

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. The project will be delivered in stages: firstly, through the provision of temporary accommodation then a permanent expansion, allowing places to be phased in from September 2021 onwards.</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? | <p>The EIA is being completed to assess the impact of the proposal to expand the school on its current site.</p> |

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| 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="906 824 986 869">✓</td> <td data-bbox="986 824 1326 869">Runnymede</td> </tr> <tr> <td data-bbox="544 869 906 913">Elmbridge</td> <td data-bbox="906 869 986 913"></td> <td data-bbox="986 869 1326 913">Spelthorne</td> </tr> <tr> <td data-bbox="544 913 906 958">Epsom and Ewell</td> <td data-bbox="906 913 986 958"></td> <td data-bbox="986 913 1326 958">Surrey Heath</td> </tr> <tr> <td data-bbox="544 958 906 1003">Guildford</td> <td data-bbox="906 958 986 1003"></td> <td data-bbox="986 958 1326 1003">Tandridge</td> </tr> <tr> <td data-bbox="544 1003 906 1048">Mole Valley</td> <td data-bbox="906 1003 986 1048"></td> <td data-bbox="986 1003 1326 1048">Waverley</td> </tr> <tr> <td data-bbox="544 1048 906 1093">Reigate and Banstead</td> <td data-bbox="906 1048 986 1093"></td> <td data-bbox="986 1048 1326 1093">Woking</td> </tr> <tr> <td data-bbox="544 1093 906 1160">Not Applicable</td> <td data-bbox="906 1093 986 1160"></td> <td data-bbox="986 1093 1326 1160"></td> </tr> <tr> <td colspan="3" data-bbox="544 1160 1326 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): | | |
| 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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| 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 five responses to the statutory notice: all responses received agreed with the proposal.</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.

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| 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. | | |

| 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 | | |

Equality Impact Assessment

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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> | | | | |

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

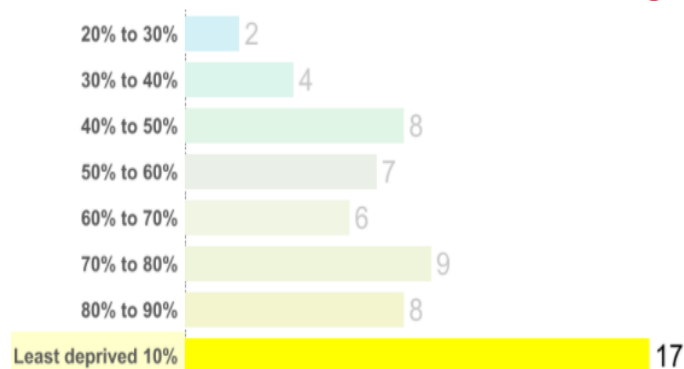
What information (data) do you have on affected service users/residents with this characteristic?

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

Levels of deprivation in the Heathlands ward of Woking.



Number of LSOAs in each decile in 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 | | | | | | |

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> |

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| 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

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| 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). | |

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 |
|-------------------|--------------|

*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

Tel: 03456 009 009

Textphone (via Text Relay): 18001 03456 009 009

SMS: 07860 053 465

Email: contactcentre@surreycc.gov.uk

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