

1. Topic of assessment

EIA title:	Proposal for Resource Centres for Young People with Autism at in Partnership with the National Autistic Society: Phase 1 Centres at Rodborough School and Salesian School
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EIA author:	Gabrielle Close, Quality Assurance and Professional Standards Manager
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2. Approval

	Name	Date approved
Approved by¹		

3. Quality control

Version number		EIA completed	
Date saved		EIA published	

4. EIA team

Name	Job title (if applicable)	Organisation	Role
Mark Scarborough	Area Education Officer for NW	Surrey County Council	
Paula Evans	Area Education Officer for SW	Surrey County Council	
Kieran Holliday	Schools Commissioning Officer	Surrey County Council	
Gary Anderson	Principal Consultant Inclusion and SEN	Babcock 4S	
Zarah Lowe	Provisions and Partnership Development Manager	Surrey County Council	

¹ Refer to earlier guidance for details on getting approval for your EIA.

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5. Explaining the matter being assessed

<p>What policy, function or service is being introduced or reviewed?</p>	<p>It is proposed that two new centres for young people with autism are opened at Salesian School and Rodborough School, as Phase 1 of a project in partnership with the National Autistic Society (NAS) to open 4 centres in total. The centres will be planned, built and equipped on the school site with finances provided by the NAS. Ownership will then be legally passed to the schools.</p>
<p>What proposals are you assessing?</p>	<p>The proposal is to develop the four centres at schools with outstanding reputations, offering the best teaching and learning to this vulnerable population of young people with high functioning autism who have the academic potential to achieve GCSEs, but through barriers posed by their autism, are unable to access mainstream school for the full day. The centres will form part of the continuum of autism provision in Surrey, providing a much-needed bridge between full-time mainstream and full-time special school. The buildings will be purpose-built to meet the needs of the identified cohort; the resource centre will provide specialist expertise and also staff development to mainstream staff. The delivery of the curriculum will be personalised to can meet the needs of the individual. Each centre will have 20 places, thereby increasing the autism provision by 40 places in Phase 1 and by a total of 80 places on completion of Phase 2.</p> <p>It is proposed that the Salesian Centre is opened in January 2015 with 8 places available primarily to Year 8 and Year 9 students. The Rodborough Centre is proposed to be opened in September 2015. The Local Authority will be responsible for placing students through a transparent and equitable placement planning process which is separate from the host school's admissions arrangements</p> <p>The proposed changes are described as a "prescribed alteration and require the publication of statutory Notices and the agreement of Surrey County Council's Cabinet Member for Schools and Learning before they can be implemented.</p>
<p>Who is affected by the proposals outlined above?</p>	<ul style="list-style-type: none"> • Young people with high functioning autism living in Surrey • Families of young people with high functioning autism living in Surrey • Host school communities

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6. Sources of information

Engagement carried out
<ul style="list-style-type: none">• Learning Difficulties Review completed in 2012 involved engagement with a range of stakeholders• Public presentations at the National Autistic Society Surrey Branch• Host schools liaising with their own governance and school communities
Data used
<ul style="list-style-type: none">• 16-25 SEND Needs Analysis• Analysis of current provision compared with current level of need for students a Statement of SEN with the primary need ASD

7. Impact of the new/amended policy, service or function

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7a. Impact of the proposals on residents and service users with protected characteristics

Protected characteristic ²	Potential positive impacts	Potential negative impacts	Evidence
Age	There will be an increased level of local education provision for secondary aged young people with high functioning autism, and less young people will be placed in a school away from home and their local community.	There will be a limited amount of places available. Some families and young people may be disappointed not to be placed in one of the resourced provisions.	Data analysis shows that 619 pupils were placed into non-maintained and independent schools in September 2013. Over one third of these places were for pupils with autism. The average cost of a non-maintained or independent place for a pupil with autism is £74,000. The expected increase in children and young people with autism and the lack of local specialist maintained provision means that by 2017/18 Surrey could be spending an extra £12.2 million per year to support pupils with autism.
Disability	There will be an increased level of local education provision for secondary aged young people with high functioning autism, and less young people will be placed in a school away from home and their local community. Students will continue to have access to mainstream inclusion.	There will be a limited amount of places available. Some families and young people may be disappointed not to be placed in one of the resourced provisions.	Data analysis shows that 619 pupils were placed into non-maintained and independent schools in September 2013. Over one third of these places were for pupils with autism. The average cost of a non-maintained or independent place for a pupil with autism is £74,000. The expected increase in children and young people with autism and the lack of local specialist maintained provision means that by 2017/18 Surrey could be spending an extra £12.2 million per year to support pupils with autism.
Gender reassignment	No impact identified	No impact identified	No impact identified
Pregnancy and maternity	No impact identified	No impact identified	No impact identified
Race	Panel decisions for placements will be made	None identified	No impact identified

² More information on the definitions of these groups can be found [here](#).

