

EIA – Proposal to expand Freemantles School

Question	Answer
Did you use the EIA Screening Tool? (Delete as applicable)	Yes (please attach upon submission)

1. Explaining the matter being assessed

Question	Answer
What policy, function or service change are you assessing?	<p>Surrey County Council (SCC) is proposing that Freemantles School is permanently expanded to accommodate a total of 270 pupils by providing an additional 72 places in Years 7 to 14. The proposal will come into effect from September 2021 and the additional pupil numbers will grow incrementally.</p> <p>In recent years, SCC has needed to ask the school to accommodate temporary bulge classes of pupils in order to meet demand for specialist school places, meaning that they currently have two forms of entry (18 pupils) in Years Reception to 6.</p> <p>Overall, new accommodation will be provided for 135 additional permanent places, which takes into account the current temporary bulge classes moving through the school.</p> <p>This expansion is proposed to meet the increased demand for specialist placements for children with a primary need of Autism. Surrey's current Autism provision is operating at capacity and as a result, pupils are increasingly placed in specialist independent provision. 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?	The EIA is being completed to assess the impact of the proposal to expand the school on its current site.

Equality Impact Assessment

Question	Answer																								
<p>Who is affected by the proposals outlined above?</p>	<p>The proposal will impact:</p> <ul style="list-style-type: none"> • pupils currently attending Freemantles School • Staff at Freemantles School • Parents and families of children with Autism, currently attending the school or likely to attend in the future 																								
<p>How does your service proposal support the outcomes in the Community Vision for Surrey 2030?</p>	<ul style="list-style-type: none"> • 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 free able to contribute to community life. 																								
<p>Are there any specific geographies in Surrey where this will make an impact? (Delete the ones that don't apply)</p>	<table border="1"> <tbody> <tr> <td data-bbox="544 824 906 869">County Wide</td> <td data-bbox="906 824 983 869">✓</td> <td data-bbox="983 824 1321 869">Runnymede</td> </tr> <tr> <td data-bbox="544 869 906 913">Elmbridge</td> <td data-bbox="906 869 983 913"></td> <td data-bbox="983 869 1321 913">Spelthorne</td> </tr> <tr> <td data-bbox="544 913 906 958">Epsom and Ewell</td> <td data-bbox="906 913 983 958"></td> <td data-bbox="983 913 1321 958">Surrey Heath</td> </tr> <tr> <td data-bbox="544 958 906 1003">Guildford</td> <td data-bbox="906 958 983 1003"></td> <td data-bbox="983 958 1321 1003">Tandridge</td> </tr> <tr> <td data-bbox="544 1003 906 1048">Mole Valley</td> <td data-bbox="906 1003 983 1048"></td> <td data-bbox="983 1003 1321 1048">Waverley</td> </tr> <tr> <td data-bbox="544 1048 906 1093">Reigate and Banstead</td> <td data-bbox="906 1048 983 1093"></td> <td data-bbox="983 1048 1321 1093">Woking</td> </tr> <tr> <td data-bbox="544 1093 906 1160">Not Applicable</td> <td data-bbox="906 1093 983 1160"></td> <td data-bbox="983 1093 1321 1160"></td> </tr> <tr> <td colspan="3" data-bbox="544 1160 1321 1191">County Divisions (please specify if appropriate):</td> </tr> </tbody> </table>	County Wide	✓	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):		
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Equality Impact Assessment

Question	Answer
Briefly list what evidence you have gathered on the impact of your proposals	<p>A consultation was published on Monday 22 February 2021 and concluded on 19 April 2021. A public consultation meeting was held virtually on Tuesday 16 March 2021. A total of 23 people attending the meeting mainly consisting of parents of children attending the school, school staff, Surrey Lead Cabinet member and SCC staff.</p> <p>At the end of the consultation, a total of 38 responses were received and analysed. Of the 38 responses, 86.8% agreed with the proposal, 7.9% disagreed with the proposal; and 5.3% did not know or offer a position.</p> <p>Statutory notices were published on 13 May 2021 and ran for a period of 4 weeks during term time, allowing extra time for the half-term break. These were posted on the school website, published in the local press and on the Surrey Says website. There were X responses to the statutory notice: X responses agreed with the proposal; X responses disagreed.</p>

