

# Equality Impact Assessment

## Equality Impact Assessment for the Proposal to change the age range and extend premises at Meadowcroft Infant School

Did you use the EIA Screening Tool?

Yes

### 1. Explaining the matter being assessed

**This is a:**

- Change to a service or function

In agreement with the school's Headteacher and Governing Body, Surrey County Council is proposing that Meadowcroft Infant School change the age range to accommodate ages 4-11 years, becoming a 1FE primary school. This would allow for a roll of 210 pupils across the school.

- Pupils currently attending Meadowcroft Infant School
- Staff at Meadowcroft School
- Parents and families of pupils currently attending Meadowcroft School or likely to attend the school in the future.

This proposal also impacts the school's current Junior counterpart, St Ann's Heath Junior School. Should this proposal be agreed, the local authority will seek to submit an in-year variation to a school's admissions arrangements to decrease the PAN at St Ann's Heath from 90 to 60 and remove the reciprocal sibling priority from both schools.

**How does your service proposal support the outcomes in [the Community Vision for Surrey 2030](#)?**

- 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 feel able to contribute to community life

Are there any specific geographies in Surrey where this will make an impact?

- Runnymede

**Assessment team**

**Detail here who you have involved with completing this EIA:**

# Equality Impact Assessment

- Rachael Wardell, Surrey County Council, Executive Director Children Families and Learning
- Liz Mills, Surrey County Council, Director of Education and Learning
- Mike Singleton, Surrey County Council, Service Manager, Education Place Planning
- Lauren Comer, Surrey County Council, Commissioning Manager, Education Place Planning
- Kim O'Malley, Surrey County Council, Commissioning Assistant
- Tess Jerwood, Surrey County Council, Commissioning Assistant
- Jacky Underwood, Meadowcroft Infant School, Headteacher
- Paul Gibbs, Meadowcroft Infant School, Chair of Governing Body
- Surrey County Council Capital Programme Board

## Consultation Information:

Surrey County Council and Meadowcroft Infant School consulted on the proposal to change the age range of Meadowcroft Infant School from a one-form entry infant school to a one-form entry primary school and extend their premises to accommodate the additional children.

The aim of the consultation was to seek views on the proposal from all interested parties, particularly from pupils and their families who attend Meadowcroft Infant School, pupils and their families who may attend the school in the future, and the views of the local community.

The informal consultation was open from 22 June 2022 to 15 September 2022. The associated documentation was published on the [Surrey County Council 'Surrey Says' website](#) and circulated to local stakeholders. Interested parties were invited to return responses to the consultation via an online form or alternatively email or post responses.

A public meeting was held at the school on 6 July 2022.

The informal consultation analysis is published on the statutory notices page at [SurreySays](#).

Statutory Notices were published from 13 January 2023 to 10 February 2023. The associated documentation was published on the [SurreySays Website](#) and circulated to local stakeholders. Interested parties were invited to return responses to the consultation via an online form or alternatively email or post responses.

Respondents had the opportunity to add comments at the end of the survey. The full analysis of the consultation period can be found in the analysis document on [SurreySays](#).

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## 2. Service Users / Residents

Who may be affected by this activity?

There are 9 protected characteristics (Equality Act 2010) considered in the proposal. These are:

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

Though not included in the Equality Act 2010, Surrey County Council recognises that there are other vulnerable groups which significantly contribute to inequality across the county and therefore they should also be considered within EIAs. If relevant, you will need to include information on the following vulnerable groups.

- Members/Ex members of armed forces
- Adult and young carers\*
- Those experiencing digital exclusion\*
- Those experiencing domestic abuse\*
- Those with education/training (literacy) needs
- Those experiencing homelessness\*
- Looked after children/Care leavers\*
- Those living in rural/urban areas
- Those experiencing socioeconomic disadvantage\*
- Out of work young people)\*
- Adults with learning disabilities and/or autism\*
- People with drug or alcohol use issues\*
- People on probation
- People in prison
- Migrants, refugees, asylum seekers
- Sex workers
- Children with Special educational needs and disabilities\*
- Adults with long term health conditions, disabilities (including SMI) and/or sensory impairment(s)\*
- Older People in care homes\*
- Gypsy, Roma and Traveller communities\*
- Other (describe below)

(\*as identified in the Surrey COVID Community Impact Assessment and the Surrey Health and Well-being Strategy)

Impacts have been identified under the protected characteristics **Age including younger and older people** and **Disability**. The following vulnerable groups have also been identified, **Children with Special educational needs and disabilities** and **those experiencing socioeconomic disadvantage**.

