

Equity in Education

Surrey's Lifetime of Learning Strategy

Did you use the EIA Screening Tool?

Yes

1. Explaining the matter being assessed

This is a new strategy

This Equality Impact Assessment (EIA) looks at the effect on people with protected characteristics of establishing Surrey's first strategy to support a Lifetime of Learning for all Surrey residents. This Strategy covers people of all ages. Throughout the strategy and in this EIA where the term 'learner' is used this should be interpreted as including people who study in; early years, schools, Further Education, higher education and learning that takes place when you are an adult.

Surrey has a diverse and vibrant education landscape and has outcomes at each key stage above the national average. In July 2024 93.4% of our schools are either good or outstanding, 50% of our early year's settings are good and 50% are outstanding.

There are however some cohorts of children and young people who have significantly poorer outcomes than their peers, such as children who are looked after, children on free school meals, children from some minority ethnic backgrounds and children from mobile communities, such as children from Gypsy, Romany and Traveller (GRT) communities. A collaborative approach to establishing a common ambition for all learners in Surrey is essential to equity for all learners.

Adults need to be able to access learning opportunities in high quality provision to develop new skills or to secure new qualifications. We know that some areas of Surrey have adults who are less able to secure economic well-being because of skills and qualification gaps and we want to support the ambitions seen in the Surrey Skills Plan 2022 and to respond to the emerging skills gaps. The strategy will embrace the opportunities for a Lifetime of Learning.

Through realisation of the strategy, the learning offer in Surrey will allow residents of all ages rich and diverse opportunities to acquire the knowledge and skills they need at any time in their lives. Whether that is part of compulsory schooling, careers development, learning a new skill or even brushing up on maths and English to help children at home, we want to have a learning offer that meets needs at all stages of life.

The strategy is for the next six years, 2024-2030. It does not contain the detail of how the strategy's vision will be achieved. A Strategy Action Plan will be developed setting out how the actions will be achieved. This is scheduled to be in place by April 2025.

The strategy lays out a series of priority areas for the first two years of the strategy.

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Priorities (2024-2026):

Our key priority is to improve educational outcomes for under-served groups. We will do this through improvements to:

- **Communication and Literacy:** Enhance language and literacy skills across all age groups, focusing on vulnerable individuals who struggle with these key skills.
- **Attendance and Engagement:** Address issues leading to low attendance and disengagement, ensuring that all children and young people are fully involved in their education.
- **Emotional Well-being:** Support the emotional and mental health of learners by embedding well-being into the ethos and practices of educational settings.
- **Teacher and Leader Development:** Recruit, retain, and develop high-quality learning providers, providing ongoing professional development to ensure the best educational outcomes.

Implementation and Monitoring:

Surrey's Education Partnership (SEP) has been established to support the strategy's development and implementation, focusing on collaborative working across sectors. There will be governance oversight from the Health and Wellbeing Board and the CFLLC Select Committee.

The Strategy is aimed at ensuring that all learners, regardless of their circumstances, can access high-quality education and support throughout their lives. The strategy emphasises collaboration, inclusivity, and continuous improvement to close existing gaps in learning and well-being.

This Surrey Lifetime of Learning Strategy has been developed in consultation with key stakeholders: school phase councils; further education and skills providers; the local area Additional Needs and Disabilities (AND) partnership board known externally as (SEND (Special Educational Needs and Disabilities)); Surrey's Health and Wellbeing Board; Schools Alliance for Excellence and wider Council services.

We are now able to learn more about what our children and young people, parents and carers and community groups want from this strategy, and this will be an area we will focus on over the coming months.

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

The strategy will ensure that:

- Everyone benefits from education, skills and employment opportunities that help them succeed in life.
- Everyone lives healthy, active and fulfilling lives, and makes good choices about their wellbeing

The strategy has close alignment to the Health and Wellbeing strategy, and we recognise that creating better educational equity is crucial for several key reasons, all of which have significant implications for individuals, communities, and society as a whole:

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1. Promotes Social Justice

- **Fairness:** Educational equity ensures that all learners, regardless of their background, have access to the resources, opportunities, and support they need to succeed. This addresses historical and systemic inequalities that have disadvantaged certain groups, particularly those based on race, ethnicity, socioeconomic status, and disability.
- **Reduces Inequality:** By levelling the playing field, educational equity helps to reduce the disparities in outcomes that exist between different social groups. This is a step towards a more just society where everyone has a fair chance to succeed.

