an approved temporary expansion arrangement. The school currently has a designation of SLD, and the special school satellite site located at Christ Church Rd Virginia Water supports autistic pupils and those with communication & interaction needs. There are 128 pupils currently on roll at the school. 40% of pupils have Severe Learning Difficulties (SLD) and 60% have Autism or communication & interaction needs identified as their primary need.

**Table 2: Number of Pupils on roll at Manor Mead School by National Curriculum Year (NCY) Group (January 2022)**

	Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
<b>Number of pupils currently at Manor Mead</b>	8	15	22	22	15	15	16	15	128

There are currently 14 classes, and these are broadly arranged according to pupils' need and age. Class sizes across the school are typically between 8-10 pupils. All classes are led by a qualified teacher with a number of teaching assistants depending on the age, needs and learning styles of the pupils.

### Staff

All staff employed across the federation are trained across a range of strategies and specialist techniques which ensure that pupils are able to access the more formal curriculum and support them to engage in their learning.

Staff are appropriately qualified, well trained and supported to continually develop their skills and knowledge; Continuous Professional Development (CPD) coordinators at each school oversee all staff training and ensure that every member of staff has access to all of the training that they require to undertake their role.

## Curriculum

Governors, senior leaders, and staff recognise the importance and value of providing a curriculum that is:

**Balanced**; ensuring that the offer is tailored to best support the individual needs of the pupils, and focused on developing knowledge, skills and potential in four Key Areas:

- Communication, language and literacy
- Cognition
- Personal, social and emotional (including independence)
- Physical and sensory

**Broad**; covering a wide range of National Curriculum subjects, topics, therapeutic areas such as speech and language, physio and occupational therapy, activities, approaches and experiences including life skills

**Developmental**; preparing all pupils for the next stages in their education and life

**Flexible**; individualised and personal; adapted to meet the needs of our unique pupils

**Accessible**; fun and engaging, fostering a love of learning

**Meaningful**; relevant, stimulating and enriching

The full range of National Curriculum (NC) subjects are offered and are adapted depending on the needs of the individual pupils as appropriate. Further information about the current curriculum can be found on the school's [website](#).

## Assessment of Pupil performance, progress, and behaviour

- All pupils have an annual EHCP review which involves contributions from pupils themselves, families and relevant multi agency professionals
- For new pupils Individual Learning Plan (ILP) targets will identify key next steps resulting from the baseline assessment and take account of their current EHCP, ILP targets are set in collaboration with parents and other professionals
- Pupils will be assessed in all aspects of their personal development and academic progress
- Progress data is analysed twice a year in spring and summer terms
- Pupils may also be assessed using statutory assessments such as the Pre Key Stage Standards and SATs tests depending on their age and ability
- Pupil progress reports on core subjects and Individual Learning Plans (ILPs) are shared with the Leadership Teams and the Governing Body twice a year
- In addition to the formal assessment of pupil progress, there are several ways that pupils more 'holistic' progress is reported including annual review reports, end of year reporting, home-school communication books, therapy reports and reports from other professionals such as music therapists, Riding for the Disabled, Primary Mental Health support workers and sensory based Occupational Therapists (OTs)
- Support everyone in the school communities to promote and develop socially acceptable, age and needs appropriate behaviour in all pupils and our federation values provide a strong foundation for this (respect, love, happiness, belonging, friendship etc.)
- Support all pupils to demonstrate respect for themselves and others within a secure, challenging, stimulating and positive environment with clear boundaries and expectations
- Support pupils to use acceptable ways of showing and expressing both negative and positive feelings they may experience and learn to cope with different emotions.
- All staff are expected to encourage positive pupil engagement promoting the Positive Behaviour Approach (PBA) remaining calm, respectful, and consistent at all times.



## **Involving children and families**

- Pupil and parent contributions to the EHCP annual review are highly valued and an important part of the statutory process
- Liaison with parents starts during the induction process, then again when drafting the pupil's Learning and Communication Passport. Parents will also be involved when short to medium term Individual Learning Plan (ILP) targets are being put in place, as well as evaluated, and with any other relevant documents such as Behaviour Support Plans
- Other methods of reporting on pupil progress and general updates including the Home/School Contact Book and verbal reports given at meetings, parents' evenings, by telephone etc.
- Monthly whole school newsletter, class newsletters
- Informal involvement of parents during attendance at school events and fundraisers etc.
- Thriving Parent 'network' across the Federation to support parents with information workshops, training and networking opportunities
- Two Home School Link Workers (HSLW) provide wider support to parents and families and are available to offer emotional and practical help and advice to those families who may be experiencing long or short-term difficulties

## **Working with partner agencies to support pupils**

Speech and Language Therapists, Occupational Therapists, Physiotherapists, Educational Psychologists, School Nurses and Portage work closely with the school. Information about the therapy teams who support pupils at Manor Mead School can be found on the school [website](#).

## **What do we want to achieve?**

Manor Mead School is part of a Federation of two outstanding special schools. Pupils and families benefit from a well-established ethos, clear vision, values, and a skilled, innovative, energetic and committed staff team with a strong record of providing high quality education to pupils with complex needs and autism. This is a fantastic opportunity to extend that offer to a greater number of local Surrey pupils and their families.

## **The Federation of Manor Mead and Walton Leigh Schools Vision**

Everything we do, from our longer-term development strategy to day-to-day activities, is developed and evaluated against this vision:

- Our schools are outstanding
- Our learners are calm and confident and ALL reach their potential
- Our staff are exceptional and ALL feel valued and supported
- Our schools are well resourced, safe, enriching and stimulating environments
- Our schools benefit from strong links and positive relationships with everyone in the school communities
- Our schools have the knowledge, experience and confidence to influence local and national policy and strategy
- Our vision is implemented by the whole school community, guided by skilled and focussed leaders and facilitated by a secure financial position

The school development plan summary and vision and values 2021-22 can be found on the school [website](#).

## **What will be provided through the permanent expansion?**

Manor Mead School will continue to provide a curriculum based on the needs of the individual pupils and focussed on developing communication skills and emotional, personal, and social development alongside the academic subjects.

## Reasons for expanding Manor Mead School

Demand for specialist provision in the north east and north west areas of Surrey for autistic pupils and those with communication & interaction needs is high. As a result, other specialist provision in the local area is operating at or above capacity. The provision of an additional 60 places year on year, will help support local families who would otherwise have to travel further afield for their child to receive an appropriate full time education. The proposed expansion of Manor Mead School will increase availability of specialist school places that are matched appropriately to need-type, phases of education and geographic location, as well as reduce home to school journey times and associated costs.

### Demand for special school places in Surrey

In academic year 2020-2021, 805 of Surrey resident autistic pupils and those with communication & interaction needs, aged 4-11 years old attended specialist schools. 19% of this cohort were placed out of county due to a lack of placement availability in Surrey. Latest sufficiency modelling projects growth of 14% to the peak in 2024-2025 (917), along with a 44% - 55% shortage of places between 2020-21 and 2025-26.