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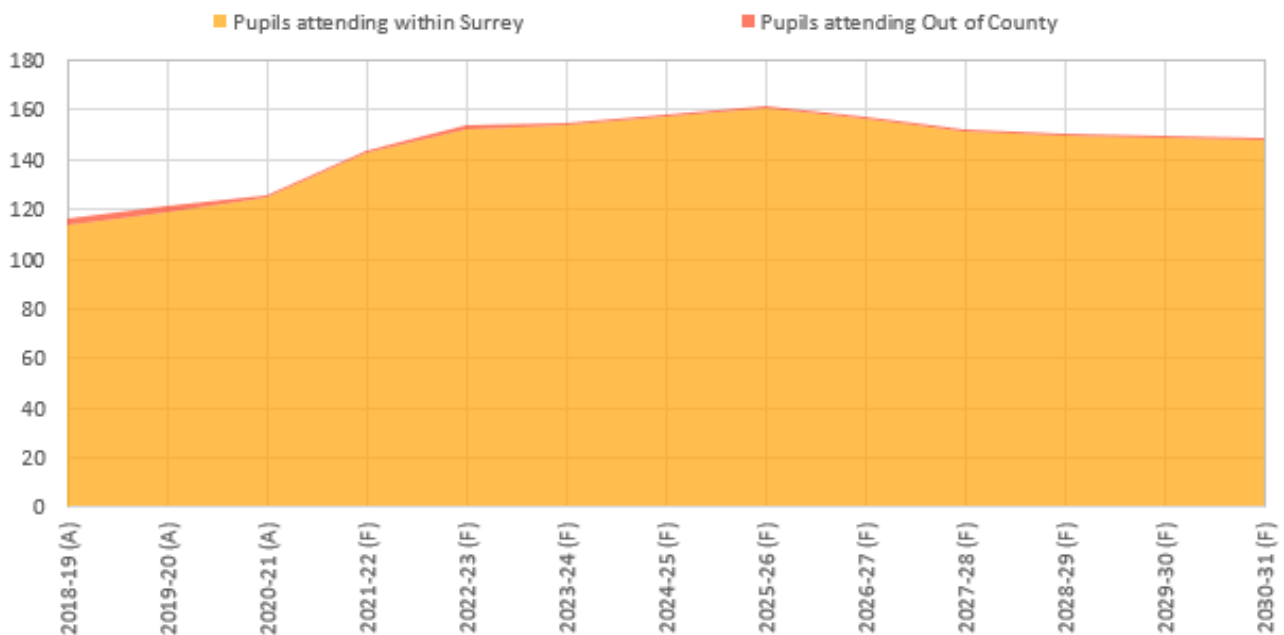
## Disability

(Including Children with additional needs and disabilities and Adult and Young carers)

There are 77 pupils currently on roll at Meadowcroft School, with around 5% of pupils having an EHCP or undergoing assessment for an EHCP.

Graph 1 shows the predictions for the Borough of Runnymede indicate a 13% growth in the total number of pupils with an EHCP who require a mainstream primary place from 2021-2022 (143) to the peak in 2025-26 (162).

**Graph 1: Forecast of demand for mainstream places from Year R to Year 6 for pupils with an EHCP in Runnymede**



### Positive Impacts:

- The change of age range will positively impact pupils who have an EHCP and those students with additional learning needs as they will experience continuity in their education. Remaining in the same setting at the Key Stage Transfer mid-way through their primary education, will provide these pupils with consistency and stability that will assist with the identification and support of their needs.
- A school place that is closer to home will positively impact students, parents and carers who will have the opportunity to be part of a school community closer to home as well as reducing potential travel time for students and their families.

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Describe here suggested mitigations to inform the actions needed to reduce inequalities.

N/A

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

Surrey County Council is aiming to expand the specialist education estate by more than 2,440 places to meet projected demand in the long-term.

**SEND Capital Programme Cabinet Report 28 March 2023:**

[Developing Local Special Educational Needs and Disability \(Send\) Provision in Surrey to Meet Demand From 2023/24 Onwards](#)

**Any negative impacts that cannot be mitigated?**

No

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## Age including younger and older people

This proposal provides Surrey County Council with the opportunity to re-organise primary places in an area of Chertsey by providing an all-through primary school which will benefit the local community and provide opportunities for siblings in a family to attend the same school. It would also ease the transition made by children when transferring from Key Stage 1 to Key Stage 2, as pupils will have the opportunity to remain at Meadowcroft School instead of transferring to another school for their junior education.

Historically, Meadowcroft Infant School has had no formal follow-on for junior provision and, as such, pupils have previously been offered places at different schools across Chertsey, Addlestone, Ottershaw, and beyond; based on wherever Year 3 vacancies existed at the time.

In 2014, Meadowcroft became a formal feeder school for St Ann's Heath Junior School to secure a junior pathway for Meadowcroft pupils.

However, St Ann's Heath is over three miles away from Meadowcroft and therefore some distance from the homes of Meadowcroft pupils, who tend to live near the infant school. This does affect parental preference and as a result, Meadowcroft suffers with fluctuating pupil numbers as parents elect to move their children at other points during the school year to avoid having to make a junior transition by securing a place in a local all-through primary school.

