

## Notice of Meeting

# Cabinet Member for Education and Learning Decisions

**Date & time**

Tuesday, 25 April  
2023 at 11.30 am

**Place**

Woodhatch Place,  
Cockshot Hill, Reigate,  
RH2 8EF

**Contact**

Joss Butler  
joss.butler@surreycc.gov.uk

**Chief Executive**

Joanna Killian

**If you would like a copy of this agenda or the attached papers in another format, eg large print or braille, or another language please either write to Democratic Services, Woodhatch Place, 11 Cockshot Hill, Reigate, RH2 8EF, or email [joss.butler@surreycc.gov.uk](mailto:joss.butler@surreycc.gov.uk).**

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

**Cabinet Member**  
Clare Curran

## 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 (19/04/2023).

#### b Public Questions

The deadline for public questions is seven days before the meeting (18/04/2023).

#### c Petitions

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

### 3 PROPOSAL TO CHANGE THE AGE RANGE AND EXTEND THE PREMISES AT MEADOWCROFT INFANT SCHOOL

(Pages 5  
- 44)

To consider a report on the proposal to change the age range and extend the premises at Meadowcroft Infant School.

### 4 SEND CAPITAL PROGRAMME PHASE 4: PROPOSAL TO EXPAND THE SEN UNIT AT STEPGATES COMMUNITY SCHOOL AND PROPOSAL TO FORMALISE THE DUAL DESIGNATION OF AND EXPAND THE SEN UNIT AT HYTHE PRIMARY SCHOOL

(Pages  
45 - 118)

To consider a report on SEND Capital Programme Phase 4: Proposal to expand the SEN Unit at Stepgates Community School and proposal to formalise the dual designation of and expand the SEN Unit at Hythe Primary School.

**MOBILE TECHNOLOGY AND FILMING – ACCEPTABLE USE**

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*Thank you for your co-operation*

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<b>Cleared within service on:</b>	<b>13/04/23</b>
<b>Legal cleared on:</b>	<b>16/03/23</b>
<b>Section 151 Finance cleared on:</b>	<b>05/04/23</b>
<b>Cabinet Member consultation completed:</b>	<b>12/04/23</b>

## SURREY COUNTY COUNCIL

### CABINET MEMBER FOR EDUCATION AND LEARNING

**DATE:** 25 APRIL 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:** Proposal to change the age range and extend the premises at Meadowcroft Infant School

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



#### SUMMARY OF ISSUE:

As part of a wider strategy, Surrey County Council is seeking to provide a sustainable education landscape across the county.

Surrey County Council, in collaboration with the Governing Body of Meadowcroft Infant School, are proposing to extend the school's age range, allowing them to become a 1FE primary school for pupils aged 4-11 years. This would allow for a roll of 210 pupils across the school. Further building work will be required on the site of the school to provide appropriate accommodation for the additional pupils, which will be subject to planning permission.

The rationale behind this proposal is that it provides Surrey County Council with the opportunity to reorganise primary places in an area of Chertsey by providing an all-through primary school, which will benefit the local community and provide opportunities for siblings in a family to attend the same school. It would also ease the transition made by children when transferring from Key Stage 1 to Key Stage 2, as pupils will have the opportunity to remain at Meadowcroft School instead of transferring to another school for their junior education.

The proposed change of age range allows Meadowcroft Infant School to offer junior places. The increase in junior places in the Chertsey planning area will then match the total number of Reception places available. This would improve the sustainability of the school without negatively impacting pupil numbers at other primary schools across Addlestone, Ottershaw, and Runnymede as a whole.

#### RECOMMENDATIONS:

It is recommended that:

The Cabinet Member for Education and Learning determines the statutory notices published thereby bringing into effect the formal commencement of the proposal to change the age range and extend the premises at Meadowcroft Infant School.

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 proposal supports and delivers the Local Authority's statutory obligation to provide sufficient school places to meet demand and forms part of a reorganisation of primary places in the borough of Runnymede.

Implementing the proposal will:

- Allow pupils to transition through the school from Reception year, without the need to apply elsewhere, giving them and their families the reassurance of a continuity of educational provision
- Seek to enhance pupils' experiences, enabling higher standards of education to be provided
- Enable the school to deliver the curriculum in a continuous and coherent way, putting them in a stronger position to plan for both continuity and progression in learning
- Provide the opportunity to build partnerships with pupils, parents and families over a longer period of time
- Enable siblings to remain together during their primary education, rather than parents having to travel to two different schools
- Create a sustainable school to serve the local community

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:**

1. Meadowcroft Infant School is a community school and is situated in Chertsey, within the borough of Runnymede. At present, Meadowcroft Infant School is a one-form entry (1FE) infant school for pupils aged 4-7 years, with a published admission number (PAN) of 30 and provides permanent accommodation for up to 90 pupils. The school is rated as "Good" by Ofsted in its last full inspection in November 2021.
2. St Ann's Heath Junior School is a community school with a "Good" rating from Ofsted in April 2015. The school is situated in Virginia Water and is a three-form entry junior school for pupils aged 7-11 years with a published admission number (PAN) of 90.
3. Children currently leave Meadowcroft Infant School at the end of Year 2 and parents make separate admission applications for Year 3 places. The admissions criteria for St Ann's Heath Junior School currently lists Meadowcroft as a feeder school. If this proposal goes ahead, there will be a change to the admissions criteria and reduction to the PAN at St Ann's Heath Junior proposed in conjunction (this is subject to a separate process and is contingent on the outcome of this proposal).

4. Historically, Meadowcroft Infant School has had no formal follow-on for junior provision and, as such, pupils have previously been offered places at different schools across Chertsey, Addlestone, Ottershaw, and beyond; based on wherever Year 3 vacancies existed at the time. In 2014, Meadowcroft became a formal feeder school for St Ann’s Heath Junior School to secure a junior pathway for Meadowcroft pupils. However, St Ann’s Heath is over three miles away from Meadowcroft and therefore some distance from the homes of Meadowcroft pupils, who tend to live near the infant school. This therefore affects parental preference and, as a result, Meadowcroft suffers with fluctuating pupil numbers as parents elect to move their children at other points during the school year to avoid having to make a junior transition by securing a place in a local all-through primary school.
5. Over the years, Meadowcroft’s 1<sup>st</sup> preferences have been affected due to the uncertainty of local junior provision, as illustrated in **Table 1** below. The school also experiences fluctuating pupil numbers throughout the school year.

**Table 1: Number of preferences received for Meadowcroft Infant School over the last three years**

Academic year	No. 1st preferences	No. 2nd preferences	No. 3rd preferences	No. 4th preferences
2023/24	9	17	24	13
2022/23	9	13	23	17
2021/22	12	11	28	16

6. St Ann’s Heath Junior School also has fluctuating numbers due to the uncertainty of pupils transferring across from Meadowcroft. As a result, the school is now operating at two classes in some year groups rather than three.
7. For the purposes of education place planning, Surrey County Council produce pupil projections based on planning areas. Planning areas do not have geographical boundaries but are groups of schools which reflect the local geography, reasonable travel distances and existing pupil movement patterns. From September 2022, there has been a reorganisation of planning areas within Runnymede. Meadowcroft Infant School is now located in the planning area of Chertsey.
8. **Table 2** below outlines the primary projections for the Chertsey planning area. Housing permissions and trajectories received from boroughs and districts are combined with birth data and pupil movement trends to create projections. Providing Year 3 places at Meadowcroft from September 2024, will help reduce the forecasted deficit of places in the planning area. By moving the Year 3 places from St Ann’s Heath to Meadowcroft, it enables a continuity of education within the area where they are most needed.

**Table 2: Current pupil place forecasts for Chertsey planning area**

Chertsey									
School year	Year R places	Year R forecast	Surplus / deficit	Year 3 places	Year 3 forecast	Surplus / deficit	Proposed Year 3 places	Year 3 forecast	Surplus/ deficit
2023-24	150	159	-9	120	131	-11	150	131	19
2024-25	150	155	-5	120	134	-14	150	134	16
2025-26	150	155	-5	120	133	-13	150	133	17
2026-27	150	153	-3	120	140	-20	150	140	10
2027-28	150	153	-3	120	135	-15	150	135	15
2028-29	150	155	-5	120	132	-12	150	132	18
2029-30	150	155	-5	120	129	-9	150	129	21
2030-31	150	156	-6	120	128	-8	150	128	22
2031-32	150	157	-7	120	129	-9	150	129	21

9. Subject to the agreement on this proposal by the Cabinet Lead Member for Education and Learning, the local authority will apply to the Office of the Schools Adjudicator (OSA) for an in-year variation to decrease the PAN and amend the admissions arrangements at St Ann's Heath Junior School for September 2024.
10. Subject to the decision on this proposal and planning permission, building work will be required to the existing site at Meadowcroft Infant School to make it suitable for an additional 120 permanent pupils. This will involve adaptations and refurbishment to the interior of the existing accommodation and a new single-storey classroom block to increase classroom and resource space.
11. The proposal will enable Meadowcroft to start providing Key Stage 2 places from September 2024. The Year 2 class for 2023/24 would transfer into the newly established Year 3 class in September 2024/25, and Key Stage 2 will increase incrementally each year as each new Reception cohort is admitted. Meadowcroft Infant School would be operating as a full 1FE primary school from September 2027/28 onwards.

**CONSULTATION:**

12. An informal consultation was published from 22 June to 15 September 2022 and further Statutory Notices were published from Friday 13 January and concluded on Friday 10 February 2023. All consultation documents are available at [www.surreysays.co.uk](http://www.surreysays.co.uk). The full Statutory Notice is also attached as **Annex 1** of this report.
13. During the Informal Consultation period, there were 62 responses to the consultation:
  - 71% of respondents agreed with the proposal
  - 17.7% of respondents disagreed with the proposal
  - 11.3% of respondents stated they didn't know
14. During the Statutory Notice period, there were 61 responses to the consultation:
  - 44% of respondents agreed with the proposal
  - 51% of respondents disagreed with the proposal
  - 5% of respondents said they didn't know



15. Of those agreeing with the proposal, the majority of respondents were parents/carers of pupils currently attending the school and members of staff working at the school.
16. Of those disagreeing with the proposal, during both consultation periods, the majority of respondents were residents living near the school.
17. More local residents responded to the consultation during the Statutory Notice period than that of the informal.
18. Fewer parents/carers of pupils currently attending the school and members of staff working at the school responded to the consultation during the Statutory Notice period than that of the informal.
19. The full consultation analysis is attached as **Annex 2**.

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

20. There are design, planning and building risks associated with the project and a project risk register has been compiled, which is regularly updated. A contingency allowance appropriate to the scheme has been included within the project budget to mitigate for potential identified risks.
21. 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.

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

22. The project will be funded from Surrey County Council's Basic Need Capital Programme (SBN) and the budget for this scheme is included in the approved Medium-Term Financial Strategy (MTFS).
23. The project will be subject to robust cost challenge and scrutiny to drive optimum value for money.
24. In situations where one school reduces its PAN and another increases its age range there tends to be a period of double funding. This occurs as funding is based on pupils on roll in the previous October. In order to reflect the increase in pupils the expanding school will be funded in the year of expansion for the consequential increase in pupils. Conversely, to avoid a sudden drop in funding, the school with reducing PAN remains funded at the numbers on roll at the previous October unless there is a specific ruling from the Department for Education (DfE) to do otherwise. Experience has indicated DfE are unlikely to support such a proposal.
25. As a result, the cost of that double funding will need to be met from the Dedicated Schools Grant growth fund within the schools block. Based on this scenario an estimate of £40k double funding will occur. This has no direct impact on the Council's General Fund.

#### **Section 151 Officer commentary:**

26. 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.
27. Appropriate capacity within the Surrey maintained estate is a key element of ensuring sufficiency of school places in the right areas of the County. The Section 151 Officer therefore supports the proposal.

#### **Legal implications – Monitoring Officer:**

28. 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 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.
29. 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.
30. 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.
31. 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.
32. 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:**

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

**Other implications:**

34. 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:**

35. This proposal would provide increased primary provision from Key Stage 2 in Chertsey, which would be of benefit to the community served by the school, thereby ensuring that those who are Looked After Children can attend a school closer to home and be more connected to local communities and support services.

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

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

**Environmental sustainability implications:**

37. The provision of Key Stage 2 places closer to home will reduce the average journey times for children and their families.

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 notice, Surrey County Council and the Governing Body of Meadowcroft Infant School will proceed to implement the proposal. The significant change will be implemented from 1 Sept 2024.

**Contact Officer:**

Lauren Comer, 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  
Local residents in Surrey  
Local Cllrs in the areas of each of the schools featured in the proposals  
Divisional (Surrey County Council) members  
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  
Carrie Traill, Assistant Director Education

**Annexes:****Annex 1 Statutory Notice (Full)****Annex 2 Consultation Analysis****Annex 3 Equality Impact Assessment**

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# Statutory Notices

Proposal to change the age range  
and extend premises at Meadowcroft  
Infant 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, that Surrey County Council, intends to make a significant change to Meadowcroft Infant School by changing the age range from 4 – 7 years old to 4 – 11 years old to become a primary 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>	Meadowcroft Infant School
<b>Category of School</b>	Community school
<b>Type of School</b>	Infant school
<b>URN</b>	125065
<b>Address</b>	Little Green Lane, Chertsey
<b>Postcode</b>	KT16 9PT

## Introduction

This paper outlines a proposal by Surrey County Council, in cooperation with the Governing Body of Meadowcroft Infant School, to change the age range of Meadowcroft Infant School from a one-form entry infant school to a one-form entry primary school and extend their premises to accommodate the additional children. The statutory process and timescales for the expansion are detailed below.

## Proposal

Surrey County Council and The Governing Body of Meadowcroft Infant School are proposing to change the age range to accommodate ages 4-11 years, becoming a 1FE primary school. This would allow for a roll of 210 pupils across the school.

### Proposed timeline

The proposed change of age range would come into effect from September 2024 onwards.

<b>Phase</b>	<b>Date</b>
Statutory notices	13 January 2022 – 10 February 2023
Lead Cabinet Member Decision	February 2023
Building work and changes to existing space	To start summer 2023, contingent on planning permission
Implementation	1 September 2024

It is proposed that:

1. Meadowcroft Infant School’s age range is changed to accommodate ages 4-11, becoming a 1FE primary school. This would allow for a roll of 210 pupils across the school.
2. Further building work will be required on the site of the school to provide appropriate accommodation for the additional pupils.
3. If the proposal to expand Meadowcroft to 210 places is successful, there will also be a consultation to amend the admissions criteria and reduce the PAN at St Ann’s Heath Junior School, from 90 to 60 places. This will be put forward through the School Admissions consultation process for September 2024. The consultation will be published on the following link - [Consulting on school admission arrangements - Surrey County Council \(surreycc.gov.uk\)](https://www.surreycc.gov.uk/consulting-on-school-admission-arrangements)

## Making Representations, Objections and Comments

1. This is a four-week consultation which starts on Friday 13 January 2023 and concludes on Friday 10 February 2023.
2. 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>	Sarah Manning Education Place Planning Surrey County Council Quadrant Court 35 Guildford Road Woking GU22 7QQ

## Background

1. Meadowcroft Infant School is a community school. The school is situated in Chertsey, within the borough of Runnymede.
2. At present, Meadowcroft Infant School is a one-form entry infant school for pupils aged 4-7 years, with a published admission number (PAN) of 30 and provides permanent accommodation for up to 90 pupils. The school is rated as “Good” by Ofsted in its last full inspection in November 2021.
3. St Ann’s Heath Junior School is a community school with a “Good” rating from Ofsted. The school is situated in Virginia Water and is a three-form entry junior school for pupils aged 7-11 years with a published admission number (PAN) of 90.
4. Children currently leave Meadowcroft Infant School at the end of Year 2 and parents make separate admission applications for Year 3 places. The admissions criteria for St Ann’s Heath Junior School currently lists Meadowcroft as a feeder school. If this proposal goes ahead, there will be a change to the admissions criteria and reduction to the PAN at St Ann’s Heath Junior proposed in conjunction.
5. Pupils leaving Meadowcroft are also able to seek Year 3 places at other junior schools or primary schools without a separate Year 3 intake, which can be offered subject to vacant places being available.

## Rationale

1. This proposal provides Surrey County Council with the opportunity to re-organise primary places in an area of Chertsey by providing an all-through primary school which will benefit the local community and provide opportunities for siblings in a family to attend the same school. It would also ease the transition made by children when transferring from Key Stage 1 to Key Stage 2, as pupils will have the opportunity to remain at Meadowcroft School instead of transferring to another school for their junior education.
2. Historically, Meadowcroft Infant School has had no formal follow-on for junior provision and, as such, pupils have previously been offered places at different schools across Chertsey, Addlestone, Ottershaw, and beyond; based on wherever Year 3 vacancies existed at the time.
3. In 2014, Meadowcroft became a formal feeder school for St Ann’s Heath Junior School to secure a junior pathway for Meadowcroft pupils.
4. However, St Ann’s Heath is over three miles away from Meadowcroft and therefore some distance from the homes of Meadowcroft pupils, who tend to live near the infant school. This does affect parental preference and as a result, Meadowcroft suffers with fluctuating pupil numbers as parents elect to move their children at other points during the school year to avoid having to make a junior transition by securing a place in a local all-through primary school.
5. The proposed change of age range allows Meadowcroft Infant School to offer junior places. The increase in junior places in the Addlestone and Ottershaw planning area will then match the total number of Reception places available. This would improve the sustainability of the school without negatively impacting pupil numbers at other primary schools across Addlestone, Ottershaw and Runnymede.



6. Meadowcroft's 1<sup>st</sup> preferences have been affected over the years due to the uncertainty of local junior provision, as illustrated below:

<b>Meadowcroft Infant School</b>	
<b>Academic year</b>	<b>No. 1st preferences</b>
2022/23	9
2021/22	12
2020/21	9
2019/20	13
2018/19	9

7. St Ann's Heath Junior School also has fluctuating numbers due to the uncertainty of pupils transferring across from Meadowcroft. As a result, the school is now operating at two classes in some year groups rather than three.

The table below shows the numbers on roll (NOR) at St Ann's Heath Junior School from the last four years' October census data:

<b>St Ann's Heath Junior School</b>				
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>2018</b>	73	73	55	69
<b>2019</b>	88	76	76	56
<b>2020</b>	56	86	73	72
<b>2021</b>	78	54	83	68

The table below shows the number of first preferences St Ann's Heath Junior School has received for September 2022 entry and the previous two intake years. The table also illustrates how many of the children allocated a place at St Ann's Heath Junior School attend Meadowcroft Infant School. In 2020-2021 only 13 children transitioned to St Ann's Heath Junior School from Meadowcroft Infant School.

