

## Notice of Meeting

# Cabinet Member for Education and Learning Decisions

**Date & time**

Tuesday, 31  
January 2023 at  
12:00 pm

**Place**

Woodhatch Place,  
11 Cockshot Hill,  
Reigate RH2 8EF

**Contact**

Joss Butler  
[joss.butler@surreycc.gov.uk](mailto:joss.butler@surreycc.gov.uk)

**Chief Executive**

Joanna Killian

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**This meeting will be held in public. If you would like to attend and you have any special requirements, please contact Joss Butler at [joss.butler@surreycc.gov.uk](mailto:joss.butler@surreycc.gov.uk)**

**Cabinet Member**

Clare Curran (Cabinet Member for Education and Learning Decisions)

## 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 (25 January 2023).

#### b Public Questions

The deadline for public questions is seven days before the meeting (24 January 2023).

#### c Petitions

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

### 3 SEND CAPITAL PROGRAMME PHASE 4: (PROPOSAL TO CREATE A SPECIALIST SCHOOL SATELLITE SITE FOR PHILIP SOUTHCOTE SCHOOL AT EPSOM & EWELL HIGH SCHOOL, AND PROPOSAL TO CHANGE THE DESIGNATION OF AND EXPAND THE SEN UNIT AT ASHFORD PARK PRIMARY SCHOOL)

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Proposal to create a specialist school satellite site for Philip Southcote School at Epsom & Ewell High School, and Proposal to change the designation of and expand the SEN Unit at Ashford Park Primary School

**Joanna Killian**  
**Chief Executive**

Published: 23 January 2023

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**SURREY COUNTY COUNCIL****CABINET MEMBER FOR EDUCATION AND LEARNING****DATE:** 31 January 2023**REPORT OF CABINET MEMBER:** CLARE CURRAN, CABINET MEMBER FOR EDUCATION AND LEARNING**LEAD OFFICER:** RACHAEL WARDELL, EXECUTIVE DIRECTOR FOR CHILDREN, FAMILIES AND LIFELONG LEARNING**SUBJECT:** SEND Capital Programme Phase 4: (Proposal to create a specialist school satellite site for Philip Southcote School at Epsom & Ewell High School, and Proposal to change the designation of and expand the SEN Unit at Ashford Park Primary School)

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

**SUMMARY OF ISSUE:**

Under section 14 of the Education Act 1996 and section 27 part 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 placement (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 Specialist Schools/ academies, has around 4,000 places and 97% occupancy.

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 reducing the need for new Non-Maintained Independent (NMI) 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 (DfE) 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 school placement in either a mainstream SEN Unit or Specialist School have a named placement, ready for the beginning of the next academic year.

A table detailing the two proposals below is attached as **Annex 1**:

**Proposal 1:** To expand Philip Southcote School to create a specialist school satellite site at Epsom and Ewell High School. Creating twenty additional places for Secondary School age pupils with Moderate Learning Difficulties (MLD) and co-occurring needs who require a specialist school placement.

**Proposal 2:** To expand and change the designation, from specialist provision for pupils with Moderate Learning Difficulties (MLD) to Autistic pupils and pupils with Communication & Interaction Needs (ASD), of the SEN Unit at Ashford Park Primary School. Creating twenty-five places for primary school age pupils who require a specialist school placement.

The two proposals require Surrey County Council to follow the statutory process outlined in the DfE guidance "Making significant changes ('Prescribed Alterations') to Maintained Schools," because they fit into one of the categories below:

- The proposals are expanding existing Special Educational Needs Provision
- Proposal 1 is an expansion of a specialist school onto a satellite site
- Proposal 2 is making changes to a Special Educational Needs Provision in a mainstream school.

## **RECOMMENDATIONS:**

It is recommended that:

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

The Cabinet Member for Education and Learning may:

1. reject a proposal
2. approve a proposal without modification
3. approve a proposal with modifications, having consulted the LA and/or 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 two proposals referenced in this paper are part of a suite of proposals to provide up to 6,000 state-maintained specialist school places for pupils in Surrey by 2030/31, delivered under Phase 4 of the Capital Programme.

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:**

### **Demand for Specialist Places**

1. The demand for specialist places for children and young people with SEND has increased significantly over the last 5 years, and this in turn has increased Surrey's sustained reliance on the independent sector to ensure all pupils with Education, Health and Care Plans (EHCPs) who require a specialist school placement are able to access suitable full-time education.
2. Surrey's state-maintained specialist provision is full, and we are expanding this provision at pace to ensure children and young people can have their education needs met close to home and within state-maintained provision wherever possible.
3. SCC's Capital Programme forms one important aspect of SCC's Additional Needs Strategy and Transformation Programme which aims to eliminate the council's Dedicated Schools Grant High Needs Block deficit and embed sustainable practices to work within the level of the overall funding. Prior to SCC entering into a Safety Valve Agreement with the DfE, the Council's High Needs Block was projected to reach a deficit of £118m at the end of 21/22.
4. The Council's Safety Valve agreement with the DfE includes a condition to deliver an ambitious Capital programme that will improve the long-term sufficiency of state-maintained specialist educational provision that meets the needs of communities across Surrey.
5. Between 2019 and 2022 Cabinet approved a combined Capital investment of £139.6M for Phases 1-4 of the SEND Capital Programme. This investment

needs to deliver at least: 2,300 permanent additional state-maintained specialist school places in Surrey by 2026 to meet projected demand for up to 6,000 by 2030/31.

6. **Annex 2** details the delivery tranches for 2023-2026 and committed projects under the SEND Capital Programme which will complete the long-term expansion of Surrey's specialist education estate.
7. Cabinet has approved the delegation of authority to Lead Cabinet Members for Education and Learning, Resources and Land & Property to allocate resources from approved budgets required for individual projects. This follows approval for individual schemes at Capital Programme Panel where quality assurance, due-diligence and financial assurance are rigorously assessed to ensure the proposals meet the objectives of the Capital strategy. Projects that do not meet these benchmarks and/or officer scrutiny will not be progressed.
8. Surrey's ambition is that the introduction of new or expanded SEN units in mainstream schools enables schools to strengthen their inclusion offer to all children and young people, therefore being of benefit to families, the local authority, and the school populations. This is in line with the [Community vision for Surrey in 2030 and Surrey's SEND Partnership Strategy 2019-2022](#), which define the Council's strategic priorities to ensure all children have the opportunity to attend a school local to them so that they can learn, grow and develop in their community. Local strategy includes the adopted county-wide commitment to root children in their local communities and ensure no one is left behind.
9. Philip Southcote School and Ashford Park Primary School are Community Schools where the Cabinet Member decision is required for significant changes to maintained schools.

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

10. 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.
11. 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 local education provision that meets their needs, access services and play an active role in the community close to where they live.
12. 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.
13. 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.

14. 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.
15. Increasing capacity in the Specialist Education Estate is essential to Surrey delivering a sustainable High Needs Block. Achievement of cost containment targets aligned with SCC's Safety Valve Agreement with the DfE that results in an in-year balance in the DSG HNB by 2029/30 allows Surrey to continue to deliver services and support for children, young people, and families, whilst remaining financially sustainable.

#### CONSULTATION:

16. An informal consultation was published for each proposal from 2 September to 6 November and further statutory notices were published from 14 November to 12 December 2022. All consultation documents are available at [www.surreysays.co.uk](http://www.surreysays.co.uk). The statutory notices are also attached as **Annex 3** and **Annex 4** of this report.
17. A summary of the consultation analysis for both proposals is attached as **Annex 5**.

#### RISK MANAGEMENT AND IMPLICATIONS:

18. 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.
19. The key risk to the proposals not being approved is the loss of specialist places (20 additional places for Secondary School age pupils with Moderate Learning Difficulties, and four additional places for primary school age autistic pupils and those with communication and interaction needs) 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 approx. £1.3m per annum from the DSG High Needs Block being spent on out of county independent provision year on year. The twenty-four additional places would provide a potential cost containment of approx. £720k as shown in **Table 1**.
20. The Local Authority needs to be satisfied that the appropriate fair and open local consultation and or representation has been conducted 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.

21. Surrey County Council has worked closely with the three schools to ensure that parents, carers and young people know about the consultation proposals and have had sufficient opportunity to share their views through a number of channels including public and stakeholder meetings, written responses, email correspondence and online response forms.

**Financial and value for money implications:**

22. The Capital projects are part of Phase 4 of the SEND Capital Programme agreed by Surrey County Council Cabinet on 25 January 2022. The building work to refurbish and make changes to existing space to accommodate the satellite site for Philip Southcote School is planned to be completed by September 2023. The expansion including a new bespoke building alongside refurbishment and repurposing of existing space at Ashford Park is planned to be complete in April 2024.

23. 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 (estimate)	Number of Places	Revenue costs: Average (£23k)	Comparison to Non-Maintained Independent Average (£53k)	Projected cost containment (annual)
Philip Southcote School at Epsom & Ewell High	£1.3m	20	£460k	£1.1m	£600k
SEN Unit at Ashford Park Primary School	£3.2m	4	£92k	£212k	£120k

**Section 151 Officer commentary:**

24. Although significant progress has been made to improve the Council's financial position, the financial environment remains challenging. The UK is experiencing the highest levels of inflation for decades, putting significant pressure on the cost of delivering our services. Coupled with continued increasing demand and fixed Government funding this requires an increased focus on financial management to ensure we can continue to deliver services within available funding. In addition to these immediate challenges, 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.

25. As such, the Section 151 Officer supports the recommendations of this report as they support the planned safety valve trajectory and reductions in DSG High Needs Block deficit through expanding local SEND provision and reducing reliance on the NMI sector.

**Legal implications – Monitoring Officer:**

26. Section 13 of the Education Act 1996 places a general duty on the Council to secure that efficient primary and secondary education is available to meet the needs (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.
27. 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.
28. 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.
29. 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.
30. 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:**

31. The Equality Impact Assessments (EIA) for the proposals are attached to this report as **Annex 6 and 7**

**Other implications:**

32. 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:**

33. The creation of additional specialist places directly supports both the Surrey Corporate Parenting Strategy 2020 and the SEND Partnership Strategy 2019.
34. The proposals would provide increased provision for pupils who need a specialist placement in a mainstream school 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:**

35. 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 around safeguarding as they do currently. In addition, safeguarding is a key area for monitoring when Ofsted conducts inspections.
36. 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:**

37. 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 the Home to School Travel Assistance transformation programme.
38. 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:**

39. Subject to the Cabinet Member determining the statutory notices Surrey County Council and the Governing Bodies will proceed to implement the two proposals:
  1. To expand Philip Southcote onto a satellite site at Epsom and Ewell High.
  2. To expand the SEN Unit at Ashford Park Primary and change the designation from MLD to ASD. To

The significant change will be implemented from 1 Sept 2023

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**Contact Officer:**

Jane Keenan, Commissioning Manager

**Consulted:**

Headteachers of the schools featured in the proposals  
Parents of children attending the schools featured in the proposals  
Children and young people who attend the schools featured in the proposals  
Governing bodies and staff members of each of the schools featured in the proposals  
Surrey Family Voice  
Bourne Education Trust  
Local residents in Surrey  
Local Cllrs in the areas of each of the schools featured in the proposals  
Cllr Clare Curran, Cabinet Member for Education and Learning  
Rachael Wardell, Executive Director for Children, Families and Lifelong Learning  
Liz Mills, Director Education and Learning  
Jane Edwards, Assistant Director Education  
Hayley Connor, Director Commissioning  
Eamonn Gilbert, Assistant Director Commissioning

**Annexes:**

**Annex 1 Table of proposals**  
**Annex 2 SEND Capital Programme list of all projects**  
**Annex 3 Statutory Notices (Full) – Ashford Park Primary**  
**Annex 4 Statutory Notices (Full) – Philip Southcote at Epsom & Ewell High**  
**Annex 5 Consultation Analysis (Summary)**  
**Annex 6 Equality Impact Assessment – Ashford Park Primary**  
**Annex 7 Equality Impact Assessment – Philip Southcote at Epsom & Ewell High**