The proposed change of age range allows Meadowcroft Infant School to offer junior places. The increase in junior places in the Addlestone and Ottershaw planning area will then match the total number of Reception places available. This would improve the sustainability of the school without negatively impacting pupil numbers at other primary schools across Addlestone, Ottershaw and Runnymede.

Describe here suggested mitigations to inform the actions needed to reduce inequalities.

N/A

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

**Any negative impacts that cannot be mitigated?**

No

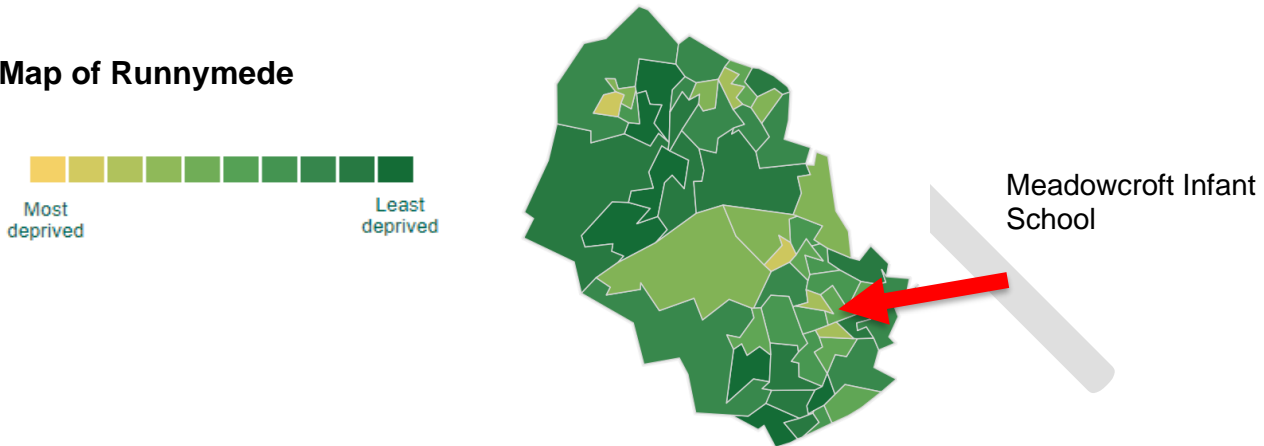
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## Socio economic disadvantage

[The Indices of deprivation 2019](#) finds that 2 out of 53 Lower Layer Super Output Areas (LSOA) in Runnymede are between 20% - 30% most deprived area in the country. 11 out of 53 areas are more deprived than 50% of England. 7 out of 53 Lower Layer Super Output Areas (LSOA) in Runnymede are in the least deprived 10% in the country, however there are pockets of deprivation in the borough.

**Figure 1: English Index of Multiple Deprivation Spelthorne and Runnymede**

### Map of Runnymede



Source: Indices of deprivation 2019 in Surrey by Surrey-i helpdesk

**Positive impact:** More families will be able to access an all-through primary school closer to home.

**Describe here suggested mitigations to inform the actions needed to reduce inequalities.**

N/A

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

**Any negative impacts that cannot be mitigated?**

No

## 3. Staff

Any impacts for staff with protected characteristics will be considered by the Governing Body of Meadowcroft Infant School.

**Describe here suggested mitigations to inform the actions needed to reduce inequalities.**

Communication and consultation with staff throughout the decision-making process.

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

**Any negative impacts that cannot be mitigated?**

No



## 4. Recommendation

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

- **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:
  - 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).

### Recommended outcome:

- **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 (**do we need to address negative impact concerns?**).

### Explanation:

No negative equalities impacts have been identified.

## 5. Action plan and monitoring arrangements

There is no current action plan as no negative impacts have been identified

## 6a. Version control

Version Number	Purpose/Change	Author	Date
0.1	Draft	Kim O'Malley/Tess Jerwood	March 2023
0.2	Amendments to draft at end of Informal Consultation	Kim O'Malley/Tess Jerwood	March 2023
0.3	Final draft version at the end of the Statutory Notice period	Lauren Comer	March 2023
1	Final version for Cabinet Member Meeting	Lauren Comer	April 2023

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## 6b. Approval

Secure approval from the appropriate level of management based on nature of issue and scale of change being assessed.

Approved by	Date approved
Head of Education – Carrie Traill	30 March 2023
Executive Director – Rachael Wardell	12 April 2023
Cabinet Member – Clare Curran	12 April 2023
Directorate Equality Group – Liz Mills	

**EIA author:** Lauren Comer, Commissioning Manager, Education Place Planning

## 6c. EIA Team

Name	Job Title	Organisation	Team Role
Lauren Comer	Commissioning Manager	SCC	Author, Project Manager
Kim O'Malley	Commissioning Assistant	SCC	Project Group member
Tess Jerwood	Commissioning Assistant	SCC	Project Group member

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