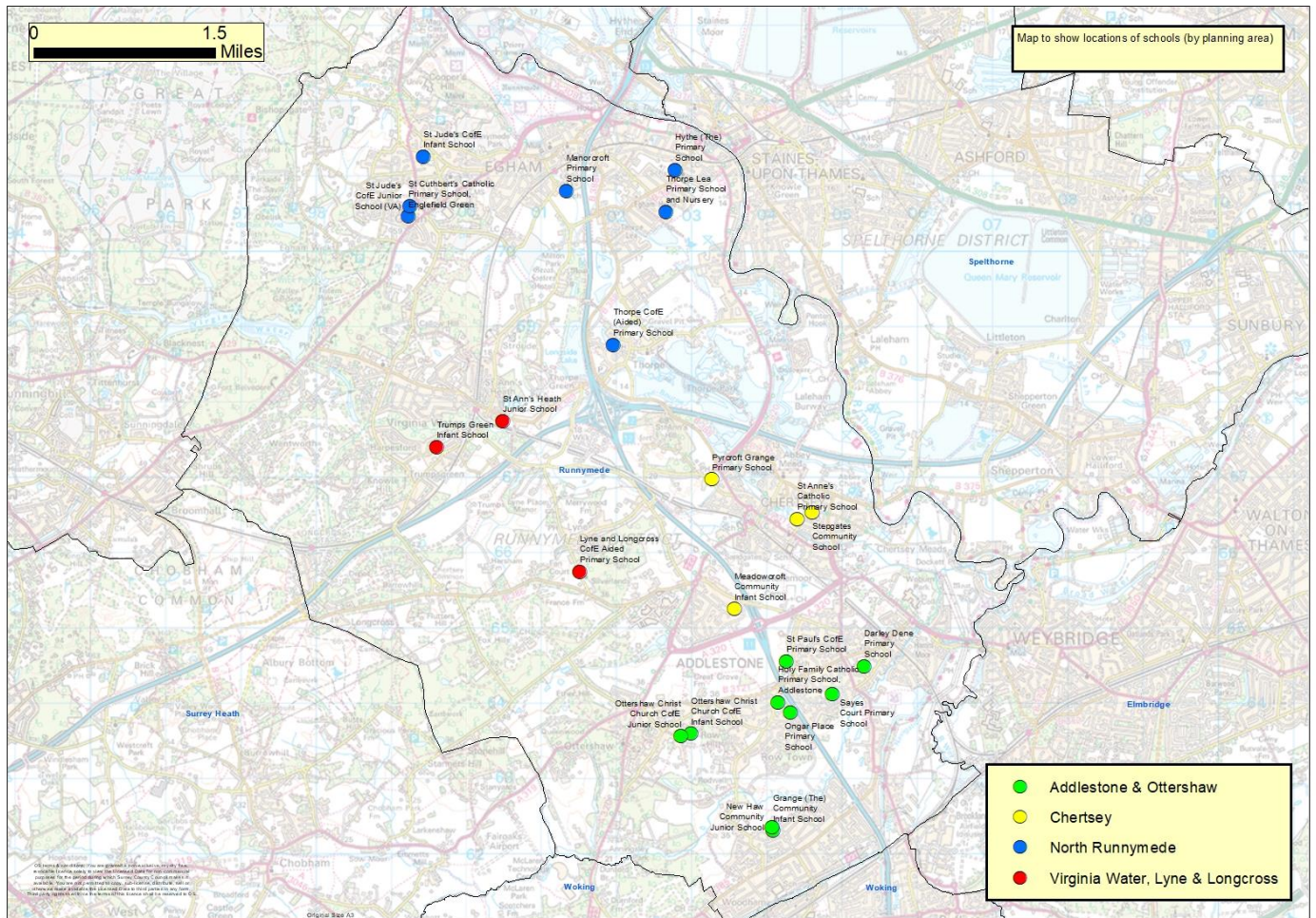
<b>Academic Year</b>	<b>St Ann's Heath Junior Preferences received</b>	<b>Number of children allocated St Ann's Heath Junior from Meadowcroft Infant</b>
<b>2020-2021</b>	81	13
<b>2021-2022</b>	99	22
<b>2022-2023</b>	97	25

## **Pupil Placement**

1. For the purposes of education place planning, Surrey County Council produce pupil projections based on planning areas. Planning areas do not have geographical boundaries but are groups of schools which reflect the local geography, reasonable travel distances and existing pupil movement patterns.
2. From September 2022, there has been a reorganisation of planning areas within Runnymede. Meadowcroft Infant School is now located in the planning area of Chertsey, rather than Addlestone and Ottershaw. St Ann's Heath now falls under the planning area of

Virginia Water, Lyne and Longcross. Figure 2 below illustrates the location of the schools by planning area in Runnymede.

Figure 2 - Map to show Runnymede schools by planning area



The table below outlines the primary projections for the Chertsey primary place planning area. Housing permissions and trajectories received from boroughs and districts are combined with birth data and pupil movement trends to create projections. Providing Year 3 places at Meadowcroft from September 2024, will help reduce the forecasted deficit of places in the planning area. By moving the Year 3 places from St Ann’s Heath to Meadowcroft, it enables a continuity of education within the area where they are most needed.

Chertsey									
School year	Year R places	Year R forecast	Surplus / deficit	Year 3 places	Year 3 forecast	Surplus / deficit	Proposed Year 3 places	Year 3 forecast	Surplus/ deficit
2023-24	150	159	-9	120	131	-11	150	131	19
2024-25	150	155	-5	120	134	-14	150	134	16
2025-26	150	155	-5	120	133	-13	150	133	17
2026-27	150	153	-3	120	140	-20	150	140	10
2027-28	150	153	-3	120	135	-15	150	135	15
2028-29	150	155	-5	120	132	-12	150	132	18
2029-30	150	155	-5	120	129	-9	150	129	21
2030-31	150	156	-6	120	128	-8	150	128	22
2031-32	150	157	-7	120	129	-9	150	129	21

4. The table below outlines the primary projections for Virginia Water, Lyne and Longcross primary place planning area. Though the forecasts indicate a deficit of places this can be managed by bulge class provision should it be required.

Virginia Water and Lyne & Longcross									
School year	Year R places	Year R forecast	Surplus / deficit	Year 3 places	Year 3 forecast	Surplus / deficit	Proposed Year 3 places	Year 3 forecast	Surplus/ deficit
2023-24	90	93	-3	120	111	9	90	111	-21
2024-25	90	95	-5	120	112	8	90	112	-22
2025-26	90	93	-3	120	115	5	90	115	-25
2026-27	90	92	-2	120	119	1	90	119	-29
2027-28	90	90	0	120	118	2	90	118	-28
2028-29	90	90	0	120	114	6	90	114	-24
2029-30	90	90	0	120	110	10	90	110	-20
2030-31	90	89	1	120	108	12	90	108	-18
2031-32	90	89	1	120	107	13	90	107	-17

5. Should this proposal be agreed for Meadowcroft to expand to a primary school, there will be subsequent proposals to amend the admissions criteria and PAN at St Ann's Heath Junior School. This will mean that there is a complete match of infant and junior places across the borough, and lead to improved strategic place planning.
6. The proposal will enable Meadowcroft to start providing Key Stage 2 places from September 2024. The Year 2 class for 2023/24 would transfer into the newly established Year 3 class in September 2024/25, and Key Stage 2 will increase incrementally each year as each new Reception cohort is admitted. The new accommodation provided would allow adequate space for these pupils to move through the junior phase. Meadowcroft Infant School would be operating as a full 1FE primary school from September 2027/28 onwards, as shown below.

Meadowcroft Infant School	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
2023/24	30	30	30					90
2024/25	30	30	30	30				120
2025/26	30	30	30	30	30			150
2026/27	30	30	30	30	30	30		180
2027/28	30	30	30	30	30	30	30	210

#### Changing the age range at Meadowcroft Infant School:

- Will allow pupils to transition through the school from Reception year, without the need to apply elsewhere giving them and their families the reassurance of a continuity of educational provision
- Will seek to enhance pupils' experiences, enabling higher standards of education to be provided
- The school can deliver the curriculum in a continuous and coherent way, putting them in a stronger position to plan for both continuity and progression in learning
- Provides the opportunity to build partnerships with pupils, parents and families over a longer period of time
- Will enable siblings to remain together during their primary education, rather than parents having to travel to two different schools
- Will create a sustainable school to serve the local community

## School Building Requirements

1. A programme of building works at the school will improve the general fabric of the school buildings and enhance the learning experience for pupils, parents and staff. Subject to the outcome of this consultation, further work will be required to the existing site to make it suitable for the additional 120 pupils. This would involve the demolition of the caretaker's property and the creation of 4 new classrooms. Any further works would be subject to the requirements for planning permission and building control.
2. Due to the small school site, sufficient playing field space for junior-aged pupils to access for physical education has been sourced off site at St Paul's CofE Primary School, Addlestone.

## Consultations, approvals, and overall timescales

1. It is proposed that the change of age range and extension of premises commences from 1 September 2024. 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 22 June 2022 to 15 September. 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 62 responses to the consultation
  - 71% of respondents agreed with the proposal, 17.7% of respondents disagreed with the proposal and 11.3% of respondents stated they didn't know
4. Statutory Notice is now open for a four-week period from Friday 13 January to Friday 10 February 2023. The publication of Notices is when the local authority formally states that it intends to implement the proposed changes. This will be the final opportunity for consultees to make their views known before a final decision is taken. Following the consultation periods officers will summarise the feedback and will report to the Cabinet Member for Education and Learning.

### What happens next?

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

# Consultation Analysis

**(Informal consultation and  
Statutory Notices)**

Proposed change of age range and extension of  
premises at Meadowcroft Infant School



**SURREY**  
COUNTY COUNCIL

# Consultation Analysis (Informal and Statutory Notice period)

## Proposed change of age range and extension of premises at Meadowcroft Infant School

### Introduction

This report is an analysis of responses gathered on the proposal to change the age range of Meadowcroft Infant School from a one-form entry infant school to a one-form entry primary school and expand their premises to accommodate the additional children.

Surrey County Council published an informal consultation from 22 June 2022 to 15 September 2022.

Part 1 of this paper is an analysis of the responses received during the informal consultation notice period and Part 2 is an analysis of the responses during the Statutory Notice period. The summary and key points give a summary of the findings from both consultations. This paper will be submitted to the Lead Cabinet Member for Education and Learning for consideration to determine the statutory notices on 25 April 2023.

### Consultation Summary

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

The informal consultation was open from 22 June 2022 to 15 September 2022. The associated documentation was published on the Surrey County Council 'Surrey Says' website and circulated to local stakeholders. Interested parties were invited to return responses to the consultation via an online form or alternatively email or post responses.

A public meeting was held at the school on 6 July 2022.

The Statutory Notices were published from 13 January 2023 to 10 February 2023. The associated documentation was published on the Surrey County Council 'Surrey Says' website and circulated to local stakeholders. The notices were also published in the Surrey Advertiser on 13 January 2023. Interested parties were invited to return responses to the consultation via an online form or alternatively email or post responses.

An Equality Impact Assessment was completed throughout the informal consultation and statutory notice period. Responses to the consultations contribute to the Equality Impact Assessment which can be viewed with the papers for the Cabinet Member for Education and Learning Meeting on 25 April 2023.

### Key points from the consultation responses:

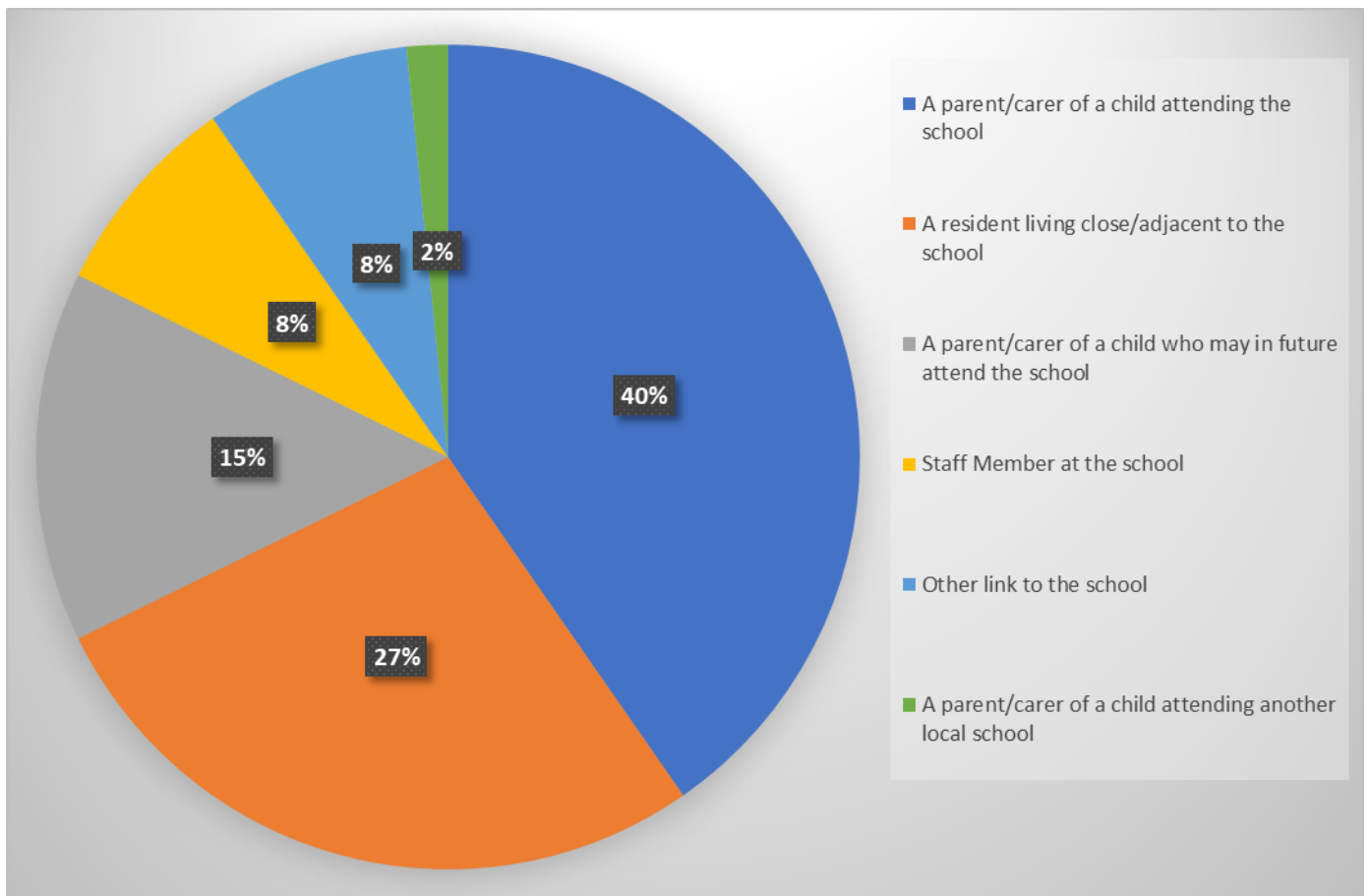
- There was a significant margin of agreement with the proposal: 71% agreed, 17.7% disagreed
- 40.3% of all responses were from parents/carers of pupils currently attending the school
- Members of staff at Meadowcroft Infant School all agreed with the proposal (8% of total respondents)
- Of those who disagreed with the proposal, approximately 90.9% were residents living in the vicinity of the school

## Part 1 – Informal Consultation

### Quantitative Analysis

In total, there were 62 responses to the consultation. 71% of respondents agreed with the proposal, 17.7% of respondents disagreed with the proposal and 11.3% of respondents stated they didn't know.

All 62 respondents indicated their relationship with the school. The chart below shows the distribution of respondents to the consultation.



### Percentage who agreed/disagreed/didn't know by individual groups

#### Responses from parent/carer of a pupil attending Meadowcroft Infant School – 40%

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

#### Responses from a resident living close/adjacent to the school – 27%

4 agreed with the proposal, 10 disagreed with the proposal and 3 didn't know

#### Responses from a parent/carer of a child who may in future attend the school – 15%

9 agreed with the proposal

### Responses from a staff member at the school – 8%

5 agreed with the proposal

### Responses from others with a link to the school – 8%

4 agreed with the proposal and 1 didn't know

### Responses from a parent/carer of a child attending another local school – 2%

1 didn't know

## Qualitative Analysis

Respondents had the opportunity to add comments at the end of the survey. Out of the 62 responses received, 40 comments were made on the proposal. These comments were broadly themed and then separated into 6 possible tags. Comments left in reply to free-text questions were tagged drawing on 6 possible tags. Each response could have more than one tag attached. The overall frequency of each of the tags provides an indicator of respondent's main concerns regarding the proposal.

Sub theme	Tag	Number of responses	Prevalence (% out of total responses)
<b>Positive impacts</b>	Continuation of Primary education	14	35%
	Less travel and environmental factors	6	15%
<b>Negative Impacts</b>	Size of building site	8	20%
	Disruption of building works and school noise	8	20%
	Parking and traffic	20	50%
<b>Ideas and innovation</b>	Ideas	3	7.5%

### Key themes from the consultation

#### Positive impacts

50% of the responses stated their belief that the change of age range and extension would have a positive impact. Many comments mentioned the terms “opportunity”, “benefit” and “perfect” when expressing their positive thoughts on the proposal. Meadowcroft Infant School was described as “lovely” and “fabulous”. One comment declared that it “makes sense to expand” and others “wish it had happened sooner”.

*“It will be perfect as the kids already know the school.”*

*“Shame it wasn't done sooner [...] Just makes sense to expand.”*

*“Lovely school and so wish we were able to stay on”*

#### Continuation of Primary Education

35% of the comments agreed that the extension and increased age range will have a positive impact on the area. One comment noted there is an “acute shortage of primary phase school



places in the local area” and that the current need “to send Year 3 pupils to a school several miles away is harmful to the local community”. Another maintained that extending Meadowcroft Infant School is “crucial for families in the south Chertsey area who have no walking distance junior school places currently.”

*“Meadowcroft is such a lovely school and we do need a primary school in this area.”*

*“I would very much welcome this as a local resident [...] having it as a primary school will be hugely beneficial as it will be less disruptive with the changing.”*

*“I would love for my daughter to go to Meadowcroft but would much prefer it if she could remain in the same school throughout her primary years”*

### **Less travel and environmental factors**

15% of total responses observed that the extension would have a positive impact on travel and environment in the local area, with one describing the current situation as “dreadful”. Another stated that it would enable residents “to walk and cycle to school.”

*“Less travel for parents is good for the roads and the environment.”*

*“Good for more local people to attend and not have to travel for juniors”*

### **Negative Impacts**

Of the 40 comments made, 90% felt the proposal could have negative impacts. A majority of these concerns were regarding parking, disruption and the size of the existing school site. One respondent voiced their belief that, “We have enough schools” and any expansion would “ruin” the school, another felt that expanding the school by over 100% of current capacity would be “inadvisable”.

*“I don’t see how this would be beneficial at all”*

*“Concern over the continuity of educational provision is not significant, particularly when weighed against the quality of education delivered by the well-established junior schools”*

*“I totally disagree to the expansion of the school”*

### **Size of building site**

20% of total respondents felt that the current size of the school site would not sustain a primary school. Specific concerns were raised regarding on-site parking and outside space with one response stating that the lack of space would have a negative impact on educational standards because, “those pupils inside at class will also have the distractions of the noise from pupils outside while trying to learn”.

*“The Meadowcroft School site [...] is too small to be expanded into a primary school”*

*“I am not sure though that the site that the school is on is big enough for a primary”*

*“I don’t see how the school has the space for this as the field and play ground is already very small”*

### **Disruption of building works and school noise**

20% of total respondents felt that the necessary building work and increased school size would be disruptive to the local area. Some respondents raised concerns regarding existing noise when children are playing outside, “I can hear the conversations of the children and teachers from my living room”, and it was felt this would be exacerbated by the extension. Several respondents raised concerns regarding losing sunlight due to the construction of a two-storey building, one felt the building would be an “eyesore” and there was also worry that a tree on the grounds may be removed to accommodate the new building.

*“[...] don’t want to live near to busy school because of the noise and busy street already causes disruption”*

*“I am very aware of the level of sound 90 pupils make just playing normally, [...] should this expansion go ahead, I and other residents will have this for much longer each day”*

*“The residents of the surrounding properties would never get any peace”*

### **Parking and traffic**

50% of respondents stated concerns regarding parking and traffic in the school vicinity; these related to both the situation currently and an anticipated worsening should the extension go ahead. One described matters as “horrific” and commented that residents are “continuously complaining”, another stated the traffic and parking around school drop-off are “making it impossible for residents to get to work”. One respondent felt the extension could be dangerous, as it might restrict “access of emergency services”.