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Annex 1

Table of proposals

Name of School	Current status of school				Proposal	Current No. of Specialist Places	Changes to number of places	Further information about the proposal	Next steps and Implementation Timescales (subject to the Lead Cabinet Member for All Age Learning agreeing the recommendations)
	Type	Phase	Type of need and Designation of Specialist SEN provision	Age range and gender					
Philip Soutcote School	Community	Specialist School	Pupils with Moderate Learning Difficulties (MLD)	4 - 19 years old Mixed	Expansion on a satellite site at Epsom & Ewell High School to create 20 additional places from Yr 7 to Yr 11. Expanding from 250 places to 270 places.	250	Additional 20 places	<ol style="list-style-type: none"> <li>1. The expansion on the new site will be for up to 20 children with Learning and Additional Needs (LAN), from Year 7-11.</li> <li>2. The main intake point will be key stage transfer groups in Year 7 although, where there are spaces and demand, new children may be accepted in the school in non-key stage transfer groups.</li> <li>3. When full, there will be 5 classes of 4 pupils age 11-16 years old across key stages 3 and 4 at the satellite site at Epsom &amp; Ewell High School. Pupils will be grouped according to age, individual needs and learning styles.</li> <li>4. This consultation is regarding an expansion of Philip Southcote School at a satellite site at Epsom &amp; Ewell High School. There are no changes to the current site at Addlestone Moor or the existing satellite sites at Chertsey High School and Kings International College planned as part of this consultation.</li> <li>5. There are no sixth form places proposed at the satellite site at Epsom &amp; Ewell High School.</li> <li>6. Epsom &amp; Ewell High School has resourced provision for hearing impaired/deaf pupils, which will remain unchanged as part of the above proposal.</li> <li>7. Pupils attending the satellite site at Epsom &amp; Ewell High School will be on roll at Philip Southcote School with the Philip Southcote satellite site at Epsom &amp; Ewell High School named in section I of their EHCP.</li> </ol>	If the proposal is approved, the building work to refurbish and make changes to existing space to accommodate the satellite site for Philip Southcote School at Epsom & Ewell High will commence and is planned to be completed by September 2023
Ashford Park Primary School	Community	Primary (Mainstream School with an SEN Unit)	SEN Unit with a designation of Moderate Learning Difficulties (MLD)	4- 11 years old Mixed	Expansion and change of designation of the SEN Unit from MLD to ASD.	21	Additional 4 places and changing the current places from MLD to ASD.	<ol style="list-style-type: none"> <li>1. The designation of the SEN Unit (known as The Acorn Centre) at Ashford Park Primary School, changes from MLD (known locally in Surrey as Learning and Additional Needs (LAN)) to a designation of ASD (school designation for autistic pupils and those with communication and interaction needs).</li> <li>2. The SEN Unit will expand from 21 places to 25 places to allow an additional intake in Key Stage 2. There will be 9 places in Year R to Year 2 and an extra intake of 1 place at the key stage transfer in in Year 3 to create 16 places in Year 3 to Year 6.</li> <li>3. There will be no change to the mainstream provision. The 25 planned places at the SEN Unit would be in addition to the mainstream Planned Admission Numbers (PAN). This complies with The School Admissions (Infant Class Sizes) (England) Regulations 2012 as pupils will spend at least 50% of their time in The Acorn Centre (The SEN Unit).</li> <li>4. All pupils placed at the SEN Unit by Surrey County Council would have an EHCP specifying the school as an appropriate placement to meet their individual needs. 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.</li> <li>5. A feasibility study has informed the development approach required to repurpose, remodel and expand the SEN Unit at Ashford Park Primary School to ensure long-term sustainability.</li> </ol>	If the proposal is approved, The expansion including a new bespoke building alongside refurbishment and repurposing of existing space at Ashford Park is planned to be completed April 2024.

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ANNEX 2

SEND Capital Programme Delivery Tranches

Portfolio	Approved Budget/ Pipeline	School	School Designation	Accommodation for Additional Places	Reprovided Places	Target Delivery date	Placement type	Planning	Project Type
<b>2023 Delivery Tranche: 16 Projects</b>									
Approved Budget		<b>Meadhurst Primary School</b>	ASD	18	0	Aug-23	Mainstream SEN Unit	N/A	Expansion of redesignated SEN Unit. Refurbishment and internal adaption of existing space.
Approved Budget		<b>Philip Southcote School @ The Meads Post 16 (PART 1 (Delivered) &amp; PART 2)</b>	MLD	0	0	May-23	Special School	Permitted Development	External works (Post delivery of new accommodation for 30 places Sep 21). Includes decant.
Approved Budget		<b>The Ridgeway School @ Farnham College</b>	SLD/ PMLD	10	10	Aug-23	Special School Satellite Site	N/A	Refurbishment and internal adaption of existing space.
Approved Budget		<b>Portesbery School (PART 1)</b>	SLD/ PMLD	8	8	Aug-23	Special School	Permitted Development	Decant, refurbishment and internal adaptations of existing space.
Approved Budget		<b>Freemantles School</b>	Complex ASD	72	54	Oct-23	Special School	Determined	New build extension.
Approved Budget		<b>Woodfield School</b>	MLD	60	0	Aug-23	Special School	Determined	New build extension. Includes decant.
Approved Budget		<b>Stepgates Community School</b>	SLCN	8	21	Aug-23	Mainstream SEN Unit	Full Application	Rebuild and extension of existing SEN Unit on Nursery footprint.
Approved Budget		<b>Woodfield School @ Carrington School</b>	MLD	40	0	Dec-23	Special School Satellite Site	Permitted Development	Refurbishment and internal adaption of existing space.
Approved Budget		<b>Dovers Green School</b>	ASD	8	16	Aug-23	Mainstream SEN Unit	Permitted Development	Refurbishment and new build extension of existing SEN Unit.
Approved Budget		<b>St Matthews C of E Primary School</b>	ASD	13	0	Aug-23	Mainstream SEN Unit	Permitted Development	New build extension of existing SEN Unit.
Approved Budget		<b>Hythe Primary School</b>	ASD/MLD	16	0	Aug-23	Mainstream SEN Unit	Permitted Development	Refurbishment of existing space and new build extension. Includes decant.
Approved Budget		<b>Philip Southcote School @ Epsom &amp; Ewell High School</b>	MLD	20	0	Aug-23	Special School Satellite Site	Permitted Development	Refurbishment and internal adaption of existing space.
Approved Budget		<b>Woking High School</b>	VI	8	0	Aug-23	Mainstream SEN Unit	Permitted Development	New build extension of existing SEN Unit.
Approved Budget		<b>Brooklands College (PART 1)</b>	ASD	30	0	Aug-23	Mainstream SEN Unit	Permitted Development	Refurbishment and remodel of existing capacity. SDA with Brooklands College
Approved Budget		<b>Bramley Oak Academy (PART 1)</b>	SEMH	0	61	Aug-23	Special School	Permitted Development	DfE & SCC suitability and conditions work prior to new build extension (Part 2). Includes decant.
Approved Budget		<b>Epsom Downs Primary School</b>	ASD	25	0	Aug-23	Mainstream SEN Unit	Permitted Development	New Build modular unit
<b>TOTAL</b>				<b>336</b>	<b>170</b>				

Schools: SEND & AP

Approved Budget/ Pipeline	Project	School Designation	Accommodation for Additional Places	Reprovided Places	Target Delivery date	Placement type	Planning	Project Type
<b>2024 Delivery Tranch: 20 Projects (1 DfE)</b>								
Approved Budget	<b>The Abbey School</b>	MLD	60	0	Jun-24	Special School	Determined	New build expansion
Approved Budget	<b>Ashford Park School</b>	ASD	4	21	Apr-24	Mainstream SEN Unit	Permitted Development	Refurb & New Build expansion. Includes decant.
Approved Budget	<b>Philip Southcote School</b> (Main School campus)	MLD	26	24	Aug-24	Special School	Determined	New build expansion. Includes decant.
Approved Budget	<b>Philip Southcote School</b> Hydrotherapy Pool	MLD	0	0	Aug-24	Special School	Permitted Development	Rebuild on existing site
Approved Budget	<b>St Andrews C of E Primary School</b>	MLD	20	0	Aug-24	Mainstream SEN Unit	N/A	Internal Refurb only
Approved Budget	<b>Fordway School</b>	AP	24	21	Jan-24	Alternative Provision School	Full Application	Decant & New build expansion
Approved Budget	<b>Three Rivers Academy</b>	ASD	30	0	Aug-24	Mainstream SEN Unit	Full Application	Remodel & New build
DfE CAPITAL	<b>Betchwood Vale Academy</b>	ASD	180	0	Aug-24	Special School	Full Application	DfE New Special Free School
Approved Budget	<b>Hopescourt School</b> @ Thamesfield Farm South	ASD	200	0	Aug-24	Special School	Full Application	SCC New Special Free School
Approved Budget	<b>Bramley Oak Academy</b> (PART 2)	SEMH	49	6	Aug-24	Special School	Full Application	New Build expansion
Approved Budget	<b>Sunnydown School</b>	ASD	40	0	Aug-24	Special School	Full Application	Refurb/ Remodel
Approved Budget	<b>St John the Baptist School</b>	ASD	30	0	Aug-24	Mainstream SEN Unit	Full Application	New build
Approved Budget	<b>Portesbery School</b> (PART 2)	SLD/ PMLD	25	0	Aug-24	Special School Satellite Site	Change of Use	Refurb/ Remodel (includes acquisition costs @£850K)
Approved Budget	<b>Woodlands School</b> @ Bridgehead House	SLD/ PMLD	40	0	Jul-24	Special School Satellite Site	Full Application	Refurb & Internal Adaptions/ Demolish & Rebuild TBC
Approved Budget	<b>Matthew Arnold School</b>	ASD	20	0	Aug-24	Mainstream SEN Unit	Likely Permitted Development	Refurb & Internal Adaptions
Approved Budget	<b>Pond Meadow School</b>	SLD/ PMLD	50	0	Aug-24	Special School	Full Application	New build expansion
Approved Budget	Sponsor TBC - competative process to identify sponsor	ASD	30	0	Aug-24	Mainstream SEN Unit	TBC	TBC Feb 22
Approved Budget	Sponsor TBC - competative process to identify sponsor	ASD	30	0	Aug-24	Mainstream SEN Unit	TBC	TBC Feb 22
Approved Budget	<b>Wey Valley College</b>	AP	44	0	Aug-24	Alternative Provision School	Full Application	Decant, Refurb & New Build expansion
Approved Budget	<b>Reigate Valley College</b> @ Park Hall	AP	72	62	Dec-24	Alternative Provision School	Full Application	New Build on new site
		<b>TOTAL</b>	<b>974</b>	<b>134</b>				

Approved Budget/ Pipeline	Project	School Designation	Accommodation for Additional Places	Reprovided Places	Target Delivery date	Placement type	Planning	Project Type
<b>2025/2026 Delivery Tranche: 15 Projects</b>								
Approved Budget	<b>Thomas Knvett College</b>	ASD	24	0	Aug-25	Mainstream SEN Unit	Likely Permitted Development	Refurb & Internal Adaptions
Approved Budget	<b>North West Short Stay School</b>   @ Land adjacent to Hoe Valley TBC	AP	40	24	Aug-25	Alternative Provision School	Full Application	New Build on new site (Includes £5m acquisition costs)
Approved Budget	<b>North East Short Stay School</b> @Thamesfield Farm North	AP	60	45	May-25	Alternative Provision School	Full Application	New Build on new site
Approved Budget	<b>Manor Mead School</b> @ Former Christ Church C of E Infant School, Virginia Water	ASD/SLD	0	60	Aug-25	Special School Satellite Site	Full Application	Refurb & New Build permanent expansion. Includes decant
Approved Budget	<b>Limpsfield Grange School</b> (PART 1: Post 16)	ASD	40	0	Aug-25	Special School	Full Application	Remodel & New Build expansion
Approved Budget	<b>Limpsfield Grange School</b> (PART 2: Pre 16)	ASD	50	0	Aug-25	Special School	Full Application	Remodel & New Build expansion. Includes decant.
Approved Budget	<b>Walton Leigh School</b> @ Former Hurst Park Primary School site (PART 1)	SLD/ PMLD	60	0	Aug-25	Special School Satellite Site	Full Application	Refurb & Internal Adaptions/ Demolish & Rebuild TBC
Approved Budget	<b>Walton Leigh School</b> (PART 2)	SLD/ PMLD	0	20	Aug-25	Special School	Permitted Development	Refurb & New Build of end of life modular
Approved Budget	<b>Gosden House School</b>	MLD	62	0	Aug-25	Special School	Full Application	Remodel & New Build expansion. Includes decant.
Approved Budget	<b>Brooklands School</b> @ Allingham Road (TBC)	ASD/SLD	36	0	Aug-25	Special School Satellite Site	Permitted Development	Refurb & External works
Approved Budget	Sponsor TBC - competative process to identify sponsor	ASD	30	0	Aug-25	Mainstream SEN Unit	TBC	TBC Feb 22
Approved Budget	Sponsor TBC - competative process to identify sponsor	ASD	30	0	Aug-25	Mainstream SEN Unit	TBC	TBC Feb 22
Approved Budget	<b>Brooklands College</b> (PART 2)	ASD	60	0	Aug-25	FE SEN Unit	Full Application	New Build (as part of College Rebuild)
Approved Budget	<b>SEMH Free School North</b> @ Grove Farm/ Former Lakeside Primary School Site TBC	SEMH	170	0	Jul-26	New Special School	Full Application	New Special Free School
<b>TOTAL</b>			<b>662</b>	<b>149</b>				

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# Statutory Notice

Proposal to expand and change the designation of the SEN Unit at Ashford Park Primary from a designation of MLD to a designation of 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, and The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 that Surrey County Council, intends to make a significant change to **Ashford Park Primary School** by expanding the SEN (Special Educational Needs) Unit from 21 to 25 places and changing the designation from MLD to ASD<sup>1</sup>.

