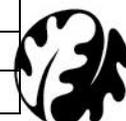


## EIA – Proposal to change the designation at Clifton Hill school.

|  |  |     |   |  |
|--|--|-----|---|--|
| <b>EIA Title</b>   | Proposal to Re-designate Clifton Hill school |     |   |  |
| <b>Did you use the EIA Screening Tool?</b><br>(Please tick or specify) | Yes<br>(Please attach upon submission)       | Yes | √ |  |

### 1. Explaining the matter being assessed

|   |  |   |              |  |
|---|--|---|--------------|--|
| <b>What policy, function or service change are you assessing?</b>   | The proposal is to change the designation at Clifton Hill School from a Secondary Severe Learning Difficulty (SLD) school to a split designation of Secondary SLD and Complex Social and Communication Needs (CSCN).   |   |              |  |
| <b>Why does this EIA need to be completed?</b>  | <p>The expansion is to meet the increased demand for specialist placements, in particular for children with (CSCN). 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> <p>As a SLD secondary school, Clifton Hill School has been under capacity for the last four years.</p>   |   |              |  |
| <b>Who is affected by the proposals outlined above?</b>   | During this period Surrey County Council will share its proposals with schools including head teachers and chairs of governors; unions; parent representatives; partner agencies; local residents near the school; local councillors and other Local Authorities (within 3 miles) the staff and parents of Clifton Hill school. Children and staff attending school now and in future.   |   |              |  |
| <b>How does your service proposal support the outcomes in <a href="#">the Community Vision for Surrey 2030</a>?</b> | <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> <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> |   |              |  |
| <b>Are there any specific geographies in Surrey where this will make an impact?</b>                                 | County Wide  | X | Runnymede    |  |
|   | Elmbridge  |   | Spelthorne   |  |
|   | Epsom and Ewell  |   | Surrey Heath |  |
|   | Guildford  |   | Tandridge    |  |
|   | Mole Valley  |   | Waverley     |  |



|  |   |  |        |  |
|--|---|--|--------|--|
| (Please tick or specify)   | Reigate and Banstead  |  | Woking |  |
|  | Not Applicable  |  |        |  |
|  | County Divisions (please specify if appropriate): London Borough of Croydon   |  |        |  |
| <b>Briefly list what evidence you have gathered on the impact of your proposals?</b> | <p>A survey was published on the Surrey County Council consultation website 'Surrey Says' between Monday 23 November 2020 and finished on 15 January 2021. A public meeting was scheduled on the 9 December 2021. There were no attendees.</p> <p>A total of 48 responses were received and analysed. Of the 48 responses, 82% agreed with the proposal, 2% disagreed with the proposal; and 14% did not know or offer a position.</p> <p>Statutory notices were published on 25 January 2021 and ran for a period of 4 weeks. These were posted on the school website, published in the local press and on the Surrey Says website.</p> <p>One response was received and agreed with the proposal.</p> |  |        |  |

## 2. Service Users / Residents

Out of the 11 protected characteristics there are 2 protected characteristics considered in the proposal which are highlighted.

1. Age including younger and older people
2. Disability
3. Socio-economic
4. Gender reassignment
5. Pregnancy and maternity
6. Race including ethnic or national origins, colour or nationality
7. Religion or belief including lack of belief
8. Sex (difficulties for parent carers)
9. Sexual orientation
10. Marriage/civil partnerships
11. Carers protected by association (looking at children with disabilities/carers for older people)

*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.*

## Disability

**What information (data) do you have on affected service users/residents with this characteristic?**

The change of designation will ensure that Clifton Hill will support the future sustainability if all places are filled.