*“There is little parking available for parents to drop off their children”*

*“It’s already very congested at school drop off/pick ups”*

*“The increase in the number of students to over 200 will make Little Green Lane a potential no go area in the mornings and afternoons”*

### **Ideas and innovation**

Some comments offered ideas regarding the continuation of the children’s education. One suggestion was that further parking surveys should be conducted, and implementations made to better manage traffic flow. One respondent felt consideration for secondary school places should be made, with the denominational criterion of Salesian School and distance to Chertsey High School, they felt it might therefore be practical to establish a feeder link between Meadowcroft and Chertsey High School. One respondent felt that further traffic surveys should be undertaken, as the current one was conducted on a day where the weather was fine. It has therefore been suggested that further surveys would provide a clearer picture of the situation. Another respondent felt that road-widening measures might be taken, along with the implementation of traffic lights at the access to the A320.

*“Making Meadowcroft a feeder for Chertsey High when expanding would further ensure Chertsey schools for Chertsey children”*

*“[Problems] may be alleviated if traffic lights were to be installed at the access to A320, when the new Road construction takes place later this year”*

*“there need to be further surveys at different times of the year taking the weather into account”*

## Public Meetings

A public consultation drop-in session took place at Meadowcroft Infant School on 6 July 2022. Themes arising from the public meeting reflected the themes from the responses to the consultation.

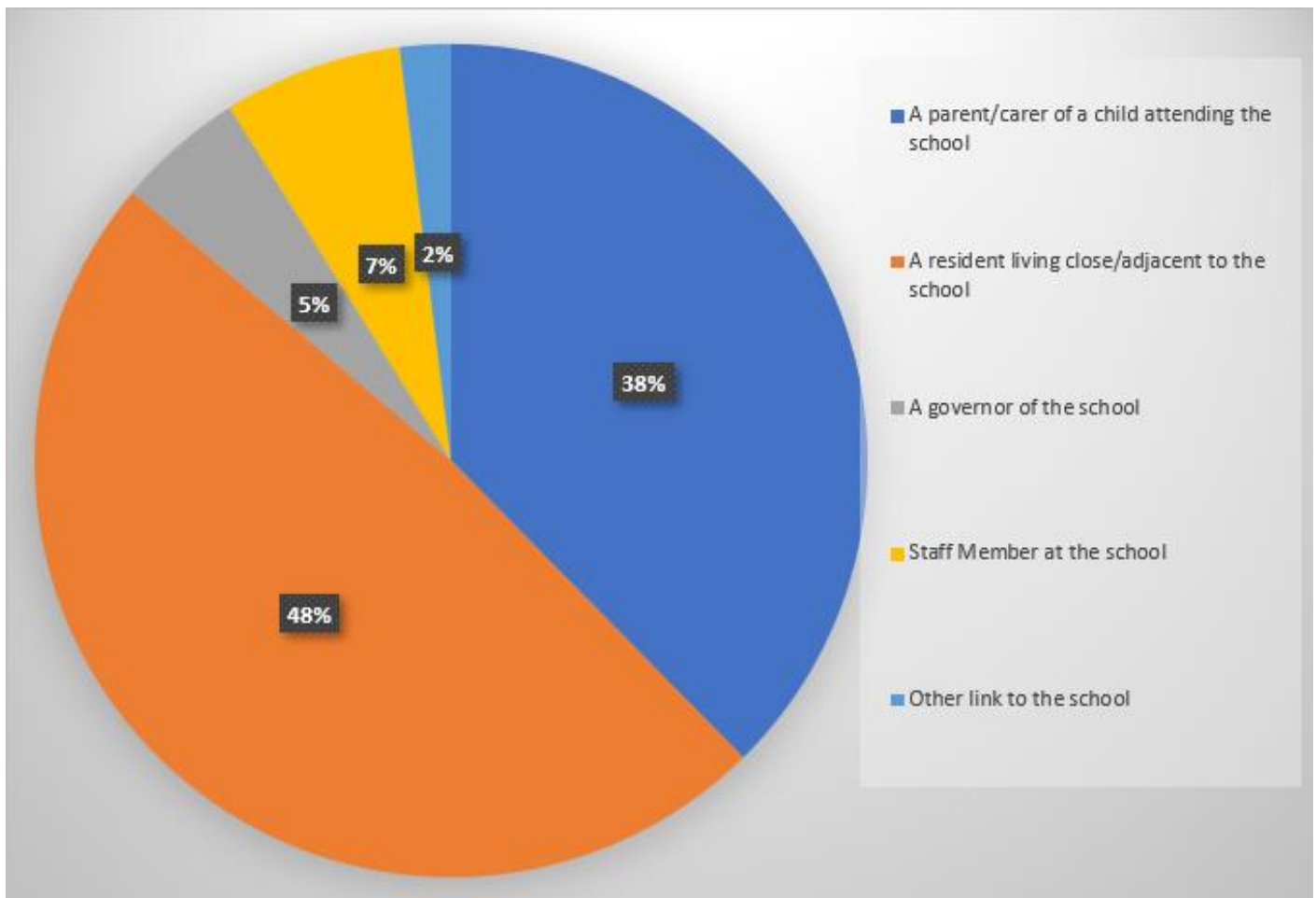
## Questions and Answers

A “questions and answers” document has also been published alongside this analysis to answer questions which have arisen during the consultation process.

## Part 2 – Statutory Notices

### Quantitative Analysis

There were 61 responses to the consultation. 44% (27) of respondents agreed with the proposal, 51% (31) of respondents disagreed with the proposal and 5% (3) of respondents said they didn’t know. The chart below shows the distribution of responses to the consultation. The highest percentage of respondents (49%) selected “a resident living close/adjacent to the school”.



### Percentage who agreed/disagreed/didn’t know by individual groups

#### Responses from a resident living close/adjacent to the school – 49%

0 agreed with the proposal, 29 disagreed with the proposal and 1 didn’t know

#### Responses from parent/carer of a pupil attending Meadowcroft Infant School – 38%

20 agreed with the proposal, 2 disagreed with the proposal and 1 didn’t know

**Responses from a staff member at the school – 7%**

4 agreed with the proposal

**Responses from a governor of the school – 5%**

3 agreed with the proposal

**Responses from other link to the school – 2%**

1 didn't know

**Qualitative Analysis**

Respondents had the opportunity to add comments at the end of the survey. Out of the 61 responses received, 45 comments were made on the proposal. These comments were broadly themed and then separated into 9 possible tags. Comments left in reply to free-text questions were tagged drawing on 9 possible tags. Each response could have more than one tag attached. The overall frequency of each of the tags provides an indicator of respondent's main concerns regarding the proposal.

Sub theme	Tag	Number of responses	Prevalence (% out of total responses)
<b>Positive impacts</b>	Continuation of primary education	15	33%
	Shorter travel distance for pupils	4	9%
	Positive impact for current and future pupils attending Meadowcroft Infant School	6	13%
<b>Negative Impacts</b>	Size of building site	9	20%
	Disruption of building works and school noise	7	16%
	Parking and traffic	22	49%
	Negative impact for current and future pupils attending Meadowcroft Infant School	3	7%
	General concerns	5	11%
<b>Ideas and innovation</b>	Ideas	5	11%

**Key themes from the consultation**

**Positive impacts**

Over half (55%) of the responses stated their belief that the change of age range and extension would have a positive impact. Many comments mentioned the terms “opportunity”, “beneficial” and “much needed” when expressing their positive thoughts on the proposal. Meadowcroft Infant School was described as “lovely” and “fabulous”. One comment proclaimed, “I believe that the expansion of Meadowcroft will be a much-needed asset to the local community” and others described the expansion as “essential to all children in the local area”.

*“Meadowcroft school is a fantastic school with a wonderful community spirit”*

*“This expansion is critical to the area”*

### **Continuation of Primary education**

A third (33%) of the total comments left made reference to the benefits of children being able to “continue their studies in the same school.” Two respondents felt that the continuity of education offered by a primary school was “fundamental for children’s development.” One commenter shared their negative experience of having a child transfer to a junior school at the end of their time at Meadowcroft and how the impact of this is not something they would wish for their younger child.

*“It will allow the children to continue with familiar persons instead of have to recreate relationships which often disrupts learning.”*

*“Strongly agree to the infants children having a continued education in a more sustainable setting.”*

### **Shorter travel distance for pupils**

A few comments mentioned the benefits of pupils and parents having to travel a shorter distance to continue their primary education. One respondent expressed that it would “mean so much to parents and help to keep children at the school beyond Year 2 instead of transferring to another school miles away!” Another respondent observed that the “feeder school is at least 15 minutes drive away” which poses logistical difficulties for parents with children in both the infant and junior settings.

*“...help to keep children at the school beyond Year 2 instead of transferring to another school miles away”*

*“It will be easier for parents like me that live within Chertsey and work in Chertsey and doesn’t have a car. The school will remain easily accessible”*

### **Positive impact on current and future pupils**

A number of commenters (13%) spoke of the positive impact that the change of age range and extension would have upon the current and future pupils at Meadowcroft Infant School. One respondent stated that the school is “caring and nurturing” and “this opportunity will allow the pupils to thrive throughout the primary school years.” Another respondent stated that their child will have left Meadowcroft by the time the age extension would be in place but that “if timings were different I would 100% keep him at the school.”

*“My son has flourished at this school and if he could stay on for more years, I would be happier for him to stay at Meadowcroft than to have to move him on for year 3”*

*“...even if it was the other side of the county, now I know how well my child is doing there, I would choose this school all over again”*

*“The expansion will greatly benefit the children and the surrounding area”*

## **Negative Impacts**

Of the 45 comments made, 60% felt the proposal could have negative impacts. As with the comments submitted during the informal consultation, the majority of these concerns were regarding traffic and parking difficulties, disruption from the building works and noise from the school, the size of the existing school site and the impact upon current or future pupils.

### **Size of the school site**

A fifth (20%) of respondents that left comments were concerned with the size of the existing school site and the lack of space to accommodate an expansion. Most of the concerns about the size of the site were linked to the criticisms about the impact on parking and traffic and the lack of outdoor space for physical education to take place. Several respondents stated that the “area is far too small” to accommodate the development and went on to say that “it will become unworkable and unsafe.”

*“Meadowcroft Infant School does not have the space to be enlarged to a Primary School with an increase in capacity of four levels of pupils.”*

*“I support the idea of a primary school but feel the site is too small to accommodate 120 more children. The field is unusable in winter and after heavy rains, it floods.”*

### **Potential negative impact on current and future pupils**

A few respondents were concerned about the potential negative impact on current and future pupils that attend Meadowcroft owing to a lack of space for sports facilities. Whilst a proposal for has been put forward for students to use the facilities at St Paul’s CofE Primary School in Addlestone, one respondent felt that this was “ridiculous” and another comment voiced concerns that the travel required to reach St Paul’s would “be costly as well as time consuming, cutting into the lesson time.”

*“The school is an incredible infant school but the school site is not big enough to be a primary school... This also does not take into account the space for playtimes even if you split the infant and junior schools there is not enough space in the playground for junior size children to safely play games such as football without other pupils who are not playing getting hurt.”*

*“The second issue is lack of sports facilities. I would like to understand how using an alternate school this will work in practice. St Paul's school is a fair walk away...”*

### **Disruption of building works and school noise**

A number of comments left were in relation to the building works during and post construction as well as the resulting noise from the school once complete. Residents living close or adjacent to the school were the largest group of respondents to the statutory notices. Seven respondents raised fears of the expansion causing “privacy issues to residents” and concerns of a “possible effect on the value of our property.” Several comments were submitted by people who feared that their gardens and homes would be overlooked by any building work to accommodate the additional pupils.

*“...also the noise, when the children are outside at play times, will be very loud and have an adverse effect on the health of local residents as this school is completely surrounded by premises.”*

### **Parking and traffic**

As with the informal consultation responses, the largest percentage of concerns related to parking and traffic. Almost half (49%) of respondents that left comments were concerned with

the impact any expansion would have on parking and traffic in the roads around the school. Many commenters highlighted existing issues with parking and traffic and that “increasing the population of the school will only exacerbate the problem.” At least 8 respondents commented on the roads outside of the school becoming “unsafe” and “dangerous” during drop off and pick up times, voicing fears that “people will get hurt.” Even those who were in favour of the expansion stated that a solution for the congestion at the start and end of the school day would need to be identified.

*“When the school was originally built this was a semi-rural area with roads and infrastructure to match [...] By more than doubling the number of children in the school the traffic/parking issues will become a lot worse.”*

*“I am fully supportive of the Meadowcroft expansion. My main nervousness is centred around the drop off and pick up arrangements as Little Green Lane is already enormously busy with just the three year groups. A parking / drive and drop situation would need to be outlined.”*

*“While I understand the need of a bigger school I do not see how the school drop off and pick up will occur safely as parents will have no space to park.”*

### **Ideas and innovation**

Five respondents who left comments also made suggestions or posed ideas as to how the parking and traffic situation might be alleviated. Some of these suggestions were as follows:

*“A bus service or a park and ride system set up elsewhere would need to be in place for this to be beneficial for both the school, parents and residents.”*

*“A junior school much closer than St Ann’s Heath would be good though - perhaps some of the land on the other side of Green Lane could fit a junior school on it instead of more houses? Or build a full primary over there and put a few houses where Meadowcroft is now instead?”*

*“The only thing I would say is maybe they have staggered pick up and end dates due to the parking. Meadowcroft is a lovely school both my children loved it.”*

*“[...] consideration needed if parents can do a drive in drop off I think something is set up like this at St Ann’s Heath Junior School this elevates traffic and parking in the area around the school.”*

### **Recommendations: what happens next?**

The recommendation is that following the publication of this analysis document on [Surrey Says](#), a final question and answer document will be published addressing the questions and comments that have been submitted during the statutory notice period. Both documents will be published on Surrey Says and can be accessed [here](#).

Following this, the proposal will continue to the next phase for a final decision taken by the Cabinet Member for Education and Learning at the decision meeting in April 2023.

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# Equality Impact Assessment

## Equality Impact Assessment for the Proposal to change the age range and extend premises at Meadowcroft Infant School

Did you use the EIA Screening Tool?

Yes

### 1. Explaining the matter being assessed

**This is a:**

- Change to a service or function

In agreement with the school's Headteacher and Governing Body, Surrey County Council is proposing that Meadowcroft Infant School change the age range to accommodate ages 4-11 years, becoming a 1FE primary school. This would allow for a roll of 210 pupils across the school.

- Pupils currently attending Meadowcroft Infant School
- Staff at Meadowcroft School
- Parents and families of pupils currently attending Meadowcroft School or likely to attend the school in the future.

This proposal also impacts the school's current Junior counterpart, St Ann's Heath Junior School. Should this proposal be agreed, the local authority will seek to submit an in-year variation to a school's admissions arrangements to decrease the PAN at St Ann's Heath from 90 to 60 and remove the reciprocal sibling priority from both schools.

**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?

- Runnymede

**Assessment team**

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

# Equality Impact Assessment

- Rachael Wardell, Surrey County Council, Executive Director Children Families and Learning
- Liz Mills, Surrey County Council, Director of Education and Learning
- Mike Singleton, Surrey County Council, Service Manager, Education Place Planning
- Lauren Comer, Surrey County Council, Commissioning Manager, Education Place Planning
- Kim O'Malley, Surrey County Council, Commissioning Assistant
- Tess Jerwood, Surrey County Council, Commissioning Assistant
- Jacky Underwood, Meadowcroft Infant School, Headteacher
- Paul Gibbs, Meadowcroft Infant School, Chair of Governing Body
- Surrey County Council Capital Programme Board

## **Consultation Information:**

Surrey County Council and Meadowcroft Infant School consulted on the proposal to change the age range of Meadowcroft Infant School from a one-form entry infant school to a one-form entry primary school and extend their premises to accommodate the additional children.

The aim of the consultation was to seek views on the proposal from all interested parties, particularly from pupils and their families who attend Meadowcroft Infant 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 22 June 2022 to 15 September 2022. The associated documentation was published on the [Surrey County Council 'Surrey Says' website](#) and circulated to local stakeholders. Interested parties were invited to return responses to the consultation via an online form or alternatively email or post responses.

A public meeting was held at the school on 6 July 2022.

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

Statutory Notices were published from 13 January 2023 to 10 February 2023. 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.

Respondents had the opportunity to add comments at the end of the survey. The full analysis of the consultation period can be found in the analysis document on [SurreySays](#).

# 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

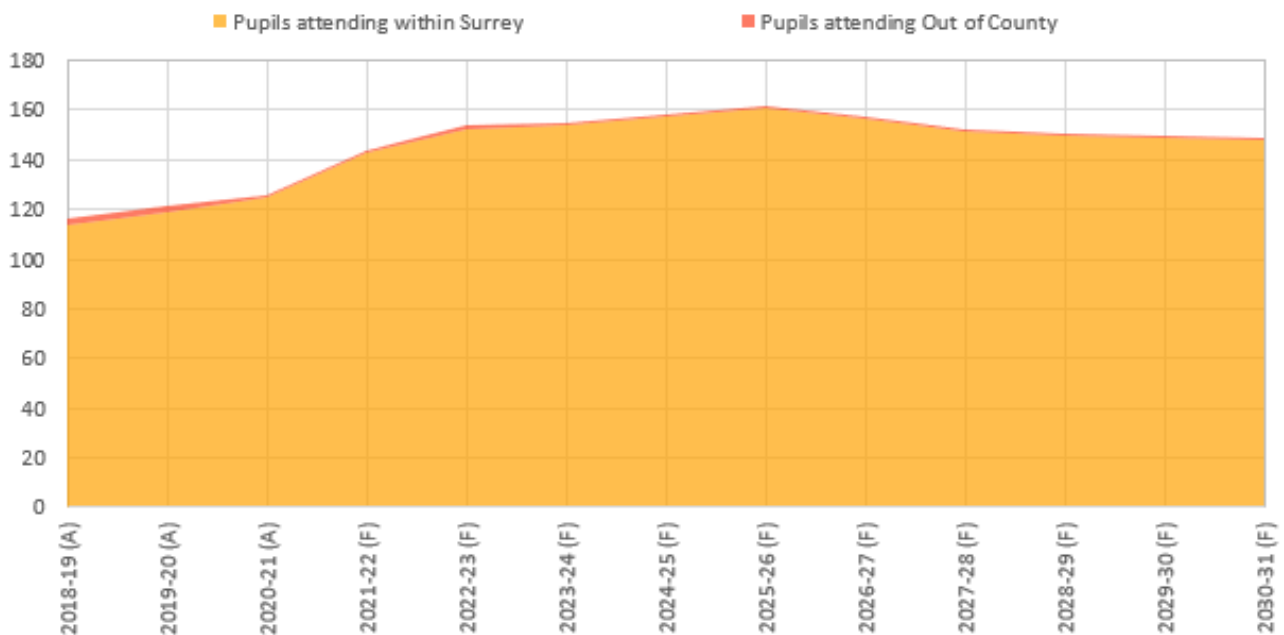
## Disability

(Including Children with additional needs and disabilities and Adult and Young carers)

There are 77 pupils currently on roll at Meadowcroft School, with around 5% of pupils having an EHCP or undergoing assessment for an EHCP.

Graph 1 shows the predictions for the Borough of Runnymede indicate a 13% growth in the total number of pupils with an EHCP who require a mainstream primary place from 2021-2022 (143) to the peak in 2025-26 (162).

**Graph 1: Forecast of demand for mainstream places from Year R to Year 6 for pupils with an EHCP in Runnymede**



### Positive Impacts:

- The change of age range will positively impact pupils who have an EHCP and those students with additional learning needs as they will experience continuity in their education. Remaining in the same setting at the Key Stage Transfer mid-way through their primary education, will provide these pupils with consistency and stability that will assist with the identification and support of their needs.
- 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 students and their families.

# Equality Impact Assessment

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?**

Surrey County Council is aiming to expand the specialist education estate by more than 2,440 places to meet projected demand in the long-term.