2. Improves Economic Outcomes

- **Workforce Readiness:** A more equitable education system ensures that all learners are prepared for the workforce, leading to a more skilled and diverse labour pool. This can enhance economic productivity and innovation.
- **Economic Mobility:** Education is a key driver of economic mobility. Providing equitable educational opportunities helps individuals from disadvantaged backgrounds to improve their economic standing, breaking the cycle of poverty.

3. Enhances Social Cohesion

- **Inclusive Society:** When educational systems are equitable, they contribute to a more inclusive society where people from different backgrounds have mutual respect and understanding. This fosters social harmony and reduces the potential for conflict.
- **Civic Engagement:** Equitable education promotes active and informed citizenship. When everyone has access to quality education, they are better equipped to participate in democratic processes and contribute to the community.

4. Maximises Human Potential

- **Talent Utilisation:** Educational equity ensures that society can tap into the full range of talents and abilities of its population. When everyone can reach their potential, society benefits from a more diverse and capable workforce, leading to greater innovation and progress.
- **Personal Fulfilment:** Education is not just about economic outcomes; it also plays a crucial role in personal development and fulfilment. Equitable education enables individuals to pursue their interests and aspirations, leading to more fulfilling lives.

5. Long-Term Societal Benefits

- **Public Health:** Higher levels of education are associated with better health outcomes. By promoting educational equity, society can reduce health disparities and improve overall public health.
- **Reduction in Crime:** Studies show that educational attainment is inversely related to crime rates. By providing equitable educational opportunities, society can reduce crime and its associated social and economic costs.

Specify which of the ten Vision outcomes this work is linked to.

Equality Impact Assessment

- 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.
- Everyone lives healthy, active and fulfilling lives, and makes good choices about their wellbeing.
- Everyone gets the health and social care support and information they need at the right time and place.
- 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?

This is a county-wide strategy. The action plan will consider the Surrey priority populations found here:

[Surrey Health and Well-Being Strategy - update 2022 | Healthy Surrey](#)

Data and information

A data pack has been developed from multiple sources to support the rationale for the strategy.

How this impact assessment was prepared

- Initial consultation with the partners attending Board meetings.
- Follow up questionnaire to Board members.
- Follow up meeting with service managers across the Education and Lifelong Learning department within Children, Families and Lifelong Learning at the Council.
- Consultation with the Health and Wellbeing Board.
- Review by Assistant Directors across Education and Lifelong Learning department within Children, Families and Lifelong Learning at the Council.
- Feedback from the CFLL Directorate Equalities Group.

2. Service Users / Residents

Who may be affected by this activity?

There are 9 protected characteristics (Equality Act 2010) to consider in your proposal. These are:

- Age including younger and older people
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race including ethnic or national origins, colour or nationality

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- Religion or belief including lack of belief
- Sex
- Sexual orientation
- 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 (Please refer to the EIA guidance if you are unclear as to what this is).

- Members/Ex members of armed forces and relevant family members (in line with the Armed Forces Act 2021 and [Statutory Guidance on the Armed Forces Covenant Duty](#))
- 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* (described as 'mobile communities by the Department for Education)
- Other (describe below)

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2a - Age – Positive Impact

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

The Lifetime of Learning strategy outlines ambitions for learners of all ages. As well as continuing improvement for compulsory school age learners and the early years we want to encourage an enthusiasm for wide ranging post compulsory adult learning and training provision that promotes participation in learning into older age.

The strategy promotes the development of a wide range of qualifications and skills leading into work, learning for pleasure or to develop skills to return to the workforce when a resident wants to change career. This might for example include people nearing the end of the career but need to boost their income as they find their pension does not provide enough income.

People of all ages may be impacted positively by the strategy.

- There would be greater inclusion in the needs of adults in learning. Their inclusion will ensure that they feel listened to and empowered.
- People of all ages could benefit from improved health and well-being, due to improvements in their education, irrespective of their age.
- Adults of all ages would have better access to housing and employment opportunities.