In academic year 2020-2021, 202 Surrey resident pupils aged 4-11 years who have Severe Learning Difficulties (SLD) identified as a primary need attended specialist schools. 7% of this cohort were placed out of county. Latest sufficiency modelling projects growth of 3% by 2025-2026, along with a surplus of places within this timescale.

Pupils who attend special schools have a combination of complex special educational needs and disabilities, which means they require significantly more highly specialist teaching and support than is ordinarily available in a mainstream school or SEN Unit. Table 3 and 4 detail the number of autistic pupils and those with communication & interaction needs and pupils with Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD) currently attending special schools, of which 407 live in the North East and North West quadrant. These data evidence the projected demand for additional special school places on top of planned expansion and in the six borough and districts over the next five and ten years.

**Table 3: NE and NW Quadrant residents who attend special schools with communication & interaction Needs identified as their primary need and projected demand for additional places in 2025-26 and 2030-31**

District or Borough	Actuals 2020-21	Projected demand for places in 2025-26	Projected growth from 2020-21 to 2025-26	Projected demand for places in 2030-31	Projected growth from 2020-21 to 2030-31
Surrey Heath	64	87	36%	79	23%
Woking	89	92	3%	86	-3%
Runnymede	54	72	33%	73	35%
Spelthorne	94	103	10%	92	-2%
Elmbridge	63	80	27%	70	11%
Epsom & Ewell	43	52	21%	48	12%
Rest of Surrey	398	421	6%	393	-1%

Table 3 shows the projected demand for additional special school places in and across North East and North West Surrey over the next five and ten years for autistic pupils and those with communication & interaction Needs. Surrey Heath and Runnymede are projected to have the highest percentage growth over the planning period. The number of projected places in Spelthorne is expected to increase by 10% in the first 5 years of the forecast but drop back in the last year of the forecast, however Spelthorne currently has the highest number of autistic pupils and those with communication & interaction Needs needing a special school place across the boroughs in the North East and North West.

**Table 4: NE and NW Quadrant residents who attend special schools with Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) as their primary need and projected demand for additional places in 2025-26 and 2030-31**

District or Borough	Actuals 2020-21	Projected demand for places in 2025-26	Projected growth from 2020-21 to 2025-26	Projected demand for places in 2030-31	Projected growth from 2020-21 to 2030-31
Elmbridge	20	9	-55%	7	-65%
Epsom & Ewell	12	12	0%	12	0%
Spelthorne	21	15	-29%	9	-57%
Runnymede	20	26	30%	28	40%
Surrey Heath	23	22	-4%	16	-30%
Woking	21	26	24%	28	33%
Rest of Surrey	136	161	18%	155	14%



Table 4 shows the number of places is projected to decrease or remain steady in the three boroughs in NE Surrey by 2025-26. Two boroughs in the North West (Runnymede and Woking) are projected to have a slight increase in the number of special school places needed for pupils with SLD or PMLD by 2025-26.

## ASD and ASD/SLD designated special school provision in Surrey

More details of our specialist provision can be found in the booklet “Finding the right primary school in Surrey” on the [Surrey Local Offer website](#). In Surrey, autistic pupils or those with communication & interaction needs, requiring a specialist placement are typically placed in one of the following 3 types of provision: Complex Social Communication Needs (CSCN); or Communication & Interaction Needs (COIN), Severe Learning Difficulties (SLD).

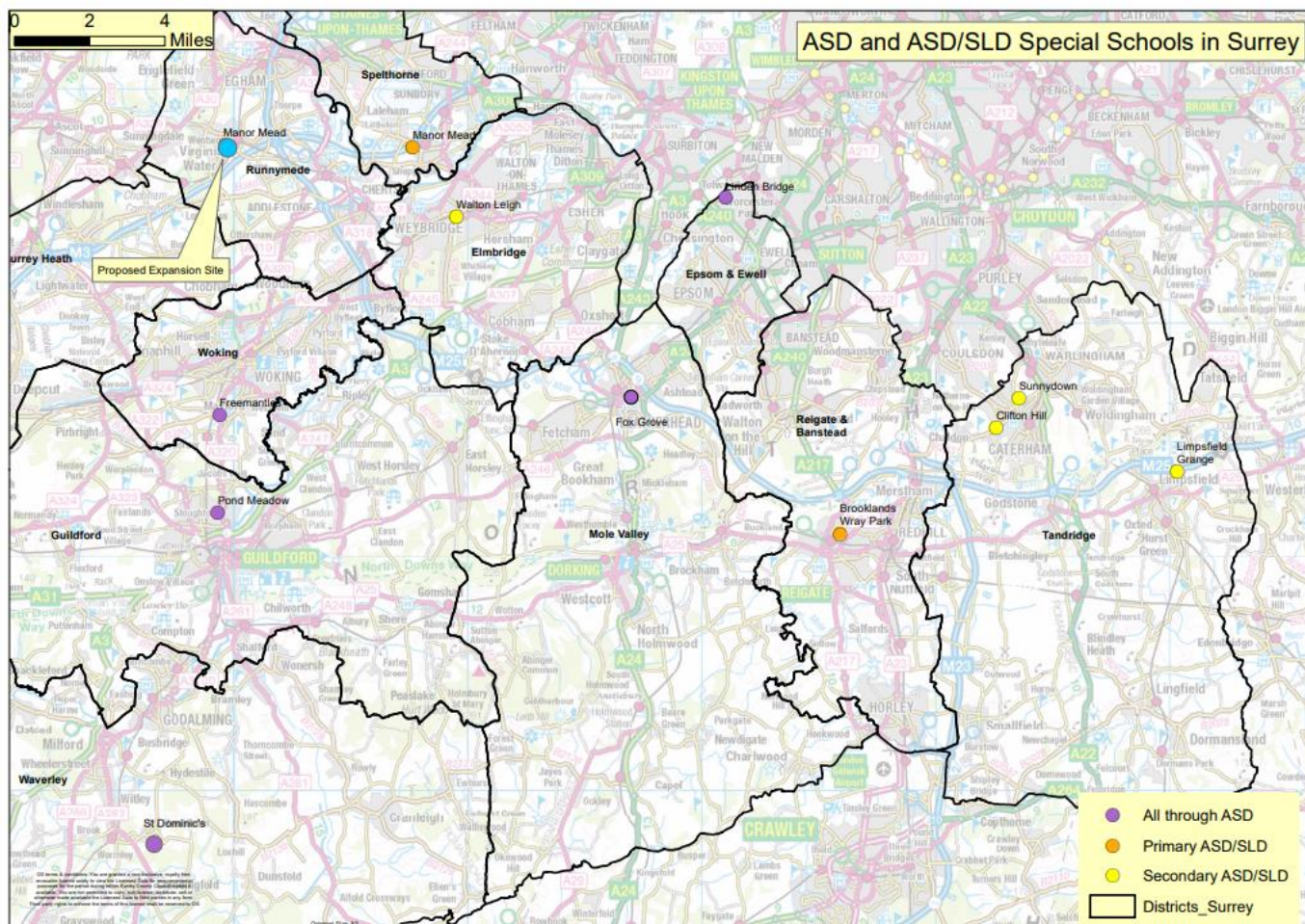
Table 4 provides a summary of nine special schools designated to meet the needs of autistic pupils and those with communication & interaction as their primary presenting needs. These are divided into the following designations:

- **ASD:** pupils who require special school provision but work at broadly age-related expectations and will or are likely to go on to go on achieve national academic qualifications.
- **Complex ASD & ASD/SLD (dual designated):** pupils who require special school provision but work below or significantly below age related expectations and with a curriculum focus on communication, independence, social understanding, emotional well-being, and functional academic achievement.

