

EIA - Proposal to expand Philip Southcote

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 is proposing that Philip Southcote School is expanded to permanently accommodate a total of 150 pupils on the main site by providing an additional 50 places in the National Curriculum Years 7 to 11.</p> <p>The proposal includes relocation of the current sixth form provision and permanent increase in capacity to accommodate a total of 60 pupils by providing an additional 30 places in National Curriculum Years 12 to 14. The sixth form would be located as a split-site at the former Meads building, adjacent to Chertsey High School.</p> <p>It is also proposed that two satellite SEND centres be established: at Chertsey High School and at Kings International College, Camberley.</p> <p>Both centres will provide for pupils with Moderate Learning Difficulties (MLD). The total capacity of each centre will be 20 places, 4 pupils per year group, overall creating a further 40 places across National Curriculum Years 7-11.</p>
Why does this EIA need to be completed?	To identify possible impacts of the proposal to permanently expand Philip Southcote School, including the relocation of the sixth form and the creation of two satellite centres, on individuals and groups with protected characteristics and plan mitigating action accordingly.



Equality Impact Assessment

Question	Answer																																
<p>Who is affected by the proposals outlined above?</p>	<p>The proposal will directly affect:</p> <ul style="list-style-type: none"> • staff at Philip Southcote School and the satellite sites • pupils in NCY 12 and 13 at Philip Southcote School, who will be relocated to the new premises • local children and young people with MLD who will have an opportunity to gain a place at a specialist school or centre locally. 																																
<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. - Well-connected communities, with effective infrastructure, that grow sustainably. 																																
<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" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%;">County Wide</td> <td style="width: 10%; text-align: center;">X</td> <td style="width: 40%;">Runnymede</td> <td style="width: 10%;"></td> </tr> <tr> <td>Elmbridge</td> <td></td> <td>Spelthorne</td> <td></td> </tr> <tr> <td>Epsom and Ewell</td> <td></td> <td>Surrey Heath</td> <td></td> </tr> <tr> <td>Guildford</td> <td></td> <td>Tandridge</td> <td></td> </tr> <tr> <td>Mole Valley</td> <td></td> <td>Waverley</td> <td></td> </tr> <tr> <td>Reigate and Banstead</td> <td></td> <td>Woking</td> <td></td> </tr> <tr> <td>Not Applicable</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4">County Divisions (please specify if appropriate):</td> </tr> </tbody> </table>	County Wide	X	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
<p>Briefly list what evidence you have gathered on the impact of your proposals</p>	<p>A consultation started on Monday 22 March 2021 and finished on Monday 10 May 2021. A public consultation meeting was held virtually on Thursday 22 April 2021. A total of 18 people attended the meeting mainly consisting of parents of children attending the school, school staff, Surrey Lead Cabinet member and SCC staff.</p> <p>Surrey County Council shared the proposal with schools including head teachers and chairs of governors; unions; parent representatives; partner agencies; local residents, the staff and parents of Philip Southcote School, Chertsey High School and Kings International College.</p> <p>A survey was published on the Surrey County Council consultation website 'Surrey Says'. A total of 96 responses were received and analysed. Of the responses, 74% agreed with the proposal, 7% disagreed with the proposal; and 18% did not know or offer a position.</p> <p>Statutory notices were published on 20 May 2021 and ran for a period of 5 weeks. These were posted on the school website, published in the local press and on the 'Surrey Says' website. There were 11 responses to the statutory notice: 9 responses agreed with the proposal; 2 did not know or offer a position.</p> <p>This is correct as of close of business 29 July 2021. Any submissions received after this date will be submitted in a separate report after the closing date of the 2 July 2021.</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?						
Philip Southcote pupils are in the age range 11-19. The proposal to relocate the sixth form at Philip Southcote will have an impact on students currently in National Curriculum Years 12 and 13, aged 16-19. There are currently 32 pupils in Philip Southcote 6 th form, of whom 14 are in NCY 14 and will be leaving in summer 2021. Many of the remaining 18 pupils will remain at school, and, if so, will be affected.						
Impacts (Please tick or specify)	Positive	X	Negative		Both	
Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner		
Positive: Current 6th form pupils will be relocated to the new building.	Consultation document	Pupils will be able to access the new building through the familiar Philip Southcote School site, without additional travel. The school will manage the transition for all pupils and prepare them in advance for the change.	September 2021	Philip Southcote School		
Positive: More pupils with Moderate Learning Difficulties (MLD) 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 MLD at Philip Southcote, 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 the school		

Equality Impact Assessment

**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**

The proposal to expand Philip Southcote 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.