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

All partners will to work together to realise this strategy and it is important that we are held accountable for the outcomes. We have established a Surrey Education Partnership Board (SEP) to ensure that action plans are created which underpin the priorities and focus on what will make the difference. This group of independent stakeholders from a breadth of professions and backgrounds will be responsible for providing the peer support, challenge and monitoring needed to ensure the actions lead to the desired outcomes.

This Board will also be responsible for the creation of key performance indicators so that all are clear about what success looks like and how we will know if we have achieved our priorities.

Work to co-design and reshape the services by listening to the voice of people of all ages through the use of networks to ensure that the learning offer meets the needs of Surrey residents.

Ensure people of all ages have access to information and advice. Regarding the learning opportunities available.

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?

Equality Impact Assessment

There are a wide range of strategies that are working towards improving services for children, young people and adults in Surrey. Each of the following strategies contributes to the work, but there are also interrelationships between them.

- Surrey Community Vision for 2030
- Surrey Skills Plan 2022
- Surrey Inclusion and Additional Needs Strategy
- Surrey All Age Autism Strategy
- Best Start to Life Strategy
- Surrey Health and Wellbeing Strategy
- Children and Young Peoples Emotional Wellbeing and Mental Health Strategy

Any negative impacts that cannot be mitigated?

None Identified.

2b Disability (Including people with a Learning Disability, Autism and Additional Needs) - Positive Impact

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

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The work that is encompassed within the strategy is considered relevant to improving the outcomes of people who have an additional need and / or a disability, as these are a group that are negatively impacted in terms of achievement of outcomes.

In the strategy, one of the ambitions is:

We want to ensure that learners who are disadvantaged, are vulnerable or who have additional needs and /or disabilities have access to a high quality, local school and that we close the gap in terms of outcomes, exclusions, and attendance.

This means ensuring that pupils can access and be fully included in schools and settings of their choice. Our role is to maintain a strategic overview of admissions, inclusion, special education needs and the educational progress of all children young people and adults especially the most vulnerable regardless of whatever state-funded school or setting they attend. In discharging this responsibility, we expect all educational providers to provide high quality education and support to the most vulnerable in order to fulfil this responsibility.

As part of our Inclusion and Additional Needs Strategy, we have focused on making sure children and young people receive the right support from the right professionals at the right time. Lifetime of Learning strategy aligns its work with this strategy.

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Surrey's All Age Autism (AAA) strategy states:

Surrey's population in 2021 is projected to be 1.23 million and our best approximation of its autistic population is 12,300 people, made up of: 3,200 children aged 17 and under 900 young people aged 18-24 (PANSI 2021 projections for Surrey) 8,200 people aged 25 and over (PANSI and POPPI 2021 projections for Surrey).

The AAA strategy outlines the aspiration to ensure all children, young people, and adults with autism in Surrey benefit from improved health and wellbeing, feel listened to and empowered, know where to find relevant information and can navigate the system, and have better access to housing and employment opportunities. The Lifetime of Learning strategy also focuses on providing access to learning opportunities for disadvantaged, vulnerable, and least likely to participate adults.

The potential barriers to people with a disability benefiting from this strategy reflect the concerns identified nationally. This includes concerns around accessibility of information, transport, housing, the physical environment, the built environment as well as the access to the assistance they need in order to attend learning courses.

10 There may also be additional barriers in relation to attitudes towards disability, psychological barriers, such as low self-esteem or anxiety plus the potential impact of lower incomes often experienced by people with disabilities.

People with disabilities will be impacted in a positive way through the need for improvement in:

- Involvement in worthwhile learning activities throughout their lifetime of learning. Which in turn increases the opportunities for social participation.
- Staff will be appropriately skilled and trained to work with people with disabilities and they will be aware of the technological and other support needed in order to support them access learning.

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

The establishment of an independent board and clear governance arrangements to oversee the action plan (as described in section 2a above).

We will also:

- Ensure that learning opportunities are accessible and that those responsible for the provision of learning understand how we can provide support and reasonable adjustments to meet the needs of people with disabilities.
- Ensure that people with a disability are fully involved in identifying the learning services they require.
- Ensure that people with a disability have the right information, advice and guidance to select learning opportunities, at the right place, at the right time, in accordance with their needs.