**Table 4:** ASD and ASD/SLD Designated Schools in Surrey as at September 2021

School	Designation	District	Planned Places & gender	Age Range	Occupancy as of Sept 2021	Planned Expansion under Surrey's SEND Capital Programme
Sunnydown School	ASD	Tandridge	89 (boys only)	11-16	99%	0
Limpsfield Grange School	ASD	Tandridge	90 (girls only)	11-16	100%	By 40, to 130
St Dominic's Academy	ASD	Waverley	150	6-19	85%	0
Linden Bridge Academy	Complex ASD	Epsom & Ewell	142	4-19	100%	0
Freemantles School	Complex ASD	Woking	207	4-19	99%	By 72, to 270
Fox Grove Academy	Complex ASD	Mole Valley	72	4-19	86%	Opened Sept 2021 total places will increase to 150
Brooklands School	ASD/SLD	Reigate & Banstead	59	4-11	51%	Increase to 70
Pond Meadow Academy	ASD/SLD	Guildford	149	3-19	100%	0
Clifton Hill School	ASD/SLD	Tandridge	78	11-19	100%	0

**Map 1** shows the location of Special Schools in Surrey that are designation ASD, Complex ASD or ASD/SLD or SLD



The Map shows the lack of special school provision for pupils living in the North East and North West. If Manor Mead remains as a single designation of SLD the only provision for pupils with ASD in the North East is Linden Bridge, which is operating at full capacity. Walton Leigh is shown on the map as it is Federated with Manor Mead but it has a single designation of SLD. Freemantles is the only Special School in the North West for pupils with ASD but like Linden Bridge the cohort of pupils are those with complex autism who need a different type of placement than the offer proposed at Manor Mead School.

## Key Outcomes and Benefits

Expanding Outstanding sufficient and sustainable special school provision for Surrey resident primary age pupils in Spelthorne and Runnymede will provide the following benefits as stated in the [Developing local Special Educational Needs and Disability \(SEND\) Provision](#) report to Cabinet on 25 January 2022.:

1. Benefits realisation ensures Surrey's maintained specialist education provision is fit for purpose and creates additional employment/supported internship opportunities for residents around areas of expansion.
2. Children, young people, and families can access the same level of high-quality support wherever they live in Surrey. We have a good, shared understanding of our children and young people who have Special Educational Needs and Disabilities (SEND) in Surrey and our support offer matches their identified needs.
3. Expanding Surrey's specialist provision aligns with the Preparation for Adulthood programme and strategy for Post-16 to create local further education and employment pathways such as apprenticeships and supported internships. This enables young people who have SEND to make a successful transition to adulthood and secure employment.
4. Capacity created locally will also make certain that SEND home to school transport distance and costs are reduced so that pupils attend their closest most appropriate school with shorter journey times. Opportunities for developing independent travel skills can be maximised as a result of children and young people being educated closer to home. This will also address local congestion around school sites as well as traffic flow around the county, which will be of benefit to Surrey's Green Agenda
5. The distribution and occupancy of current Special Schools and SEN Units in mainstream schools clearly illustrates that there is insufficient provision of Autism and Communication & Social Interaction Needs, Moderate Learning Difficulties, Severe Learning Difficulties and Social Emotional Mental Health Needs Special places.
6. The approved remodification and expansion programme will ensure that additional places are matched appropriately to need type, phases of education and geographic locations.

An Equality Impact Assessment is being completed throughout the consultation process and will be published as part of the Lead Cabinet Member Decision Meeting.

## Implementation Plan

### Finance and Resourcing

Revenue income: Manor Mead School will receive £10,000 per year for each agreed planned place commissioned (83 plus 60 places - 143 overall). The school will also receive a "Top up" sum for each pupil in attendance. Top up rates are reviewed annually by the Local Authority.

## Staffing

The Federation of Manor Mead and Walton Leigh will continue employ staff across the two sites at Manor Mead and the site of Walton Leigh School.

## Capital planning and buildings

Capital investment for the school's remodelling and refurbishment works were approved and secured prior to September 2021 delivery. The permanent expansion arrangements for Manor Mead School will continue to be delivered onsite at Christ Church Road, Virginia Water.

## Consultations, approvals and overall timescales

1. It is proposed that the permanent expansion and change of designation commences from 1 September 2023. The temporary arrangements will remain until 31 August 2023. The proposed changes require a period of consultation, the publication of Statutory Notices and the agreement of Surrey County Council's Cabinet Member for Education and Learning if the proposal is to proceed.
2. The first stage of consultation was open from Friday 19 November 2021 to Friday 14 January. During this period the Surrey County Council shared proposals with the wider professional network, schools including headteachers and chairs of governors, with unions, parent representatives, partner agencies and with the staff and parents of the school subject to the proposals. 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.
3. The consultation analysis is published at [www.surreysays.co.uk](http://www.surreysays.co.uk) on the Statutory Notice webpage alongside this document.

### Key points from the consultation responses:

- Almost all respondents (94%) **agreed with the proposal** to permanently expand Manor Mead School
  - Almost all respondents (95%) **agreed with the proposal** to change the designation at Manor Mead School
  - The most prevalent theme (36% of all respondents) in the comments was the **need for more specialist places** in Surrey
  - The second most prevalent theme (23% of all respondents) in the comments was the **positive impacts for local children and young people** in the proposal.
4. Statutory Notice is now open for a four-week period from 24 February to 24 March. The publication of Notices is when the local authority formally states that it intends to implement the proposed changes. This will be the final opportunity for consultees to make their views known before a final decision is taken. Following the consultation periods officers will summarise the feedback and will report to the Cabinet Member for Education and Learning.

### What happens next?

You can make representations, objections and comments using the online form at [www.surreysays.co.uk](http://www.surreysays.co.uk). Alternatively, you can respond by email or post at the addresses given in the section [Making Representations, Objections and Comments](#).

# **Consultation Analysis**

## **(Informal Consultation & Statutory Notices)**

Proposal to permanently expand Manor Mead School and change the school's designation from Severe Learning Difficulties (SLD) to Severe Learning Difficulties and Autism (SLD/ASD)



**SURREY**  
COUNTY COUNCIL

# Consultation Analysis - Proposal to expand Manor Mead School and change designation from Severe Learning Difficulties (SLD) to Severe Learning Difficulties and Autism (SLD/ASD)

## Introduction

This report is an analysis of responses gathered on the proposal to expand Manor Mead School and change designation from SLD to SLD/ASD.

