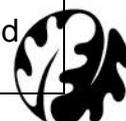


## Annex E

EIA Title	Expansion of Woodfield School			
Did you use the EIA Screening Tool? (Please tick or specify)	Yes (Please attach upon submission)			

### 1. Explaining the matter being assessed

What policy, function or service change are you assessing?	<p>Surrey County Council is proposing that Woodfield Secondary School is expanded to provide an additional 60 places for children who have Moderate Learning Difficulties (MLD), known in Surrey as Learning and Additional Needs (LAN) and who require a specialist placement. It is proposed that the expansion will take place at the existing school site.</p> <p>The proposed expansion is to meet the increased demand for specialist placements for children with Moderate Learning Difficulties (MLD) or Learning and Additional Needs (LAN). Surrey's current LAN provision is operating at capacity and children are increasingly often placed in specialist independent provision because Surrey case officers are unable to find a suitable available placement in Surrey. This demand is particularly acute for secondary-aged children. On average, specialist independent schools are more expensive than state-funded schools and often not local to the child's home.</p>
Why does this EIA need to be completed?	<p>The EIA is being completed to assess the impact of the proposal to expand an existing site.</p> <p>This is also to meet the increased demand for specialist placements, for children who have Moderate Learning Difficulties (MLD) or Learning and Additional Needs (LAN). This new proposal would meet the needs of the local community, match emerging forecast demand over the next five years and support the future sustainability of the school.</p>
Who is affected by the proposals outlined above?	<p>Pupils currently attending Woodfield School.</p> <p>Surrey County Council shared the proposal with schools including head teachers and chairs of governors; unions; parent representatives; partner agencies; local residents; other Local Authorities (within 3 miles) the staff and parents of Woodfield School.</p>
How does your service proposal support the outcomes in <a href="#">the Community Vision for Surrey 2030?</a>	<ul style="list-style-type: none"> <li>- Children and young people are safe and feel safe and confident.</li> <li>- Everyone benefits from education, skills and employment opportunities that help them succeed in life.</li> </ul>



# Equality Impact Assessment

	<ul style="list-style-type: none"> <li>- Communities are welcoming and supportive, especially of those most in need, and people free able to contribute to community life.</li> <li>- Well-connected communities, with effective infrastructure, that grow sustainably.</li> </ul>			
<p><b>Are there any specific geographies in Surrey where this will make an impact?</b></p> <p>(Please tick or specify)</p>	County Wide	x	Runnymede	
	Elmbridge		Spelthorne	
	Epsom and Ewell		Surrey Heath	
	Guildford		Tandridge	
	Mole Valley		Waverley	
	Reigate and Banstead		Woking	
	Not Applicable			
	County Divisions (please specify if appropriate): X			
<p><b>Briefly list what evidence you have gathered on the impact of your proposals?</b></p>	<p>A consultation began on 4<sup>th</sup> January 2021 and finished on 12<sup>th</sup> February 2021. A public consultation meeting was held on 26<sup>th</sup> January 2021.</p> <p>A survey was published on the Surrey County Council consultation website 'Surrey Says' from 4<sup>th</sup> January 2021 and ran until 12<sup>th</sup> February 2021. A total of 19 responses were received and analysed. Of the 19 responses, 79% agreed with the proposal, 16% disagreed with the proposal; and 5% did not know or offer a position.</p> <p>Statutory notices were published 22<sup>nd</sup> February 2021 and ran for a period of 4 weeks. These were posted on the school gate, published in the local press, and on the 'Surrey Says' website. A total of 5 responses were received and 100% agreed with the proposal.</p>			

## 2. Service Users / Residents

Out of the 10 protected characteristics below, I have highlighted two characteristics.

1. Age including younger and older people
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Race including ethnic or national origins, colour or nationality
6. Religion or belief including lack of belief
7. Sex
8. Sexual orientation
9. Marriage/civil partnerships
10. Carers protected by association

*Though not included in the Equality Act 2010, Surrey County Council recognises that socio-economic disadvantage is a significant contributor to inequality across the County and therefore regards this as an additional factor.*