**SEND Capital Programme Cabinet Report 28 March 2023:**

[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

This proposal provides Surrey County Council with the opportunity to re-organise primary places in an area of Chertsey by providing an all-through primary school which will benefit the local community and provide opportunities for siblings in a family to attend the same school. It would also ease the transition made by children when transferring from Key Stage 1 to Key Stage 2, as pupils will have the opportunity to remain at Meadowcroft School instead of transferring to another school for their junior education.

Historically, Meadowcroft Infant School has had no formal follow-on for junior provision and, as such, pupils have previously been offered places at different schools across Chertsey, Addlestone, Ottershaw, and beyond; based on wherever Year 3 vacancies existed at the time.

In 2014, Meadowcroft became a formal feeder school for St Ann's Heath Junior School to secure a junior pathway for Meadowcroft pupils.

However, St Ann's Heath is over three miles away from Meadowcroft and therefore some distance from the homes of Meadowcroft pupils, who tend to live near the infant school. This does affect parental preference and as a result, Meadowcroft suffers with fluctuating pupil numbers as parents elect to move their children at other points during the school year to avoid having to make a junior transition by securing a place in a local all-through primary school.

The proposed change of age range allows Meadowcroft Infant School to offer junior places. The increase in junior places in the Addlestone and Ottershaw planning area will then match the total number of Reception places available. This would improve the sustainability of the school without negatively impacting pupil numbers at other primary schools across Addlestone, Ottershaw and Runnymede.

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?**

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

No

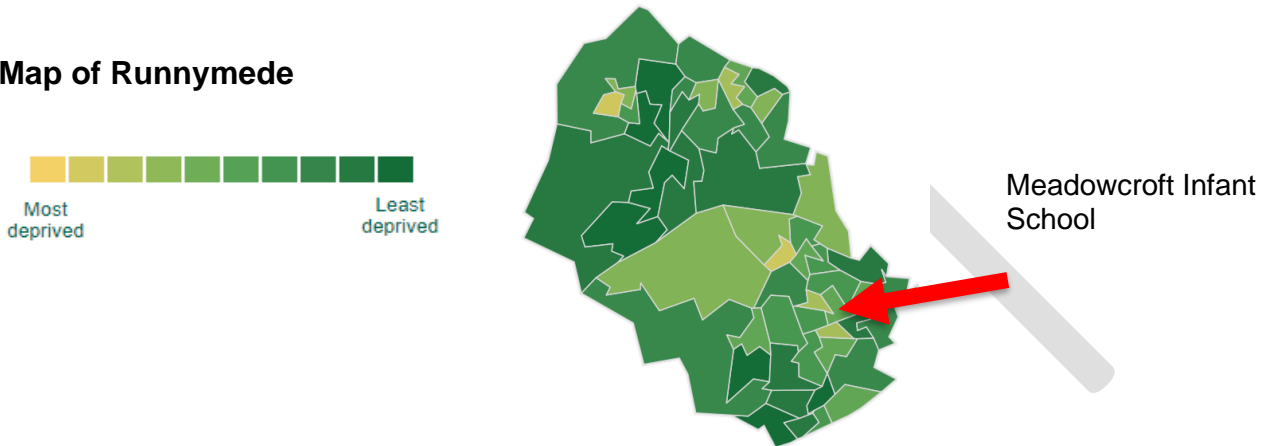
# Equality Impact Assessment

## Socio economic disadvantage

[The Indices of deprivation 2019](#) finds that 2 out of 53 Lower Layer Super Output Areas (LSOA) in Runnymede are between 20% - 30% most deprived area in the country. 11 out of 53 areas are more deprived than 50% of England. 7 out of 53 Lower Layer Super Output Areas (LSOA) in Runnymede are in the least deprived 10% in the country, however there are pockets of deprivation in the borough.

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

### Map of Runnymede



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

**Positive impact:** More families will be able to access an all-through primary school closer to home.

**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?**

**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 Meadowcroft Infant 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?**

**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:

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/Tess Jerwood	March 2023
0.2	Amendments to draft at end of Informal Consultation	Kim O'Malley/Tess Jerwood	March 2023
0.3	Final draft version at the end of the Statutory Notice period	Lauren Comer	March 2023
1	Final version for Cabinet Member Meeting	Lauren Comer	April 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 Education – Carrie Traill	30 March 2023
Executive Director – Rachael Wardell	12 April 2023
Cabinet Member – Clare Curran	12 April 2023
Directorate Equality Group – Liz Mills	

**EIA author:** Lauren Comer, Commissioning Manager, Education Place Planning

## 6c. EIA Team

Name	Job Title	Organisation	Team Role
Lauren Comer	Commissioning Manager	SCC	Author, Project Manager
Kim O'Malley	Commissioning Assistant	SCC	Project Group member
Tess Jerwood	Commissioning Assistant	SCC	Project Group member

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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)

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<b>Cleared within service on:</b>	<b>13/04/2023</b>
<b>Legal cleared on:</b>	<b>16/03/2023</b>
<b>Section 151 Finance cleared on:</b>	<b>15/03/2023</b>
<b>Cabinet Member consultation completed:</b>	<b>12/04/2023</b>

## SURREY COUNTY COUNCIL

### CABINET MEMBER FOR EDUCATION AND LEARNING

**DATE:** 25 April 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 expand the SEN Unit at Stepgates Community School and proposal to formalise the dual designation of and expand the SEN Unit at Hythe Primary School

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

#### **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 additional needs and disabilities 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 Cabinet approved the strategies and capital investment for four phases of the Special Educational Needs and Disabilities (SEND) Capital Programme. With this investment the programme is aiming to deliver at least 2,440 permanent additional specialist school places in Surrey between 2019-2026 to create capacity for 5,760 state maintained specialist places to meet projected demand for up to 6,000 specialist places in total by 2030/31.

As of academic year 2022/23, Surrey's state-maintained specialist education estate has been increased by approximately 800 places, from around 3,320 in 2019 when the Capital programme started to around 4,000 places now. These specialist school places are almost full, noting that new places are being phased in and some of the existing accommodation needs to be re-provided as it is not fit for purpose.

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 additional needs and disabilities 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 the existing SEN Unit at Stepgates Community School to create an additional 8 places in Key Stage 2 (Years 3 to 6) for pupils with Education Health and Care Plan (EHCP) who require a specialist school placement and who have Speech, Language and Communication Needs (SLCN) identified as their primary need.

**Proposal 2:** To formally dual-designate the existing SEN Unit at Hythe Primary School as a specialist provision for pupils with Moderate Learning Difficulties (MLD) and Autistic pupils and pupils with Communication & Interaction Needs (ASD) and expanding the Unit to provide an additional 16 places in Key Stage 2 (Year 3 to 6) for pupils with an Education Health and Care Plan (EHCP).

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
- The proposals are 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 thereby bringing into effect the formal commencement of the proposals to:

- Expand the SLCN designated SEN Unit at Stepgates Community School
- Expand and formally dual-designate the SEN Unit at Hythe Primary School

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 SEND 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 additional needs and disabilities 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 SEND Capital Programme forms one important aspect of Surrey's Additional Needs Strategy and Transformation Programme which aims to improve outcomes for children with additional needs and disabilities and embed financially sustainable practices to work within the level of funding available.

4. The Council's Safety Valve agreement with the DfE, which aims to eliminate the council's Dedicated Schools Grant High Needs Block deficit, 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 Surrey's Cabinet approved the strategy for four phases of the SEND Capital Programme. The refreshed Capital Medium Term Financial Strategy (MTFS) approved by Cabinet on 31 January 2023 provides £202m for SEND Capital against committed and planned projects in 2023-2026 delivery tranches. With this investment the programme is aiming to deliver at least 2,440 permanent additional specialist school places in Surrey between 2019-2026 to create capacity for 5,760 state maintained specialist school places to meet projected demand to up to 6,000 specialist places in total 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 [Inclusion and Additional Needs Strategy 2023-26](#) which defines 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. Stepgates Community School and Hythe 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 additional needs and disabilities to access in the county.
11. Children and young people with additional needs and disabilities 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 additional needs and disabilities 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 additional needs and disabilities to make a successful transition to adulthood and secure employment.
14. Capacity created locally will also ensure additional needs and disabilities 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 2027/28 allows Surrey to continue to deliver services and support for children, young people, and families, whilst remaining financially sustainable.

#### **CONSULTATION:**

16. For both proposals, an informal consultation was published from 7 November to 5 December 2022 and further statutory notices were published from 13 January to 10 February 2023. All consultation documents are available at [www.surreysays.co.uk](http://www.surreysays.co.uk). The full statutory notices are also attached as **Annex 3** and **Annex 4** of this report.
17. A summary of the consultation analysis for two 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 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.
20. Surrey County Council has worked closely with the two 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:**

21. The Capital projects are part of Phase 4 of the SEND Capital Programme agreed by Surrey County Council Cabinet on 25 January 2022 and on 28 March 2023. The building and refurbishment works at Stepgates Community School are planned to be completed by October 2023, with temporary accommodation being provided for September 2023. The building work at Hythe Primary School is planned to be complete by September 2024, with temporary accommodation being provided for September 2023.
22. The projected revenue benefits and associated projected cost containment comes from the reduced unit cost of a placement within a Surrey maintained school compared to a Non-Maintained Independent setting. As part of the wider SEND Transformation Programme, this contributes to reducing Surrey's High Needs Block annual deficit.

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

School	Capital Investment	Proposed additional places	Revenue costs: Average (£23k)	Comparison to Non-Maintained Independent Average (£53k)	Overall cost containment (annually)
Stepgates Community School	£1.9m	8	£184,000	£424,000	£240,000
Hythe Primary School	£3.2m	16	£368,000	£848,000	£480,000

**Section 151 Officer commentary:**

23. 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.
24. 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 provision for pupils with additional needs and disabilities and reducing reliance on the NMI sector.

**Legal implications – Monitoring Officer:**

25. 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.
26. 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.
27. 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.
28. 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.
29. 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:**

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

**Other implications:**

31. 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:**

32. The creation of additional specialist places directly supports both the Surrey Corporate Parenting Strategy 2020 and the SEND Partnership Strategy 2019.
33. 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 additional needs and disabilities are closer to home, more connected to local communities and support services.

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

34. 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.
35. 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:**

36. The provision of education places closer to home will reduce the average journey times for learners with additional needs and disabilities who require specialist provision and is aligned with the vision and aspirations of the Home to School Travel Assistance transformation programme.
37. 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:**

38. Subject to the Cabinet Member determining the statutory notices Surrey County Council and the Governing Bodies will proceed to implement the two proposals:
  1. Proposal to expand the SEN Unit at Stepgates Community School
  2. Proposal to formalise the dual designation of and expand the SEN Unit at Hythe Primary School

The significant change will be implemented from 1 Sept 2023.

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#### **Contact Officer:**

Lauren Comer, 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  
Local residents in Surrey  
Local Cllrs in the areas of each of the schools featured in the proposals  
Divisional (Surrey County Council) members  
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  
Carrie Traill, Head of 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) – Stepgates Community School****Annex 4 Statutory Notices (Full) – Hythe Primary School****Annex 5 Consultation Analysis (Summary)****Annex 6 Equality Impact Assessment – Stepgates Community School****Annex 7 Equality Impact Assessment – Hythe Primary School**

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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					
<b>Stepgates Community School</b>	Community	Primary (Mainstream school with an SEN Unit)	SEN Unit for pupils with Speech, Language & Communication Needs (SLCN)	2-11 years old Mixed	Expansion on existing site to create an additional 8 places from Year 3 to Year 6. Expanding from 21 places to 29 places overall.	21	Additional 8 places	<ol style="list-style-type: none"> <li>1. The expansion of the existing SLCN designated unit will be for up to 8 children with SLCN needs in Key Stage 2 (Years 3 to 6).</li> <li>2. There will be no change to the mainstream published admission number (PAN) of 30.</li> <li>3. The SEN Unit pupils will be above the mainstream published admission number (PAN).</li> <li>4. There will be no change to the number of nursery places at the school.</li> <li>5. The main intake point will be key stage transfer groups in Year R and Year 3 although, where there are spaces and demand, new children may be accepted in the school in non-key stage transfer groups.</li> <li>6. 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.</li> </ol>	If the proposal is approved, the works can commence, which will include the demolition of an existing building to provide a new bespoke building alongside some refurbishment of the existing school. This is due to be completed by October 2023 and temporary accommodation will be provided if the works cannot be completed in time for implementation in September 2023.
<b>Hythe Primary School</b>	Community	Primary (Mainstream School with an SEN Unit)	SEN Unit with a formal designation of Moderate Learning Difficulties (MLD)	4-11 years old Mixed	<ol style="list-style-type: none"> <li>1. Expansion on existing site to create an additional 16 places in Years R-6 for autistic pupils and those with communication and interaction needs.</li> <li>2. Formal designation change of the SEN Unit to ASD/MLD (Autistic Spectrum Disorder/Moderate Learning Difficulties).</li> </ol>	25	Additional 16 places for autistic pupils and those with communication and interaction needs	<ol style="list-style-type: none"> <li>1. The SEN Unit, known as the Harbour Centre, will formally become dual-designated as ASD/MLD. The expanded provision will provide a total number of 25 places for autistic pupils and those with communication and interaction needs aged 4 to 11 years (3 per year group in Year R to Year 2, 4 per year group in Year 3 to Year 6). There are no proposed changes to the current 16 places for pupils with moderate learning difficulties aged 7 to 11 years.</li> <li>2. There will be no change to the mainstream published admission number (PAN) of 60.</li> <li>3. The 41 SEN Unit pupils will be above the mainstream published admission number (PAN).</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.</li> </ol>	If the proposal is approved, the works can commence, which will include the demolition of the existing SEN Unit building and the provision of a new bespoke building to accommodate the expanded unit. This is due to be completed by September 2024, so temporary accommodation will be provided in the interim.

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## Annex 2

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.

Schools: SEND &amp; AP

Approved Budget	Epsom Downs Primary School	ASD	25	0	Aug-23	Mainstream SEN Unit	Permitted Development	New Build modular unit
<b>TOTAL</b>			<b>336</b>	<b>170</b>				
Approved Budget/ Pipeline	Project	School Designation	Accommodation for Additional Places	Reprovided Places	Target Delivery date	Placement type	Planning	Project Type
<b>2024 Delivery Tranche: 20 Projects (1 DfE)</b>								
Approved Budget	The Abbey School	MLD	60	0	Jun-24	Special School	Determined	New build expansion
Approved Budget	Ashford Park School	ASD	4	21	Apr-24	Mainstream SEN Unit	Permitted Development	Refurb & New Build expansion. Includes decant.
Approved Budget	Philip Southcote School (Main School campus)	MLD	26	24	Aug-24	Special School	Determined	New build expansion. Includes decant.
Approved Budget	Philip Southcote School Hydrotherapy Pool	MLD	0	0	Aug-24	Special School	Permitted Development	Rebuild on existing site
Approved Budget	St Andrews C of E Primary School	MLD	20	0	Aug-24	Mainstream SEN Unit	N/A	Internal Refurb only
Approved Budget	Fordway School	AP	24	21	Jan-24	Alternative Provision School	Full Application	Decant & New build expansion
Approved Budget	Three Rivers Academy	ASD	30	0	Aug-24	Mainstream SEN Unit	Full Application	Remodel & New build
DfE CAPITAL	Betchwood Vale Academy	ASD	180	0	Aug-24	Special School	Full Application	DfE New Special Free School
Approved Budget	Hopescourt School @ Thamesfield Farm South	ASD	200	0	Aug-24	Special School	Full Application	SCC New Special Free School
Approved Budget	Bramley Oak Academy (PART 2)	SEMH	49	6	Aug-24	Special School	Full Application	New Build expansion
Approved Budget	Sunnydown School	ASD	40	0	Aug-24	Special School	Full Application	Refurb/ Remodel
Approved Budget	St John the Baptist School	ASD	30	0	Aug-24	Mainstream SEN Unit	Full Application	New build
Approved Budget	Portesbery School (PART 2)	SLD/ PMLD	25	0	Aug-24	Special School Satellite Site	Change of Use	Refurb/ Remodel (includes acquisition costs @£850k)
Approved Budget	Woodlands School @ Bridgehead House	SLD/ PMLD	40	0	Jul-24	Special School Satellite Site	Full Application	Refurb & Internal Adaptions/ Demolish & Rebuild TBC
Approved Budget	Matthew Arnold School	ASD	20	0	Aug-24	Mainstream SEN Unit	Likely Permitted Development	Refurb & Internal Adaptions
Approved Budget	Pond Meadow School	SLD/ PMLD	50	0	Aug-24	Special School	Full Application	New build expansion
Approved Budget	Sponsor TBC - competitive process to identify sponsor	ASD	30	0	Aug-24	Mainstream SEN Unit	TBC	TBC Feb 22
Approved Budget	Sponsor TBC - competitive process to identify sponsor	ASD	30	0	Aug-24	Mainstream SEN Unit	TBC	TBC Feb 22
Approved Budget	Wey Valley College	AP	44	0	Aug-24	Alternative Provision School	Full Application	Decant, Refurb & New Build expansion
Approved Budget	Reigate Valley College @ 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	Thomas Knyvett College	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 the SEN  
(Special Educational Needs) Unit at  
Stepgates Community School

January 2023



## 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 Stepgates Community School by expanding their SLCN designated SEN Unit by 8 places.

### 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>	Stepgates Community School
<b>Phase of School</b>	Primary school with a SEN Unit
<b>Type of School</b>	Community school
<b>URN</b>	125122
<b>Address</b>	Stepgates, Chertsey, Surrey
<b>Postcode</b>	KT16 8HT

## Introduction

This paper outlines a proposal for the development of places for primary age pupils with an Education Health and Care Plan (EHCP) and who have Speech, Language and Communication Needs (SLCN) identified as their primary need. The processes and timescales are outlined below to expand the existing SLCN designated SEN Unit provision at Stepgates Community Primary School by 8 places. This document explains the proposed process and timescales to make this change to the school.

## Proposal

In agreement with the school's Headteacher and Governing Body, Surrey County Council is proposing that Stepgates Community School expands their SLCN designated SEN Unit by 8 places, from 21 places to 29 places in total. All pupils placed by Surrey County Council in the SEN Unit will have a diagnosis of Speech, Language and Communication Needs (SLCN) and will have an EHCP specifying the specialist provision within the school as an appropriate placement to meet their individual needs.

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

**Table1: Proposed timeline**

Phase	Date
Informal Consultation	Monday 7 November – Monday 5 December 2022
Review of consultation responses	December 2022
Outcome of the consultation published on <a href="http://www.surreysays.co.uk">www.surreysays.co.uk</a>	December 2022
Statutory notices	Friday 13 January – Friday 10 February 2023
Lead Cabinet Member Decision	February 2023
Implementation	September 2023

It is proposed that:

1. The expansion of the existing SLCN designated unit will be for up to 8 children with SLCN needs in Key Stage 2 (Years 3 to 6).
2. There will be no change to the mainstream published admission number (PAN) of 30.
3. The SEN Unit pupils will be above the mainstream published admission number (PAN).
4. There will be no change to the number of nursery places at the school.
5. The main intake point will be key stage transfer groups in Year R and Year 3 although, where there are spaces and demand, new children may be accepted in the school in non-key stage transfer groups.
6. 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. Children who attend the SEN Unit will also be integrated into mainstream classes around 40-60% of the school day every day but withdrawn for specialist teaching in small groups, and for speech and language therapy. Further details on the admissions process for SEND specialist provision in Surrey can be found on the [Surrey Local Offer website](#). The document '[SEND admissions processes for referrals for specialist placement for school age children](#)' describes how this process works and is available on the Surrey County Council website.