Surrey County Council published an informal consultation from 19 November 2021 to 15 January 2022.

Part 1 of this paper is an analysis of the responses received during the informal consultation and Part 2 is an analysis of the responses during the Statutory Notice period. This paper will be submitted to the Lead Cabinet Member for Education and Learning for consideration to determine the statutory notices on 26 April 2022.

## 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 Manor Mead School, pupils and their families who may attend the school in the future, other Special Schools in Surrey, local schools and the local community.

The informal consultation was open from 19 November 2021 to 15 January 2022. 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 online was offered on 10 January 2022 but there were no requests to attend.

The Statutory Notices were published from 24 February to 24 March. The associated documentation was published on the Surrey County Council 'Surrey Says' website and circulated to local stakeholders. The notices were also published in the local paper on 25 February. Interested parties were invited to return responses to the consultation via an online form or alternatively email or post responses.

An Equality Impact Assessment was completed throughout the informal consultation period and statutory notices and responses to the consultation contribute to this.

## Key points from the consultation responses:

1. Almost all respondents (94%) **agree with the proposal** to permanently expand Manor Mead School
2. Almost all respondents (95%) **agree with the proposal** to change the designation at Manor Mead School
3. The most prevalent theme (36% of all respondents) in the comments was the **need for more specialist places** in Surrey



- The second most prevalent theme (23% of all respondents) in the comments was the **positive impacts for local children and young people** in the proposal.

### Recommendations:

The recommendations based on the analysis are that the Cabinet Member for Education and Learning determines the statutory notices at the decision meeting on 26 April 2022.

## Part 1 – Informal Consultation

### Quantitative Analysis

There were 61 responses to the consultation.

There were two questions in the consultation survey.

#### Do you agree with the proposal to permanently expand Manor Mead School?

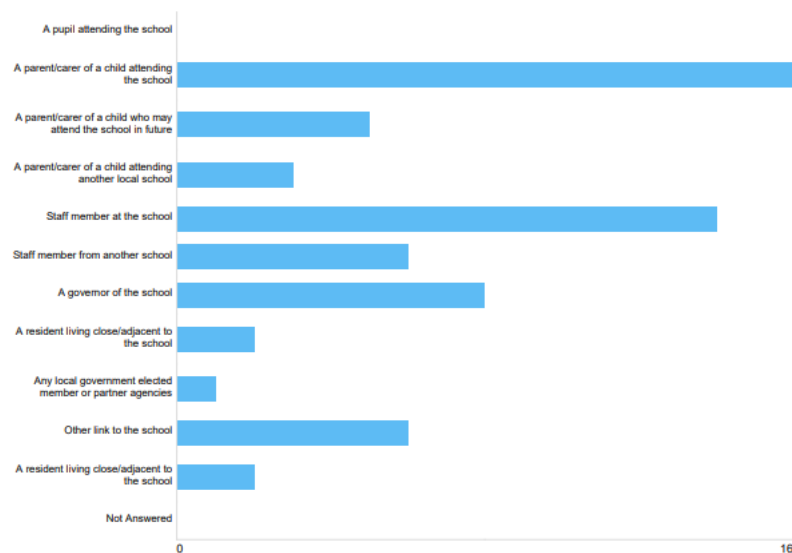
57 (94%) respondents agreed with the proposal, 1 (2%) disagreed with the proposal, 3 (5%) selected “don’t know”

#### Do you agree with the proposal to change the designation from SLD to SLD & ASD?

58 (95%) respondents agreed with the proposal, 2 (3%) disagreed with the proposal, 1 (2%) selected “don’t know”

The chart below shows the distribution of who responded to the consultation. The highest percentage of respondents selected “parent/carer of a child attending the school” (26%).

**Graph 1: What is your relationship with the school?**



## Qualitative Analysis

Respondents had the opportunity to add comments at the end of the survey and 32 out of 61 respondents (52%) left a comment. Comments left in reply to free-text questions were tagged drawing on 8 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.

Sub theme	Tag	Number of responses	Prevalence (% out of 61 total responses)	Prevalence (% out of 32 comments)
<b>Positive impacts</b>	Positive experiences of children currently attending the school	9	15%	28%
	Positive impacts for children	14	23%	44%
	Positive impacts for local community	2	3%	6%
	Other positive comments about the school and staff	4	7%	13%
<b>Negative Impacts</b>	Negative impacts/concerns	4	7%	13%
<b>Specialist places</b>	Need more ASD places	11	18%	34%
	Need for more specialist places	22	36%	69%
<b>Questions/Ideas</b>	Questions/Ideas	6	10%	19%

### Key themes from the consultation

There were 4 key themes that emerged from the consultation response

#### Positive Impacts

9 respondents (15%) commented on the **positive experiences of children currently attending the school** particularly commenting on children attending the temporary expansion at Virginia Water.

*“...has settled at Manor Mead Virginia Water provision amazingly well, it remains a much needed provision for children in Surrey with ASD.”*

*“I would be thrilled for this expansion, simply knowing that other young children are being given this chance in a placement that supports much more than just their education.”*

*“Manor Mead, Virginia Water has provided my son and many other children a place for education and social growth.”*

14 respondents (23%) commented on the **positive impacts of the proposal for children and young people**

*“this expansion enable the children with complex needs to access the right provision for their level of need”*

*“a positive move as it will provide education and consistency of more children who need it”*

2 respondents (3%) commented on the **positive impacts for the local community** mentioning supporting children and young people in the local community with more specialist places and the positive value in continuing to use the site at Virginia Water for education (after Christ Church C of E Infant School closed in July 2021).

4 respondents (7%) left **other positive comments about the school and staff.**

*We need to keep schools like this going in surrey as there is a shortage, and this school and its teachers are always spoken of so highly.*

*“the progress made (by pupils) in just half a term is phenomenal. This is down to the hard work of the staff ensuring the school not only caters to the academic needs of pupils but the holistic approach to education and personal development.”*

### **Negative Impacts or Concerns**

4 (7%) respondents mentioned **negative impacts or concerns**. 2 out of the 4 of those respondents agreed with the proposal.

One respondent was a parent/carer of a child previously attending the school and although they agreed with the proposal felt that the school could be improved by *“changing”* a member of staff at the school. One respondent was concerned that an expansion could have a negative impact on finances and wanted reassurance that a new site would not negatively impact the financial stability of the school. One respondent disagreed with the change in designation with concerns about the potential negative impact of mixing two types of primary needs in one school. One respondent who disagreed with the proposal was unable to find full details of the proposal and expressed concern that the site at Shepperton did not have capacity to expand and the result would be *“poorer facilities for the current intake of children”*.

The negative impacts or concerns are addressed in the Question and Answer document published at [www.surreysays.co.uk](http://www.surreysays.co.uk) on the Statutory Notices Consultation page.