2. Service Users / Residents

The 10 protected characteristics below have been considered in the proposal:

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

Impacts have been identified under the protected characteristics **Age including younger and older people** and **Disability**. 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

Age				
What information (data) do you have on affected service users/residents with this characteristic?				
Freemantles School provides all-through education (ages 4-18) for pupils with complex Autism.				
Impacts (Delete as applicable)		Positive		
Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
Positive: Pupils currently attending Freemantles can continue their education throughout the school from Reception through to Year 13.	Responses to the consultation	To ensure that the proposal is completed on time. The phasing in of additional pupils starts from September 2021.	Ongoing from September 2021	SCC and school
Positive: More pupils with Autism within the age range can attend the provision, if the school can meet their needs.	Responses to the consultation	SCC to place children with a primary need of Autism at Freemantles, if there are spaces available and the school can meet the pupil's needs as identified by the pupil's EHCP.	Ongoing from September 2021	SCC and school
Question		Answer		
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		If so, please detail your awareness of whether this will exacerbate impacts for those with protected characteristics and the mitigating actions that will be taken to limit the cumulative impacts of these changes.		

Equality Impact Assessment

Question	Answer
Any negative impacts that cannot be mitigated? Please identify impact and explain why	Identifies negative impacts that can't be mitigated, together with evidence.
Not applicable	Not applicable

Disability

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

There are currently 190 pupils on roll at Freemantles School (*School Census, May 2021*). Over 90% of pupils on roll at the school have a primary need of Autism, as indicated in their Education, Health and Care Plan (EHCP).

Impacts (Please tick or specify)	Positive		Negative		Both	✓
	Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner	
Positive: There will be an increase in the number of school places available for pupils with complex Autism.	Responses to the consultation	SCC SEND Admissions team will place pupils according to their needs and taking into account parental request. They will therefore ensure pupils are appropriately placed and that their needs are met.	From September 2021	SCC and 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	From September 2021	SCC and school		

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		provision is available for September 2021.		
<p>Negative: Developing a bigger site could potentially have an impact on the efficiency in meeting pupils' needs.</p> <p>Negative: Children with Autism can experience high anxiety during change.</p>	<p>Responses to the consultation</p> <p>Transitions Moving between different stages of life, such as school, college and work, is especially hard if you find change difficult, as many individuals with Autism do. This section provides advice about strategies and support that can help. (source: National Autistic Society website)</p>	<p>A recruitment drive of additional staff to support and meet pupil's needs.</p> <p>Staff will support pupils to manage any changes within the school. The expansion has already happened incrementally with bulge classes.</p> <p>To ensure that the proposal is completed on time and the provision is available for September 2021.</p>	<p>From September 2021</p> <p>Ongoing</p>	<p>SCC and school</p> <p>SCC and school</p>
<p>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</p>				
<p>The proposal to expand Freemantles 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>SEND Capital programme 29 Sept 20</p> <p>SEND Capital Programme Phase 3 2021- Cabinet Report.pdf (surreycc.gov.uk)</p>				
<p>Any negative impacts that cannot be mitigated? Please identify impact and explain why</p>				

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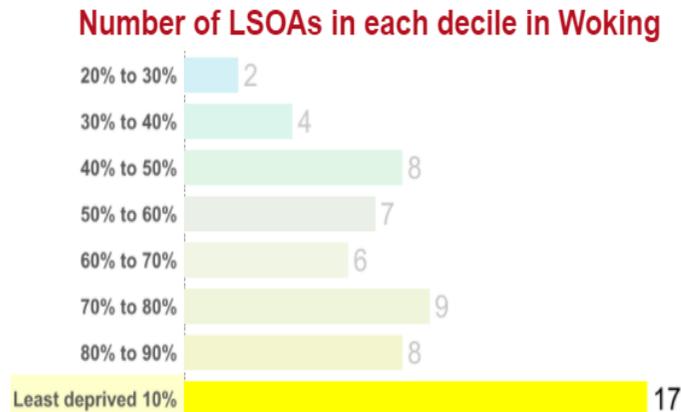
We cannot completely remove the impact of change on pupils with Autism and high levels of anxiety but will mitigate by preparing for transition.