## Making Representations, Objections and Comments

1. This is a four week consultation which starts on Friday 13 January 2023 and concludes on Friday 10 February 2023.
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>	Lauren Comer Education Place Planning Surrey County Council Quadrant Court 35 Guildford Road Woking GU22 7QQ

## Background

Stepgates Community School is a one-form entry (1FE) primary school in the borough of Runnymede in Surrey. The school was rated ‘Good’ by Ofsted in November 2017.

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

Stepgates Community School is a primary school with a mainstream published admission number (PAN) of 30 with an overall mainstream capacity of 210. The SEN Unit at the school has 21 planned places for children who have SLCN needs and have an EHCP. The SLCN unit currently has 18 pupils on roll and is running at 86% capacity. There are 228 pupils currently on roll across the whole school. **Table 2** shows the number of pupils on roll in each year group across the school.

**Table 2: Number of Pupils on roll at Stepgates Community Primary School by National Curriculum Year (NCY) Group (provided by the school, September 2022)**

Number of pupils	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Specialist unit	2	2	2	3	3	3	3	18
Mainstream school	30	30	30	30	30	30	30	210

(3 spaces in SLCN unit – 1 in Reception, 1 in Year 1, 1 in Year 2 - September 2022)

There are seven classes across the school and each class is taught by a qualified teacher, one of whom has the national SENDCo qualification. There are 2/3 Learning Support Assistants (LSAs) who also support the children in the unit classes and then continue to support the same children in the afternoons when they are integrated into their mainstream classrooms to ensure continuity.

### Staff

Staff have a clear understanding of pupil need, and responsibility for pupils placed in the SEN Unit is shared across the entire staff team. There are two teachers who provide specialist teaching in Foundation Stage, Key Stage 1 and 2.

Continued Professional development (CPD) is high priority across the school. Training for all staff is provided from Speech and Language Therapists to ensure consistency of approach. Currently, senior and middle leaders work closely alongside class teachers to support differentiation and curriculum development.

### Curriculum

The current provision for pupils in the SLCN unit at Stepgates is to attend either the Early Years/Key Stage 1 class or the Key Stage 2 class every morning for English, Maths, Speech and Language, and Attention Autism (which is a learning approach designed by a specialist Speech and Language Therapist). Pupils also attend occupational therapy and physiotherapy sessions which are delivered in the main school, away from the unit.

SEN Unit staff attend planning meetings with mainstream teachers. Teaching and learning is planned at different levels. This ‘differentiation’ of tasks is a vital factor in ensuring equality of



access to the National Curriculum for all pupils and also to ensure that the identified needs and provision to meet those needs as identified in individual children's EHCPs is delivered. Those pupils placed by the local authority in the SEN Unit have equal opportunities to participate in horse riding, forest school, and have use of the swimming pool on site.

The children who attend the existing SEN unit are in the unit in the mornings for their English and Maths and in their mainstream classes in the afternoon for all other curriculum areas. When there is a themed day or week, the children from the SEN unit stay in their mainstream classes with their peers.

The long-term aim of the SEN unit is to enable children to access mainstream classes with decreasing levels of support, thereby developing independence skills from an early stage.

### **Assessment of pupil performance, progress, and behaviour**

- All pupils' EHCPs identify specific outcomes, which are broken down into termly targets on their Individual Support Plan (ISP) and agreed with parents or carers.
- Pupil progress towards EHCP outcomes is closely monitored, and targets are updated on a termly basis in agreement with parents and carers. All professionals and outside agencies involved contribute to the ISP review process.
- EHCP Annual Review meetings are held twice a year with parents or carers and multi-agency professionals (as appropriate) until a pupil turns five and then statutory Annual Review meetings are held once a year thereafter.
- Progress of those children in the Early Years Foundation Stage (EYFS) is assessed at the end of their Reception year through the use of the EYFS Profile. All children undertake statutory assessments at the end of the Key Stages 1 and 2. The tasks and tests are modified for pupils with an EHCP.
- In addition to the formal assessment of pupil progress, there are several ways that pupils' more 'holistic' progress is reported, including end of year reporting, home-school communication books. This provides pupils with the opportunity to build their confidence and language skills.

### **Involving children and families**

- Pupil and parent contributions to termly target setting and the statutory EHCP annual review process are highly valued and an important part of the statutory process.
- Successful inclusion of pupils is ensured by close liaison with parents and professionals in order to ascertain and meet individual needs.
- To help aid the transition of pupils to their next academic year group, planned transition activities are organised by the school for prospective parents and new starter parents in the form of Stay and Play, meeting with families, home visits, Steps to Stepgates programme, tour of the school and a transition meeting and setting.
- Parents and carers are encouraged to attend 'Parents in School Week' and parents' evenings.
- Other methods of reporting on pupil progress and general updates including daily contact made through home school link books and reading records. Communication through e-mail and phone calls is also used where needed.
- Parents' views are also sought through the use of questionnaires and surveys.
- The school operates an open door policy. Parents are encouraged to come in and talk with staff and therapists and to observe taught sessions.

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

Speech and Language Therapists, Occupational Therapists, Educational Psychologists and School Nurses work closely with the school.

The school currently has four Speech and Language Therapist / Assistants, who work across two days each week. The Inclusion Lead for the school liaises with them on a weekly basis ensuring the best provision for the children is provided. The Therapist will work with the children alongside adults from school to ensure the strategies are used throughout the week. Some children may have a need for an Occupational Therapist and they will visit the school and work alongside the child and an adult from school to ensure strategies are used throughout the week. There is an Educational Psychologist assigned to the school, who comes in to support the children and assess for statutory assessment, when needed. They will also attend review meetings, if available. There is also a Mental Health Lead assigned to the school, who will advise when needed.

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

### **Surrey's SEND Capital Programme:**

Between 2019-2022, Cabinet approved £139.6m capital investment to deliver 2,300 additional specialist school places in Surrey through 77 capital projects. This is in order to expand the county's specialist education estate up to 6,000 state maintained specialist school places by 2030/31, which is aligned with the adopted county-wide commitment to root children in their local communities and ensure no one is left behind. As of September 2022, around 800 new specialist school places have already been delivered across Surrey through 35 Capital projects.

Stepgates is a well-established community school with a good reputation. Pupils and families benefit from a well-established ethos, clear vision, values, and a skilled, innovative, energetic, and committed staff team with a strong record of providing high-quality education to pupils with speech, language and communication needs. This is a fantastic opportunity to extend that offer to a greater number of local Surrey pupils and their families.

### **Stepgates Community School Vision**

Stepgates Community School is a school of the community for the community, consistently providing:

- An outstanding curriculum that challenges and nurtures all children
- A safe, happy, caring environment
- Inclusive opportunities for all

The school mission statement, vision and aims can be found on the school [website](#).

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

Stepgates Community School will continue to provide a curriculum based on the needs of the individual pupils and focused on developing speech, language, and communication skills alongside the academic subjects.

As part of Surrey's SEND Partnership Strategy 2019-22, there are five key principles of transformation:

1. Children with special educational needs are identified earlier and supported in a timely and effective way in order to improve their outcomes and wellbeing.
2. There is an increased focus on earlier intervention and prevention to offer help and meet needs at the earliest opportunity, reducing the demand on high cost, high need interventions.
3. Children and young people are helped to become resilient and independent so that they can lead independent and fulfilling lives in their own communities.

4. The voices of our children, young people and families are heard so they can shape and inform how we work together to get the best results.
5. Surrey’s early years settings, schools, colleges and other providers are able to support children to live, learn and grow up locally and achieve their full potential.

## Reasons for expanding Stepgates Community Primary School

Demand for specialist unit provision in the North West of Surrey for pupils with SLCN is high. As a result, other specialist provisions in Surrey are operating at or above capacity. The provision of an additional 8 places will help support local families who would otherwise have to travel further afield. This will increase availability of specialist school places that are matched appropriately to need-type, phases of education and geographic location, as well as reduce home to school journey times and associated costs.

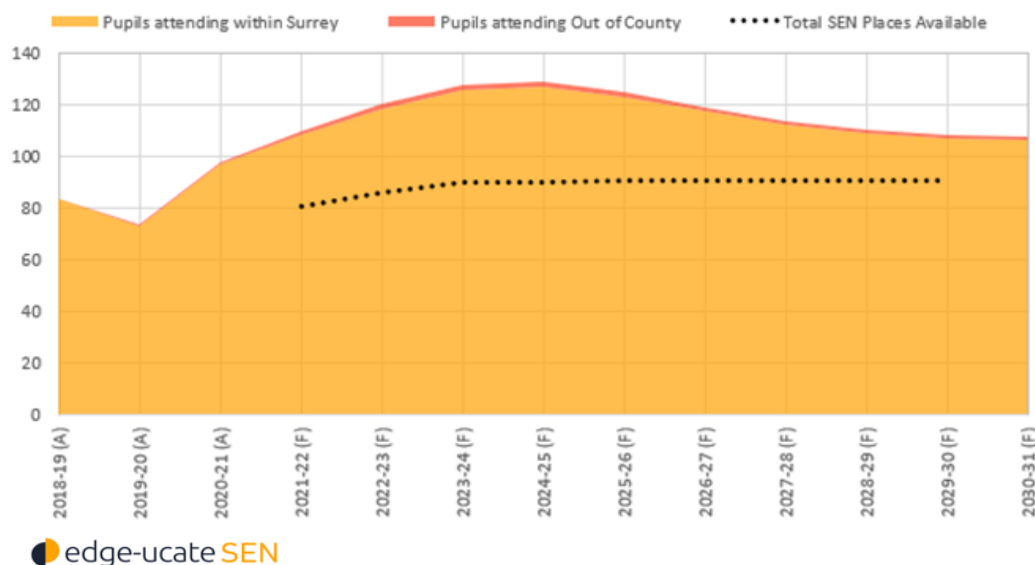
### Demand for specialist unit places in Surrey

In the academic year 2020-2021, there were 1,071 children with an EHCP in NCY years R to 6 with a primary need of SLCN, making it the second most prevalent need type in the county. Of these children, 382 required a specialist educational placement with 172 (45%) attending a specialist school and 210 (55%) attending a specialist unit.

The specialist unit at Stepgates Community School caters for children from across North Surrey – 70% of children attending the unit live in the North West of the county and 30% live in the North East of the county.

The number of children living in the North of Surrey with an EHCP in Years R to 6 with a primary need of SLCN has increased by 17% since 2018. Latest sufficiency modelling projects growth of 31% by 2024-2025, along with a 30% shortage of specialist unit places within this timescale.

**Graph 1: Demand for specialist unit places from children in north Surrey with an EHCP in Years R-6 and a primary need of SLCN**



**Graph 1** illustrates that the demand for specialist unit places for pupils with a primary need for SLCN in Years R-6 will peak in 2024-2025. This is then followed by a forecast decrease in the number of specialist unit SLCN places required by 2030-2031. This follows the county-wide demographic trend as pupils born at the peak in 2012 will be leaving the primary sector.

**Table 3: NW and NE quadrant residents in Years R-6 who attend specialist units with SLCN identified as their primary need and projected demand for additional places in 2024-25 and 2030-31**

District or Borough	Actuals 2020-21	Projected demand for places in 2024-2025	Projected growth from 2020-21 to 2024-2025	Projected demand for places in 2030-2031	Projected growth from 2020-2021 to 2030-31
North West	41	63	54%	54	32%
North East	57	66	16%	54	-5%
Rest of Surrey	112	129	15%	118	5%



This data illustrates the projected demand for additional specialist unit places in and across Surrey over the next ten years. The North West of Surrey is forecast to have the highest percentage growth over the forecast period. There is a forecast decrease for specialist places needed in North East Surrey and a smaller demand for specialist SLCN unit placements across the rest of Surrey.

### SLCN specialist unit provision in Surrey

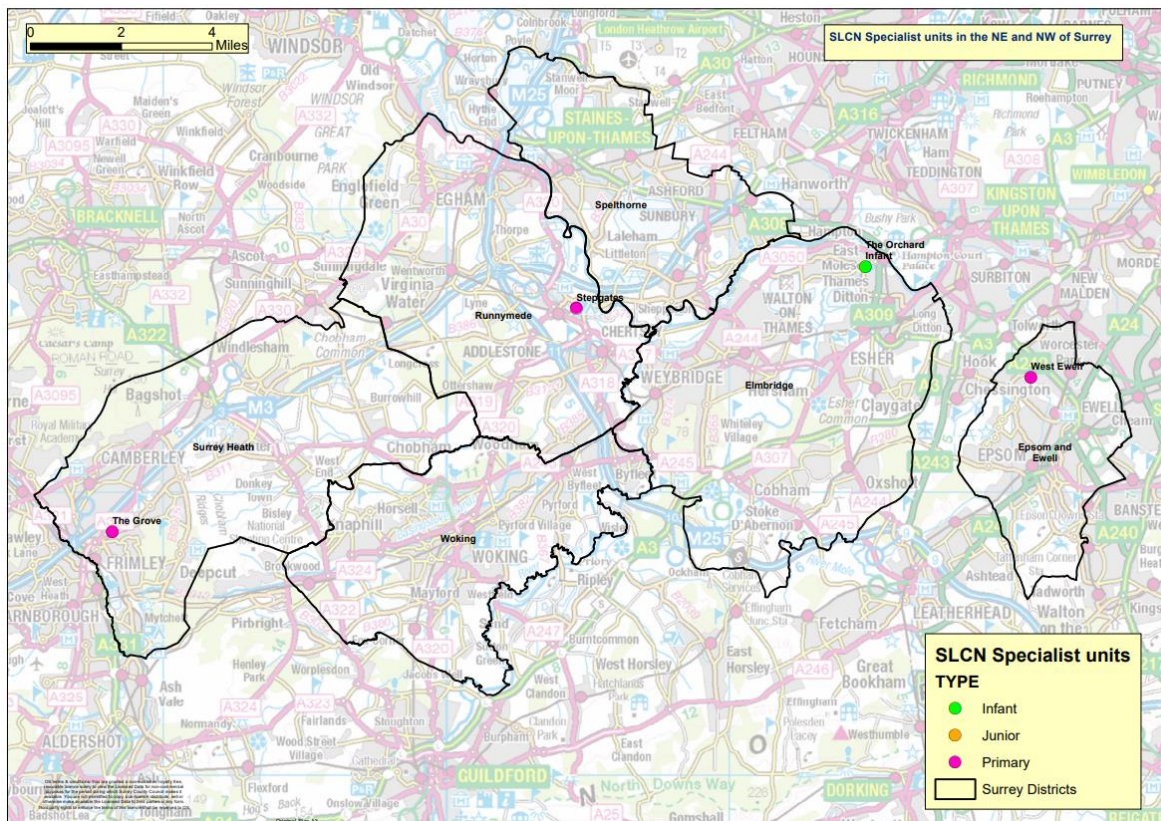
More details of our specialist unit provision can be found in the booklet “Finding the right primary school in Surrey” on the [Surrey Local Offer website](#).

**Table 4** provides a summary of specialist units designated to meet the needs of pupils with SLCN as their primary presenting need.

**Table 4: SLCN specialist units in Surrey primary phase schools**

School	Designation	District	Planned Places	Age Range	Occupancy as of Sept 2021	Planned Expansion under Surrey's SEND Capital Programme
West Ewell Primary School	SLCN	Epsom & Ewell (NE)	21	3-7	62%	0
Burpham Primary School	SLCN	Guildford (SW)	13	4-7	69%	0
Cranleigh CofE Primary School	SLCN	Waverley (SW)	10	4-7	30%	0
Dovers Green Infant School	SLCN	Reigate & Banstead (SE)	16	4-7	100%	Planned expansion to 24 places
The Orchard Infant School	SLCN	Elmbridge (NE)	6	4-7	100%	0
Bletchingley Village Primary	SLCN	Tandridge (SE)	21	3-11	95%	0
Leatherhead Trinity Primary	SLCN	Mole Valley (SE)	21	3-11	95%	0
Stepgates Community Primary School	SLCN	Runnymede (NW)	21	4-11	81%	Planned expansion to 29 places
The Grove Primary School	SLCN	Surrey Heath (NW)	14	4-11	107%	0
Northmead Junior	SLCN	Guildford (SW)	15	7-11	100%	0

**Map 1** shows the location of four specialist units that provide statutory special school education for pupils who have SLCN identified as their primary need in North East and North West Surrey.



## Key Outcomes and Benefits

Expanding sufficient and sustainable specialist primary school provision in Runnymede will provide local children who have SEND and their families with:

- Enhanced opportunities to be better connected to the local communities where they live.
- Greater choice and control so that children and young people who have SEND can attend their nearest, most appropriate school closer to home, as local pupils who do not have SEND do.
- Availability of specialist school places that are matched appropriately to children and young people’s SEND need-type, phases of education and geographic location.
- Reduced travel time between home and specialist school provision so they can play an integral part in their local communities. This also maximises opportunities for developing independent travel skills, which in the medium to long term will reduce local congestion and traffic flow around school sites.
- More opportunities to be educated by local specialist providers and supported by local family-oriented support services, who have the expertise, which enables better long-term outcomes so they are fully prepared for adulthood.

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: Stepgates Community School will receive £6,000 per pupil per year for each agreed planned place commissioned (29 places). The school will also receive a “top up” sum for each pupil on roll at the SEN Unit, appropriate to the needs of individual children.

### Staffing

Stepgates Community School will continue to employ staff at their current site.

### 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 requirements and changes to existing space on the school site to accommodate the SEN Unit. Capital works will be funded by Surrey County Council.

### Growth Model

The proposed expansion of Stepgates’ SEN unit will provide additional places in Key Stage 2 (Years 3 to 6) with SLCN needs. The expansion will result in an additional 8 places in the unit from September 2023.

**Table 5: Growth model for the SEN unit at Stepgates Community School**

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
<b>2022/23</b>	3	3	3	3	3	3	3	<b>21</b>
<b>2023/24</b>	3	3	3	5	5	5	5	<b>29</b>

## Consultations, approvals and overall timescales

1. It is proposed that the expansion commences from 1 September 2023. The proposed expansion requires 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 Monday 7 November – Monday 5 December 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 **4 responses** to the informal consultation
- **100%** of respondents **agree** 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 Friday 13 January 2023 to 10 February 2023. 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 the SEN (Special Educational Needs) Unit at Hythe Primary School

January 2023



## 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 **Hythe Primary School** by expanding the SEN (Special Educational Needs) Unit from 25 to 41 places and formalising the dual designation of MLD/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>	Hythe Primary School
<b>Phase of School</b>	Mainstream primary school with an SEN Unit
<b>Type of School</b>	Community school
<b>URN</b>	125107
<b>Address</b>	Thorpe Road, Hythe, Staines, Surrey
<b>Postcode</b>	TW18 3HD

## Introduction

This paper outlines a proposal to expand the SEN unit at Hythe Primary School, expanding from 25 places to 41 places. The additional 16 places will be for autistic pupils and those with speech and language/communication needs from Year 3 to Year 6. All pupils will have an Education, Health and Care Plan (EHCP).

## Proposal

In agreement with the school's Headteacher and Governing Body, Surrey County Council is proposing to expand the SEN unit at Hythe Primary School, from 25 places to 41, to include 16 additional places for autistic pupils and those with communication and interactions needs. Pupils will have an EHCP specifying the specialist provision within the school as an appropriate placement to meet their individual needs.

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

**Table 1: Proposed timeline**

Phase	Date
Consultation	Monday 7 November – Monday 5 December 2022
Review of consultation responses	December 2022

<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).

Outcome of consultation published on <a href="http://www.surreysays.co.uk">www.surreysays.co.uk</a>	December 2022
Statutory notices	December 2022 – January 2023
Lead Cabinet Member Decision	February 2023
Implementation	September 2023

It is proposed that:

1. The SEN Unit, known as the Harbour Centre, will formally become dual-designated as ASD/MLD<sup>2</sup>. The expanded provision will provide a total number of 25 places for autistic pupils and those with communication and interaction needs aged 4 to 11 years (3 per year group in Year R to Year 2, 4 per year group in Year 3 to Year 6). There are no proposed changes to the current 16 places for pupils with moderate learning difficulties aged 7 to 11 years.
2. There will be no change to the mainstream published admission number (PAN) of 60.
3. The 41 SEN Unit pupils will be above the mainstream published admission number (PAN).
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.