### **Need for Specialist places in Surrey**

11 respondents (18%) commented specifically on the need for more ASD places.

*“more spaces are desperately needed for ASD children in Surrey”.*

*“There is huge crisis with insufficient school spaces for children with needs arising from ASD”*

22 respondents (36%) commented on the general need for more specialist places in Surrey.

*“Just wish there were more schools like this in the area, going on to secondary too. They’re definitely needed.”*

*“There is a huge shortage of special provision in our area, and I am fully in support of this expansion.”*

*“There’s a massive overflow of pupils needing adequate and appropriate provision.”*

### Questions and/or Ideas

6 respondents (10%) had **questions or ideas**. A Question and Answer document is published at [www.surreysays.co.uk](http://www.surreysays.co.uk) on the Statutory Notices Consultation page.

1. How will the school manage the dual designation and will there be a mix of pupils with different primary needs in classes
2. Will there be additional funding for the new site and additional pupils and how will the school’s current finances be protected?
3. Will consideration be given to the increased need for therapy and health services to this school?
4. Are there any plans for additional pupils and expansion on the current site?
5. Where can I find out more information about the proposal?

### Public Meetings

A public meeting online was offered on 10 January at 10am and 6pm. No attendees booked to join the meeting, so in agreement with the school the meeting was not held.

## Part 2 – Statutory Notices

### Quantitative Analysis

There were 2 responses to the consultation.

There were two questions in the consultation survey.

**Do you agree with the proposal to permanently expand Manor Mead School?**

2 (100%) respondents agreed with the proposal.

**Do you agree with the proposal to change the designation from SLD to SLD & ASD?**

2 (100%) respondents agreed with the proposal.

### Qualitative Analysis

Respondents had the opportunity to add comments at the end of the survey and 2 out of 2 respondents left a comment.

Both responses were from staff at other schools. The respondents expressed how the expansion at Manor Mead School was a positive step to *‘ensure children have an increased chance of getting the provision they deserve’* in a setting that is appropriate to their needs.

# Equality Impact Assessment

## Equality Impact Assessment for the Proposal to Permanently Expand Manor Mead School and Change the School's Designation from Severe Learning Difficulties (SLD) to Severe Learning Difficulties and Autism (SLD/ASD) Version 1

Did you use the EIA Screening Tool?

Yes

### 1. Explaining the matter being assessed

This is a:

- Change to a service or function

Manor Mead School is a Special School in the borough of Spelthorne in Surrey that provides specialist provision for pupils from Nursery through to Year 6. The school has an 'Outstanding' Ofsted rating. Manor Mead School has a current designation of Severe Learning Difficulty (SLD).

Surrey County Council and The Federation of Manor Mead and Walton Leigh Schools are proposing that Manor Mead School will expand by 60 places, from 83 places to 143 places. It is also proposed that the school will change from a single designation of Severe Learning Difficulties (SLD) to become dual designation of Severe Learning Difficulties (SLD) and Autistic Spectrum Disorder (ASD). This 60-place expansion for pupils from Reception to Year 6 will be provided on a satellite site at Christchurch Road, Virginia Water. All pupils will have an Education, Health & Care Plan (EHCP) specifying the school as an appropriate placement to meet their individual needs. The expansion at Christchurch Road, Virginia Water will be for up to 60 additional places from Year R to Year 6 for autistic pupils and those with communication & interaction needs.

The proposal will impact:

- Pupils currently attending Manor Mead School
- Staff at Manor Mead School
- Parents and families of pupils currently attending Manor Mead School or likely to attend the school in the future.
- Parents and families of pupils currently attending other special schools or likely to attend those school in the future.

How does your service proposal support the outcomes in [the Community Vision for Surrey 2030](#)?

- 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

# Equality Impact Assessment

- Communities are welcoming and supportive, especially of those most in need, and people feel able to contribute to community life

Are there any specific geographies in Surrey where this will make an impact?

- County-wide
- Runnymede
- Spelthorne

## Assessment team

### Detail here who you have involved with completing this EIA:

- Rachael Wardell, Surrey County Council, Executive Director Children, Families and Lifelong Learning
- Liz Mills, Surrey County Council, Director Education and Learning
- Jane Winterbone, Surrey County Council Assistant Director Education
- Eamonn Gilbert, Surrey County Council, Assistant Director Commissioning
- Jodi Emery, Surrey County Council, Service Manager, Commissioning
- Mike Singleton, Surrey County Council, Service Manager, Education Place Planning
- Emily George, Surrey County Council, Assistant Director, SEND Transformation
- Jane Keenan, Surrey County Council, Commissioning Manager, Education Place Planning
- Jackie Drysdale, Surrey County Council, Commissioning Assistant, Education Place Planning
- Emilie Williams Jones, Surrey County Council, Programme Manager SEND Capital Programme
- Mark Bryant, Federation of Manor Mead and Walton Leigh Schools, Executive Headteacher
- Lisa Kent, Federation of Manor Mead and Walton Leigh Schools, Chair of Governing Body,
- Gill Perkin, Department for Education, Area Manager - Surrey
- Surrey County Council Capital Programme Board

### Consultation Information:

Surrey County Council and The Federation of Manor Mead and Walton Leigh Schools consulted on the proposal to permanently expand Manor Mead School and change from a single designation of SLD to a dual designation ASD/SLD.

The aim of the consultation was to seek views on the proposal from all interested parties, particularly from pupils and their families who attend Manor Mead School, pupils and their families who may attend the school in the future, other Special Schools in Surrey, local schools and the local community.

# Equality Impact Assessment

**The informal consultation** was open from 19 November 2021 to 15 January 2022. 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 online was offered on 10 January 2022 but there were no requests to attend.

There were 61 responses to the consultation and there were two questions in the consultation survey:

**Do you agree with the proposal to permanently expand Manor Mead School?**

57 (94%) respondents agreed with the proposal, 1 (2%) disagreed with the proposal, 3 (5%) selected "don't know"

**Do you agree with the proposal to change the designation from SLD to SLD & ASD?**

58 (95%) respondents agreed with the proposal, 2 (3%) disagreed with the proposal, 1 (2%) selected "don't know"

**Statutory Notices** were published from 24 February until 24 March 2022. The associated documentation was published on the [SurreySays 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.

There were 2 responses to the consultation survey:

**Do you agree with the proposal to permanently expand Manor Mead School?**

2 (100%) respondents agreed with the proposal

**Do you agree with the proposal to change the designation from SLD to SLD & ASD?**

2 (100%) respondents agreed with the proposal

The full consultation analysis is available at the [Surrey County Council website](#) with the papers for the Cabinet Member for Education and Learning Meeting held on 26 April 2022

# Equality Impact Assessment

## 2. Service Users / Residents

### Who may be affected by this activity?

There are 9 protected characteristics (Equality Act 2010) considered in the proposal. These are:

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

Though not included in the Equality Act 2010, Surrey County Council recognises that there are other vulnerable groups which significantly contribute to inequality across the county and therefore they should also be considered within EIAs.