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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?

There are a wide range of strategies that are working towards improving services for children, young people and adults in Surrey. The following strategies contribute to the work in its own right, but there are also interrelationships between them. The specific strategies that will provide support for these groups are:

- Surrey Community Vision for 2030
- Surrey Inclusion and Additional Needs Strategy
- Surrey All Age Autism Strategy
- Children and Young Peoples Emotional Wellbeing and Mental Health Strategy

The Lifetime of Learning Strategy will support the achievement of the objectives found in the Additional Needs and Disabilities (SEND) improvement plan found here: [Local Area SEND Strategic Improvement Plan \(surreylocaloffer.org.uk\)](https://www.surreylocaloffer.org.uk)

Any negative impacts that cannot be mitigated?

None Identified.

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SEX – Positive Impact

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

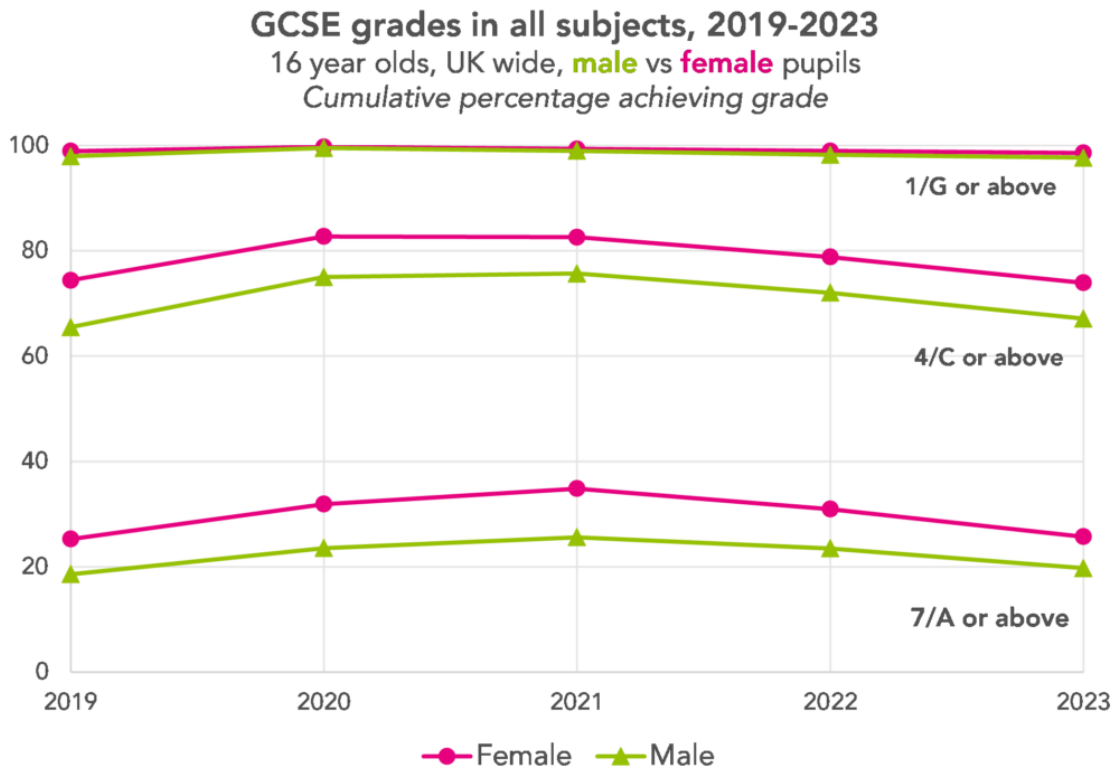
The Lifetime of Learning Strategy focusses on continuing to ensure we champion educational excellence for all learners who are encouraged to achieve outstanding outcomes. This means creating the necessary conditions and environment for success and celebrating the achievement of children and young people in education and that of their setting or schools.

It means a collective commitment to setting or school improvement that challenges and tackles all forms of underperformance. It means providing support, challenge, and early intervention to ensure that schools and settings retain their autonomy.