# Equality Impact Assessment

Disability						
<p><b>What information (data) do you have on affected service users/residents with this characteristic?</b></p>						
<p>Woodfield School provides secondary education to children and young people aged 11-19 with moderate learning difficulties (known in Surrey as Learning and additional needs: LAN) A significant number of pupils have language and communication difficulties, and an increasing number present with a broader complexity of needs.</p>						
Impacts (Please tick or specify)	Positive	x	Negative		Both	
Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?		When will this be implemented by?	Owner	
Positive: Should the proposals be approved additional pupils will be able to access a local provision which supports pupils with Moderate Learning Difficulties (known in Surrey as LAN).	Responses to the consultation	To ensure that the proposal is completed on time and the phasing in of additional pupils starts from September 2021.		September 2021	Surrey County Council and the school	
Positive: Additional accommodation and spaces to meet the needs of pupils	Responses to the consultation	To ensure that the proposal is completed on time and the phasing in of additional pupils starts from September 2021.		September 2021	Surrey County Council and the school	
Positive: Additional classes having an impact on meeting additional children's needs.	Responses to the consultation	To ensure that the proposal is completed on time and the phasing in of additional pupils starts from September 2021.		September 2021	Surrey County Council and the school	

# Equality Impact Assessment

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

The expansion of Woodfield School is part of a suite of proposals being developed by Surrey County Council to deliver a step change in the number of places for learners who have complex SEND in local Special Schools and Specialist Centres.

[SEND Capital programme 29 Sept 20](#)

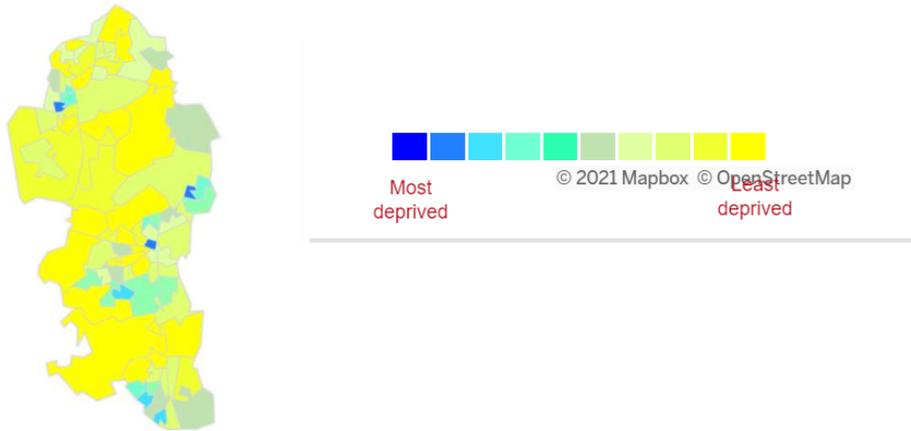
[SEND Capital Programme Phase 3 2021- Cabinet Report.pdf \(surreycc.gov.uk\)](#)

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

N/A

## SOCIO-ECONOMIC FACTORS

27% of pupils who attended Woodfield School in 2020 were eligible for free school meals.



This map shows Reigate and Banstead social economic situation.

Pupils travel to Woodfield School from across the county of Surrey, if it is the nearest school that meets their needs. Across Surrey there are a mix of the least deprived areas in the county next to the most deprived. The map shows the indices of deprivation across the area of Reigate and Banstead. The light yellow colours on the map are the least deprived areas and the blue are the most deprived. An interactive version of the map can be found on [Surreyi](#).

Impacts (Please tick or specify)	Positive		Negative		Both	x

# Equality Impact Assessment

Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
<p>Positive: More families will be able to access a local provision for pupils with MLD or LAN if approved.</p>	<p>Pupils with MLD or LAN will not need to travel as far for the appropriate school provision.</p>	<p>To ensure that the proposal is completed on time and the phasing in of additional pupils starts from September 2021. An entitlement to home to school transport exists where the following criteria is satisfied: A child with an EHCP attends their nearest suitable school* and qualifies for home to school transport under the statutory walking distances (section 3.2) outlined previously within this policy.” (Home to School Travel Transport Policy)</p>	<p>September 2021</p>	<p>Surrey County Council and the school</p>
<p>Positive: Potential less travel time for families as they will be able to access a local provision.</p>	<p>Pupils with MLD or LAN will not need to travel so far for appropriate school provision.</p>	<p>More places for children and young people who have SEND to attend their nearest most appropriate school in Surrey.</p> <p>Part of a suite of proposals being developed by Surrey County Council to deliver a step change in the number of places for learners who have complex SEND in local</p>	<p>On going</p>	<p>SEND Admissions Team at Surrey County Council</p>

# Equality Impact Assessment

		Special Schools and Specialist Centres.		
Negative: Potential for additional traffic and parking issues outside of the school.	Responses to the initial consultation advised that the road is being blocked, and there are too many cars in the road. The cars and coaches block the driveways already.	<p>The Highways Authority are a statutory consultee and will consider the planning application when submitted to ensure that these matters have been properly considered.</p> <p>Every effort will be made during the preparation of the design to make the pupil drop off and collection process as efficient as possible, with consideration given to the efficient layout of roadways within the school site to facilitate this and reduce the impact outside the school site'</p>	On going	Surrey County Council
<b>What other changes is the council planning/already in place that may affect the same groups of residents?          Are there any dependencies decisions makers need to be aware of</b>				
N/A				
<b>Any negative impacts that cannot be mitigated? Please identify impact and explain why</b>				
N/A				