- Members/Ex members of armed forces
- Adult and young carers\*
- Those experiencing digital exclusion\*
- Those experiencing domestic abuse\*
- Those with education/training (literacy) needs
- Those experiencing homelessness\*
- Looked after children/Care leavers\*
- Those living in rural/urban areas
- Those experiencing socioeconomic disadvantage\*
- Out of work young people)\*
- Adults with learning disabilities and/or autism\*
- People with drug or alcohol use issues\*
- People on probation
- People in prison
- Migrants, refugees, asylum seekers
- Sex workers
- Children with Special educational needs and disabilities\*
- Adults with long term health conditions, disabilities (including SMI) and/or sensory impairment(s)\*
- Older People in care homes\*
- Gypsy, Roma and Traveller communities\*
- Other (describe below)

(\*as identified in the Surrey COVID Community Impact Assessment and the Surrey Health and Well-being Strategy)

Impacts have been identified under the protected characteristics **Age including younger and older people** and **Disability**. The following vulnerable groups have also been identified, **Adult and young carers; those experiencing socioeconomic disadvantage** and **Children with Special educational needs and disabilities**.



# Equality Impact Assessment

## Disability

(Including Children with Special Educational Needs and Disabilities and Adult and Young carers)

### Pupils at the school

There are 128 pupils currently on roll at the school. 40% of pupils have Severe Learning Difficulties (SLD) and 60% Autistic Spectrum Conditions (ASC) as their primary need.

**Table 1: Number of pupils on roll at Manor Mead School by National Curriculum Year (NCY) Group (January 2022)**

	Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Number of pupils currently at Manor Mead	8	15	22	22	15	15	16	15	128

### Pupils who may attend the school in the future

**Table 2: NE and NW Quadrant residents who attend special schools with ASC or SLD identified as their primary need and projected demand for additional places in 2025-26 and 2030-31**

District or Borough	Actuals 2020-21	Projected demand for places in 2025-26	Projected growth from 2020-21 to 2025-26	Projected demand for places in 2030-31	Projected growth from 2020-21 to 2030-31
Elmbridge	64	64	0%	56	-13%
Epsom & Ewell	41	51	24%	49	20%
Spelthorne	95	89	-6%	78	-18%
Runnymede	62	77	24%	81	31%
Surrey Heath	74	88	19%	77	4%
Woking	91	97	7%	97	7%
Rest of Surrey	408	438	7%	419	3%

These data evidence the projected demand for additional special school places in across Surrey over the next five and ten years. Runnymede is forecast to have the highest percentage growth over the forecast period. There is a forecast decrease in places needed in Spelthorne, however Spelthorne currently has the highest number of pupils with ASD or SLD needing a special school place across the boroughs in the North East and North West.

# Equality Impact Assessment

## Travel patterns

The additional places at Manor Mead will help reduce the percentage of pupils with communication and interaction needs who travel out of borough, quadrant and county and will reduce the number of pupils educated in independent provision.

In Surrey 68% of pupils with Communication and Interaction needs travel 6 miles or more for education, the percentage is higher in Spelthorne (76%) and Runnymede (85%). Alongside this there are fewer pupils with Communication and Interaction needs who are educated in the **borough** they live in, Runnymede (6%) and Spelthorne (6%) compared to all of Surrey (28%); and in the **quadrant** they live in Runnymede (20%) and Spelthorne (40%) compared to all of Surrey (50%).

**Table 3: Pupils living in Spelthorne: Current travel patterns for pupils from Year R to Year 11 who are educated in a Special School**

Need Type	Educated in Borough/District	Educated in Quadrant	Educated Out of County	Educated in Independent provision	Travel 6 Miles or More for Education
Cognition	12%	34%	13%	15%	50%
SEMH	0%	0%	42%	31%	96%
Communication & Interaction	6%	20%	36%	31%	76%
Sensory & Physical	0%	0%	43%	57%	86%
Total	7%	20%	30%	26%	72%

**Table 4: Pupils living in Runnymede: Current travel patterns for pupils from Year R to Year 11 who are travelling to specialist school places**

Need Type	Educated in Borough/District	Educated in Quadrant	Educated Out of County	Educated in Independent provision	Travel 6 Miles or More for Education
Cognition	36%	52%	6%	8%	38%
SEMH	0%	21%	41%	41%	82%
Communication & Interaction	6%	40%	17%	32%	85%
Sensory & Physical	14%	43%	43%	29%	71%
Total	16%	41%	17%	25%	67%

**Table 5: Pupils living in Surrey (whole county): Current travel patterns for pupils from Year R to Year 11 who are travelling to specialist school places**

Need Type	Educated in Borough/District	Educated in Quadrant	Educated Out of County	Educated in Independent provision	Travel 6 Miles or More for Education
Cognition	33%	58%	10%	17%	52%
SEMH	14%	31%	33%	42%	85%
Communication & Interaction	28%	50%	19%	36%	68%
Sensory & Physical	17%	36%	48%	39%	76%
Total	27%	49%	19%	31%	66%

# Equality Impact Assessment

## Positive Impacts:

- Pupils currently on roll due to the temporary expansion will be positively impacted with continued education at Manor Mead.
- Additional places at the school mean that more pupils with a primary need of ASD who need a Special School place would receive a place closer to home.
- Changing the designation of the school would mean more places for pupils with a primary need of ASD and therefore more pupils with a primary need of ASD educated closer to home.
- A school place that is closer to home will positively impact Carers who will have the opportunity to be part of a school community closer to home. The school encourages participation from parents giving carers the opportunity to be involved in the school community.

The Report to Surrey County Council on 25 January 2022 [Developing Local Special Educational Needs And Disability \(Send\) Provision In Surrey To Meet Demand From 2023/24 Onwards](#) outlines the delivery of additional specialist school places and intended benefits to Surrey's children, young people and residents:

1. Benefits realisation ensures Surrey's maintained specialist education provision is fit for purpose and creates additional employment/supported internship opportunities for residents around areas of expansion.
2. Children, young people, and families can access the same level of high-quality support wherever they live in Surrey. We have a good, shared understanding of our children and young people who have SEND in Surrey and our support offer matches their identified needs.
3. Expanding Surrey's specialist provision aligns with the Preparation for Adulthood programme and strategy for Post-16 to create local further education and employment pathways such as apprenticeships and supported internships. This enables young people who have SEND to make a successful transition to adulthood and secure employment.
4. Capacity created locally will also make certain that SEND home to school transport distance and costs are reduced so that pupils attend their closest most appropriate school with shorter journey times. Opportunities for developing independent travel skills can be maximised as a result of children and young people being educated closer to home. This will also address local congestion around school sites as well as traffic flow around the county, which will be of benefit to Surrey's Green Agenda
5. The distribution and occupancy of current Special Schools and SEN Units in mainstream schools clearly illustrates that there is insufficient provision of Autism and Communication & Social Interaction Needs, Moderate Learning Difficulties, Severe Learning Difficulties and Social Emotional Mental Health Needs Special places.
6. The approved remodification and expansion programme will ensure that additional places are matched appropriately to need type, phases of education and geographic locations.