The gender gap in top grades narrowed in 2023

In 2023 25.7% of GCSEs entered by female pupils achieved a grade 7 or above, compared to 19.7% of those entered by male pupils.

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Gender gaps in GCSE grades are a long-term trend, but the gap in those achieving top grades widened during the pandemic.

At its peak in 2021, it stood at 9.2 percentage points. In 2023 the gap of 6.0 percentage points is lower than the pre-pandemic gap of 6.7 percentage points in 2019.

On the other hand, the gender gap in those achieving grade 9-4 narrowed slightly during the pandemic. In 2019, it stood at 8.9 percentage points but fell to 6.9 percentage points in 2021.

In 2023, the gap at grades 9-4 is at its lowest level since 2019, just 6.8 percentage points, with 73.9% of GCSEs entered by female pupils and 67.1% those entered by male pupils achieving 9-4. At the time of writing the GCSE results have not been published.

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

The establishment of an independent board and clear governance arrangements to oversee the action plan (as described on page 6 above).

Narrowing the gap in performance between groups of pupils continues to be a focus of Surrey County Council and schools.

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?

None Identified.

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Any negative impacts that cannot be mitigated?

None Identified.

Race/Ethnicity/Religion/Belief – Positive Impact

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

The aim of the strategy is to continue the positive impact of education improvement and achievement on Surrey residents. It aims to ensure a curriculum that represents the diversity of our community, promotes aspiration for children, young people and their parents and equips children, young people and adults with the knowledge and cultural capital to succeed in life.

Our data shows that there are some groups who perform less well than others from particular groups. Among the most noticeable are those from our Gypsy, Roma and Traveller (GRT) community.

As a result of an agreed Lifetime of Learning strategy, we will continue to focus on groups who are at risk of underperforming as well as encourage others who are already achieving well to reach their full potential. The strategy focuses on helping underperforming communities like GRT groups learn and get empowered so they can contribute to their communities' economic and social development.

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

- The Council collects and uses good quality data and research to work with schools and learning providers in raising achievement of all pupils including those from Black and Minority Ethnic Groups (BME) and GRT groups.
- The establishment of an independent board and clear governance arrangements to oversee the action plan (as described on page 6 above)

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?

There are a wide range of strategies that are working towards improving services for children and young people in Surrey. Each of the following strategies contributes to the work in its own right, but there are also interrelationships between them.

- Surrey Community Vision for 2030
- Surrey Inclusion and Additional Needs Strategy
- Surrey Health and Wellbeing Strategy
- Children and Young Peoples Emotional Wellbeing and Mental Health Strategy.

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Any negative impacts that cannot be mitigated?

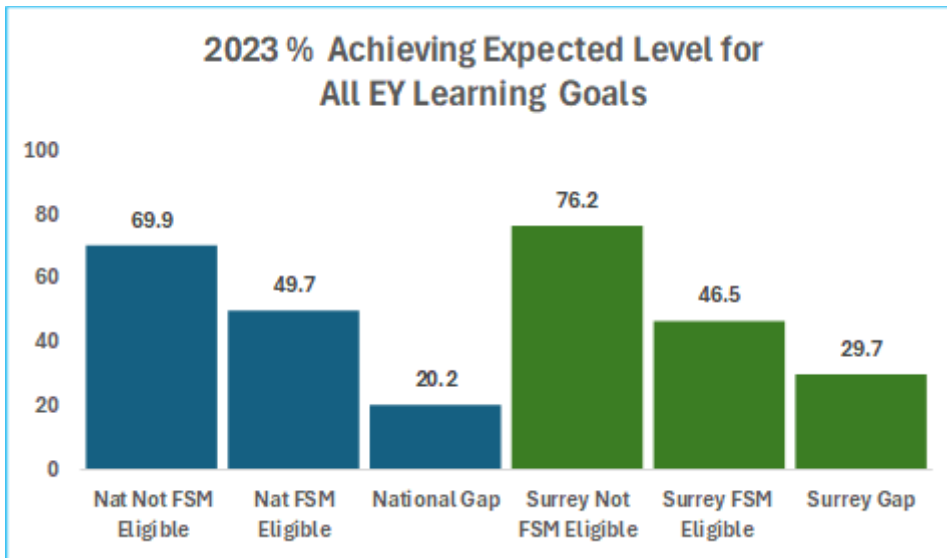
None Identified.