### Local Authority Details:

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

### School Details:

<b>Name of School</b>	Ashford Park Primary School
<b>Phase of School</b>	Mainstream Primary School with an SEN Unit
<b>Type of School</b>	Community School
<b>URN</b>	125113
<b>Address</b>	Station Crescent, Staines-upon-Thames, Ashford
<b>Postcode</b>	TW15 3HN

## Introduction

This paper outlines a proposal to expand the SEN unit at Ashford Park Primary School from 21 to 25 places and change the designation from MLD to a designation of ASD.

This document explains the proposed process and timescales to expand and change the designation of the SEN Unit at Ashford Park Primary School.

## Proposal

Surrey County Council with the support of the Governing Body of Ashford Park Primary School are proposing to expand the SEN Unit from 21 places to 25 places and to change the designation from MLD to ASD.

Table 1 shows the proposed timeline for the changes to take place on 1 September 2023. Dates and steps in the timeline may change based on the outcome of this consultation.

**Table 1: Proposed timeline**

<b>Phase</b>	<b>Date</b>
Statutory notices	Nov / Dec 2022
Lead Cabinet Member Decision	Jan 2023
Expansion and refurbishment/changes to existing space	March – August 2023

<sup>1</sup> Autistic Spectrum Disorder (ASD) is the term used by the Department for Education (DfE) as the school designation that meets the needs of autistic pupils and those with communication and interaction needs. Moderate Learning Difficulties (MLD) is the DfE school designation, known locally in Surrey as Learning and Additional Needs (LAN).

Implementation

1 September 2023

It is proposed that:

1. The designation of the SEN Unit (known as The Acorn Centre) at Ashford Park Primary School, changes from MLD (known locally in Surrey as Learning and Additional Needs (LAN)) to a designation of ASD (school designation for autistic pupils and those with communication and interaction needs).
2. The SEN Unit will expand from 21 places to 25 places to allow an additional intake in Key Stage 2. There will be 9 places in Year R to Year 2 and an extra intake of 1 place at the key stage transfer in in Year 3 to create 16 places in Year 3 to Year 6.
3. There will be no change to the mainstream provision. The 25 planned places at the SEN Unit would be in addition to the mainstream Planned Admission Numbers (PAN). This complies with The School Admissions (Infant Class Sizes) (England) Regulations 2012 as pupils will spend at least 50% of their time in The Acorn Centre (The SEN Unit).
4. All pupils placed at the SEN Unit by Surrey County Council would have an EHCP specifying the school as an appropriate placement to meet their individual needs. 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.
5. A feasibility study has informed the development approach required to repurpose, remodel and expand the SEN Unit at Ashford Park Primary School to ensure long-term sustainability.

## Making Representations, Objections and Comments

1. This is a four week consultation which starts on Monday 14 November 2022 and concludes on Monday 12 December 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

Ashford Park Primary School is a 3-form entry primary school with a Special Educational Needs (SEN) Unit in the borough of Spelthorne in Surrey. The school was rated 'Good' by Ofsted in a full inspection in December 2014 and sustained a 'Good' in a short inspection in September 2018.

The SEN Unit at Ashford Park Primary has a designation of MLD. In July 2018 a decision was made at the [Cabinet Member for All-Age Learning meeting](#) to expand the SEN Unit from 16 to 25 places. Due to the low numbers of pupils in Year R (Reception) to Year 2 requiring a MLD designated specialist school place and the increased demand for specialist school places for autistic pupils and those with communication needs the local authority agreed with the school for the infant year groups to be available for autistic pupils and those with communication and interaction needs. The existing provision can only accommodate a maximum of 21 pupils and therefore there are currently 21 planned places.

This consultation is a proposal to secure places for autistic pupils and those with communication and interaction needs by changing the designation of the SEN Unit from MLD to ASD. The SEN Unit will expand from 21 planned places to 25 planned places. A feasibility study has informed the development approach required to repurpose, remodel and expand the SEN Unit at Ashford Park Primary School to ensure long-term sustainability.

**Table 2: Number of Pupils on roll at Ashford Park Primary School by National Curriculum Year (NCY) Group (September 2022)**

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
<b>Number of pupils currently at Ashford Park Primary School</b>	92	91	89	89	88	91	82	615

## School Vision and Curriculum

More information about the school's vision and curriculum can be found at the school website [Ashford Park Primary School](#)

## Current Special Educational Needs provision

The SEN Unit at Ashford Park Primary currently has 21 places and a designation of MLD.

The school have been committed to meeting the special educational needs of pupils and ensuring that they make good progress.

Due to the low numbers of pupils in Year R to Year 2 requiring a MLD designated specialist school place and the increased demand for specialist school places for autistic pupils and those with communication needs the local authority agreed with the school for the infant year groups to be available for autistic pupils and those with communication and interaction needs. Although the places in the Junior year groups remained available for pupils with MLD, historically when there has been space and the pupils' needs can be met by the school, autistic pupils and those with communication needs who have attended the SEN Unit in the infant year groups have transitioned to the Junior Year groups of the SEN Unit.

In Sept 2022 there are 10 pupils attending the SEN Unit in Year R to Year 2. A SEN Unit for autistic pupils and those with communication needs has been identified as part of their EHCP. As some pupils have moved up from Year 2 to Year 3, there is currently a mix of autistic pupils and those with communication and interaction needs, and pupils with Moderate Learning Difficulties (MLD) in Year 3 to Year 6. There are 13 pupils in Year 3 to 6 85% have a diagnosis of communication and interaction needs 15% of pupils in Year 3 to 6 have a diagnosis of MLD.

## What do we want to achieve?

The aim of the proposal is to expand and change the designation of the SEN unit (The Acorn Centre) at Ashford Park Primary School, from a designation of MLD to ASD. This will secure places for autistic pupils and those with communication needs.

## What will be provided through the SEN Unit?

Pupils attending Ashford Park Primary would be in addition to the mainstream Planned Admission Number (PAN) of the school, as there is an expectation that a minimum of 50% of the school day would be spent in the Acorn Centre. This would enable meaningful inclusion into the mainstream classes which is wholly individualised to the needs of the pupil. Some pupils may spend more time in the Acorn Centre than others and it would be the responsibility of the school to manage the specialist offer and inclusion levels in partnership with the parents and Local Authority officers.

## Curriculum and Educational Offer

The SEN Unit at Ashford Park Primary School, known as The Acorn Centre, will provide Special Educational Needs and Disabilities (SEND) provision for autistic pupils and those with communication and interaction needs from Reception to Year 6

Pupils will spend around 60% of the school day in the Acorn Centre. The remaining 40% of the time will be spent in their mainstream class, accessing the mainstream curriculum, alongside their peers. Their school day will start at 8:40am and will end at 3:15pm. Pupils will be supported in a group of up to 3 in their mainstream class by a Learning Support Assistant (LSA) in Reception and Key Stage 1, and up to 4 in Key Stage 2.

The Acorn Centre will continue to offer specialist teaching of literacy, numeracy, Personal Social Health and Economic (PSHE), social skills and life skills. Pupils will spend the mornings in the centre covering these subjects, equating to around 1 hour of literacy and 1 hour of numeracy. The remainder of the time in the Centre will be spent covering PSHE, social skills, life skills and time for interventions. In the afternoon, pupils will be included with their mainstream class, covering science and foundation subjects; approximately 2 hours a day.

Pupils will have access to a broad and balanced curriculum which is personalised to meet their needs. The Acorn Centre will continue to run a three-year rolling curriculum using key themes and quality text as a vehicle to teach literacy and numeracy alongside scaffolds and programs to support the children's learning, such as Colourful Semantics and Numicon. Other autism-specific strategies and interventions will be implemented including Attention Autism, Intensive Interaction, TEACCH®, comic-strip conversations, social stories, Lego-based therapy, Emotional Regulation and Picture Exchange Communication System (PECS®). Pupils will receive these interventions as necessary. These will sometimes be outlined in their EHCPs.

Centre staff will continue to receive support and advice from professionals, including speech and language therapists, occupational therapists and educational psychologists to help support pupils. Some of this support will include on-site sessions for pupils and training for staff.

A regular programme of exercise is offered to all the pupils. Professionals from other agencies including physiotherapy, occupational therapy and health are welcomed to the school to support pupils with specific needs and their advice is incorporated into individual plans.

## Staff

The staff team in the Acorn Centre include experienced members who have worked with autistic pupils and those with communication and interaction needs for a number of years. The Acorn centre manager has a specialism in working with autistic pupils. All staff have had either internal or external training on autism-specific strategies including Attention Autism Bucket, PECS®, TEACCH® and social stories. They have also had training and experience in other appropriate strategies and approaches including comic strip conversations, colourful semantics and Zones of Regulation.

By changing the designation from MLD to a designation of ASD, staff can focus their professional development on continuing to progress their knowledge and understanding in how best to support autistic pupils and those with communication needs. This will also benefit the whole school, as staff can share their expertise and resources.

## Reasons for the expansion and change of designation of the SEN unit at Ashford Park Primary School.

Surrey County Council has identified a long term sufficiency gap for additional specialist places across Surrey. Demand for specialist provision in the North East of Surrey for autistic pupils and those with communication and interaction needs is high. As a result, other specialist provision in the local area are operating at or above capacity. The provision of an additional 16 places, 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 and change in designation at Ashford Park Primary SEN Unit will increase availability of specialist 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.

SEN Units with a designation of ASD in Mainstream Schools support autistic pupils and those with communication and interaction needs whose additional needs are such that they are able to spend approximately 50% of the taught curriculum in mainstream classes with support. This type of provision supports pupils who benefit from the specialist support of the SEN unit while accessing inclusion in mainstream classes. By developing local specialist provision, children can learn and flourish in their own community and be part of a familiar setting which supports their unique way of learning.

Demand data for both Special Schools and SEN Units is included in the graphs below. There are fewer SEN Unit places than Special School places and pupils tend to attend SEN Units closer to home. Where SEN Unit and special school places are not available autistic pupils and those with communication & interaction needs may be placed out of county or in non-maintained independent schools. Therefore the data shown below is forecasting the number of pupils who need a specialist place either in an SEN Unit or Special School.