## Making Representations, Objections and Comments

1. This is a four week consultation which starts on 13 January 2023 and concludes on 10 February 2023.
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>	Lauren Comer Education Place Planning Surrey County Council Quadrant Court 35 Guildford Road Woking GU22 7QQ

<sup>2</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).

## Background

Hythe Primary School is a 2-form entry (2FE) primary school in the borough of Runnymede in Surrey. The school was rated 'Good' by Ofsted in a recent full inspection in October 2022.

Hythe Primary School is a primary school with a mainstream published admission number (PAN) of 60 with an overall mainstream capacity of 420. The SEN Unit at the school has 25 planned places and an informal dual designation of ASD/MLD. The SEN Unit at Hythe Primary School currently supports 9 pupils in KS1 (Years R to 2) with a primary need of ASD/SLCN and 16 pupils in KS2 (Years 3 to 6) with a primary need of MLD.

There are currently 25 pupils on roll in the unit (100% occupancy). There are 427 pupils currently on roll across the whole school (SEN Unit included). Table 2 shows the number of pupils on roll in each year group across the school.

**Table 2: Number of Pupils on roll at Hythe Primary School by National Curriculum Year (NCY) Group (provided by the school in October 2022)**

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Specialist unit	3	3	3	4	4	4	4	25
Mainstream school	59	58	60	58	60	57	50	402

## Current Special Educational Needs provision

Although the places in the junior year groups have a designation of 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.

As of October 2022, there are 9 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 needs and pupils with Moderate Learning Difficulties (MLD) in Year 3 to Year 6. There are 10 pupils in Year 3 to 6 who have a diagnosis of communication and interaction needs as their primary need and 6 pupils in Year 3 to 6 who have a diagnosis of MLD as their primary need.

## What do we want to achieve?

### Surrey's SEND Capital Programme:

Between 2019-2022, Cabinet approved £139.6m capital investment to deliver 2,300 additional specialist school places in Surrey through 77 capital projects. This is in order to expand the county's specialist education estate up to 6,000 state maintained specialist school places by 2030/31, which is aligned with the adopted county-wide commitment to root children in their local communities and ensure no one is left behind. As of September 2022, around 800 new specialist school places have already been delivered across Surrey through 35 Capital projects.

Hythe is a well-established community school with a good reputation. Pupils and families benefit from a well-established ethos, clear vision, values, and a skilled, innovative, energetic, and committed staff team with a strong record of providing high-quality education to pupils with speech, language and communication needs. This is a fantastic opportunity to extend that offer to a greater number of local Surrey pupils and their families.

The aim of the proposal is to expand the SEN Unit at Hythe Primary School, to provide an additional 16 places for autistic pupils and those with communication and interaction needs in the junior year groups.

- Creating additional places for autistic pupils and those with communication and interaction needs at the Harbour Centre will enable those pupils to have continuous education throughout their primary education. This will enable a smoother transition between key stages for pupils, increased efficiency and improved sustainability of the provision.
- The offer for Key Stage 2 pupils with MLD, known locally as Learning and Additional Needs (LAN) will remain the same.
- The Centre Manager will continue to manage staff across the SEN Unit and co-ordinate the curriculum to meet the needs across the dual designation.
- The pupils will have access to a personalised multi-sensory curriculum that meets their needs, and their learning will be differentiated to enable them to achieve their potential.
- The Harbour Centre will offer the full range of primary curriculum subjects taught within the centre or as part of mainstream integration.
- Children in the mainstream part of the school with additional needs also benefit from specialist expertise in the Harbour Centre.

## **What will be provided through the SEN Unit?**

Pupils attending Hythe Primary School would be in addition to the mainstream Published 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 Harbour 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 Harbour 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 the local authority.

### **Curriculum and Educational Offer**

The Harbour Centre staff will work closely with the mainstream class teachers so that each child will have access to a broad and balanced curriculum that is personalised to meet their needs. Teachers will differentiate their learning to enable them to make progress. This may mean that there will be different levels of work set within a lesson, often at an individual level. A themed curriculum is in place to ensure high levels of interest and engagement whilst covering all areas of the curriculum. The school day will be the same as the mainstream school: from 8.45am to 3.10pm.

The quality of teaching and learning in the centre is overseen by the Centre Manager and as part of the whole school monitoring programme. Training and learning for all staff will support the development of meaning inclusion throughout the school. Targets from the Annual Reviews feed into termly target setting and then into daily planning.

During the academic year, the school receives visits from external groups (e.g. theatre, sports, horticultural) who provide other opportunities for all pupils to widen their knowledge and skills as well as off-site educational trips and visits.

## Staff

All of the Harbour Centre staff have had specialist training and development. The Centre Manager, in addition to her teaching qualification, has additional specialist qualifications in speech and language and Autistic Spectrum Disorder (ASD). Both teachers and support staff undertake a programme of training which keeps them up to date with all the specialist skills necessary for working with children with special educational needs/additional needs.

The centre has dedicated time from the following staff:

- Speech & Language Therapists and assistant
- Music teacher
- Physiotherapist
- Occupational Therapist
- Educational Psychologist
- Outdoor Education specialists
- Physical and sensory support
- Moving and Handling team

More information about the school's vision and curriculum can be found on the school website: [Hythe Primary School](#).

## Reasons for the expansion of the SEN unit at Hythe 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 west of Surrey for autistic pupils and those with communication and interaction needs is high. As a result, other specialist provision in the local area is operating at or above capacity. The provision of an additional 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 at Hythe Primary School's 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/MLD in mainstream schools support autistic pupils and those with communication and interaction needs and pupils with Moderate Learning Difficulties 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 for SEN Unit and special school places in Surrey

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 places are not available autistic pupils and those with communication & interaction needs may be placed out of the county 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 the 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.

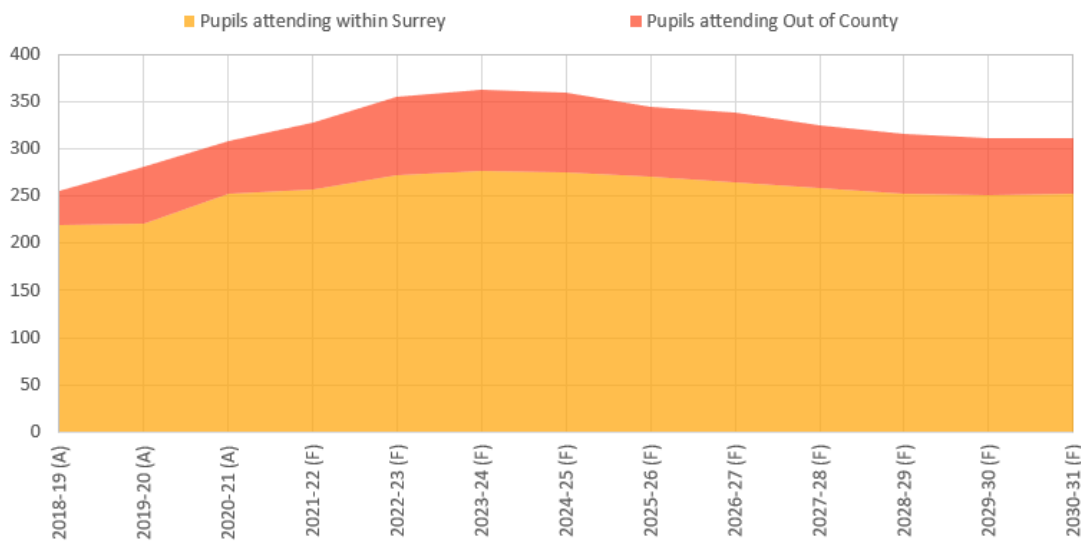
In the academic year 2020-2021, 149 of Surrey resident pupils aged 4-11 years old who have a primary need of MLD attended SEN units or specialist schools. 8% of this cohort were placed out of county. Latest sufficiency modelling projects decreasing demand of -45% from 149 in 2020-21 to 82 in 2029-2030. Although there is a projected decline in demand for MLD places, the existing places are required to sustain current demand.

Due to the location of the school being close to the border of the North East quadrant of Surrey, it is reasonable to expect that pupils may attend the SEND Unit from both the North West and North East quadrants. Therefore, the data below has been provided for both.

### Autistic pupils and those with communication and interaction needs

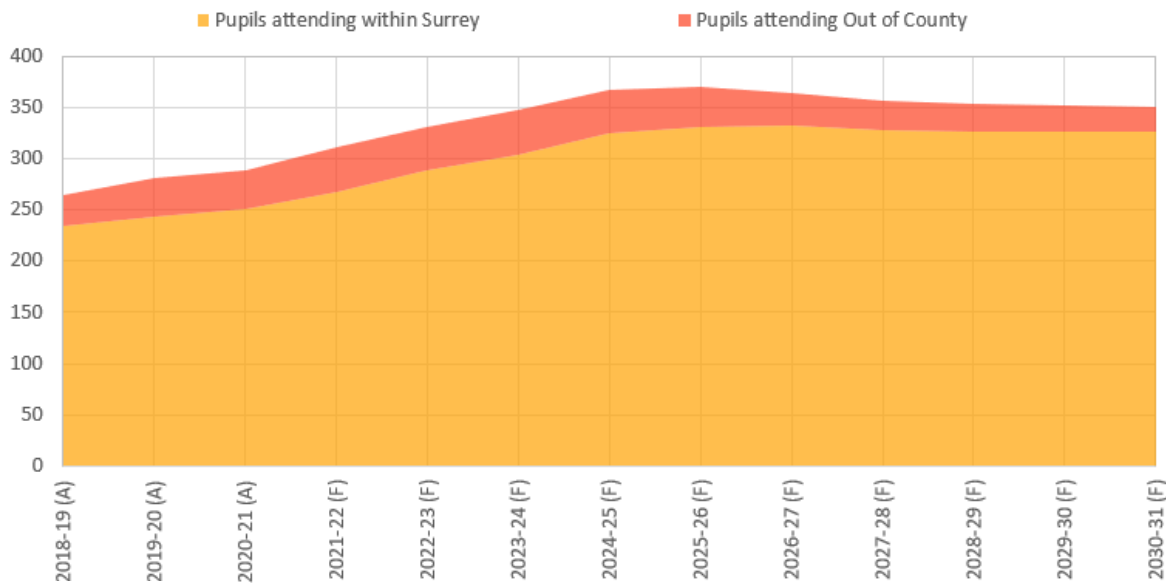
Graph 1 shows that North East projections indicate 17% growth in the total number of autistic pupils and those with communication & interaction needs, with EHCPs who need a specialist school or SEN unit place from 2020-21 (309) to the peak in 2023-24 (363), with 12% growth remaining in 2025/26 (345).

**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**



Graph 2 shows that North West projections indicate 28% 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 (311) to the peak in 2025-26 (370), with 21% growth remaining in 2030/31 (351).

**Graph 2: North West - 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**

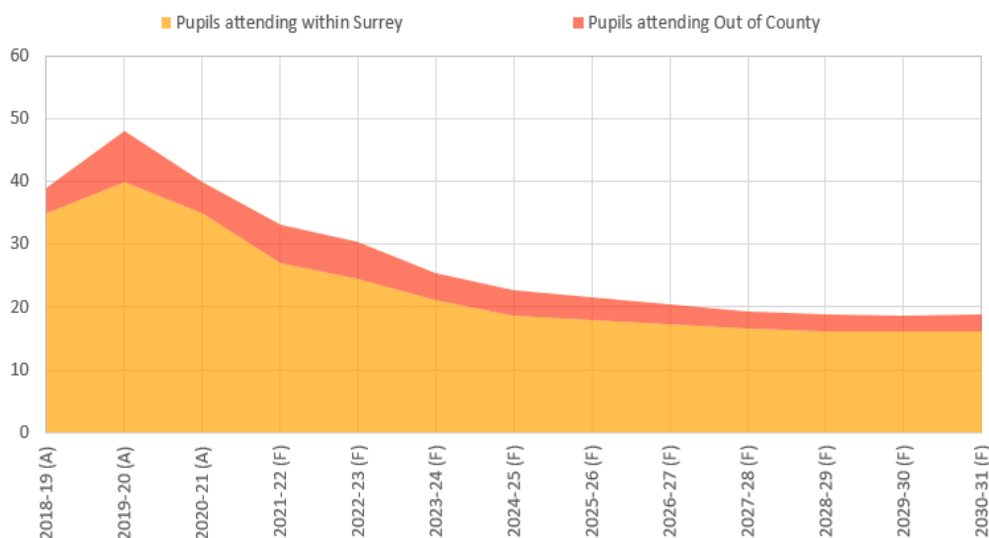


edge-ucate SEN

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

Graph 3 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 3: 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)**

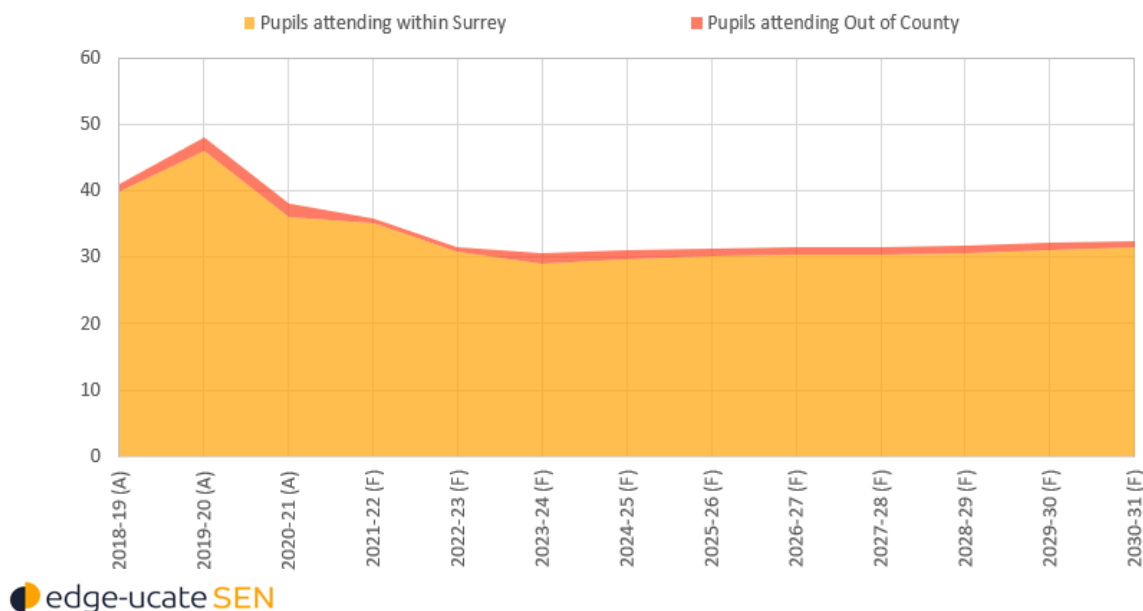


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Graph 4 shows that North West projections indicate -19% decrease in demand in the total number of pupils with the primary need Moderate Learning Difficulties (MLD) in their EHCP, who need a specialist school or SEN unit place from 2020-21 (38) to the lowest in 2023-24 (31), with -14% decrease remaining in 2030/31 (33).

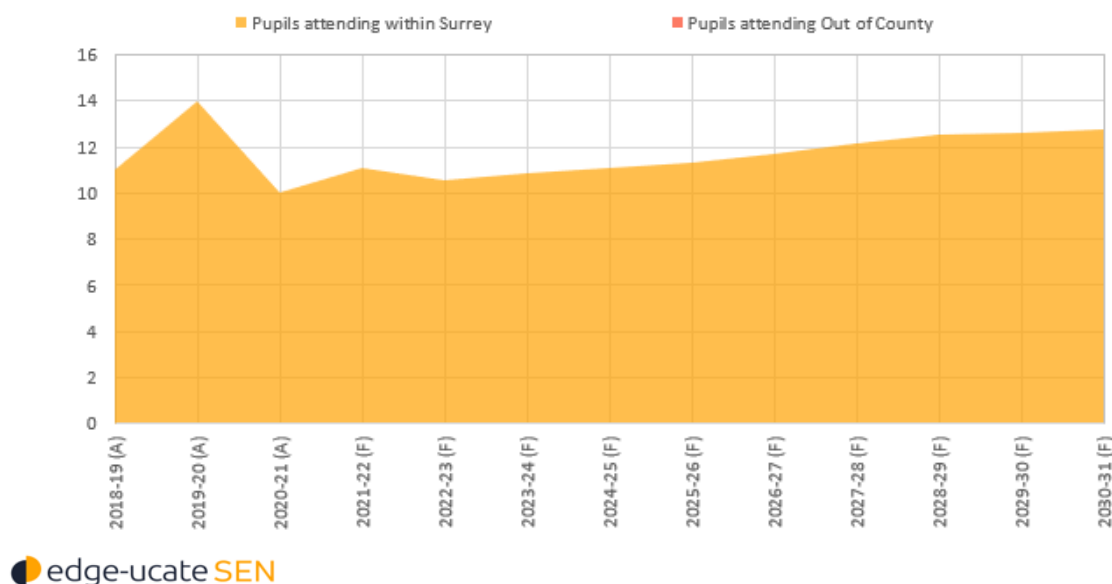
**Graph 4: North West - Forecast of demand for special school and SEN Unit places from Year R to Year 6 for pupils with an EHCP with a primary need of Moderate Learning Difficulties (MLD)**



Graphs 5 and 6 split the forecast demand for Moderate Learning Difficulties (MLD) into Key Stage 1 (Years R to 2) and Key Stage 2 (Years 3 to 6).

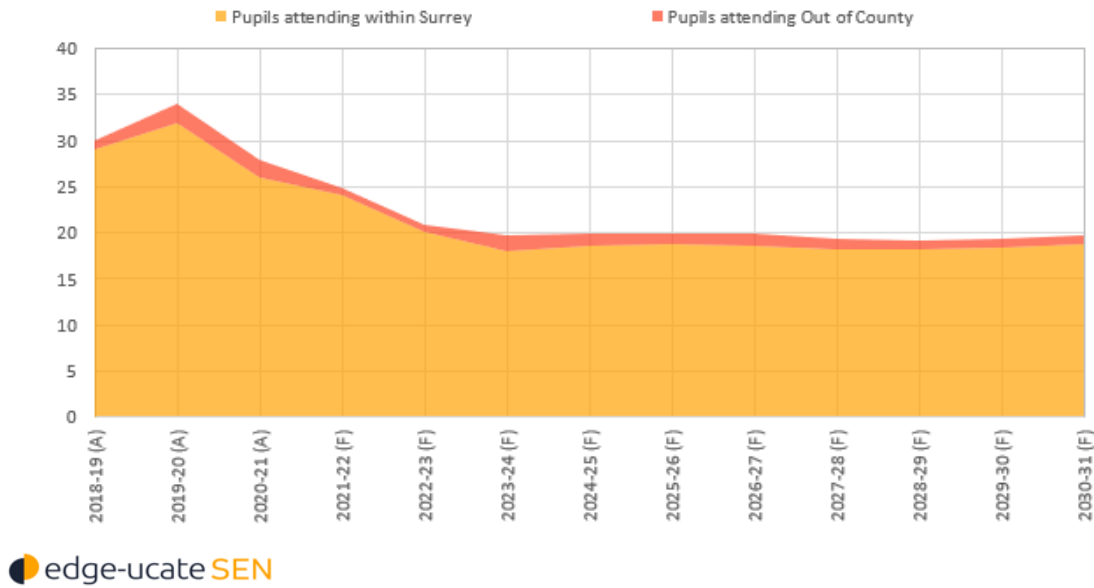
Graph 5 indicates that the demand in the North West will increase by 29% from 2021/22 to the end of the planning period (2030/31) for pupils in Key Stage 1.