Socioeconomic disadvantage – Positive Impact

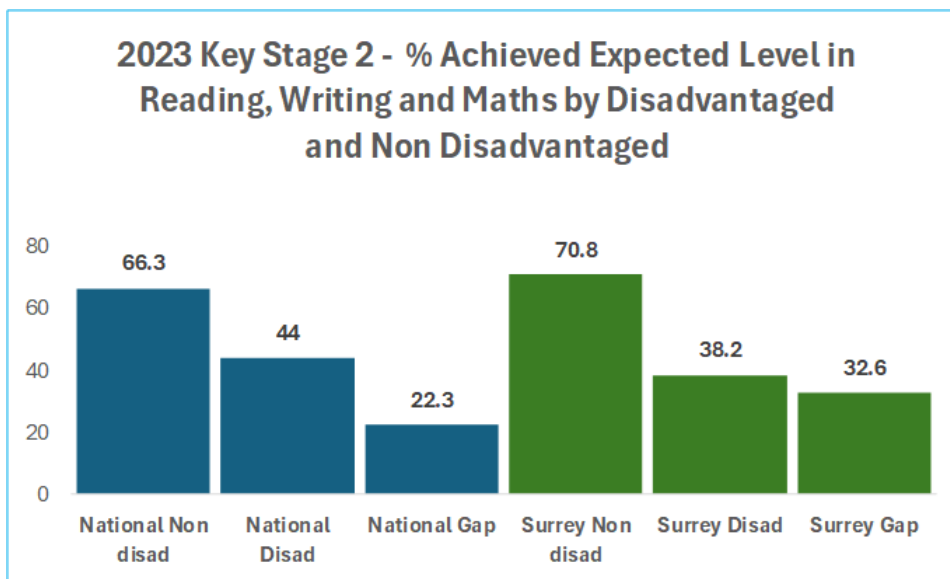
Describe here the considerations and concerns in relation to the programme/policy for the selected group.

Percentage of children achieving at least expected level of achievement across all Early Years (EY) learning goals –Free School Meals (FSM) Non-Eligible and FSM Eligible

(Nexus has NCER National data figures which we cannot use outside Surrey)



% of children achieving Reading Writing and Maths (RWM) at end of Key Stage 2 (KS2) disadvantaged v non disadvantaged



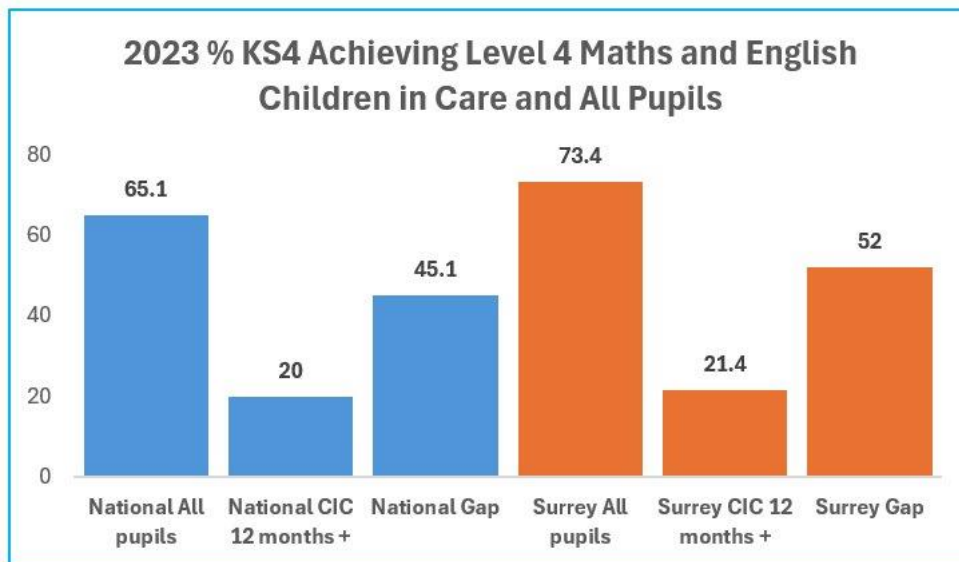
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This picture is similar when you observe the data for the % of pupils achieving Key stage 4 (KS4) 9-5 grades in English and Maths by disadvantaged v non disadvantaged

Historical data from 2021/22 shows that 77% of disadvantaged pupils went from Key Stage 4 (KS4) to a sustained post-16 education destination compared with 91% who were not disadvantaged – a gap of 15 percentage points.