Socio - Economic

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

16.5% of pupils at Freemantles School are in receipt of free school meals.

Levels of deprivation in the Heathlands ward of Woking.



Pupils travel to Freemantles from further afield than the borough of Woking, if it is the nearest school that meets their needs. The map shows the indices of deprivation across the borough. 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](#)".

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Impacts (Please tick or specify)	Positive	✓	Negative		Both	
Impacts identified	Supporting evidence		How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner	
There is potentially less travel time and cost if pupils are able to access appropriate SEND provision closer to home.	Responses to the consultation		Placements co-ordinated through the SEND admissions process will place pupils at the appropriate establishment identified through their EHCP. Additional local places will mean more pupils will be able to attend provision local to their home.	Ongoing	SCC and school	
More families will be able to access local SEND provision specialising in Autism	Responses to the consultation Freemantles School is one of two schools catering for complex Autism in Surrey, the other being located in the North East of the county.		To ensure that the proposal is completed on time and the provision is available for September 2021.	From September 2021	SCC	
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						
Not applicable						
Any negative impacts that cannot be mitigated? Please identify impact and explain why						

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Not applicable

3. Staff

Question	Answer
What information (data) do you have on affected service users/residents with this characteristic?	There are no identified impacts under the protected characteristics. Any direct changes for staff are not part of this proposal and would be addressed directly by the school. However, some responses to the consultation did raise concerns regarding staffing.
Impacts (Delete as applicable)	

Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
What impacts have you identified?	What are you basing this on?	Actions to mitigate or enhance impacts	Due date	Who is responsible for this?

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Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner
<p>A small number of respondents had concerns about the increase in numbers of pupils attending Freemantles, which would have an impact on the current staff workload.</p> <p>As a result, an increase in numbers of pupils will require additional space, and staff should have adequate space to prepare, relax and access rest rooms.</p>	<p>Responses from the consultation</p>	<p>The school will recruit additional staff for the expansion as appropriate. Pupils will have the opportunity to build relationships with current and new staff in the school.</p> <p>Training opportunities will be available for staff to enhance their skills.</p> <p>The expansion will provide appropriate spaces for current and new staff.</p>	<p>Ongoing from September 2021</p>	<p>School and Governing Body</p> <p>SCC and school</p>

Question	Answer
<p>What other changes is the council planning/already in place that may affect the same groups of residents?</p> <p>Are there any dependencies decisions makers need to be aware of</p>	<p>Not applicable</p>

4. Amendments to the proposals

CHANGE	REASON FOR CHANGE
What changes have you made as a result of this EIA?	Why have these changes been made?
None	Not applicable

5. Recommendation

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

Outcome Number	Description	Tick
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: <ul style="list-style-type: none"> • 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).	



Equality Impact Assessment

6a. Version control

Version Number	Purpose/Change	Author	Date
1	New draft	Debbie Watson	February 2021
2	Amendments	Miriam Hepburn	May 2021
3	Final draft	Lauren Comer	June 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

Approved by*	Date approved
Liz Mills	22/06/2021
Rachael Wardell	22/06/2021
Denise Turner Stewart	
Directorate Equality Group	

EIA Author	Lauren Comer
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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
Lauren Comer	Commissioning Manager	Surrey County Council	EIA Working Group
Debbie Watson	Commissioning Assistant	Surrey County Council	EIA Working Group
Miriam Hepburn	Commissioning Assistant	Surrey County Council	EIA Working Group
Sarah Manning	Commissioning Assistant	Surrey County Council	EIA Working Group

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

Equality Impact Assessment

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