**Graph 5: North West - Forecast of demand for special school and SEN Unit places from Year R to Year 2 for pupils with an EHCP with a primary need of Moderate Learning Difficulties (MLD)**



Graph 6 indicates that demand for MLD places in the North West for pupils in Key Stage 1 is predicted to drop by 29% in the period between 2021/22 to 2030/31.

**Graph 6: North West - Forecast of demand for special school and SEN Unit places from Year 3 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 below provides a summary of existing SEN Units designated to meet the needs of autistic pupils and those with moderate learning difficulties 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 North West and North East Surrey (primary phase).**

School	Designation	District	Planned Places	Age Range	Occupancy as of Sept 2022	Planned Expansion under Surrey's SEND Capital Programme
Ashford Park Primary School	ASD/MLD	Spelthorne	25	4 – 11 years old	100%	Planned redesignation to ASD
Meadhurst Primary School	ASD	Spelthorne	20	4 – 11 years old	85%	Growing to capacity of 29 places by 2025/26
Bell Farm Primary School	ASD	Elmbridge	21	4 – 11 years old	100%	No planned expansion
Chandlers Field Primary School	ASD	Elmbridge	18	4 – 11 years old	100%	Growing to capacity of 25 places by 2024/25
The Orchard Infant School	Speech & Language	Elmbridge	6	4 – 7 years old	100%	No planned expansion
Thames Ditton Junior School	MLD	Elmbridge	16	7 – 11 years old	100%	No planned expansion
Cuddington Community Primary School	ASD	Epsom & Ewell	14	4 – 11 years old	92%	No planned expansion
Bagshot Infant School	ASD	Surrey Heath	10	4 – 7 years old	50%	No planned expansion
The Grove Primary School	Speech & Language	Surrey Heath	14	4 – 11 years old	100%	No planned expansion
Darley Dene Primary School	MLD	Runnymede	12	4 – 7 years old	50%	No planned expansion
Hythe Primary School	ASD/MLD	Runnymede	25	4 – 11 years old	100%	Planned expansion to 41 places by 2026/27
Pycroft Grange Primary School	ASD	Runnymede	20	4 – 11 years old	100%	No planned expansion
Stepgates Primary School	Speech & Language	Runnymede	21	4 – 11 years old	90%	Planned expansion to 29
The Hermitage Junior School	MLD	Woking	16	7 – 11 years old	93%	No planned expansion

## Key Outcomes and Benefits

Expanding outstanding, sufficient and sustainable special school provision for Surrey resident primary age pupils in Runnymede and the surrounding area 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: Hythe Primary School will receive £6,000 per pupil per year for each agreed planned place commissioned (41 places). The school will also receive a "top up" sum for each pupil on roll at the SEN Unit, appropriate to the needs of individual children.

### 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 with additional staff employed as the pupil numbers increase.

### 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 the changes and refurbishment requirement in the school to accommodate the expanded SEN unit. Capital works will be funded by Surrey County Council.

## Growth Model

It is proposed that there will be 29 places available in September 2023. There will be an intake of 3 places for autistic pupils and those with communication and interaction needs in Reception each year, with an additional intake of 1 place in Year 3. The intake in Year 3 for pupils with MLD will remain the same. The tables below show how the SEN unit will grow from September 2023 to full capacity in September 2026. The growth model may change depending on timescales and the outcome of the property feasibility study. The main intake point will be key stage transfer groups in Year R and Year 3, although, where there are spaces and demand, new children may be accepted into the school in non-key stage transfer groups.

**Table 4: Growth model for the SEN Unit at Hythe 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				13
2024-2025	3	3	3	4	4			17
2025-2026	3	3	3	4	4	4		21
2026-2027	3	3	3	4	4	4	4	25
<b>TOTAL</b>	Year on year availability							25

**Table 5: Existing places in the SEN Unit at Hythe 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				4	4	4	4	16
2024-2025				4	4	4	4	16
2025-2026				4	4	4	4	16
<b>TOTAL</b>	Year on year availability							16

**Table 5: Growth model including the additional places in the SEN Unit and the number of places for both designations overall**

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	8	4	4	4	29
2024-2025	3	3	3	8	8	4	4	33
2025-2026	3	3	3	8	8	8	4	37
2026-2027	3	3	3	8	8	8	8	41
<b>TOTAL</b>	Year on year availability							41

## 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 7 November 2022 to 5 December 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:






1. **8** people responded to the consultation
  2. **87.5%** (7 people) of respondents **agree** with the proposal
  3. **12.5%** (1 person) of respondents **disagreed** with the proposal
  4. **4** Respondents commented on the **need for more specialist provisions** in Surrey for children and young people with learning needs
4. Statutory Notice is now open for a four-week period from 13 January 2023 and concludes on 10 February 2023. 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](#).

## Annex 5 - Summary of consultation responses

The table below is a summary of the consultations for the 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)
Stepgates Community School	7 November - 5 December 2022	4	 100% agree		1. Need for more specialist places	A public meeting was scheduled online for 24 November 2022.  There were no participants on the day and no enquiries received.	13 January - 10 February 2023	12	 92% agree		1. Need for more specialist places
			0% disagree						 8% disagree		
			0% don't know						0% don't know		
Hythe Primary School	7 November - 5 December 2022	8	 87.5% agree		1. Need for more specialist places and positive impacts	A public meeting was scheduled online for 21 November 2022.  There were no participants on the day and no enquiries received.	13 January - 10 February 2023	2	 100% agree		1. Need for more specialist places and positive impacts
			12.5% disagree						0% disagree		
			0% don't know						0% don't know		

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# Equality Impact Assessment for the Proposal to expand the existing SEN Unit at Stepgates Community Primary 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

Stepgates Community Primary School is a one-form entry (1FE) primary school in the borough of Runnymede in Surrey. The school was rated 'Good' by Ofsted in November 2017.

In agreement with the school's Headteacher and Governing Body, Surrey County Council is proposing that Stepgates Community Primary School expands their SLCN designated SEN Unit by 8 places, from 21 places to 29 places in total. All pupils placed by Surrey County Council in the SEN Unit will have identified Speech, Language and Communication Needs (SLCN) and will have an EHCP specifying the specialist provision within the school as an appropriate placement to meet their individual needs.

The proposal will impact:

- Pupils currently attending Stepgates Community Primary School
- Staff at Stepgates Community Primary School
- Parents and families of pupils currently attending Stepgates Community 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?

- 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
- Carrie Trail, Surrey County Council Assistant Director of Education
- Eamonn Gilbert, Surrey County Council, Assistant Director Commissioning
- Jodi Emery, Surrey County Council, Service Manager, SEND 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 and AP Capital Programmes
- Lauren Comer, Surrey County Council, Commissioning Manager, Education Place Planning
- Tess Jerwood, Surrey County Council, Commissioning Assistant, Education Place Planning
- Tara Ford, Stepgates Community Primary School, Headteacher
- Michael Pope, Stepgates Community Primary School, Chair of Governing Body
- Surrey County Council Capital Programme Board

### Consultation Information:

Surrey County Council and Stepgates Community Primary School consulted on the proposal to expand their existing SLCN designated SEN Unit at Stepgates Community Primary School by 8 places, from 21 places to 29 places in total.

The aim of the consultation was to seek views on the proposal from all interested parties, particularly from pupils and their families who attend Stepgates Community 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 Monday 7 November – Monday 5 December 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 4 responses to the consultation. 100% of respondents agreed with the proposal to expand the existing SEN Unit at Stepgates Community Primary School.

A public meeting was offered on 24 November 2022 at 7pm.

Statutory Notices were published from 13 January – 10 February 2023. 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.

## 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**.

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# Equality Impact Assessment

## Disability

(Including Children with Additional Needs and Disabilities and Adult and Young carers)

### Pupils at the school

There are 228 pupils currently on roll at Stepgates Community Primary School. Pupils currently placed by SCC and attending the SEN Unit are included in this total number.

**Table 1: Number of Pupils on roll at Stepgates Community Primary School by National Curriculum Year (NCY) Group (provided by the school, February 2023)**

Number of pupils	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Specialist unit	2	2	2	3	3	3	3	18
Mainstream school	30	29	30	30	30	30	31	210

(3 spaces in SLCN unit – 1 in Reception, 1 in Year 1, 1 in Year 2 (February 2023))

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

The proposal is to expand the SLCN designated SEN Unit at Stepgates Community Primary School by 8 places, from 21 places to 29 places in total. All pupils placed by Surrey County Council in the SEN Unit will have identified Speech, Language and Communication Needs (SLCN) and will have an EHCP specifying the specialist provision within the school as an appropriate placement to meet their individual needs.

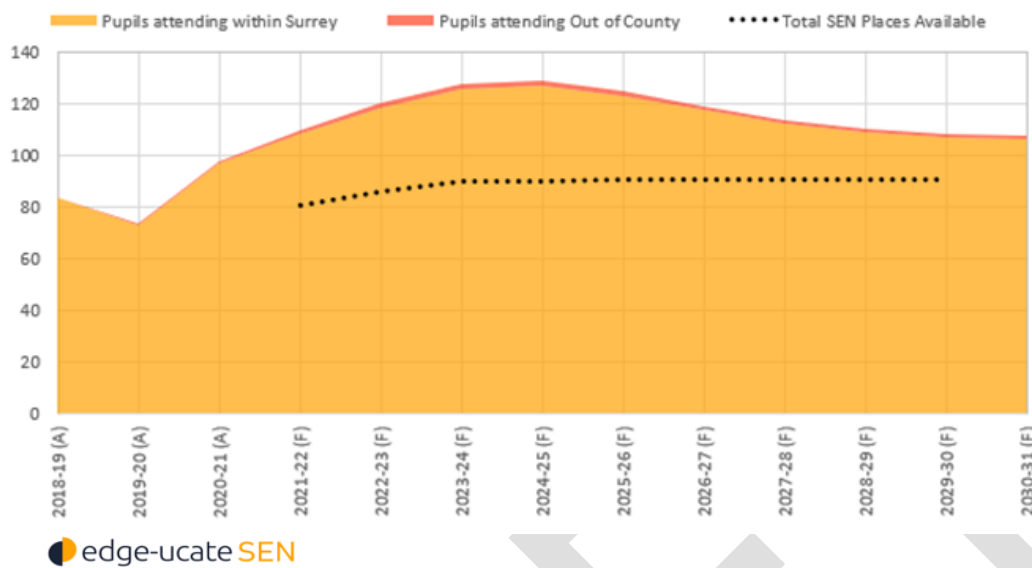
The specialist unit at Stepgates Community School caters for children from across North Surrey – 70% of children attending the unit live in the North West of the county and 30% live in the North East of the county.

The number of children living in the North of Surrey with an EHCP in Years R to 6 with a primary need of SLCN has increased by 17% since 2018. Latest sufficiency modelling projects growth of 31% by 2024-2025, along with a 30% shortage of specialist unit places within this timescale.

**Graph 1** illustrates that the demand for SEN Unit places for pupils with a primary need for SLCN in Years R-6 will peak in 2024-2025. This is then followed by a forecast decrease in the number of specialist unit SLCN places required by 2030-2031. This follows the county-wide demographic trend as pupils born at the peak in 2012 will be leaving the primary sector.

# Equality Impact Assessment

**Graph 1: Demand for SEN unit places from children in north Surrey with an EHCP in Years R-6 and a primary need of SLCN**



**Table 2: NW and NE quadrant residents in Years R-6 who attend specialist units with SLCN identified as their primary need and projected demand for additional places in 2024-25 and 2030-31**

District or Borough	Actuals 2020-21	Projected demand for places in 2024-2025	Projected growth from 2020-21 to 2024-2025	Projected demand for places in 2030-2031	Projected growth from 2020-2021 to 2030-31
North West	41	63	54%	54	32%
North East	57	66	16%	54	-5%
Rest of Surrey	112	129	15%	118	5%

This data illustrates the projected demand for additional specialist unit places in and across Surrey over the next ten years. The North West of Surrey is forecast to have the highest percentage growth over the forecast period. There is a forecast decrease for specialist places needed in North East Surrey and a smaller demand for specialist SLCN unit placements across the rest of Surrey.

## Positive Impacts:

- The proposal positively impacts pupils with Speech, Language and Communication Needs (SLCN) aged 4 years to 11 years old, who require a specialist school place with access to inclusion in a mainstream school.

# Equality Impact Assessment

- 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 pupils and their families.

The Report to Surrey County Council on 28 March 2023 [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 additional needs and disabilities 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 additional needs and disabilities to make a successful transition to adulthood and secure employment.
4. Capacity created locally will also make certain that additional needs and disabilities 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 approved remodification and expansion programme will ensure that additional places are matched appropriately to need type, phases of education and geographic locations.

**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 the existing SEN Unit at Stepgates Community Primary School is part of the strategy developed by Surrey County Council to expand the specialist education estate by more than 2,440 places to meet projected demand in the long-term.

**SEND Capital Programme Cabinet Report 28 March 2023:**

[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 with Speech, Language and Communication Needs (SLCN) aged 4 years to 11 years old, who require 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 2,440 places to meet projected demand in the long-term.

**SEND Capital Programme Cabinet Report 28 March 2023:**

[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



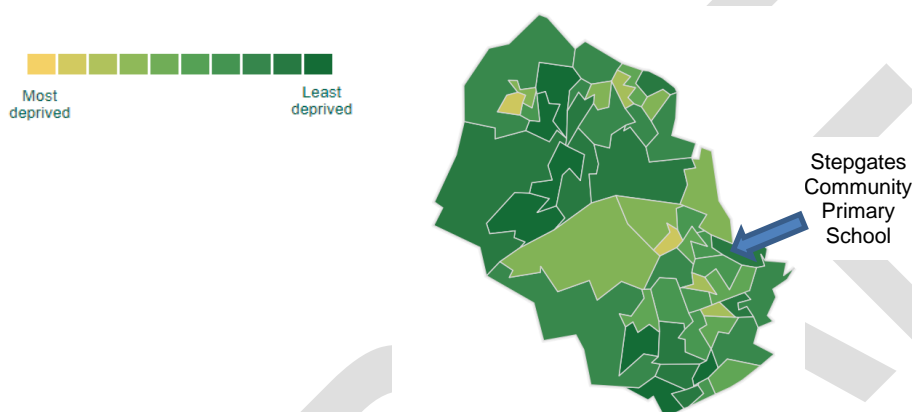
# Equality Impact Assessment

## Socio economic disadvantage

[The Indices of deprivation 2019](#) finds that 2 out of 53 Lower Layer Super Output Areas (LSOA) in Runnymede are between 20% - 30% most deprived area in the country. 11 out of 53 areas are more deprived than 50% of England. 7 out of 53 Lower Layer Super Output Areas (LSOA) in Runnymede are in the least deprived 10% in the country, however there are pockets of deprivation in the borough.

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

### Map of Runnymede



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?**

The proposed expansion of the SEN Unit at Stepgates Community Primary School is part of the strategy developed by Surrey County Council to expand the specialist education estate by more than 2,440 places to meet projected demand in the long-term.

**SEND Capital Programme Cabinet Report 28 March 2023:**

# Equality Impact Assessment

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

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

No

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## 3. Staff

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

**Positive impact:** Development opportunities for staff with the expansion of the SEN Unit at Stepgates Community 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 Stepgates Community Primary School is part of the strategy developed by Surrey County Council to expand the specialist education estate by more than 2,440 places to meet projected demand in the long-term.

**SEND Capital Programme Cabinet Report 28 March 2023:**

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

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

No.

## 4. Recommendation

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

- **Outcome One: No major change to the policy/service/function required.** This EIA has not identified any potential for discrimination or negative impact, and all opportunities to promote equality have been undertaken
- **Outcome Two: Adjust the policy/service/function** to remove barriers identified by the EIA or better advance equality. Are you satisfied that the proposed adjustments will remove the barriers you identified?
- **Outcome Three: Continue the policy/service/function** despite potential for negative impact or missed opportunities to advance equality identified. You will need to make sure the EIA clearly sets out the justifications for continuing with it. You need to consider whether there are:
  - Sufficient plans to stop or minimise the negative impact
  - Mitigating actions for any remaining negative impacts plans to monitor the actual impact.
- **Outcome Four: Stop and rethink the policy** when the EIA shows actual or potential unlawful discrimination. (For guidance on what is unlawful discrimination, refer to the [Equality and Human Rights Commission's guidance and Codes of Practice on the Equality Act](#) concerning employment, goods and services and equal pay).

### Recommended outcome:

- **Outcome One: No major change to the policy/service/function required.** This EIA has not identified any potential for discrimination or negative impact, and all opportunities to promote equality have been undertaken.

### Explanation:

No negative equalities impacts have been identified.

## 5. Action plan and monitoring arrangements

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

## 6a. Version control

Version Number	Purpose/Change	Author	Date
0.1	Draft	Tess Jerwood	February 2023
0.2	Amendments to draft at end of Informal Consultation	Tess Jerwood	March 2023
0.3	Final draft at the end of the Statutory Notice period	Lauren Comer	March 2023
1	Final version for Cabinet Member of Education and Learning Decision Meeting	Lauren Comer	April 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 (Emily George)	4 April 2023
Executive Director – Rachael Wardell	13 April 2023
Cabinet Member – Clare Curran	12 April 2023
Directorate Equality Group – Liz Mills	

**EIA author:** Lauren Comer, Commissioning Manager, Education Place Planning

## 6c. EIA Team

Name	Job Title	Organisation	Team Role
Lauren Comer	Commissioning Manager	SCC	Author, Project Manager
Tess Jerwood	Commissioning Assistant	SCC	Project Group member
Emilie Williams Jones	Programme Manager, SEND and AP Capital Programmes	SCC	Programme Manager
Tara Ford	Headteacher	Stepgates Community Primary 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:

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 the SEN Unit at Hythe Primary School

Did you use the EIA Screening Tool?

Yes

### 1. Explaining the matter being assessed

This is a:

- Change to a service or function

Hythe Primary School is a two-form entry (2FE) primary school in the borough of Runnymede in Surrey.

This consultation is a proposal to secure places for autistic pupils and those with communication and interaction needs by expanding the SEN unit at Hythe Primary School from 25 places to 41 places. The SEN Unit, known as the Harbour Centre, will formally become dual-designated as ASD/MLD<sup>1</sup>.

The additional 16 places will be for autistic pupils and those with speech and language/communication needs from Year 3 to Year 6. There are no proposed changes to the current 16 places for pupils with moderate learning difficulties aged 7 to 11 years. All pupils will have an Education, Health and Care Plan (EHCP).

The proposal will impact:

- Pupils currently attending Hythe Primary School
- Staff at Hythe Primary School
- Parents and families of pupils currently attending Hythe 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

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<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).

# Equality Impact Assessment

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

- 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
- Carrie Trail, Surrey County Council Assistant Director of Education
- Eamonn Gilbert, Surrey County Council, Assistant Director Commissioning
- Jodi Emery, Surrey County Council, Service Manager, SEND 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 and AP Capital Programmes
- Jane Keenan, Surrey County Council, Commissioning Manager, Education Place Planning
- Kim O'Malley, Surrey County Council, Commissioning Assistant
- Amy Peart, Hythe Primary School, Headteacher
- Mitali Thapar, Hythe Primary School, Chair of Governing Body
- Surrey County Council Capital Programme Board

### Consultation Information:

Surrey County Council and Hythe Primary School consulted on the proposal to expand the SEN unit at Hythe Primary School, expanding from 25 places to 41 places..