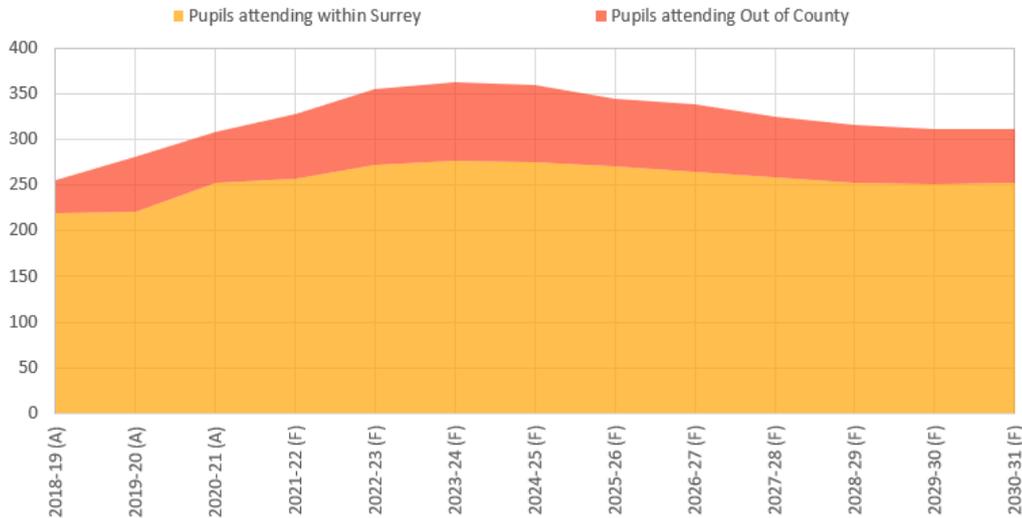
In academic year 2020-2021, 1190 of Surrey resident pupils aged 4-11 years old who are autistic or have communication & interaction needs attended SEN Units or specialist schools. 13% of this cohort were placed out of county due to a lack of placement availability in Surrey. Latest sufficiency modelling projects growth of 15% from 1190 in 2020-21 to 1368 in 2025-2026.

In academic year 2020-2021, 149 of Surrey resident pupils aged 4-11 years old who have a primary need of Moderate Learning Difficulties (MLD) attended SEN Units or specialist schools. 8% of this cohort were placed out of county. Latest sufficiency modelling projects decreasing demand of -45% from 149 in 2020-21 to 82 in 2029-2030.

## Autistic pupils and those with communication and interaction needs

Graph 1 shows that North East projections indicate 17% growth in the total number of autistic pupils and those with communication & interaction needs, with EHCPs who need a specialist school or SEN unit place from 2020-21 (309) to the peak in 2023-24 (363), with 12% growth remaining in 2025/26 (345).

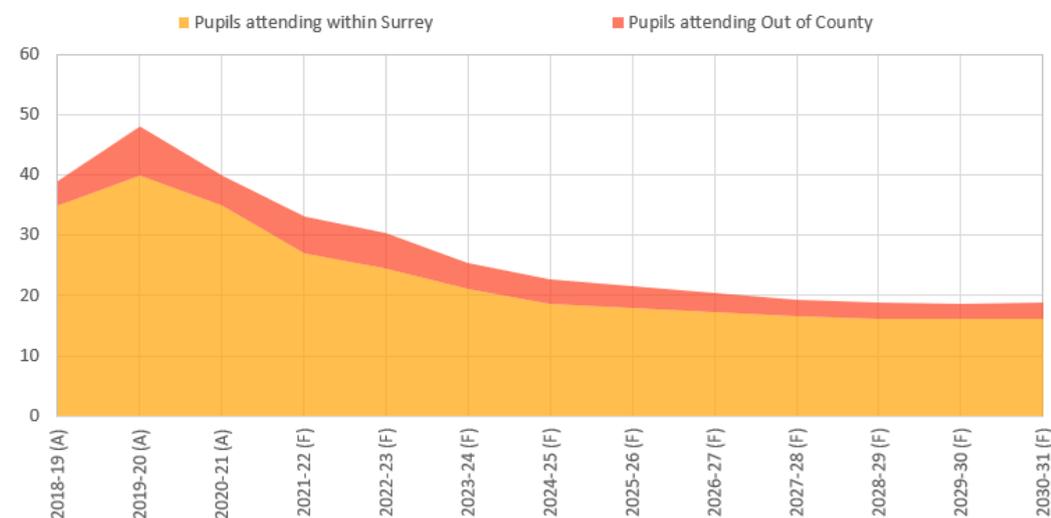
**Graph 1: North East - Forecast of demand for special school and SEN Unit places from Year R to Year 6 for pupils with an EHCP with a primary need of autism or communication and interaction needs**



## Pupils with a primary need of Moderate Learning Difficulties (MLD)

Graph 2 shows that North East projections indicate -53% decrease in demand in the total number of pupils with the primary need Moderate Learning Difficulties (MLD) in their EHCP, who need a specialist school or SEN unit place from 2020-21 (40) to 19 in 2030/31 (19).

**Graph 2: North East - Forecast of demand for special school and SEN Unit places from Year R to Year 6 for pupils with an EHCP with a primary need of Moderate Learning Difficulties (MLD)**



## ASD and MLD SEN Unit 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](#).

Table 3 provides a summary of 8 SEN Units designated to meet the needs of autistic pupils and those with communication & interaction as their primary presenting needs.

**Table 3: Autistic Spectrum Disorder (ASD), Speech Language and Communication Needs (SLCN) and Moderate Learning Difficulties (MLD) Designated SEN Units in Mainstream Schools in Surrey**

School	Designation	District	Planned Places	Age Range	Planned Expansion under Surrey's SEND Capital Programme
Ashford Park Primary School	ASD/MLD	Spelthorne	21	4 – 11 years old	
Meadhurst Primary School	ASD	Spelthorne	29	4 – 11 years old	
Sunbury Manor School	Speech & Language	Spelthorne	20	11 – 16 Yrs old	
Bell Farm Primary School	ASD	Elmbridge	21	4 – 11 years old	
Chandlers Field Primary School	ASD	Elmbridge	18	4 – 11 years old	Growing to capacity of 25 places by 2024/25
Three Rivers Academy	ASD	Elmbridge	18	11 – 16 years old	Growing to capacity of 30 places by 2024/25
The Orchard Infant School	Speech & Language	Elmbridge	6	4 – 7 years old	
Hinchley Wood School	ASD (Cullum Centre)	Elmbridge	20	11 – 16 years old	
Thames Ditton Junior School	MLD	Elmbridge	16	7 – 11 years old	
Cuddington Community Primary School	ASD	Epsom & Ewell	14	4 – 11 years old	
Epsom Primary and Nursery School	ASD	Epsom & Ewell	12	4 – 11 years old	Growing to capacity of 21 places by 2025/26

## Key Outcomes and Benefits

Expanding Outstanding sufficient and sustainable special school provision for Surrey resident primary age pupils in Spelthorne 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 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: Ashford Park Primary School will receive £6,000 per year for each agreed planned place commissioned (25 places). 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 set up and running of the provision of the SEN unit within the school would be led and managed by a strong existing team at Ashford Park Primary School.

### Capital planning and buildings

The Capital project is part of Phase 4 of the SEND Capital Programme agreed by Surrey County Council Cabinet on 25 January 2022. The expansion will be provided onsite at the school. A feasibility study has informed the development approach required to repurpose,

remodel and expand the SEN Unit at Ashford Park Primary School to ensure long-term sustainability.

## Growth Model

It is proposed that there will be 25 places available in September 2023 (3 in each year group from Year R to Year 2 and 4 in each year group from Year 3 to Year 6). There will be an intake of 3 places in reception each year. The table below shows how the SEN Unit will grow from September 2022 to full capacity in September 2026. The growth model may change depending on timescales and the outcome of the property feasibility study.

**Table 4: Growth Model for the SEN Unit at Ashford Park Primary School (Autistic Pupils and those with communication and interaction needs)**

Academic Year	Numbers of learners per National Curriculum Year Group							
	NCY 0	NCY 1	NCY 2	NCY 3	NCY 4	NCY 5	NCY 6	TOTAL
2023-2024	3	3	3	4	3	3	2	21
2024-2025	3	3	3	4	4	3	3	23
2025-2026	3	3	3	4	4	4	3	24
2026-2027	3	3	3	4	4	4	4	25
<b>TOTAL</b>	Year on Year availability							

**Table 5: Growth Model for the SEN Unit at Ashford Park Primary School (Pupils with Moderate Learning Difficulties (MLD))**

Academic Year	Numbers of learners per National Curriculum Year Group							
	NCY 0	NCY 1	NCY 2	NCY 3	NCY 4	NCY 5	NCY 6	TOTAL
2023-2024					1	0	1	2
2024-2025						1	0	1
2025-2026							1	1
<b>TOTAL</b>	Year on Year availability							

## Consultations, approvals, and overall timescales

1. It is proposed that the SEN unit commences from 1 September 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 27 September 2022 to 6 November 2022. 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:

- There were **9** responses to the consultation
  - **100%** of respondents **agreed** with the proposal
  - Respondents commented on the **positive impacts** for children and young people and the school
4. Statutory Notice is now open for a four-week period from 14 November to 12 December. 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 period 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](#).

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# Statutory Notice

Proposal to expand Philip Southcote School on a satellite site at Epsom and Ewell High School

## 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 and The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013, that Surrey County Council, intends to make a significant change to Philip Southcote School by expanding on a satellite site with a designation of Moderate Learning Difficulties (MLD) at Epsom and Ewell High School.

### Local Authority Details:

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

### School Details:

<b>Name of School</b>	Philip Southcote School
<b>Phase of School</b>	Secondary Special School with a designation of MLD
<b>Type of School</b>	Community School
<b>URN</b>	125480
<b>Address</b>	Addlestone Moor, Addlestone, Surrey
<b>Postcode</b>	KT15 2QH

## Introduction

This paper outlines a proposal to expand Philip Southcote School on a satellite site with a school designation of Moderate Learning Difficulties (MLD)<sup>1</sup> at Epsom and Ewell High School, creating 20 additional places for pupils with Learning and Additional Needs (LAN) aged 11-16 years old with an Education Health and Care Plan (EHCP) in Surrey. This document explains the proposed process and timescales to create the satellite site at Epsom and Ewell High School.

## Proposal

Surrey County Council in partnership with The Governing Body of Philip Southcote School, The Bourne Education Trust and Epsom & Ewell High School, are proposing to expand Philip Southcote School to create 20 additional places, from 250 places 270 places. This 20-place expansion will be provided on a satellite site at Epsom and Ewell High School. All pupils will have an EHCP specifying Philip Southcote School satellite site at Epsom & Ewell High School as an appropriate placement to meet their individual needs.

Table 1 shows the proposed timeline for the changes to take place on 1 September 2023. Dates and steps in the timeline may change based on the outcome of this consultation.

**Table 1: Proposed timeline**

<b>Phase</b>	<b>Date</b>
Statutory notices	14 Nov – 12 Dec 2022
Lead Cabinet Member Decision	Jan 2023
Refurbishment/changes to existing space at Epsom and Ewell High	Jan – Jun 2023
Implementation	Sept 2023

<sup>1</sup> The term Moderate Learning Difficulties (MLD) is used to describe the DfE school designation. This is known locally in Surrey as Learning and Additional Needs (LAN).

It is proposed that:

1. The expansion on the new site will be for up to 20 children with Learning and Additional Needs (LAN), from Year 7-11.
2. The main intake point will be key stage transfer groups in Year 7 although, where there are spaces and demand, new children may be accepted in the school in non-key stage transfer groups.
3. When full, there will be 5 classes of 4 pupils age 11-16 years old across key stages 3 and 4 at the satellite site at Epsom & Ewell High School. Pupils will be grouped according to age, individual needs and learning styles.
4. This consultation is regarding an expansion of Philip Southcote School at a satellite site at Epsom & Ewell High School. There are no changes to the current site at Addlestone Moor or the existing satellite sites at Chertsey High School and Kings International College planned as part of this consultation.
5. There are no sixth form places proposed at the satellite site at Epsom & Ewell High School.
6. Epsom & Ewell High School has resourced provision for hearing impaired/deaf pupils, which will remain unchanged as part of the above proposal.
7. Pupils attending the satellite site at Epsom & Ewell High School will be on roll at Philip Southcote School with the Philip Southcote satellite site at Epsom & Ewell High School named in section I of their EHCP.