# Equality Impact Assessment

## Consultation responses

9 respondents (15%) to the informal consultation commented on the positive experiences of children currently attending the school particularly commenting on children attending the temporary expansion at Virginia Water.

14 respondents (23%) to the informal consultation commented on the positive impacts of the proposal for children and young people

22 respondents (36%) to the informal consultation commented on the general need for more specialist places in Surrey.

11 respondents (18%) to the informal consultation commented specifically on the need for more ASD places.

## Potential Negative Impact:

4 (7%) respondents to the informal consultation mentioned **negative impacts or concerns**. 2 out of the 4 of those respondents agreed with the proposal.

One respondent was a parent/carer of a child previously attending the school and although they agreed with the proposal felt that the school could be improved by “*changing*” a member of staff at the school. The issues were raised informally by the parent and dealt with by school staff at the time. One respondent was concerned that an expansion could have a negative impact on finances and wanted reassurance that a new site would not negatively impact the financial stability of the school.

One respondent disagreed with the change in designation with concerns about the potential negative impact of mixing two types of primary needs in one school.

One respondent who disagreed with the proposal was unable to find full details of the proposal and expressed concern that the site at Shepperton did not have capacity to expand and the result would be “*poorer facilities for the current intake of children*”.

## Describe here suggested mitigations to inform the actions needed to reduce inequalities.

A Question and Answer document has been published to answer any questions and address potential negative impacts, the full document is published at [www.surreysays.co.uk](http://www.surreysays.co.uk) on the Statutory Notices Consultation page.

	Question	Response
1	<b>How will the school manage the dual designation and will there be a mix of pupils with different primary needs in classes</b>	<p>There will be 6 classes of 10 pupils age 4 – 11 years old across key stages 1 and 2 at the Virginia Water site. Pupils will be grouped according to age, individual needs and learning styles.</p> <p>The School will continue to provide a curriculum based on the needs of the individual pupils and focussed on developing communication skills and emotional, personal, and social development alongside the academic subjects.</p>

# Equality Impact Assessment

		<p>Currently there are 127 pupils currently on roll at the school. 40% of pupils have Severe Learning Difficulties (SLD) and 60% Autistic Spectrum Conditions (ASC) as their primary need. The change in designation will more accurately reflect the needs of pupils moving forward.</p> <p>Pupils are allocated places through the Education Health and Care Plan (EHCP) consultation process under Section 43 of the <a href="#">Children and Families Act 2014</a> This means that pupils are placed at the right site that can best meet their needs.</p>
2	<p><b>Will there be additional funding for the new site and additional pupils, how will the school's current finances be protected?</b></p>	<p><b>Capital</b> Capital funding has been secured through the SEND Capital Budget, which was approved by Cabinet on 25 January 2022. Final project costs will be determined by feasibility.</p> <p><b>Revenue</b> Manor Mead School will receive £10,000 per year for each agreed planned place commissioned (83 plus 60 places - 143 overall). The school will also receive a "top up" sum for each pupil in attendance and this sum is reviewed annually.</p> <p><b>School's current finances</b> The Governing Body of the Federation of Manor Mead and Walton Leigh Schools undertook, as part of the original Expression of Interest process a deep dive into the financial implications of opening the satellite site for an initial period of two years. When the proposal to make the satellite site a permanent part of the federation was put forward, the Staffing and Finance committee of the Governing Body worked with the Executive Headteacher and federation Business Manager to undertake due diligence in relation to the financial impact and were satisfied that the existing budget would not be negatively impacted.</p>
3	<p><b>Will consideration be given to the increased need for therapy and health services to this school?</b></p>	<p>Yes, therapy teams and health provider services are partners in the SEND Capital Programme. The services that work with specialist schools will increase in capacity as additional places are created.</p> <p>Speech and Language Therapists, Occupational Therapists, Physiotherapists, Educational Psychologists, School Nurses and Portage work closely with the school. Information about the therapy teams who visit pupils at Manor Mead</p>

# Equality Impact Assessment

		Primary School can be found on the school <a href="#">website</a> .
4	<b>Are there any plans for additional pupils and expansion on the current site?</b>	There are no plans to expand the existing building or to change to the number of pupils attending the site in Shepperton.
5	<b>Will any children who attend Manor Mead in Shepperton transfer to the new site in Virginia Water?</b>	No.  There is no change to the number of places on current Manor Mead site in Shepperton and therefore no change for learners currently at the school.
6	<b>How will places at Manor Mead be allocated?</b>	Pupils will be allocated a place at Manor Mead by Surrey County Council's SEND Admissions Team, as is the case for all Surrey resident pupils with an Education Health and Care Plan (EHCP)  For further information please see the School Admissions Guidance for children with an EHCP, which is available on the <a href="#">Surrey County Council website</a> .
7	<b>What will happen around transitioning to Secondary school?</b>	The <a href="#">school admissions guidance for children with an EHCP</a> outlines the admissions process for pupils approaching key stage 3 (Year 7), which is the transition point from Primary to Secondary phases of education..  Local authorities ("LAs") have a legal duty to review and amend an EHCP when a child or young person transfers from one phase of education to another.  For those transferring from Primary to Secondary school, the EHCP must be reviewed and amended by 15 February in the year of transfer.
8	<b>If a child is attending Manor Mead Virginia Water where will they transition to in September 2023?</b>	Pupils currently in Year R to Year 5 will remain at the Manor Mead school satellite site at Virginia Water. Pupils in Year 6 will transition to their new secondary school placements in readiness for a September 2023 start.
9	<b>How will transport be arranged for pupils</b>	Pupils attending Manor Mead Virginia Water may be eligible for travel assistance as described in the <a href="#">Home to School/College Travel Transport Policy</a>

# Equality Impact Assessment

		<p>Once a parent/carer has received an offer of a school place and believes their child is eligible for assistance with travel to school, they can apply by submitting an online application form on Surrey County Council's <a href="#">website</a>.</p>
<p><b>10</b></p>	<p><b>The consultation analysis shows that 4 respondents mentioned negative impacts and/or concerns in the responses. Have these been addressed by the school and/or the local authority?</b></p>	<p>3 out of the 4 responses that raised negative impacts and/or concerns have been addressed in this Questions and Answers document.</p> <p>One respondent proposal felt that the school could be improved by “<i>changing</i>” a member of staff. The comments came from a parent of a child who had previously attended the school. The issues were raised informally by the parent and dealt with by school staff at the time.</p> <p>The consultation analysis is available at <a href="http://www.surreysays.co.uk">www.surreysays.co.uk</a> on the Statutory Notices consultation page.</p>
<p><b>11</b></p>	<p><b>Where can I find out more information about the proposal?</b></p>	<p>The <a href="#">Informal Consultation Paper</a> is available on Surrey County Council's consultation website <a href="http://www.surreysays.co.uk">www.surreysays.co.uk</a>.</p> <p>Statutory Notices will be published on <a href="http://www.surreysays.co.uk">www.surreysays.co.uk</a></p> <p>The website will be updated with the outcome of each consultation. The final decision will be recorded in the minutes of the <a href="#">Lead Cabinet Member for Education and Learning Meeting</a>.</p>

# 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 decision makers need to be aware of?**

The development of the proposed expansion and change of designation to Manor Mead School is part of the strategy developed by Surrey County Council to expand the specialist education estate by more than 2,300 places to meet projected demand in the long term.