% of children achieving L4+ in maths and English at KS4
Children In Care v all children



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The **Lifetime of Learning** strategy articulates the urgency of continuing to ensure a keen focus on narrowing gaps in educational attainment between groups of pupils particularly for those of a disadvantaged socio-economic background.

In addition to improving access to career education, information, advice, and guidance, the strategy also aims to create clear pathways for learning, employment, and training, as well as enhance and facilitate collaborative efforts and between businesses and education and skills providers.

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

- The establishment of an independent board and clear governance arrangements to oversee the action plan (as described on page 6 above).
- National careers service (The National Careers Service (NCS) is a publicly funded careers service for adults and young people).

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?

There are a wide range of strategies that are working towards improving services for children, young people and adults in Surrey. Each of the following strategies contributes to the work in its own right, but there are also interrelationships between them.

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- Surrey Community Vision for 2030
- Surrey Skills Plan 2022
- Surrey Health and Wellbeing Strategy
- Children and Young Peoples Emotional Wellbeing and Mental Health Strategy

Any negative impacts that cannot be mitigated?

None Identified.

Education/training (literacy) needs and Out of Work Young People/Adults - Positive Impact

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

One of the priority pieces of work we have established as part of the strategy is focused on literacy as we are aware that improvements to literacy may improve life expectancy.

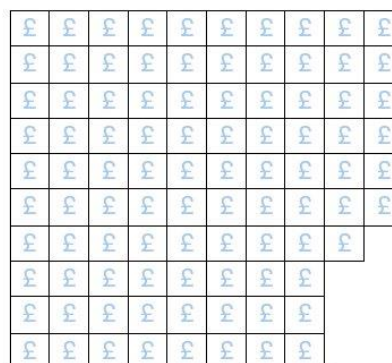
There are a wide range of strategies that are working towards improving services for children, young people and adults in Surrey. Each of the following strategies contributes to the work in its own right, but there are also interrelationships between them.

- Surrey Community Vision for 2030
- Surrey Skills Plan 2022
- Surrey Inclusion and Additional Needs Strategy
- Surrey All Age Autism Strategy
- Best Start to Life Strategy
- Surrey Health and Wellbeing Strategy
- Children and Young Peoples Emotional Wellbeing and Mental Health Strategy

Impact of levels of Literacy against income



Worker with basic literacy



Worker with very low literacy

Pro Bono economics, 2021

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- 1 in 6 (16.4%) adults in England are estimated to have very low literacy, which means they may struggle with longer texts and unfamiliar topics (OECD, 2016).
- The average worker in the UK with very low literacy will earn approximately 7.1% less than if they had a basic level of literacy. This means that they would need to work an additional 1.5 years over their lifetime to make up for this disparity (Pro Bono economics, 2021).
- A girl born in a ward with some of the greatest literacy challenges in the country will live 20.9 years shorter than a girl born in a ward with some of the fewest literacy challenges (The National Literacy Trust, 2018).

Link between Literacy against life expectancy



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National Literacy Trust 2022

To meet the literacy needs of children, young people and adults in Surrey, the strategy outlines the approach and activities needed. This means ensuring that all learners have access to appropriate resources. Teachers and literacy professionals will also get training, resources, and support for delivering literacy programs effectively.

We aim to make learning pathways more relevant for post-16 learners by anticipating and adapting to future skills needs, assessing impact, easing transitions, strengthening connections, preventing young people from leaving school early, supporting refugees to re-enter learning pathways and employment, and nurturing learner aspirations. In the strategy, we aim to keep Surrey's adult education curriculum innovative and ambitious, improving social inclusion, mental health, and confidence among adults.