# Equality Impact Assessment

Age				
<b>What information (data) do you have on affected service users/residents with this characteristic?</b>				
There were a total of 156 pupils (National Curriculum Years 7-14) on roll as of January 2021 census.				
<b>Impacts</b> (Delete as applicable)	Both			
<b>Impacts identified</b>	<b>Supporting evidence</b>	<b>How will you maximise positive/minimise negative impacts?</b>	<b>When will this be implemented by?</b>	<b>Owner</b>
Both: This expansion will impact children attending Woodfield School aged 11-19.	Woodfield School is a secondary school for pupils aged 11-19 years old.	The expansion is part of the SEND Capital programme and additional places for other year groups are also being considered as part of this programme.	On-going	Surrey County Council and the school

# Equality Impact Assessment

<b>What other changes is the council planning/already in place that may affect the same groups of residents? Are there any dependencies decisions makers need to be aware of</b>	N/A
<b>Any negative impacts that cannot be mitigated? Please identify impact and explain why</b>	N/A

# Equality Impact Assessment

## Staff

General impacts for staff					
What information do you have on the affected staff with this characteristic?					
Any direct changes for staff are not part of this proposal and would be addressed by Woodfield School.					
Impacts	Positive	x	Negative		Both
Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner	
Positive: Some respondents to the consultation mentioned positive impacts in terms of better resources and staff training	Consultation responses	Recruiting additional staff	Sep 2021	School	
Positive: Some respondents to the consultation mentioned positive impacts of development opportunities for staff.	Specialist models in other schools	Continue staff development and open communication with all staff as new staff are recruited.	On going	School	
What other changes is the council planning that may affect the same groups of staff? Are there any dependencies decisions makers need to be aware of					
N/A					
Any negative impacts that cannot be mitigated? Please identify impact and explain why					
N/A					

## 3. Amendments to the proposals

CHANGE	REASON FOR CHANGE
<i>What changes have you made as a result of this EIA?</i>	<i>Why have these changes been made?</i>
N/A	N/A

## 5. Recommendation

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

Outcome Number	Description	Tick
<b>Outcome One</b>	<b>No major change to the policy/service/function required.</b> This EIA has not identified any potential for discrimination or negative impact, and all opportunities to promote equality have been undertaken	X
<b>Outcome Two</b>	<b>Adjust the policy/service/function</b> to remove barriers identified by the EIA or better advance equality. Are you satisfied that the proposed adjustments will remove the barriers you identified?	
<b>Outcome Three</b>	<b>Continue the policy/service/function</b> despite potential for negative impact or missed opportunities to advance equality identified. You will need to make sure the EIA clearly sets out the justifications for continuing with it. You need to consider whether there are: <ul style="list-style-type: none"> <li>• Sufficient plans to stop or minimise the negative impact</li> <li>• Mitigating actions for any remaining negative impacts plans to monitor the actual impact.</li> </ul>	
<b>Outcome Four</b>	<b>Stop and rethink</b> the policy when the EIA shows actual or potential unlawful discrimination (For guidance on what is unlawful discrimination, refer to the Equality and Human Rights Commission's guidance and Codes of Practice on the Equality Act concerning employment, goods and services and equal pay, available <a href="#">here</a> ).	
<i>Please use the box on the right to explain the rationale for your recommendation</i>		



# Equality Impact Assessment

## 6a. Version Control

Version Number	Purpose/Change	Author	Date
V1	To write EIA	Lucy Ford	
V2	To check	Lisa Way	
V3	Amendments	Lucy Ford	

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

## 6b. Approval

	Name	Date approved
Approved by*	Head of Service	Liz Mills
	Executive Director	Rachael Wardell
	Cabinet Member	
	Directorate Equality Group	

EIA Author	Lucy Ford/ Lisa Way
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\*Secure approval from the appropriate level of management based on nature of issue and scale of change being assessed.

## 6c. EIA Team

Name	Job Title	Organisation	Team Role
Lucy Ford	Commissioning Assistant	SCC	
Lisa Way	Commissioning Manager	SCC	
Debbie Watson	Commissioning Assistant	SCC	
Jane Keenan	Commissioning Manager	SCC	

# Equality Impact Assessment

Jackie Drysdale	Commissioning Assistant	SCC	
Miriam Hepburn	Commissioning Assistant	SCC	
Sarah Manning	Commissioning Assistant	SCC	

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

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