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 webpage [Choosing a school place for a child with an EHCP](#) describes how to apply for a specialist school place.

## Making Representations, Objections and Comments

1. This is a four week consultation which starts on Monday 14 November 2022 and concludes on Monday 12 December 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 7QQ

## Background

Philip Southcote School is a specialist secondary school located in the borough of Runnymede in Surrey. The school has two satellite sites, one at Kings International College in the borough of Surrey Heath, and one at Chertsey High School in the borough of Runnymede. The school provides highly specialist teaching and support primarily for pupils with a primary need of Moderate Learning Difficulties (MLD). The DfE school designation MLD is known locally in Surrey as Learning and Additional Needs (LAN). The school has a 'Good' Ofsted rating from the most recent inspection on 13 July 2018.

The school currently admits 3 forms of entry (30 pupils) into each year group in National Curriculum Years 7 to 11 and 50 pupils across National Curriculum Years 12 to 14.

Epsom & Ewell High School is an Academy within Bourne Education Trust. It is an 8 form entry Secondary School in the borough of Epsom & Ewell with a published admission number (PAN) of 240. The school has resourced provision for hearing impaired/deaf pupils. The school has a 'Good' Ofsted rating from the most recent inspection on 30 March 2022.

## Current Special Educational Needs provision at Philip Southcote

Philip Southcote School is a specialist school with 203 planned places (growing to 250 by Sept 2025). This proposal would mean the number of planned places would grow to 270 by 2026.

Of the 250 current planned places, 150 places are provided on the main site, 20 places are provided at the satellite site at Kings International College, 20 places are provided at the satellite at Chertsey High School and 60 places are provided off site at The Meads Sixth Form. There are 202 pupils currently on roll at the school.

**Table 2: Number of Pupils on roll at Philip Southcote School by National Curriculum Year (NCY) Group Sept 2022**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
<b>Number of pupils currently at Philip Southcote School</b>	<b>38</b>	<b>41</b>	<b>28</b>	<b>30</b>	<b>19</b>	<b>19</b>	<b>22</b>	<b>5</b>	<b>202</b>

## School Vision and Curriculum

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

The school offers a wide range of therapies, including:

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

- Dedicated sensory room
- Hydro-pool

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

The school also currently has provision for hearing impaired/deaf pupils with additional SEND needs.

## Curriculum Vision

**Information about the current SEND provision at Philip Southcote School is available on the [school website](#):**

“We want ALL pupils to develop the confidence, skills and values needed to live as happily and independently as possible; contributing to society as respectful citizens with a strong sense of belonging to their community.

## Vision Statement

At Philip Southcote School we are committed to;

- Empowering young people to become responsible adults; respecting themselves, others and the wider community
- Providing a safe, trusting and respectful learning environment where the Southcote Community promotes life-long learning”

## Current Special Educational Needs provision at Epsom & Ewell High School

**Information about the current SEND provision at Epsom & Ewell High is available on the [school website](#):**

“We are committed to quality of opportunity and ensuring that all students can thrive at Epsom and Ewell High School. We have a designated SENDCo and team of trained teaching assistants who work across the school and in a bespoke base in the centre of the school. We adhere to our published SEND policy and are guided by the following principles:

1. We work with students and parents and to improve outcomes for individuals, and strategically to ensure our operational arrangements and services delivery better reflects their needs.
2. Our offer has been developed in partnership with students with SEN or Disability and their parents, and education, health and care partners.
3. We ensure that there is a source of independent information, advice and support for parents, and students with SEN and disabilities, across education, health and care.
4. We comply with the 0-25 SEND Code of Practice to ensure that provision meets the requirements on teaching, curriculum and wider policies.
5. We engage with students with SEND and their families and put in place arrangements (or structures) on how we will regularly engage and discuss progress.
6. We monitor and track the progress and development of students with SEN and identify and deliver any training needed by staff
7. We work with the LA in relation to delegated funding, joint commissioning, EHC plans and implications of personal budgets to ensure that our students receive the best support available
8. We have suitable arrangements in place to support students with medical conditions

9. We review students currently on SEND support and put in place additional provision as required. This includes setting clear targets for progress, agreeing what support should be provided and track how it is working.
10. We support new students using our best endeavours including SEN Support, person centred approaches and working with families.
11. We record all those who need special educational provision in the school census.
12. We have effective partnerships with post-16 providers and adult services (including employment) to smooth transition between stages for those who require it.
13. We have a co-ordinated education health and care assessment process in place so that we can issue final EHC plans within a maximum of 20 weeks, where students need one.”

### **Specialist Resource Provision for Deaf Children**

At Epsom and Ewell High School there is a specialist resourced provision which strives to individualise student support, enabling a successful and challenging mainstream education for deaf pupils.

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

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

The satellite site at Epsom and Ewell High School will provide for pupils with Learning and Additional Needs (LAN), broadly in line with the current offer at Philip Southcote School. The total capacity at the satellite site will be 20 places, 4 pupils per year group across National Curriculum Years 7-11.

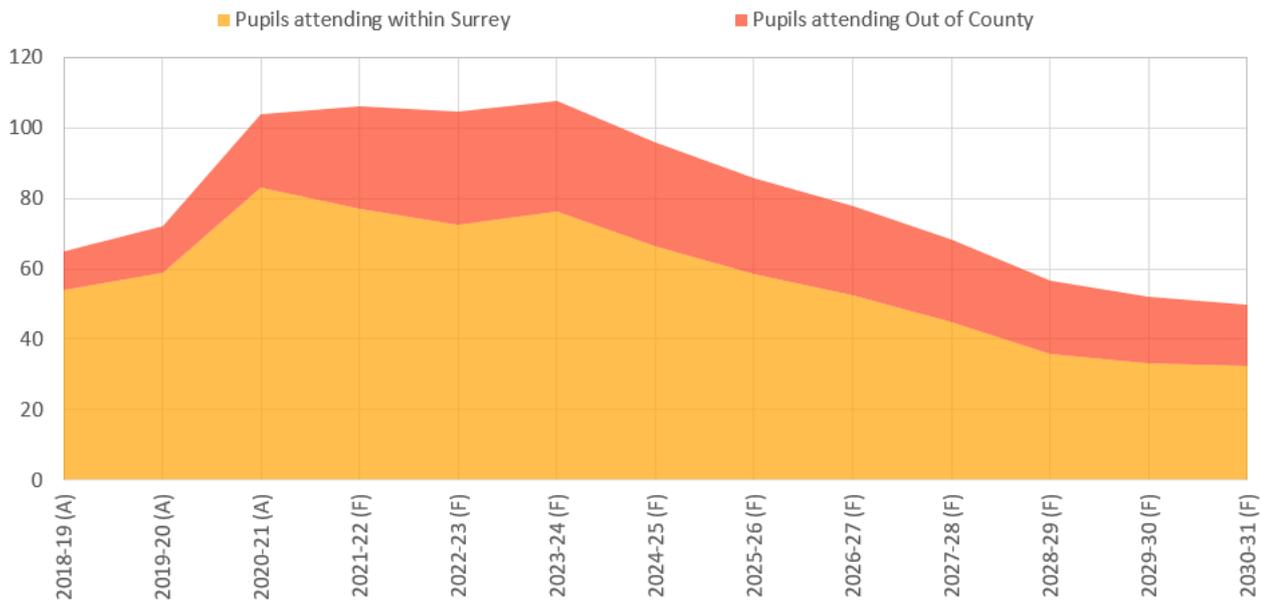
## **Reasons for expanding the school on a satellite site**

### **Demand for Specialist Places in Surrey**

In academic year 2020-2021, 354 of Surrey resident pupils aged 11- 16 years old who have a primary need of Moderate Learning Difficulties (MLD) attended SEN Units or specialist schools. 12% of this cohort were placed out of county in Surrey in both maintained and Non maintained and Independent provisions. 14% of the total cohort attended Non Maintained or Independent Specialist provision due to a lack of placement availability. Latest sufficiency modelling projects growth of 19% from 354 in 2020-21 to 387 in 2023-2024, with 10% growth (358) remaining at the end of the 5 year forecast in 2025-26.

Graph 1 shows North East projections indicate 66% growth in the total number of pupils with a primary need of Moderate Learning Difficulties, with EHCPs who need a specialist school or SEN unit place from 2018-19 (65) to the peak in 2023-24 (108), with 32% growth (86) remaining in 2025-26.

**Graph 1 North East: Forecast of demand for special school and SEN Unit places from Year 7 to Year 11 for pupils with an EHCP with a primary need of Moderate Learning Difficulties (MLD)**



**Current travel patterns for pupils attending Special Schools**

Table 3 shows the travel patterns for pupils with Cognition and Learning who live in the three boroughs in the North East. Cognition and Learning includes the primary needs; Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD). The table shows only 1% of pupils with cognition and learning needs living in Epsom & Ewell, attend a Special School within the borough. Across the North East approximately 50% of pupils with cognition and learning needs travel 6 miles or more for education.

**Table 3: Travel patterns for pupils with Cognition and Learning Needs who reside in North East Surrey and are educated in a Specialist School**

Borough	Educated in Borough/District	Educated in Quadrant	Educated Out of County	Educated in Independent provision	Travel 6 Miles or More for Education
Epsom & Ewell	1%	3%	27%	19%	49%
Spelthorne	12%	34%	13%	15%	50%
Elmbridge	11%	25%	15%	20%	51%
<b>Surrey Total</b>	<b>33%</b>	<b>58%</b>	<b>10%</b>	<b>17%</b>	<b>52%</b>

## MLD Specialist provision in Surrey

More details of our specialist provision can be found in the booklet "[Finding the right secondary school in Surrey](#)" on the [Surrey Local Offer website](#).

There are no other Special Schools, satellite sites of a Special School or SEN Units in mainstream Secondary Schools in North East Surrey for pupils with Moderate Learning Difficulties (MLD), known locally in Surrey as Learning and Additional Needs (LAN). Table 4 shows the current provision available for pupils with Cognition and Learning Needs in North East Surrey.

**Table 4: Specialist Schools with for pupils with Cognition and Learning needs in North East Surrey**

School	Designation	District	Planned Places	Age Range	Planned Expansion under Surrey's SEND Capital Programme
Manor Mead School	SLD/ASD	Two sites Spelthorne and Runnymede	143	4 – 11 Years old	Permanent expansion onto the current temporary site in Virginia Water, Runnymede from Sept 2023
Walton Leigh	SLD	Elmbridge	80	11 – 16 years old	Planned expansion in phase 4 of SEND capital programme

**Table 5: SEN Units in a mainstream school for pupils with Cognition and Learning needs in North East Surrey**

School	Designation	District	Planned Places	Age Range	Planned Expansion under Surrey's SEND Capital Programme
Ashford Park Primary School	MLD (Known locally in Surrey as LAN)	Spelthorne	21	4 – 11 years old	Consultation to expand and change designation to ASD.
Thames Ditton Junior School	MLD (Known locally in Surrey as LAN)	Elmbridge	16	7 – 11 years old	

## Key Outcomes and Benefits

Expanding Outstanding sufficient and sustainable special school provision for Surrey resident secondary age pupils 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 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: Philip Southcote School will receive £10,000 for each planned place commissioned (20 places) and will also receive a "Top up" sum for each pupil in attendance. Top up rates are reviewed annually by the Local Authority.

A partnership agreement between Philip Southcote School and Bourne Education Trust will determine arrangements to transfer any funds for admin, utility and running costs at the site at Epsom & Ewell High School.

### Staffing

Staff will be employed by Philip Southcote School, who will be responsible for recruiting and managing staff at the satellite site at Epsom & Ewell High School. Philip Southcote School is a community school but is an associate of Bourne Education Trust. There will be opportunities for shared training and development with staff across the Philip Southcote School sites and with staff employed by Bourne Education Trust.

### Capital planning and buildings

The Capital project is part of Phase 4 of the SEND Capital Programme agreed by Surrey County Council Cabinet on 25 January 2022. A feasibility study will inform refurbishment and changes to existing space at Epsom & Ewell High to accommodate the satellite site of Philip Southcote School.

