



# Equality Impact Assessment (EIA)

## 1. Topic of assessment

|                   |  |
|-------------------|--|
| <b>EIA title</b>  | Schools funding formula proposals for 2019/20: Changes to notional SEN budgets |
| <b>EIA author</b> | David Green  |

## 2. Approval

|                    | Name      | Date approved   |
|--------------------|-----------|-----------------|
| <b>Approved by</b> | Liz Mills | 18 October 2018 |

## 3. Quality control

|                       |                 |                      |  |
|-----------------------|-----------------|----------------------|--|
| <b>Version number</b> | 001             | <b>EIA completed</b> |  |
| <b>Date saved</b>     | 18 October 2018 | <b>EIA published</b> |  |

## 4. EIA team

| Name            | Job title                                 | Organisation          | Team role |
|-----------------|---|-----------------------|-----------|
| David Green     | Senior Principal Accountant               | Surrey County Council |           |
| Julie Stockdale | SEND & School Organisation Strategic Lead | Surrey County Council |           |
|                 |   |                       |           |

## 5. Explaining the matter being assessed

|   |  |
|---|--|
| <p><b>What policy, function or service is being introduced or reviewed?</b></p> | <p>The notional SEN budget is the amount which schools are expected to spend from their budget share on SEN (although it is neither ring-fenced nor an upper limit) It is not additional funding. The LA is legally required to define a notional SEN budget but may choose how it is defined.</p> <p>The proposal is to change the definition to reflect movements in the underlying formula factors as Surrey’s local formula is moved towards the government’s National Funding Formula (NFF).</p>  |
| <p><b>What proposals are you assessing?</b></p>                                 | <p>Surrey’s notional SEN budget is defined as a proportion of basic per pupil funding plus a proportion of deprivation funding plus a proportion of low prior attainment funding. Under the NFF, deprivation funding for Surrey schools is being reduced, while low prior attainment funding is increasing. The proposal is that the deprivation and low prior attainment components of the notional SEN budget should change in proportion to the deprivation and low prior attainment funding in the main formula, subject to there being no increase in notional SEN funding per pupil. In practice this means that a school with high incidence of low prior attainment, but low deprivation, will be expected to find more funding towards SEN from its own budget. The actual notional SEN funding rates will be set in January based on October 2018 school census data.</p> <p>The changes will affect how much funding each school is expected to set aside as SEN funding. It will only affect the overall funding of a school where the school is eligible for additional SEN funding because the cost of self funding the first £6000 per EHCP exceeds the threshold set for the purpose, which is defined in terms of “level 2” notional SEN funding (i.e. notional SEN funding which depends on deprivation or low prior attainment). A school where the notional SEN funding is higher under the new method is less likely to receive additional SEN funding. This is reasonable as the school will have received an increase in formula funding.</p> |
| <p><b>Who is affected by the proposals outlined above?</b></p>                  | <p>The proposals affect schools’ budgets, however the impact on individual staff and pupils will be a matter for individual schools. It is a school’s responsibility to make appropriate provision for pupils with SEN regardless of the amount of funding within the notional SEN budget.</p>   |

## 6. Sources of information

### Engagement carried out

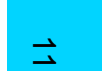
Proposals for changes to the schools funding formula were published in a consultation paper which was sent to all schools and was available on the council's website, during September. 198 responses were received from schools, a response rate of 50.5%

The consultation responses were discussed with Surrey's elected Schools Forum on 28 September 2018

### Data used

Data is largely drawn from the school census and from LA records of the number of "high needs" pupils. Data on many of the equality priority groups is not available for schools.

## 7. Impact of the new/amended policy, service or function



## 7a. Impact of the proposals on residents and service users with protected characteristics

| Protected characteristic       | Potential positive impacts | Potential negative impacts  | Evidence   |
|--------------------------------|----------------------------|-----------------------------|--|
| <b>Age</b>                     | Unlikely                   | Unlikely                    |  |
| <b>Disability</b>              | Minimal                    | Minimal, see comments above | Impact was calculated at individual school level<br>Modelling shows that while a small numbers of schools (7) would see a loss of additional SEN funding as a result of this proposal, only seven will lose more than they gain in formula funding (on technicalities) and only one of these will lose more than £1,100. This school would lose around £2400 and has below average incidence of ethnic minority pupils and SEN pupils.<br>NB Actual impact will depend on next year's data<br>NB2 This assumes no change in additional SEN funding (separate proposal) |
| <b>Gender reassignment</b>     | No data                    | No data                     |  |
| <b>Pregnancy and maternity</b> | No data                    | No data                     |  |
| <b>Race</b>                    | Unlikely                   | Possible but marginal       | See comments above   |
| <b>Religion and belief</b>     | No data                    | No data                     |  |
| <b>Sex</b>                     | Unlikely                   | Unlikely                    |  |

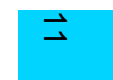
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|--|---------|---------|--|
| <b>Sexual orientation</b>                | No data | No data |  |
| <b>Marriage and civil partnerships</b>   | No data | No data |  |
| <b>Carers (protected by association)</b> | No data | No data |  |

### 7b. Impact of the proposals on staff with protected characteristics

| <b>Protected characteristic</b> | <b>Potential positive impacts</b> | <b>Potential negative impacts</b> | <b>Evidence</b>   |
|---------------------------------|-----------------------------------|-----------------------------------|---|
| <b>Age</b>                      |                                   |                                   | No school loses a significant sum under these proposals after taking into account increases in the main funding formula allocations So any impact on staff will be minimal. |
| <b>Disability</b>               |                                   |                                   |   |
| <b>Gender reassignment</b>      |                                   |                                   |   |
| <b>Pregnancy and maternity</b>  |                                   |                                   |   |
| <b>Race</b>                     |                                   |                                   |   |
| <b>Religion and belief</b>      |                                   |                                   |   |
| <b>Sex</b>                      |                                   |                                   |   |

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|--|--|--|--|
| <b>Sexual orientation</b>                |  |  |  |
| <b>Marriage and civil partnerships</b>   |  |  |  |
| <b>Carers (protected by association)</b> |  |  |  |

## 8. Amendments to the proposals

| Change        | Reason for change |
|---------------|-------------------|
| None required |                   |
|               |                   |
|               |                   |

## 9. Action plan

| Potential impact (positive or negative) | Action needed to maximise positive impact or mitigate negative impact | By when | Owner |
|---|---|---------|-------|
| None required                           |   |         |       |
|   |   |         |       |
|   |   |         |       |

## 10. Potential negative impacts that cannot be mitigated

| Potential negative impact | Protected characteristic(s) that could be affected |
|---------------------------|--|
| N/a                       |  |
|                           |  |

## 11. Summary of key impacts and actions

|   |  |
|---|--|
| <p><b>Information and engagement underpinning equalities analysis</b></p>                     | <p>Analysis of school census data and consultation with schools and with the Schools Forum</p> |
| <p><b>Key impacts (positive and/or negative) on people with protected characteristics</b></p> | <p>No school suffers significant losses under this proposal hence no negative impact</p>       |
| <p><b>Changes you have made to the proposal as a result of the EIA</b></p>                    | <p>None</p>  |
| <p><b>Key mitigating actions planned to address any outstanding negative impacts</b></p>      |  |
| <p><b>Potential negative impacts that cannot be mitigated</b></p>                             |  |