The aim of the consultation was to seek views on the proposal from all interested parties, particularly from pupils and their families who attend Hythe 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 Monday 7 November to Monday 5 December 2022. The associated documentation was published on the [Surrey County Council 'Surrey Says' website](#) and circulated to local stakeholders. Interested parties were invited to return responses to the consultation via an online form or alternatively email or post responses.

A public meeting was offered on 21 November 2022 at 6pm.

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

Statutory Notices were published from 13 January 2023 to 10 February 2023. 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.



# Equality Impact Assessment

Respondents had the opportunity to add comments at the end of the survey. The full analysis of the consultation period can be found in the analysis document on [SurreySays](#).

## 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)

# Equality Impact Assessment

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 Additional Needs and Disabilities and Adult and Young carers)

### Pupils at the school

There are 427 pupils currently on roll at the school. Pupils currently placed by SCC and attending the SEN Unit are included in this number.

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

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
<b>Specialist unit</b>	3	3	3	4	4	4	4	25
<b>Mainstream school</b>	59	58	60	58	60	57	50	402

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

It is proposed that:

1. The SEN Unit, known as the Harbour Centre, will formally become dual-designated as ASD/MLD<sub>1</sub>. The expanded provision will provide a total number of 25 places for autistic pupils and those with communication and interaction needs aged 4 to 11 years (3 per year group in Year R to Year 2, 4 per year group in Year 3 to Year 6). There are no proposed changes to the current 16 places for pupils with moderate learning difficulties aged 7 to 11 years.
2. There will be no change to the mainstream published admission number (PAN) of 60.
3. The 41 SEN Unit pupils will be above the mainstream published admission number (PAN).
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.

In the 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 the academic year 2020-2021, 149 of Surrey resident pupils aged 4-11 years old who have a primary need of 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. Although there is a projected decline in demand for MLD places, the existing places are required to sustain current demand.

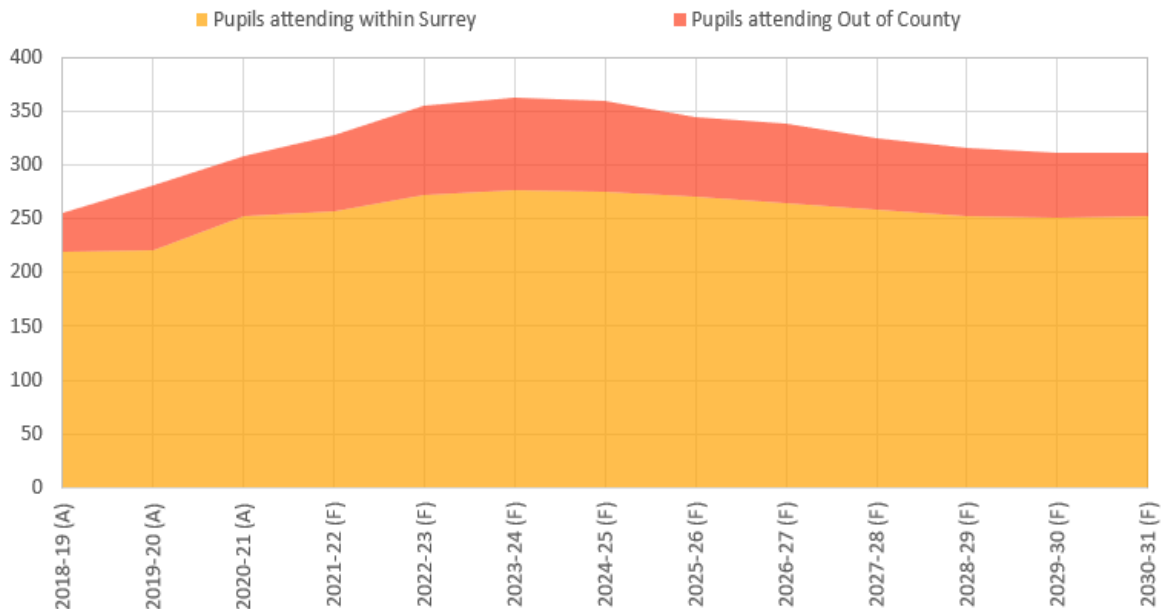
# Equality Impact Assessment

Due to the location of the school being close to the border of the North East quadrant of Surrey, it is reasonable to expect that pupils may attend the SEND Unit from both the North West and North East quadrants. Therefore, the data below has been provided for both.

## 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**

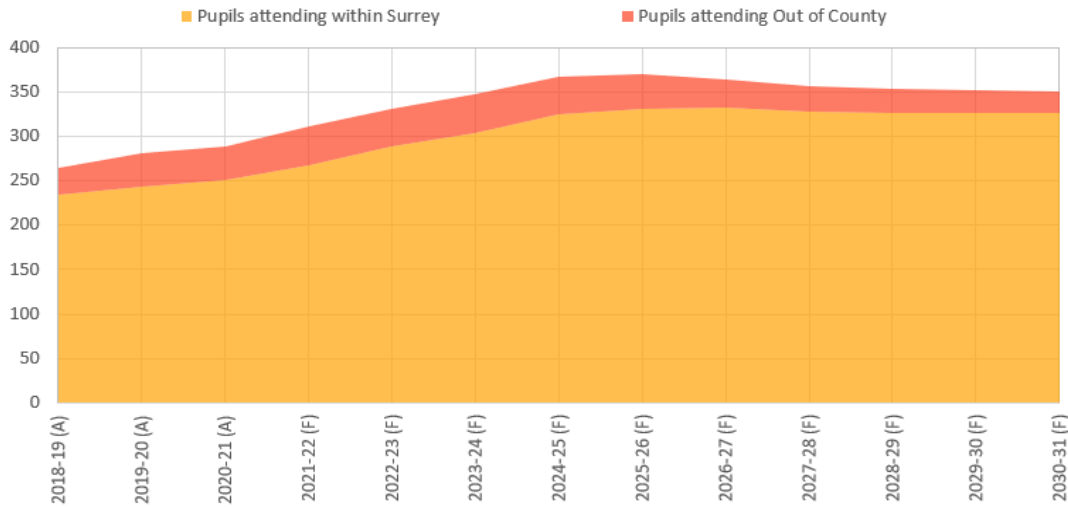


edge-ucate SEN

Graph 2 shows that North West projections indicate 28% 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 (311) to the peak in 2025-26 (370), with 21% growth remaining in 2030/31 (351).

# Equality Impact Assessment

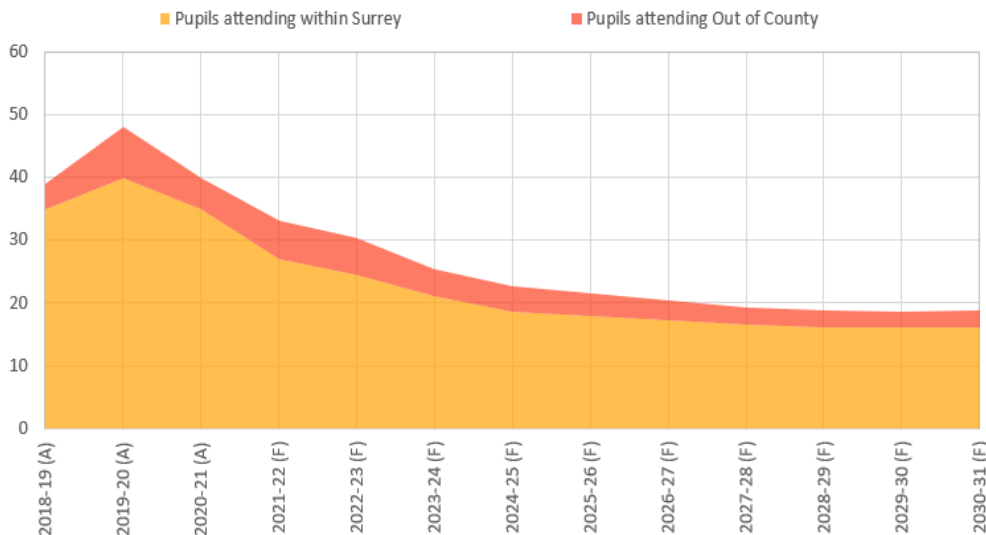
**Graph 2: North West - Forecast of demand for special school and SEN Unit places from Year R to Year 6 for pupils with an EHCP with a primary need of autism or communication and interaction needs**



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

Graph 3 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).

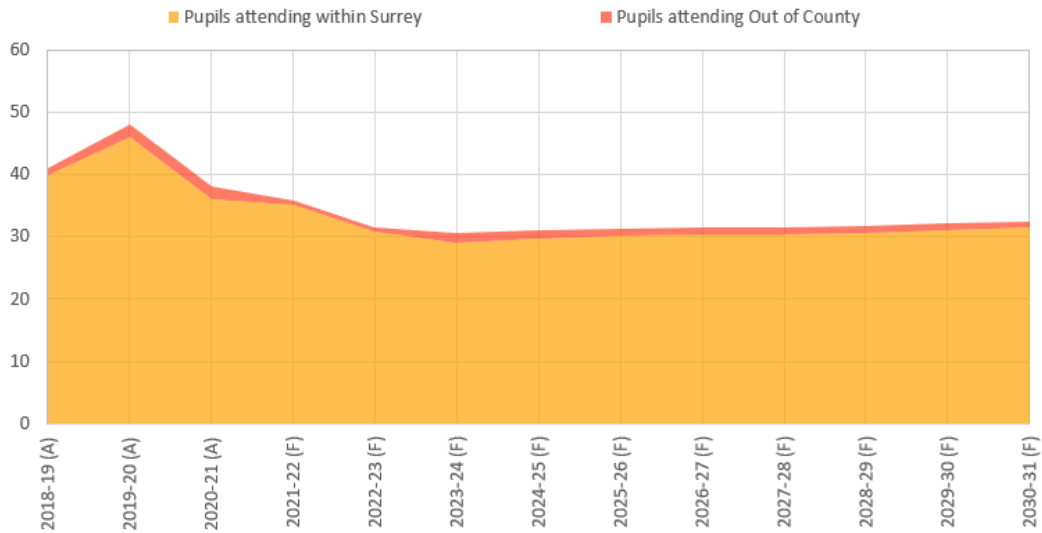
**Graph 3: North East - Forecast of demand for special school and SEN Unit places from Year R to Year 6 for pupils with an EHCP with a primary need of Moderate Learning Difficulties (MLD)**



# Equality Impact Assessment

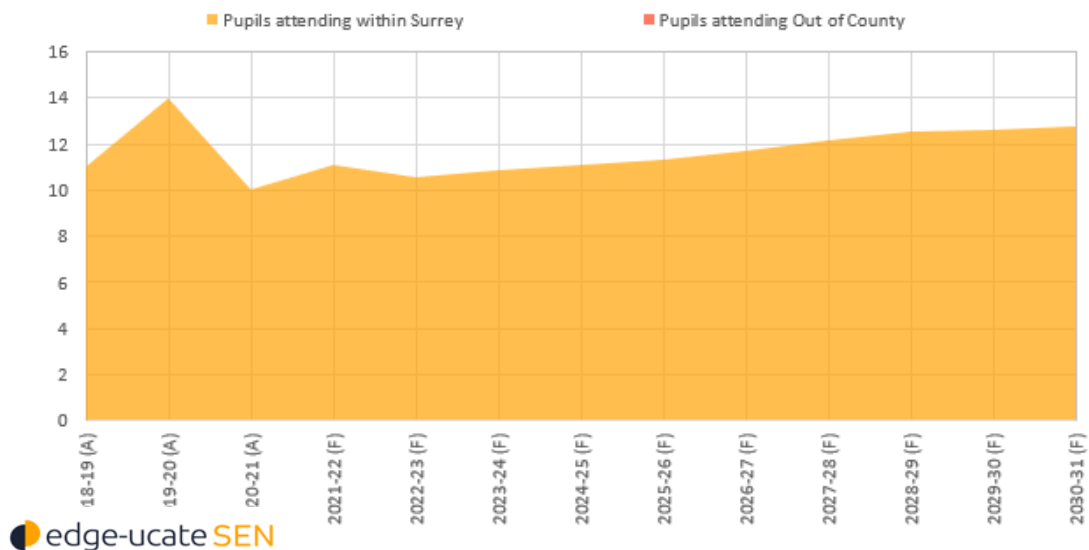
Graph 4 shows that North West projections indicate -19% decrease in demand in the total number of pupils with the primary need Moderate Learning Difficulties (MLD) in their EHCP, who need a specialist school or SEN unit place from 2020-21 (38) to the lowest in 2023-24 (31), with -14% decrease remaining in 2030/31 (33).

**Graph 4: North West - 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)**



The two graphs below split the forecast demand for Moderate Learning Difficulties (MLD) into Key Stage 1 (Years R to 2) and Key Stage 2 (Years 3 to 6). Graph 5 indicates that the demand in the North West will increase by 29% from 2021/22 to the end of the planning period (2030/31) for pupils in Key Stage 1.

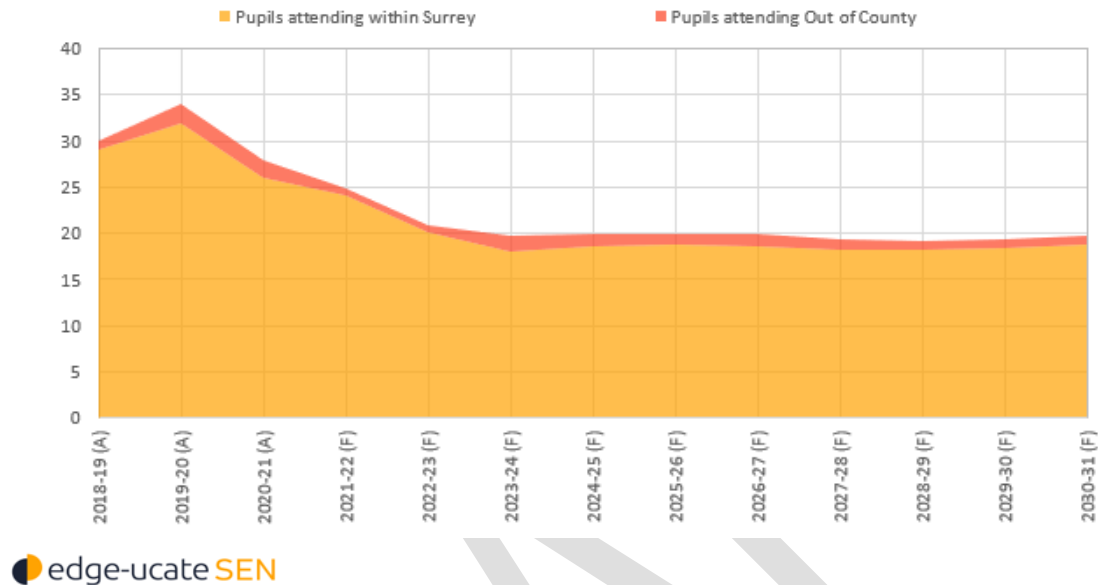
**Graph 5: North West - Forecast of demand for special school and SEN Unit places from Year R to Year 2 for pupils with an EHCP with a primary need of Moderate Learning Difficulties (MLD)**



# Equality Impact Assessment

Graph 6 indicates that demand for MLD places in the North West for pupils in Key Stage 1 is predicted to drop by 29% in the period between 2021/22 to 2030/31.

**Graph 6: North West - Forecast of demand for special school and SEN Unit places from Year 3 to Year 6 for pupils with an EHCP with a primary need of Moderate Learning Difficulties (MLD)**



## 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.
- 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 28 March 2023 [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 additional needs and disabilities in Surrey and our support offer matches their identified needs.

# Equality Impact Assessment

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 additional needs and disabilities to make a successful transition to adulthood and secure employment.
4. Capacity created locally will also make certain that additional needs and disabilities 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 approved remodification and expansion programme will ensure that additional places are matched appropriately to need type, phases of education and geographic locations.

**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?**

N/A

The proposed expansion of the SEN unit at Hythe Primary School is part of the strategy developed by Surrey County Council to expand the specialist education estate by more than 2,440 places to meet projected demand in the long-term.

**SEND Capital Programme Cabinet Report 28 March 2023:**

[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

**Age including younger and older people**



# Equality Impact Assessment

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 expansion at Hythe Primary School's SEN Unit is part of the strategy developed by Surrey County Council to expand the specialist education estate by more than 2,440 places to meet projected demand in the long-term.

**SEND Capital Programme Cabinet Report 28 March 2023:**

[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

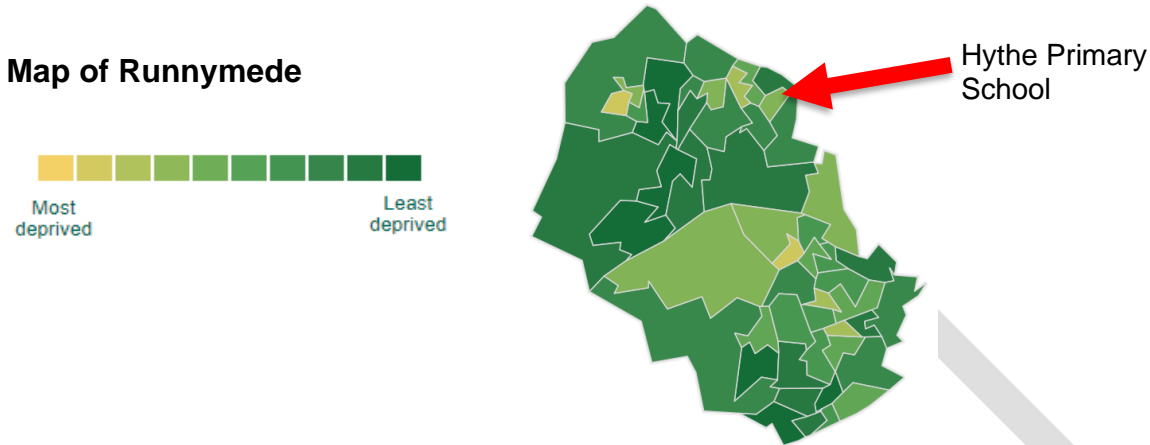
**Socio economic disadvantage**

[The Indices of deprivation 2019](#) finds that 2 out of 53 Lower Layer Super Output Areas (LSOA)

# Equality Impact Assessment

in Runnymede are between 20% - 30% most deprived area in the country. 11 out of 53 areas are more deprived than 50% of England. 7 out of 53 Lower Layer Super Output Areas (LSOA) in Runnymede are in the least deprived 10% in the country, however there are pockets of deprivation in the borough.

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



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.

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

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

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

The proposed expansion of the SEN Unit at Hythe Primary School is part of the strategy developed by Surrey County Council to expand the specialist education estate by more than 2,440 places to meet projected demand in the long-term.

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**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 Hythe 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 Hythe Primary School is part of the strategy developed by Surrey County Council to expand the specialist education estate by more than 2,440 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 (**do we need to address negative impact concerns?**).

### 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	Kim O'Malley	February 2023
0.2	Amendments to draft at end of Informal Consultation	Kim O'Malley	March 2023
0.3	Final draft version at the end of the Statutory Notice period	Lauren Comer	March 2023
1	Final version for Cabinet Member Meeting	Lauren Comer	April 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 (Emily George)	4 April 2023
Executive Director – Rachael Wardell	13 April 2023
Cabinet Member – Clare Curran	12 April 2023
Directorate Equality Group – Liz Mills	

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

## 6c. EIA Team

Name	Job Title	Organisation	Team Role
Lauren Comer	Commissioning Manager	SCC	Author, Project Manager
Kim O'Malley	Commissioning Assistant	SCC	Project Group member
Emilie Williams Jones	Programme Manager, SEND and AP Capital Programmes	SCC	Programme Manager
Amy Peart	Headteacher	Hythe Primary	Service Expert
Mitali Thapar	Chair of Governors	Hythe 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: [contact.centre@surreycc.gov.uk](mailto:contact.centre@surreycc.gov.uk)