Philip Southcote School already works closely with Bourne Education Trust and is an associate member of the trust. A partnership agreement between the Governing Body of Philip Southcote School and Bourne Education Trust will set out partnership arrangements in terms of inclusion in

the mainstream school Epsom & Ewell High School and terms of use of the site and rooms at Epsom and Ewell High School used by Philip Southcote School.

## Growth Model

**Table 3: Growth Model for the Philip Southcote School Satellite Site at Epsom & Ewell High**

Academic Year	Numbers of learners per National Curriculum Year Group					
	NCY 7	NCY 8	NCY 9	NCY 10	NCY 11	TOTAL
2023-2023	4	2	2	0	0	8
2023-2024	4	4	2	2	0	12
2024-2025	4	4	4	2	0	14
2025-2026	4	4	4	4	2	18
2026-2027	4	4	4	4	4	20
<b>TOTAL</b>	Year on Year availability					

## Consultations, approvals and overall timescales

1. It is proposed that the Philip Southcote School satellite site at Epsom and Ewell High School commences from 1 September 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 27 September 2022 to 6 November 2022. 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:

- There were **20 responses** to the informal consultation
  - Almost all respondents (**95%**) **agree with the proposal** to expand Philip Southcote School on a satellite site at Epsom and Ewell High
  - The most prevalent theme (40% of all respondents) in the comments was the **need for more specialist places** in Surrey
  - The second most prevalent theme (25% 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 14 November to 12 December 2022. 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 period 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](#).

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## Annex 5 - Summary of Consultation Responses

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

Name of School	Informal Consultation Dates	Total no. of responses	Quantitative Analysis		Qualitative Analysis themes (List of key themes)	Public Meeting	Statutory Notice publication dates	Total no. of responses	Quantitative Analysis		Qualitative Responses (List of key themes)
Philip Soutcote School	27 September 2022 - 6 November 2022	20	 87% agree		1. Positive Impacts for Children and Young People 2. Positive comments about the school and staff 3. Need for more specialist places	A public meeting was held online on 19 October.  3 parents of pupils who may wish to attend the school in the future attended the meeting.	14 November 2022 - 12 December 2022	4	 100% agree		1. Need for more Specialist places
			 8% disagree						 0% disagree		
			 5% don't know						 0% don't know		
Ashford Park Primary School	27 September 2022 - 6 November 2022	9	 100% agree		1. Positive Impacts	A public meeting was held online on 13 October.  2 parents of pupils currently attending the SEN Unit attended the meeting.	14 November 2022 - 12 December 2022	11	 82% agree		1. Much needed places for autistic pupils and those with communication and interaction needs. 2. Need for more specialist places 3. Negative impacts or concerns
			 0% disagree						 8% disagree		
			 0% don't know						 0% don't know		

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# Equality Impact Assessment

## Equality Impact Assessment for the Proposal to expand and change the designation of the SEN Unit at Ashford Park Primary from a designation of MLD to a designation of ASD

Did you use the EIA Screening Tool?

Yes

### 1. Explaining the matter being assessed

**This is a:**

- Change to a service or function

Ashford Park Primary School is a 3-form entry primary school with a Special Educational Needs (SEN) Unit in the borough of Spelthorne in Surrey. The school was rated 'Good' by Ofsted in a full inspection in December 2014 and sustained a 'Good' in a short inspection in September 2018. This consultation is a proposal to secure places for autistic pupils and those with communication and interaction needs by changing the designation of the SEN Unit from MLD to ASD. The SEN Unit will expand from 21 planned places to 25 planned places. A feasibility study has informed the development approach required to repurpose, remodel and expand the SEN Unit at Ashford Park Primary School to ensure long-term sustainability.

The proposal will impact:

- Pupils currently attending Ashford Park Primary School
- Staff at Ashford Park Primary School
- Parents and families of pupils currently attending Ashford Park Primary School or likely to attend the 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
- 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?

- Spelthorne

# Equality Impact Assessment

## Assessment team

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

- Rachael Wardell, Surrey County Council, Executive Director Children Families and Learning
- Liz Mills, Surrey County Council, Director of Education and Learning
- Jane Winterbone, Surrey County Council Assistant Director of 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
- Emilie Williams Jones, Surrey County Council, Programme Manager SEND Capital Programme
- Jane Keenan, Surrey County Council, Commissioning Manager, Education Place Planning
- Sarah Tarrant, Ashford Park Primary School, Headteacher
- Liz Down, Ashford Park Primary School, Chair of Governing Body
- Surrey County Council Capital Programme Board

## Consultation Information:

Surrey County Council and Ashford Park Primary School consulted on the proposal to expand the SEN unit (known as the Acorn Centre) at Ashford Park Primary School from 21 to 25 places and change the designation from MLD to a designation of ASD<sup>[1]</sup>.

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

The informal consultation was open from 27 September to 6 November 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.

An online public meeting was held 13 October 2022 at 6pm.

There were 9 responses to the consultation.

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<sup>1</sup> 1 Autistic Spectrum Disorder (ASD) is the term used by the Department for Education (DfE) as the school designation that meets the needs of autistic pupils and those with communication and interaction needs. Moderate Learning Difficulties (MLD) is the DfE school designation, known locally in Surrey as Learning and Additional Needs (LAN).

# Equality Impact Assessment

## Do you agree with the proposal to expand the SEN Unit Ashford Park Primary School from 21 to 25 places and change the designation from MLD to a designation of ASD

9 (100%) respondents agreed with the proposal.

The informal consultation analysis is published on the statutory notices page at [Surrey Says](#)

Statutory Notices were published from 14 November – 12 December 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 11 responses to the consultation. 9 respondents agreed with the proposal to expand the SEN unit and change the designation from MLD to ASD and 2 disagreed with the proposal.

Respondents had the opportunity to add comments at the end of the survey. Out of 11 respondents 5 left comments.

### Positive Impacts

4 out of 5 respondents mentioned the positive impacts of expanding the SEN Unit, commenting on the need for more school places and specialist provision for autistic pupils and those with communication and interaction needs.

*“This is a key SEND provision which will meet the needs of local children and their families which is much needed in Spelthorne and the NE of Surrey.”*

*“Its will be of great help to support parents and kids with Autism. Especially given a specialist provision is not available in the 20 mile radius.”*

*“I totally agree with the unit expanding. There is not enough places available at the moment. The school has outstanding teachers in the unit and so many more children will benefit from having some time in mainstream and in a unit..... The school definitely has enough space and will not affect anything else my expanding their unit.”*

### Negative Impacts

2 respondents commented on the proposed expansion having a potential negative impact on other children attending the school.

*“I fear that children without ASD will have less educational attention to support them when children with ASD will clearly require increased support.”*

*“So many Autistic children need specialist education and there are few useful resources in Surrey.....I think the changes will be positive overall. However, I do worry that the children with other learning difficulties outside of autism may suffer the consequence of the changes. I am also thinking that the class size may be too big to manage effectively.”*

# 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. If relevant, you will need to include information on the following vulnerable groups.

- 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, **Children with Special educational needs and disabilities** and **those experiencing socioeconomic disadvantage**.

# Equality Impact Assessment

## Disability

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

### Pupils at the school

There are 615 pupils currently on roll at the school. Pupils currently attending the Acorn Centre SEN Unit are included in this number.

**Table 1: Number of pupils on roll at Ashford Park Primary School by National Curriculum Year (NCY) Group (September 2022)**

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
<b>Number of pupils currently at Ashford Park Primary School</b>	92	91	89	89	88	91	82	615

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

It is proposed that:

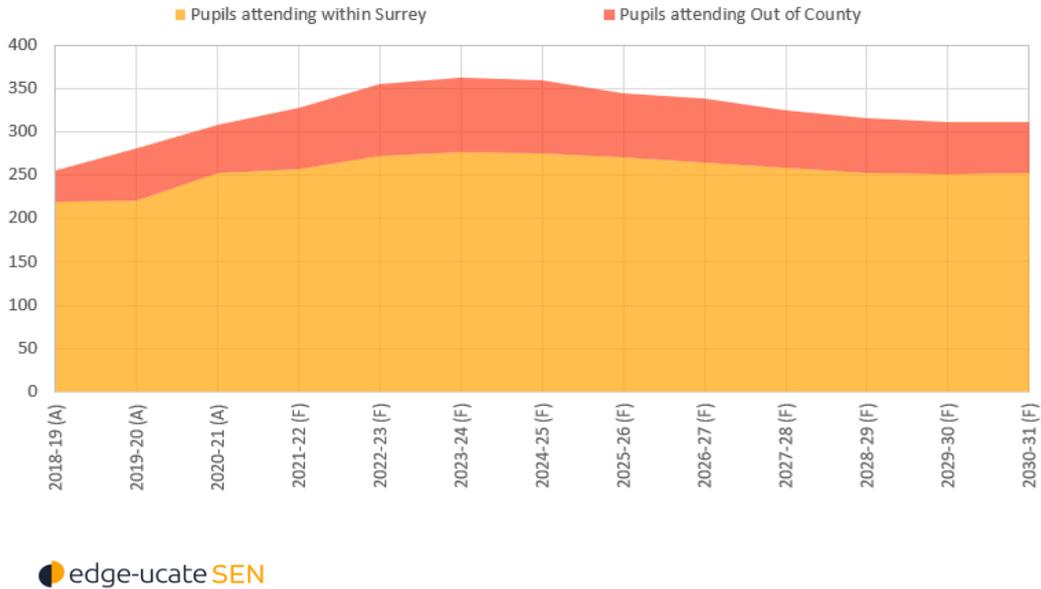
1. The school designation changes from MLD (known locally in Surrey as Learning and Additional Needs (LAN)) to a designation of ASD (school designation for autistic pupils and those with communication and interaction needs).
2. The SEN Unit will expand from 21 places to 25 places to allow an additional intake in Key Stage 2. There will be 9 places in Year R to Year 2 and an extra intake of 1 place at the key stage transfer in in Year 3 to create 16 places in Year 3 to Year 6.
3. There will be no change to the mainstream provision.

Places will be accessed through the EHCP process.

Graph 1 shows North East projections indicate 17% growth in the total number of autistic pupils and those with communication & interaction needs, with EHCPs who need a specialist school or SEN unit place from 2020-21 (309) to the peak in 2023-24 (363), with an 11% growth remaining in 2025/26 (345).

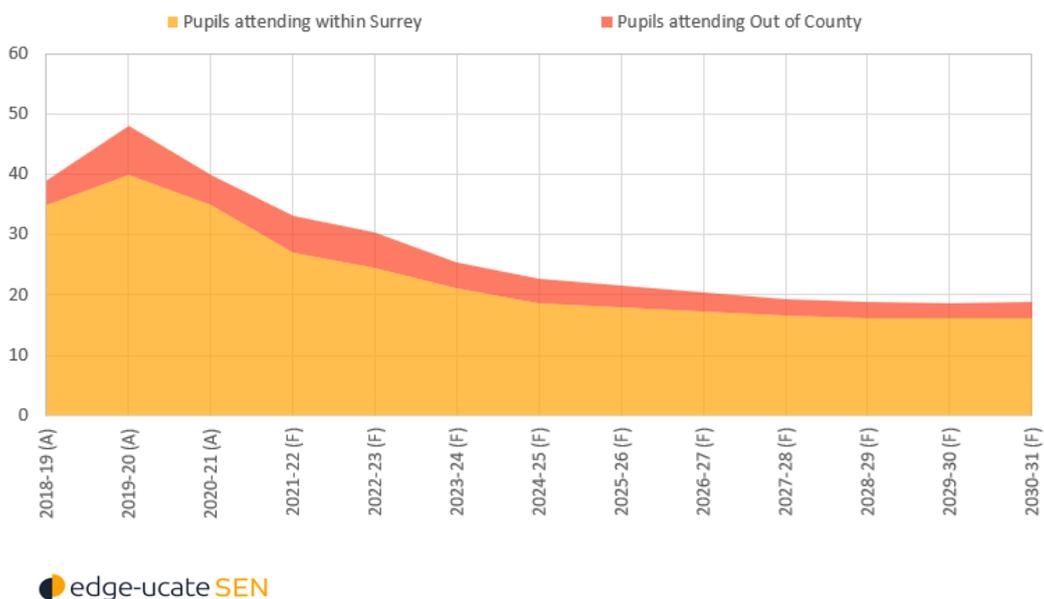
# Equality Impact Assessment

**Graph 1: North East: Forecast of demand for specialist school and SEN Unit places from Year R to Year 6 for pupils with an EHCP with a primary need of autism or communication and interaction needs**



Graph 2 shows that North East projections indicate -53% decrease in demand in the total number of pupils with the primary need Moderate Learning Difficulties (MLD) in their EHCP, who need a specialist school or SEN unit place from 2020-21 (40) to 19 in 2030/31 (19).