**SEND Capital Programme Cabinet Report 25 January 2022:**

[Developing Local Special Educational Needs and Disability \(Send\) Provision in Surrey to Meet Demand From 2023/24 Onwards](#)

**Any negative impacts that cannot be mitigated?**

No



# Equality Impact Assessment

## Age including younger and older people

The proposal positively impacts pupils aged 5 years to 11 years old who need either an ASD or SLD special school place. There is a nursery at the Shepperton school site but there is no plan to expand the nursery. Manor Mead School is a Primary School.

### **Describe here suggested mitigations to inform the actions needed to reduce inequalities.**

Secondary special school expansions have been identified for delivery under Surrey's SEND Capital Programme

### **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?**

The development of the proposed expansion and change of designation to Manor Mead School is part of the strategy developed by Surrey County Council to expand the specialist education estate by more than 2,300 places to meet projected demand in the long term.

### **SEND Capital Programme Cabinet Report 25 January 2022:**

[Developing Local Special Educational Needs and Disability \(Send\) Provision in Surrey to Meet Demand From 2023/24 Onwards](#)

### **Any negative impacts that cannot be mitigated?**

No

# Equality Impact Assessment

## Socio economic disadvantage

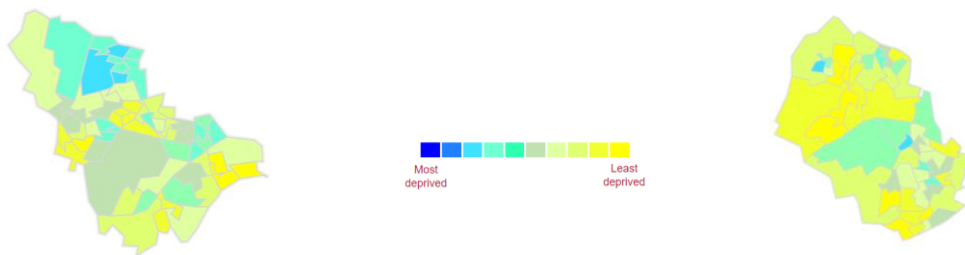
[The Indices of deprivation 2019](#) finds that 14 out of 60 Lower Layer Super Output Areas (LSOA) in Spelthorne are between 20% - 40% most deprived area in the country. This means that they are more deprived areas than between 60% and 80% of England. 19 out of 60 areas are more deprived than 50% of England.

[The Indices of deprivation 2019](#) finds that 5 out of 53 Lower Layer Super Output Areas (LSOA) in Runnymede are between 20% - 40% most deprived area in the country. This means that they are more deprived areas than between 60% and 80% of the rest of the country. 11 out of 53 areas are more deprived than 50% of England.

**Figure 2: English Index of Multiple Deprivation Spelthorne and Runnymede**

**Map of Spelthorne**

**Map of Runnymede**



Source: Indices of deprivation 2019 in Surrey by Surrey-i helpdesk

**Positive impact:** More families will be able to access Special School provision closer to home. (See the [current travel patterns](#) on page 6)

**Describe here suggested mitigations to inform the actions needed to reduce inequalities.**

Placements co-ordinated through the SEND admissions process will place pupils at the appropriate placement identified through the Education Health and Care Plan. Additional local places will mean more pupils will be able to attend provision local to home

**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?**

The development of the proposed expansion and change of designation to Manor Mead School is part of the strategy developed by Surrey County Council to expand the specialist education estate by more than 2,300 places to meet projected demand in the long term.

**SEND Capital Programme Cabinet Report 25 January 2022:**

# Equality Impact Assessment

[Developing Local Special Educational Needs and Disability \(Send\) Provision in Surrey to Meet Demand From 2023/24 Onwards](#)

**Any negative impacts that cannot be mitigated?**

No

# Equality Impact Assessment

## 3. Staff

Any impacts for staff with protected characteristics will be considered by the Federation of Manor Mead and Walton Leigh Schools. If the proposal is agreed any changes for existing staff contracts would be subject to a full staff consultation with a separate Equality Impact Assessment. Examples: Staff who are pregnant or on maternity leave; have a disability; have caring responsibilities; are negatively impacted because of any other protected characteristic listed on page 4. This would be coordinated by the Federation in partnership with their HR provider.

Additional staff would be employed to resource the expansion of Manor Mead School.

**Positive impact:** Development opportunities for staff with the expansion and change of designation.

**Describe here suggested mitigations to inform the actions needed to reduce inequalities.**

Communication and consultation with staff throughout the decision-making process.

**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?**

The development of the proposed expansion and change of designation to Manor Mead School is part of the strategy developed by Surrey County Council to expand the specialist education estate by more than 2,300 places to meet projected demand in the long term.

**SEND Capital Programme Cabinet Report 25 January 2022:**

[Developing Local Special Educational Needs and Disability \(Send\) Provision in Surrey to Meet Demand From 2023/24 Onwards](#)

**Any negative impacts that cannot be mitigated?**

No.

## 4. Recommendation

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

- **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:
  - 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).

### Recommended outcome:

- **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.

### Explanation:

No negative equalities impacts have been identified.

## 5. Action plan and monitoring arrangements

There is no current action plan as no negative impacts have been identified

## 6a. Version control

Version Number	Purpose/Change	Author	Date
0.1	Draft at end of Informal Consultation	Jane Keenan	26 January 2022
0.2	Amendments to draft at end of Informal Consultation	Jane Keenan	1 February 2022
1	Final version at the end of the Statutory Notice period	Jane Keenan	4 April 2022

# Equality Impact Assessment

## 6b. Approval

Secure approval from the appropriate level of management based on nature of issue and scale of change being assessed.

Approved by	Date approved
Head of Service - Liz Mills	
Executive Director – Rachael Wardell	8 April 2022
Cabinet Member – Denise Turner Stewart	8 April 2022

**EIA author:** Jane Keenan, Commissioning Manager, Education Place Planning

## 6c. EIA Team

Name	Job Title	Organisation	Team Role
Jane Keenan	Commissioning Manager	SCC	Author, Project Manager
Jackie Drysdale	Commissioning Assistant	SCC	Project Group member
Emilie Williams Jones	Programme Manager, SEND Capital Programme	SCC	Programme Manager
Mark Bryant	Executive Head	Federation of Manor Mead and Walton Leigh Schools	Service Expert
Lisa Kent	Executive Head	Federation of Manor Mead and Walton Leigh Schools	Service Expert
Liz Mills	Director of Education and Learning	SCC	Sponsor

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

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# Equality Impact Assessment

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