All pupils at the school have a diagnosis of SLD/CSCN on their Education Health and Care Plan (EHCP) - Complex Social Cognitive Needs (CSCN) and Severe Learning Difficulties (SLD)

| Impacts<br>(Please tick<br>or specify)   | Positive  |  | Negative   |                                   | Both                      | √ |
|--|---|--|--|-----------------------------------|---------------------------|---|
| Impacts identified   | Supporting evidence   |  | How will you maximise positive/minimise negative impacts?  | When will this be implemented by? | Owner                     |   |
| <b>Positive:</b> Additional numbers of children will be able to access a special school place in their local area.               | Clifton Hill School is proposing to change its designation to allow the school to admit pupils with accommodate Secondary school children with CSCN needs in addition to children with SLD. |  | There is a demonstrated need for more CSCN places in Surrey. The proposed change to designation will enable more children to access provision within their local area. | Ongoing                           | Surrey County Council     |   |
| <b>Positive:</b> The addition of pupils with a wide variety of needs could be good for the school and therefore good for pupils. | Respondents expressed the benefits of additional children attending the school.   |  | SCC to place children with the primary need of CSCN at Clifton Hill, subject to spaces being available and pupil needs can be met as identified by the pupils' EHCP.   | Ongoing                           | School                    |   |
| <b>Negative:</b> There could be an impact for children currently at  | Some respondents expressed their concern  |  | The development and recruitment of additional staff  |                                   | School and SCC to support |   |

# Equality Impact Assessment

|  |                               |                                       |  |  |
|--|-------------------------------|---------------------------------------|--|--|
| the school in staff meeting the different needs.   | about the proposed expansion. | to support and meet children's needs. |  |  |
|  |                               |                                       |  |  |
| <p><b>What other changes is the council planning/already in place that may affect the same groups of residents?<br/>Are there any dependencies decisions makers need to be aware of</b></p>  |                               |                                       |  |  |
| <p>The proposal to change the designation of Clifton Hill 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.</p> <p><a href="#">SEND Capital programme 29 Sept 20</a></p> <p><a href="#">SEND Capital Programme Phase 3 2021- Cabinet Report.pdf (surreycc.gov.uk)</a></p> |                               |                                       |  |  |
| <p><b>Any negative impacts that cannot be mitigated? Please identify impact and explain why</b></p>  |                               |                                       |  |  |
| <p>NA</p>  |                               |                                       |  |  |

## 3. Staff

**What information do you have on the affected staff with this characteristic?**

All current staff at Clifton Hill school are affected. There are no identified direct impacts under the protected characteristics. There are positive impacts for all.

| Impacts   | Positive  |  | Negative                          |                | Both |  |
|---|---|--|-----------------------------------|----------------|------|--|
| Impacts identified  | Supporting evidence                                       | How will you maximise positive/minimise negative impacts?  | When will this be implemented by? | Owner          |      |  |
| <b>Positive:</b> Pupils with different challenges and educational needs will result in opportunities for staff development. | There will be children that require a variety of support. | There will be additional training for staff. An increase in ELSA and Social Emotional and Mental Health support for staff members. | Ongoing                           | School and SCC |      |  |

**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**

No impact identified

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

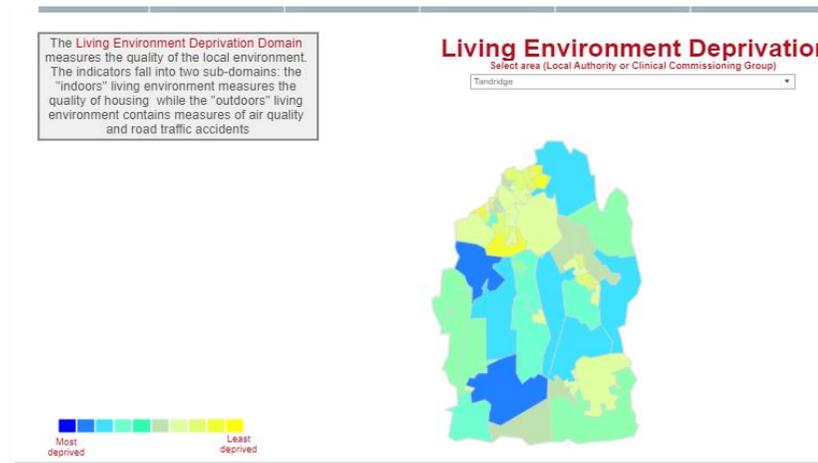
NA

## Socio - Economic

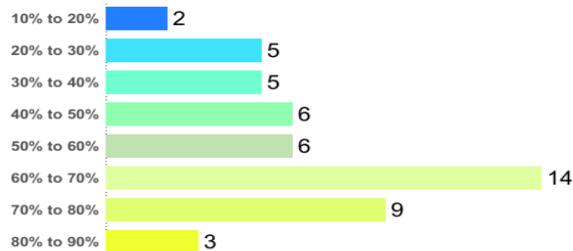
### What information (data) do you have on affected service users/residents with this characteristic?