[SEND Capital programme 29 Sept 20](#)

[SEND Capital Programme Phase 3 2021- Cabinet Report.pdf \(surreycc.gov.uk\)](#)

Any negative impacts that cannot be mitigated? Please identify impact and explain why

Not applicable

Equality Impact Assessment

Disability						
<p>What information (data) do you have on affected service users/residents with this characteristic?</p> <p>There are currently 152 pupils on roll at Philip Southcote School (<i>School Census, May 2021</i>). Over 75% of pupils on roll at the school have a primary need of MLD, as indicated in their Education, Health and Care Plan (EHCP).</p>						
Impacts (Please tick or specify)	Positive		Negative		Both	X
Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?		When will this be implemented by?	Owner	
<p>Positive: There will be an increase in the number of school places available for pupils with MLD.</p>	Responses from the consultation	<p>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.</p>		From September 2021	SCC and Philip Southcote School	
<p>Positive: Pupils attending Philip Southcote SEND centres will be able to integrate with pupils from Chertsey High School and Kings International College.</p> <p>Negative: Existing pupils at Chertsey High School and Kings International College may</p>	Responses from the consultation	<p>Staff from Philip Southcote School, Chertsey High School and Kings International College to work to ensure good integration, appropriate for each pupil's needs.</p>		From September 2021	SCC, Philip Southcote School, Chertsey High School and Kings International College	

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experience disruption as a result of the new SEND centres.		Pupils will be placed at the SEND centres based on their level of need and consideration will be made as to whether integration into a mainstream setting is appropriate.		
<p>Negative: Developing a bigger site could potentially have an impact on the efficiency in meeting pupils' needs.</p> <p>Negative: Children with MLD may experience anxiety during change.</p>	Responses to the consultation	<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. There are already bulge classes within the school.</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 Philip Southcote School</p> <p>SCC and Philip Southcote 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 Philip Southcote 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>				
<p>Not applicable</p>				

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Socio – Economic						
What information (data) do you have on affected service users/residents with this characteristic?						
Philip Southcote School is situated in an area which is in the 7 th decile on the Index of Multiple Deprivation. However, pupils are drawn from nine of the eleven Surrey districts and come from a range of backgrounds. Surrey areas include some of the most deprived as well as some of the least deprived in England. Currently, around 55.5% of pupils are eligible for free school meals.						
Impacts (Please tick or specify)	Positive	X	Negative		Both	
Impacts identified	Supporting evidence	How will you maximise positive/minimise negative impacts?	When will this be implemented by?	Owner		
Positive: 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 Philip Southcote School		
Positive: More families will be able to access local SEND provision specialising in MLD.	Responses to the consultation	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						

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[SEND Capital programme 29 Sept 20](#)

[SEND Capital Programme Phase 3 2021- Cabinet Report.pdf \(surreycc.gov.uk\)](#)

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, a positive impact was identified through the consultation process.
Impacts (Delete as applicable)	

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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?
Positive: Benefits to staff at Chertsey High School and Kings International College in seeing good SEND practice from Philip Southcote staff	Responses to the consultation	Staff at all sites will have the opportunity to interact and share good practice	Ongoing	Philip Southcote School, Chertsey High School and Kings International College

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	Not applicable

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?
No changes have been made to the proposals.	

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).	

Question	Answer
Confirmation and explanation of recommended outcome	I recommend option 1: 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

Equality Impact Assessment

6a. Version control

Version Number	Purpose/Change	Author	Date
1	Draft	Debbie Watson	04/05/2021
1.2	Draft with amendments	Miriam Hepburn	18/05/2021
1.3	Draft with amendments	Miriam Hepburn	07/06/2021
1.4	Final amendments	Lauren Comer	30/06/2021

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	Sent 01/07/21
Rachael Wardell	Sent 01/07/21
Denise Turner-Stewart	Sent 01/07/21
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	SCC	Author
Miriam Hepburn	Commissioning Assistant	SCC	Author
Debbie Watson	Commissioning Assistant	SCC	EIA Working Group

Equality Impact Assessment

Name	Job Title	Organisation	Team Role
Sarah Manning	Commissioning Assistant	SCC	EIA Working Group

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