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	without discrimination on grounds of race, religion and belief, sex, sexual orientation.		
Religion and belief	Panel decisions for placements will be made without discrimination on grounds of race, religion and belief, sex, sexual orientation.	None identified	No impact identified
Sex	The proposal is for a mixed gender school.	None identified	No impact identified
Sexual orientation	Panel decisions for placements will be made without discrimination on grounds of race, religion and belief, sex, sexual orientation.	None identified	No impact identified
Marriage and civil partnerships	This proposal is for young people aged 11-16 years, therefore this is not applicable.	None identified	No impact identified
Carers³	Parent carers of young people with high functioning autism will benefit from local provision for their children.		

Page 325

7b. Impact of the proposals on staff with protected characteristics

Protected characteristic	Potential positive impacts	Potential negative impacts	Evidence
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³ Carers are not a protected characteristic under the Public Sector Equality Duty, however we need to consider the potential impact on this group to ensure that there is no associative discrimination (i.e. discrimination against them because they are associated with people with protected characteristics). The definition of carers developed by Carers UK is that 'carers look after family, partners or friends in need of help because they are ill, frail or have a disability. The care they provide is unpaid. This includes adults looking after other adults, parent carers looking after disabled children and young carers under 18 years of age.'

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Age	Staff recruitment decisions will be made without discrimination on grounds of age, disability, race, religion and belief, sex, sexual orientation	None identified	No impact identified
Disability	Staff recruitment decisions will be made without discrimination on grounds of age, disability, race, religion and belief, sex, sexual orientation	None identified	No impact identified
Gender reassignment	Staff recruitment decisions will be made without discrimination on grounds of age, disability, race, religion and belief, sex, sexual orientation	None identified	No impact identified
Pregnancy and maternity	Staff recruitment decisions will be made without discrimination on grounds of age, disability, race, religion and belief, sex, sexual orientation	None identified	No impact identified
Race	Staff recruitment decisions will be made without discrimination on grounds of age, disability, race, religion and belief, sex, sexual orientation	None identified	No impact identified
Religion and belief	Staff recruitment will be made without discrimination on grounds of age, disability, race, religion and belief, sex, sexual orientation	None identified	No impact identified
Sex	Staff recruitment will be made	None identified	No impact identified

EQUALITY IMPACT ASSESSMENT TEMPLATE

	without discrimination on grounds of age, disability, race, religion and belief, sex, sexual orientation		
Sexual orientation	Staff recruitment will be made without discrimination on grounds of age, disability, race, religion and belief, sex, sexual orientation	None identified	No impact identified
Marriage and civil partnerships	Staff recruitment will be made without discrimination on grounds of age, disability, race, religion and belief, sex, sexual orientation	None identified	No impact identified
Carers	No impact identified	None identified	No impact identified

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8. Amendments to the proposals

Change	Reason for change
There are currently no amendments to the proposals	

9. Action plan

Potential impact (positive or negative)	Action needed to maximise positive impact or mitigate negative impact	By when	Owner
There will be an increased level of local education provision for secondary aged young people with high functioning autism, and less young people will be placed in a school away from home and their local community, benefiting young people, their parent carers and their families	Placement panel identifies and agree appropriate placements for pupils whose needs can be met at newly designated school	November 2015 and onwards	4 x Area Education Officers
There will be a limited amount of places available. Some families and young people may be disappointed not to be placed in one of the resourced provisions.	Thresholds and access criteria will need to be clearly publicised Where demand for places exceeds supply, placement panel identifies and agree appropriate alternative placement and support packages for those pupils who are not placed at the resourced provision	By September 2014 By September 2014	HASEN 4 x Area Education Officers

10. Potential negative impacts that cannot be mitigated

Potential negative impact	Protected characteristic(s) that could be affected

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At this stage of the proposal, there are no potential impacts that cannot be mitigated	

11. Summary of key impacts and actions

Information and engagement underpinning equalities analysis	<ul style="list-style-type: none"> • Learning Difficulties Review completed in 2012 involved engagement with a range of stakeholders • Informal consultation stage has involved The National Autistic Society Surrey Branch, Family Voice • Host schools are consulting with their own school communities, including governance. • No statutory consultation is required
Key impacts (positive and/or negative) on people with protected characteristics	<ul style="list-style-type: none"> • There will be an increased level of local education provision for secondary aged young people with high functioning autism, and less young people will be placed in a school away from home and their local community.
Changes you have made to the proposal as a result of the EIA	None at this stage, prior to consultation
Key mitigating actions planned to address any outstanding negative impacts	<ul style="list-style-type: none"> • Placement panel places pupils in appropriate placement that meets with their needs • Where demand for places exceeds supply, placement panel identifies and agree appropriate alternative placement and support packages for those pupils who are not placed at the resourced provision
Potential negative impacts that cannot be mitigated	None at this stage, prior to consultation

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