22.2% of pupils are in receipt of free school meals.

Pupils may travel from across Surrey to Clifton Hill if it is the nearest school that meets their needs. Across Surrey there are a mix of the least deprived areas in the country next to the most deprived. The map below shows the indices of deprivation across the area of Tandridge. Some areas are in the 10% least deprived in the country meaning that 90% of areas are more deprived and there are also wards that are in the 30 – 40% most deprived areas. 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](#)



**Number of LSOAs in each decile in Tandridge**



| Impacts   | Positive   |   | Negative |                                   | Both                        |  |
|---|--|---|----------|-----------------------------------|-----------------------------|--|
| Impacts identified  | Supporting evidence  | How will you maximise positive/minimise negative impacts?   |          | When will this be implemented by? | Owner                       |  |
| <p><b>Positive:</b> Impacts identified will ensure pupils are not disadvantaged if they are from a lower socio-economic background.</p>   | <p>The percentage of pupils currently accessing free school meals.</p> | <p>Places are allocated through the EHCP policy process.</p> <p><i>“Children with 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)</i></p> |          | <p>From September 2021</p>        | <p>Surrey CC and School</p> |  |
| <p><b>What other changes is the council planning/already in place that may affect the same groups of residents?<br/>Are there any dependencies decisions makers need to be aware of</b></p> |  |   |          |                                   |                             |  |
| <p>No impact identified</p>   |  |   |          |                                   |                             |  |
| <p><b>Any negative impacts that cannot be mitigated? Please identify impact and explain why</b></p>   |  |   |          |                                   |                             |  |
| <p>NA</p>   |  |   |          |                                   |                             |  |

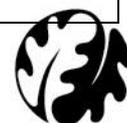
## 4. Amendments to the proposals

| 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> |
| NA   | NA                                       |
|  |  |

## 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><br>This EIA has not identified any potential for discrimination or negative impact, and all opportunities to promote equality have been undertaken   |      |
| <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> | X    |
| <b>Outcome Four</b>   | <b>Stop and rethink</b> the policy when the EIA shows actual or potential unlawful discrimination<br>(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> | NA   |      |



## 6a. Version Control

| Version Number | Purpose/Change   | Author        | Date       |
|----------------|------------------|---------------|------------|
| V1             | To write the EIA | Debbie Watson |            |
| V2             | To check         | Lisa Way      | 27/04/2021 |
| V3             | Amendments       | Debbie Watson | 27/04/2021 |
| V4             | Amendments       | Debbie Watson | 10/05/2021 |
| Final          | To finalise      | Debbie Watson | 19/05/2021 |

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  |
|---------------------|-----------------------------------|----------------|
| <b>Approved by*</b> | <i>Head of Service</i>            | Liz Mills      |
|                     | <i>Executive Director</i>         | Rachael Wardel |
|                     | <i>Cabinet Member</i>             |                |
|                     | <i>Directorate Equality Group</i> |                |

|                   |                        |
|-------------------|------------------------|
| <b>EIA Author</b> | Debbie Watson/Lisa Way |
|-------------------|------------------------|

\*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        |
|-----------------|-------------------------|---------------------|
| Debbie Watson   | Commissioning Assistant | Place Planning Team |
| Lucy Jarvis     | Commissioning Assistant | Place Planning Team |
| Jackie Drysdale | Commissioning Assistant | Place Planning Team |
| Miriam Hepburn  | Commissioning Assistant | Place Planning Team |

|               |                         |                     |
|---------------|-------------------------|---------------------|
| Sarah Manning | Commissioning Assistant | Place Planning Team |
| Jane Keenan   | Commissioning Manager   | Place Planning Team |
| Lisa Way      | Commissioning Manager   | Place Planning Team |

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