By working with partners, the Surrey Post-16 Education Partnership will develop a coherent post-16 education system, ensure strong partnerships with local businesses, and provide young people with opportunities to transition from education to employment in a partnership approach, including high quality vocational training, work experience and interactions with world of work at appropriate stages.

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Young people and adults will have access to exceptional personal development opportunities and be equipped with high quality employability, digital, and professional skills so they can make a positive contribution to society. The strategy will consider any negative impact that has arisen due to the potential long term impact of the covid pandemic.

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

The establishment of an independent board and clear governance arrangements to oversee the action plan (as described on page 6 above)

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?

There are a wide range of strategies that are working towards improving services for children, young people and adults in Surrey. Each of the following strategies contributes to the work in its own right, but there are also interrelationships between them.

- Surrey Community Vision for 2030
- Surrey Skills Plan 2022
- Surrey Inclusion and Additional Needs Strategy
- Surrey Health and Wellbeing Strategy

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Any negative impacts that cannot be mitigated?

None Identified.

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3. Staff

No specific impacts upon staff with protected characteristics have been identified at the time of writing. Surrey Education Partnership Board will assess all planned activity and put in place any actions to manage any negative impacts should they emerge.

It is likely that there will be positive changes in working practices in education teams working on the actions laid out in the action plan.

Describe here the considerations and concerns in relation to the programme/policy for the selected group.

We expect our strategy to have a positive impact on all the staff contributing towards delivering this strategy. Consequently, we will be able to recruit, retain, and develop the best teachers, practitioners, and leaders in education. The training opportunities and networks will be developed to recognize the value of highly qualified and experienced professionals.

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

Training and development opportunities will be available to all staff across the council and education settings when or if they are identified.

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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

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[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:

Outcome1: 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

Explanation: This Equalities Impact Assessment has not identified any potential for discrimination or negative impact. The strategy implementation plan will take all opportunities to promote equality and improve the lived experience and outcomes for all children and young people and adults.

5. Action plan and monitoring arrangements

Insert your action plan here, based on the mitigations recommended.

Involve you Assessment Team in monitoring progress against the actions above. Item	Initiation Date	Action/Item	Person Actioning	Target Completion Date	Update/Notes	Open/ Closed
1	Jan 2024	Finalise Strategy Draft	Julia Katherine & Jo McSherrie	October 2024 Revised date 26/11/24	16/9/24 - it is likely that the Cabinet will be asked to approve the strategy in the November meeting	
2	March 2024	Development of Surrey Education Partnership Board	Julia Katherine & Jo McSherrie	December 2024	Shadow Board and Independent chair in place. Diverse representation including HWB member and resident.	
3	March 2024	Ensure representative groups are part of the Board	Independent chair & Julia Katherine	December 2024	Regular review of Board membership	
4	October 2024	Develop Surrey education accountability framework with partners to meet the priority objectives	Independent chair & Julia Katherine	March 2025		

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5	December 2024	Develop accessible materials, information and communication about the strategy	Independent chair & Julia Katherine	March 2025		

6a. Version control

Version Number	Purpose/Change	Author	Date
V1	Initial Draft	Jo McSherrie	19/8/24
V2	Changes made following DEG meeting on 11/9/24	Jo McSherrie	16/09/24
V3	Changes made following feedback from Rachael Wardell	Jo McSherrie	04/10/24

The above provides historical data about each update made to the Equality Impact Assessment.

Please include the name of the author, date and notes about changes made – so that you can refer to what changes have been made throughout this iterative process.

For further information, please see the EIA Guidance document on version control.

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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
Director	20/08/24
Executive Director	
Cabinet Member	
Directorate Equality Group/ EDI Group (If Applicable) (arrangements will differ depending on your Directorate. Please enquire with your Head of Service or the CSP Team if unsure)	

Publish:

It is recommended that all EIAs are published on Surrey County Council's website.

Please send approved EIAs to: equalityimpactassessments@surreycc.gov.uk

EIA author: Jo McSherrie

6c. EIA Team

Name	Job Title	Organisation	Team Role
Jo McSherrie	Service Manager Policy & System Development	Surrey County Council	Director support for development

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

Tel: 03456 009 009

Textphone (via Text Relay): 18001 03456 009 009

SMS: 07860 053 465

Email: contactcentre@surreycc.gov.uk