**Graph 2: North East - Forecast of demand for specialist school and SEN Unit places from Year R to Year 6 for pupils with an EHCP with a primary need of Moderate Learning Difficulties (MLD)**



# Equality Impact Assessment

## Positive Impacts:

- The expansion will provide specialist education for autistic pupils and those with communication and interaction needs who would also benefit from being part of a wider mainstream school community.
- 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 students, parents and carers who will have the opportunity to be part of a school community closer to home as well as reducing potential travel time for centre students and their families.

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 Specialist 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.

## Travel patterns

The additional places at Ashford Park Primary School 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.

# Equality Impact Assessment

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

## Potential Negative Impact:

2 out of the 11 respondents to the statutory notices **disagreed** with the proposal, with one respondent leaving comment on the **possible adverse impact** upon children attending the school that do not have an ASD diagnosis.

*“I fear that children without ASD will have less educational attention to support them when children with ASD will clearly require increased support”*

## 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.

# Equality Impact Assessment

	Question	Response
1.	<b>Where in the school is the proposed new building?</b>	The Acorn Centre will move into a new block/modular building which will be built within the school site. The current classrooms will be repurposed and remodelled.
2.	<b>What building work is needed? Will there be any disruption?</b>	<p>A feasibility study has informed the development approach required to repurpose, remodel and expand the centre at Ashford Park Primary School to ensure long-term sustainability.</p> <p>The majority of the building works will take place over the summer holidays to ensure minimal disruption to pupils and staff. The project team will work closely with school staff to keep staff, parents and pupils informed of plans and timelines.</p>
3.	<b>Why is a new building required for the Acorn Centre?</b>	<p>A feasibility study has been completed to ensure correct capacity for a formal change in designation to support autistic pupils and those with communication and interaction needs.</p> <p>The SEN Unit expanded in Sept 2018 from 16 places to 21 places but there was no additional building work at that time. The mainstream Published Admission Number (PAN) had already expanded in 2015 from 2 form to 3 form entry and only reached capacity with 3 forms across each year group in 2021 therefore there was some additional capacity across the school until September 2021. Temporary accommodation is in place until the proposed building is completed.</p>
4.	<b>What will happen to the existing Junior children in the unit who have a primary need of MLD?</b>	<p>There is no planned change for existing pupils at the school. Pupils with a primary need of MLD will continue their primary school education at The Acorn Centre at Ashford Park Primary and will receive the level of support as outlined in their EHCP plan.</p> <p>Any changes in a pupils needs would be considered as part of the annual review of their EHCP according to the <a href="#">SEND Code of Practice</a> and is not impacted by this proposal.</p>

# Equality Impact Assessment

5.	<b>Where will children with a primary need of MLD, who need a specialist provision in the local area attend school in the future?</b>	<p>Forecasts across the north east and north west of Surrey indicate that the demand for MLD places is decreasing.</p> <p>Pupils with a primary need of MLD may be supported within their local mainstream school, a SEN Unit in a mainstream school or a Specialist School. The nearest mainstream school with an MLD SEN Unit is The Hythe, 3 miles from Ashford Park Primary.</p>
6.	<b>Will there be any change to the provision or way in which the children in the unit are currently supported?</b>	<p>Autistic pupils and those with communication and interaction needs are already supported as pupils of The Acorn Centre at Ashford Park Primary School. The consultation formalises the offer so the places will be available for autistic pupils in the future.</p>
7.	<b>Will all children at the school benefit from the SEN Unit?</b>	<p>Developing a sustainable offer to support autistic pupils and those with communication needs will benefit the whole school. The Acorn Centre is part of Ashford Park Primary School under the same leadership and governance.</p> <p>The school will continue to support all pupils in the school, and all staff will benefit from shared learning and resources that will influence how pupils are supported across the school.</p> <p>All pupils attending the SEN Unit will have been allocated a place through the Education Health and Care Plan (EHCP process). Pupils will be allocated a place at the SEN Unit at Ashford Park Primary by Surrey County Council's SEND Admissions Team. Please see the <a href="#">School Admissions Guidance for children with an EHCP</a> for more information.</p>
8.	<b>How much learning and integration do children in the SEN Unit experience in mainstream classes?</b>	<p>The Acorn Centre offers opportunities for autistic pupils and those with communication and interaction needs who would benefit from spending approximately 40-60% of their school day each week in mainstream classes with support. This enables meaningful inclusion into the mainstream classes which is wholly individualised to the needs of the pupil. Some pupils may spend more time in the Acorn Centre than others and it would be the responsibility of the school to manage the specialist offer and</p>

# Equality Impact Assessment

		inclusion levels in partnership with the parents and Local Authority officers.
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**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 SEN unit at Ashford Park Primary 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 autistic pupils and those with communication and interaction needs aged 4 years to 11 years old who need a specialist school place with access to inclusion in a mainstream school.

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

N/A

**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 proposed SEN unit at Ashford Park Primary 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

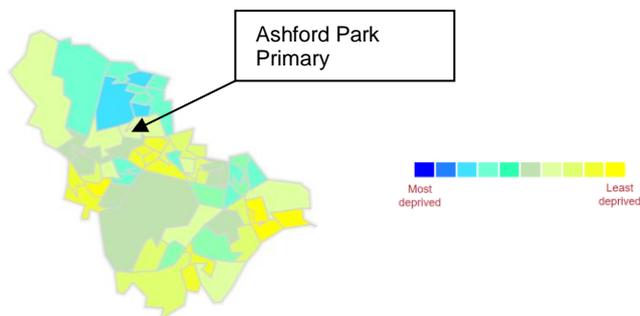
# Equality Impact Assessment

## 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.

**Figure 1: English Index of Multiple Deprivation Spelthorne and Runnymede**

### Map of Spelthorne



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

**Positive impact:** More families will be able to access Specialist School provision closer to home. (See the [current travel patterns](#) on page 7)

### 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.

# 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 Ashford Park Primary 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

## 3. Staff

Any impacts for staff with protected characteristics will be considered by the Governing Body of Ashford Park Primary School.

**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 proposed expansion of the SEN Unit at Ashford Park Primary 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 (**do we need to address negative impact concerns?**).

### Explanation:

# Equality Impact Assessment

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	Kim O'Malley	27 September 2022
0.2	Amendments to draft at end of Informal Consultation	Kim O'Malley	23 November 2022
0.3	Final draft version at the end of the Statutory Notice period	Jane Keenan	10 January 2023
1	Final version for Cabinet Member Meeting	Jane Keenan	20 January 2023

# 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	19/01/2023
Cabinet Member – Clare Curran	31/01/2023
Directorate Equality Group – Liz Mills	

**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
Kim O'Malley	Commissioning Assistant	SCC	Project Group member
Emilie Williams Jones	Programme Manager, SEND Capital Programme	SCC	Programme Manager
Sarah Tarrant	Headteacher	Ashford Park Primary	Service Expert
Liz Down	Chair of Governors	Ashford Park Primary	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:

Tel: 03456 009 009

Textphone (via Text Relay): 18001 03456 009 009

SMS: 07860 053 465 Email: [contactcentre@surreycc.gov.uk](mailto:contactcentre@surreycc.gov.uk)

# Equality Impact Assessment

## Equality Impact Assessment for the Proposal to expand Philip Southcote School on a satellite site with a school designation of Moderate Learning Difficulties at Epsom and Ewell High School

Did you use the EIA Screening Tool?

Yes

### 1. Explaining the matter being assessed

**This is a:**

- A change to a service or function

Surrey County Council and The Governing Body of Philip Southcote School in partnership with Bourne Education Trust and Epsom & Ewell High School, are proposing to expand Philip Southcote School to create 20 additional places, expanding from 250 places 270 places. This 20-place expansion will be provided on a satellite site at Epsom and Ewell High School. All pupils will have an EHCP specifying Philip Southcote School satellite site at Epsom & Ewell High School as an appropriate placement to meet their individual needs.

Philip Southcote School is a specialist secondary school located in the borough of Runnymede in Surrey. The school has two satellite sites, one at Kings International College in the borough of Surrey Heath, and one at Chertsey High School in the borough of Runnymede. The school provides highly specialist teaching and support primarily for pupils with a primary need of Moderate Learning Difficulties (MLD). The school currently admits 3 forms of entry (30 pupils) into each year group in National Curriculum Years 7 to 11 and 50 pupils across National Curriculum Years 12 to 14.

Epsom & Ewell High School is an Academy within Bourne Education Trust. It is an 8 form entry Secondary School in the borough of Epsom & Ewell with a published admission number (PAN) of 240. The school has resourced provision for hearing impaired/deaf pupils.

The proposal will impact:

- Parents and families of pupils currently attending Philip Southcote School or likely to attend the school in the future
- Parents and families of pupils currently attending Epsom and Ewell High School or likely to attend the school in the future
- Staff at Philip Southcote School and Epsom and Ewell High School
- Local children and young people with a school designation of Moderate Learning Difficulties (MLD) who will have an opportunity to gain a place at a specialist school or centre locally

# Equality Impact Assessment

## 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
- 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?

- Epsom & Ewell
- Runnymede

### Assessment team

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

- Rachael Wardell, Surrey County Council, Executive Director Children Families and Learning
- Liz Mills, Surrey County Council, Director of Education and Learning
- Jane Edwards, Surrey County Council Assistant Director of 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
- Emilie Williams Jones, Surrey County Council, Programme Manager SEND Capital Programme
- Jane Keenan, Surrey County Council, Commissioning Manager, Education Place Planning
- Tess Jerwood, Surrey County Council, Commissioning Assistant, Education Place Planning
- Lee Jerwood, Philip Southcote School, Headteacher
- Mary Rome, Bourne Education Trust, Education Director
- James Newman, Epsom and Ewell High School, Headteacher
- David Burr, Chair of Governors, Philip Southcote School
- Surrey County Council Capital Programme Board

### Consultation Information:

Surrey County Council, Philip Southcote School and Epsom and Ewell High School consulted on the proposal to expand Philip Southcote School on a satellite site with a school designation of Moderate Learning Difficulties (MLD) at Epsom and Ewell High School

# Equality Impact Assessment

The aim of the consultation was to seek views on the proposal from all interested parties, particularly from pupils and their families who attend Philip Southcote School and Epsom and Ewell High School, pupils and their families who may attend the schools in the future, local schools and the local community.

The **informal consultation** was open from 27 Sept to 6 Nov 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.

There were 20 responses to the consultation. 95% of respondents agreed with the proposal to expand Philip Southcote School on a satellite site at Epsom and Ewell High School.

25% of respondents stated their belief that the expansion of Philip Southcote School on a satellite site at Epsom and Ewell High School would have a positive impact for children and young people. Many respondents mentioned the terms “*benefit*”, “*opportunity*” and “*support*” when expressing their positive thoughts on the proposal. One comment declared that “*there are many many other children who would benefit from the facilities this would provide*”.

A public meeting online was held on 19 October 2022. Three prospective parents attended the meeting.

Statutory Notices were published from 14 November – 12 December 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 4 responses to the consultation. 100% of respondents agreed with the proposal to expand Philip Southcote School on a satellite site at Epsom and Ewell High School.

## 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. If relevant, you will need to include information on the following vulnerable groups.

# Equality Impact Assessment

- 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, **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 202 pupils currently on roll at Philip Southcote School.

**Table 1: Number of Pupils on roll at Philip Southcote School by National Curriculum Year (NCY) Group Sept 2022**

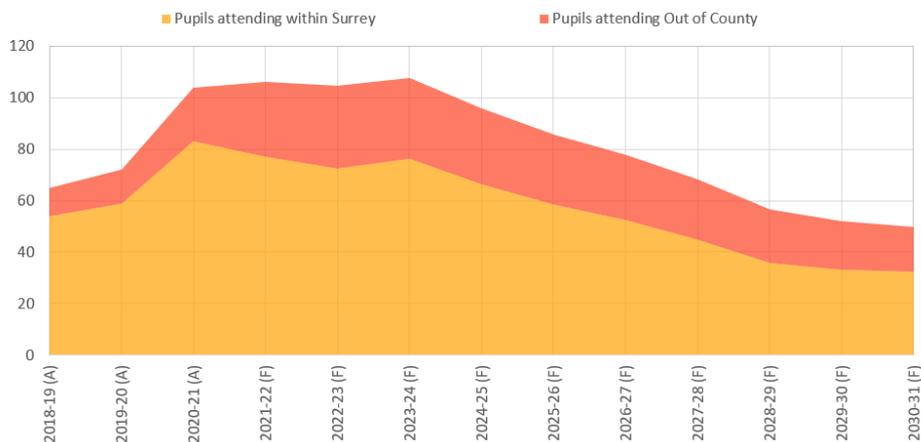
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
Number of pupils currently at Philip Southcote School	38	41	28	30	19	19	22	5	202

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

The expansion on the new site will be for up to 20 children with Learning and Additional Needs (LAN), from Year 7-11, with an Education Health and Care Plan (EHCP) in Surrey.

Graph 1 shows North East projections indicate 66% growth in the total number of pupils with a primary need of Moderate Learning Difficulties, with EHCPs who need a specialist school or SEN unit place from 2018-19 (65) to the peak in 2023-24 (108), with 32% growth (86) remaining in 2025-26.

**Graph 1 North East: Forecast of demand for specialist school and SEN Unit places from Year 7 to Year 11 for pupils with an EHCP with a primary need of Moderate Learning Difficulties (MLD)**



# Equality Impact Assessment

## Current travel patterns for pupils attending Specialist Schools

Table 2 shows the travel patterns for pupils with Cognition and Learning who live in the three boroughs in the North East. Cognition and Learning includes the primary needs; Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD). The table shows only 1% of pupils with cognition and learning needs living in Epsom & Ewell, attend a Specialist School within the borough. Across the North West approximately 50% of pupils with cognition and learning needs travel 6 miles or more for education.

**Table 2: Travel patterns for pupils with Cognition and Learning Needs who reside in North East Surrey and are educated in a Specialist School**

Borough	Educated in Borough/ District	Educated in Quadrant	Educated Out of County	Educated in Independent provision	Travel 6 Miles or More for Education
Epsom & Ewell	1%	3%	27%	19%	49%
Spelthorne	12%	34%	13%	15%	50%
Elmbridge	11%	25%	15%	20%	51%
Surrey Total	33%	58%	10%	17%	52%

The additional places at Philip Southcote School on a satellite site at Epsom and Ewell High School will help reduce the percentage of pupils with Learning and Additional Needs (LAN) who travel out of borough, quadrant and county and will reduce the number of pupils educated in independent provision.

### Consultation responses: positive Impacts

20% of respondents agreed that the expansion of Philip Southcote School on a satellite site at Epsom and Ewell High would be positive due to the expertise of the school staff at both schools.

*“The expansion of a well-reputed education setting like Philip Southcote School should be welcomed by all”*

*“Will be a great opportunity as the school staff are amazing already” (parent of a child at Epsom and Ewell High School)*

40% of respondents felt that the expansion is welcomed as there is a need for more specialist school places. Respondents referred to the proposal providing *“much needed additional school places”*.

# Equality Impact Assessment

*“As the mother of a child with SEND, I know from experience that special schools are few and far between”*

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 Specialist 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 remedification and expansion programme will ensure that additional places are matched appropriately to need type, phases of education and geographic locations.

# Equality Impact Assessment

**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.

	<b>Question</b>	<b>Response</b>
1.	Where in the school is the proposed provision?	The provision will be centrally located within Epsom and Ewell High School and will be part of a bigger inclusion centre.
2.	What building work will be required for the project?	The project is a refurbishment and redevelopment of current space within Epsom and Ewell High School, therefore no external building work is required.
3.	What actions will be put in place in terms of integration of the pupils?	The aim is for the provision to be a fully inclusive environment. This is a hybrid model and integration will need to take place academically as well as socially and emotionally. Timetables are managed individually for each pupil. The plan would be for pupils to spend part of their day accessing learning and support in the Philip Southcote provision and then also have access to mainstream classes for part of the day.
4.	Will pupils feel part of Philip Southcote School or Epsom & Ewell High.	<p>Pupils will wear the Epsom &amp; Ewell High uniform and feel part of the school with inclusion in mainstream lessons.</p> <p>However they will be roll at Philip Southcote School and the staff who work specifically in the centre at Epsom &amp; Ewell High will be employed by Philip Southcote School. Therefore pupils will benefit from the specialist teaching of a Specialist School while attending mainstream school with their peers in their local community.</p>

# Equality Impact Assessment

5.	How much contact will pupils at the satellite site have with Philip Southcote School main site in Runnymede?	Pupils will be primarily based at Epsom and Ewell High School, however there are occasions where pupils from the provision may have the opportunity to attend Philip Southcote main school site in Addlestone Moor to participate in specific activities e.g. outdoor or sporting activities.
6.	When are you hoping to admit the first students into the provision?	The proposal is that the first pupils will be admitted to the provision at Epsom and Ewell High in September 2023.
7.	How will parents know about the provision if it has not been formally agreed yet?	<p>As this project is part of the SEND Capital Programme, Surrey County Council are working at pace to create places as quickly as possible. Now that the consultation is open, SEND case workers will be letting parents know about the provision. Philip Southcote and Epsom and Ewell High School are giving information to prospective students.</p> <p>Formal placements can be made after the Cabinet Member for Education and Learning decision meeting, scheduled 31 January 2023.</p>
8.	How will the provision be operated?	<p>Staff employed by Philip Southcote School will be based at the centre at Epsom &amp; Ewell High. Philip Southcote School will work in partnership with Bourne Education Trust and Epsom &amp; Ewell High to provide an inclusive specialist centre at a mainstream school. Philip Southcote have two satellite sites up and running at Kings International College and Chertsey High. The provision at Epsom and Ewell High School will be modelled on the two current centres in mainstream schools. The model aims to promote inclusivity and will provide a better education for children.</p> <p>Both Epsom &amp; Ewell High and Chertsey High are Academies and part of the Bourne Education Trust. Philip Southcote School and Kings</p>

# Equality Impact Assessment

		International School are associates of the Bourne Education Trust and all the schools have strong partnerships.
<b>9.</b>	Will the provision provide support to children who have social and emotional difficulties, and for pupils who have both ASD and MLD?	<p>The provision is for pupils with Moderate Learning Difficulties (MLD) who would benefit from access to mainstream classes. Pupils would have access to parts of the curriculum as well as the social aspect of attending a mainstream school close to home.</p> <p>The needs of each pupil wishing to attend the provision would be considered on an individual basis through the EHCP process and some pupils may have additional needs alongside a primary need of Moderate Learning Difficulties.</p> <p>Autistic pupils and those with communication and interaction needs may need a different type of SEN unit, mainstream or Specialist School placement.</p> <p>There are two Secondary Schools with SEN units for autistic pupils and those with communication and interaction needs in North East Surrey, Hinchley Wood School and Three Rivers Academy. Surrey County Council will continue to look at opportunities to create more SEN Units in mainstream Secondary schools across Surrey as part of the SEND Capital Programme.</p>
<b>10.</b>	Are there proposals within the SEND Capital Programme to work with neighbouring counties?	<p>Surrey County Council works closely with neighbouring boroughs to ensure there is sufficient provision across areas.</p> <p>Surrey County Council has a duty to provide places for pupils living in Surrey and therefore the SEND Capital Programme's remit is within the</p>

# Equality Impact Assessment

		county of Surrey. However the SEND admissions team make placements across the border and will continue to, where that is the nearest most suitable placement to meet a pupil's needs. The SEND Commissioning team also work with independent providers both in Surrey and out of county.
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**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 proposal to expand Philip Southcote School on a satellite site at Epsom and Ewell High 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 11 to 16 years old with moderate learning difficulties who need a specialist school place with access to inclusion in a mainstream school.

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

N/A

**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 proposed expansion of Philip Southcote School on a satellite site at Epsom and Ewell High 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.

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

No

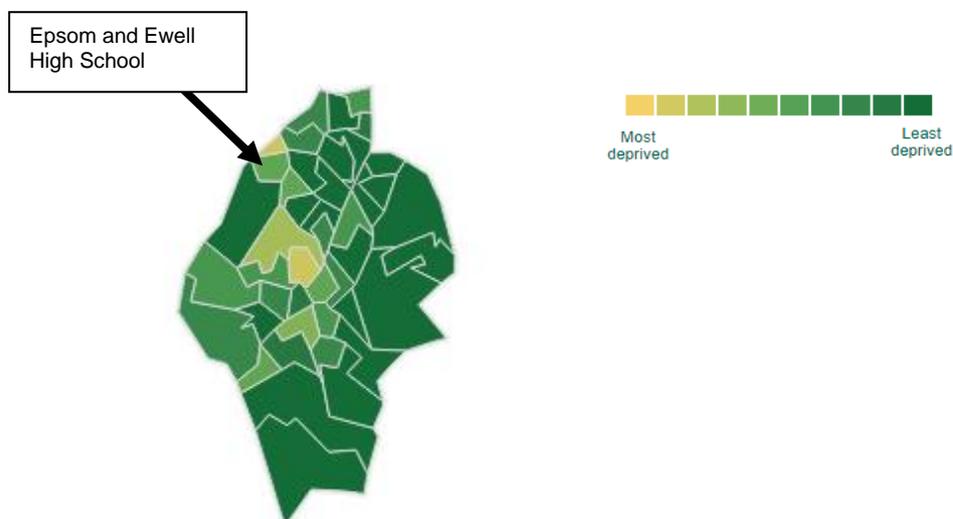
# Equality Impact Assessment

## Socio economic disadvantage

[The Indices of deprivation 2019](#) finds that 2 out of 43 Lower Layer Super Output Areas (LSOA) in Epsom & Ewell are between 20% - 30% most deprived area in the country. Only 4 out of 60 areas are more deprived than 50% of England. Although 21 out of 60 Lower Layer Super Output Areas (LSOA) in Epsom & Ewell are in the least deprived 10% in the country there are pockets of deprivation in the borough. Epsom and Ewell High School is close to LSOA 002C which is in the 30% - 40% most deprived areas in the country.

**Figure 1: English Index of Multiple Deprivation Epsom & Ewell**

### Map of Epsom & Ewell



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

**Positive impact:** More families will be able to access specialist provision closer to home.

**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?**

# Equality Impact Assessment

The development of the proposed expansion of Philip Southcote School on a satellite site at Epsom and Ewell high 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:**

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### **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 on a satellite site at Epsom and Ewell High

**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 of Philip Southcote School on a satellite site at Epsom and Ewell High School 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.

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**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	Tess Jerwood	27 September 2022
0.2	Amendments to draft at end of Informal Consultation	Tess Jerwood	23 November 2022
0.3	Final draft at the end of the Statutory Notice period	Jane Keenan	10 January 2023
1	Final version for Cabinet Member of Education and Learning Decision Meeting	Jane Keenan	20 January 2023

# 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	19/01/2023
Cabinet Member – Clare Curran	31/01/2023
Directorate Equality Group – Liz Mills	

**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
Tess Jerwood	Commissioning Assistant	SCC	Project Group member
Emilie Williams Jones	Programme Manager, SEND Capital Programme	SCC	Programme Manager
Lee Jerwood	Headteacher	Philip Southcote School	Service Expert
Mary Rome	Education Director	Bourne Education Trust	Service Expert
James Newman	Headteacher	Epsom and Ewell High School	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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