

**EIA – Proposal to remove boarding provision at Sunnydown School**

<b>Did you use the EIA Screening Tool?</b> (Please tick or specify)	Yes
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**1. Explaining the matter being assessed**

<b>What policy, function or service change are you assessing?</b>	<p>Sunnydown School is a single sex local authority maintained special educational needs school for boys aged 11 to 16 years in Caterham, South East Surrey. The school currently has 80 pupil places and provides 23 residential beds. Pupils that are placed at Sunnydown have a range of SEND needs associated with a diagnosis of Autism Spectrum Disorder (ASD). Surrey County Council is proposing to remove the boarding provision at Sunnydown School, which is currently used, part-time, by just under 30% of the pupils.</p>		
<b>Why does this EIA need to be completed?</b>	<p>To identify possible impacts of the proposal to remove the boarding provision at Sunnydown School on individuals and groups with protected characteristics and plan mitigating action accordingly.</p>		
<b>Who is affected by the proposals outlined above?</b>	<p>The proposal will affect those pupils of Sunnydown who attend Sunnydown and use the residential provision. A small number of pupils come from adjoining local authorities. It will also affect staff working within the residential provision.</p>		
<b>How does your service proposal support the outcomes in <a href="#">the Community Vision for Surrey 2030</a>?</b>	<ul style="list-style-type: none"> <li>• Children and young people are safe and feel safe and confident.</li> <li>• Everyone benefits from education, skills and employment opportunities that help them succeed in life.</li> <li>• Communities are welcoming and supportive, especially of those most in need, and people free able to contribute to community life.</li> <li>• Well-connected communities, with effective infrastructure, that grow sustainably.</li> </ul>		
<b>Are there any specific geographies in Surrey where this will make an impact?</b> (Please tick or specify)	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):		

<p><b>Briefly list what evidence you have gathered on the impact of your proposals?</b></p>	<p>A consultation started on 22 February 2021 and finished on 19 April 2021. A public consultation meeting was held on 10 March. A total of 48 people attended the meeting mainly consisting of parents of children attending the school and school staff. A small number of pupils from the school also attended.</p> <p>A total of 57 responses were received and analysed. Of the 57 responses, 18% agreed with the proposal, 77% disagreed with the proposal; and 3% did not know or offer a position.</p> <p>During this period Surrey County Council shared its proposals with schools including head teachers and chairs of governors; unions; parent representatives; partner agencies; local residents near the school; local councillors and other Local Authorities, the staff and parents of Sunnydown school; Surrey Family Voice.</p> <p>Statutory notices were published on 28 May 2021 and ran for a period of 4 weeks. These were posted on the school gate, published in the local press, and on the 'Surrey Says' website.</p> <p>A total of 59 responses were received and analysed by close of business on the 29 June 2021. Of the 59 responses, 3% agreed with the proposal, 95% disagreed with the proposal; and 2% did not know or offer a position. An update of the final number of responses received as part of the statutory notices will be submitted after the closing date on the 2 July 2021.</p>
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### 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

11. Impacts have been identified under the protected characteristics **Age including younger and older people; Disability; Race including ethnic or national origins, colour or nationality; and Sex**. 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.

**AGE**

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

All the pupils at Sunnydown are of secondary age, in the age group 11 – 16 years. Around 30% of the pupils make use of the boarding provision.

<b>Impacts</b> (Please tick or specify)	Positive		Negative	<b>X</b>	Both	
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<b>Impacts identified</b>	<b>Supporting evidence</b>	<b>How will you maximise positive/minimise negative impacts?</b>	<b>When will this be implemented by?</b>	<b>Owner</b>
<b>Negative:</b> Parents have raised concerns that the pupils will not be able to learn independence and resilience as they currently do through the boarding provision	Parental feedback during informal consultation	The day curriculum at Sunnydown School provides opportunities for growing independence and the school will look to enhancing these should the proposal to remove the boarding provision be agreed.	September 2021	Sunnydown School
<b>Negative:</b> Parents have raised concerns that the pupils, aged 11-16, who are no longer able to board will spend more time per week travelling to and from school.	Parental feedback during informal consultation	The Department for Education (DfE) recommended maximum travel time for the relevant age group is 75 minutes. Upon investigation, no student currently on roll at the school will exceed this travel time.	September 2021	SCC

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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 decisions makers need to be aware of**

None

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

An increase in weekly time spent travelling travel time for pupils if they are no longer able to access boarding provision at Sunnydown School.

## Disability

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

All pupils at Sunnydown have an EHCP identifying communication and interaction needs. The primary needs of the pupils on roll are outlined below:

ASD	68
SEMH	5
SLCN	5
MLD	3
HI	1
OTH	1
PD	1
SPLD	1

<b>Impacts</b> (Please tick or specify)	Positive		Negative	X	Both	
<b>Impacts identified</b>	<b>Supporting evidence</b>		<b>How will you maximise positive/minimise negative impacts?</b>		<b>When will this be implemented by?</b>	<b>Owner</b>
<b>Negative:</b> Parents have raised concerns that there will be an impact on pupil outcomes. They have stated concerns that pupils will not be able to learn independence and resilience as they currently do through the boarding provision	Parental feedback during informal consultation		The day curriculum at Sunnydown School provides opportunities for growing independence and the school will look to enhancing these should the proposal to remove the boarding provision be agreed.		September 2021	Sunnydown School
<b>Negative:</b> Parents have raised concerns that pupils will spend	Parental feedback during informal consultation		Sunnydown School will provide support for pupils		September 2021	Sunnydown School

more time, per week, travelling to and from school which can lead to increased anxiety levels for pupils with special needs.		learning to manage their anxiety.		
<b>Negative:</b> Pupils with SEND often have difficulties adapting to change.	The National Autistic Society advises autistic people can find any kind of change difficult and offers guidance on supporting change and transition.	Boarding provision has not fully re-opened since Covid so many pupils will already have begun to adjust. In addition, Sunnydown School will provide support for pupils to learn how to manage changes within the school.	September 2021	Sunnydown School
<b>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</b>				
None				
<b>Any negative impacts that cannot be mitigated? Please identify impact and explain why</b>				
Not applicable				

Race including ethnic or national origins, colour or nationality

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

January 2021 school census data shows the ethnicity of pupils as follows:

Asian or Asian British	2%
Black or black British	1%
Mixed/Dual Background	10%
Information not yet obtained	1%
Any other ethnic group	1%
Refused	3%
White	81%
<b>TOTAL</b>	<b>100%</b>

Source: School Census Spring 2021

The pupils boarding are as follows:

Asian or Asian British	5%
Black or black British	5%
Mixed/Dual Background	10%
Information not yet obtained	0%
Any other ethnic group	0%
refused	5%
white	76%
<b>TOTAL</b>	<b>100%</b>

Source: School Census Spring 2021

3% of pupils at Sunnydown have a first language other than English.

<b>Impacts</b> (Please tick or specify)	Positive		Negative		Both	x
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<b>Impacts identified</b>	<b>Supporting evidence</b>	<b>How will you maximise positive/minimise negative impacts?</b>	<b>When will this be implemented by?</b>	<b>Owner</b>
<b>Neutral:</b> There have not been any impacts identified during the informal consultation and statutory notices based on responses.	Consultation responses	Continue to monitor throughout statutory notice period and implementation.	Ongoing	Sunnydown School
<b>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</b>				
None				
<b>Any negative impacts that cannot be mitigated? Please identify impact and explain why</b>				
Not applicable				

SEX						
<b>What information (data) do you have on affected service users/residents with this characteristic?</b>						
Sunnydown School is a day and boarding provision for young men aged 11 to 16. There is no similar provision elsewhere in Surrey for boys, although there is still a girls' SEND school which offers residential provision.						
<b>Impacts</b> (Please tick or specify)	Positive		Negative	x	Both	
<b>Impacts identified</b>	<b>Supporting evidence</b>		<b>How will you maximise positive/minimise negative impacts?</b>		<b>When will this be implemented by?</b>	<b>Owner</b>
<b>Negative:</b> Any boys with a need for residential provision identified on their EHCP would have to attend an out of county or NMI provision.	Surrey County Council directory of schools		SCC will work with families to ensure pupils are in the most appropriate provision for their needs.		Ongoing	SCC
<b>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</b>						
None						
<b>Any negative impacts that cannot be mitigated? Please identify impact and explain why</b>						
Any boys with have a need for residential provision identified on their EHCP would have to attend an out of county or NMI provision.						

<b>SOCIO ECONOMIC FACTORS</b>						
<b>What information (data) do you have on affected service users/residents with this characteristic?</b>						
Sunnydown School is situated in an area which is in the 8 <sup>th</sup> decile on the Index of Multiple Deprivation. However, pupils are drawn from seven 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. Approximately 17% of Sunnydown pupils are eligible for Free School Meals.						
<b>Impacts</b> (Please tick or specify)	Positive		Negative	X	Both	
<b>Impacts identified</b>	<b>Supporting evidence</b>		<b>How will you maximise positive/minimise negative impacts?</b>		<b>When will this be implemented by?</b>	<b>Owner</b>
Pupils no longer able to board will have to travel to and from school each day. Families who do not qualify for free transport will have to meet higher transport costs.	Parental feedback during informal consultation		Some families may be able to claim home to school transport. An entitlement to home to school transport exists where the following criteria is satisfied: A child with an EHCP attends their nearest suitable school* and qualifies for home to school transport under the statutory walking distances (section 3.2) outlined previously within this policy.” (Home to School Travel Transport Policy).		In place	Surrey County Council
Families who want to take advantage of any after school clubs offered will have to make	Parental feedback during informal consultation		Travel arrangements for pupils who attend after school clubs could take the		Ongoing	Families, Surrey County Council, SEND Partnership

<p>separate travel and collection arrangements for pupils and meet any additional transport costs.</p>		<p>form of shared transport, opportunities to develop independent travel training, walking buddies etc.</p> <p>Surrey County Council and the wider SEND Partnership are enhancing their Local Offer website and through the county wide All Age Autism Strategy and work with voluntary and charitable organisations, may be in a position to sign-post families to more local social opportunities for the boys.</p>		
<p><b>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</b></p>				
<p>None</p>				
<p><b>Any negative impacts that cannot be mitigated? Please identify impact and explain why</b></p>				
<p>Families who do not qualify for free transport will have to meet additional travel costs to and from school. Any family wanting to take advantage of after school clubs will have to make their own transport arrangements and meet the costs of this.</p>				

**3. Staff**

Socio Economic Factors					
<b>What information do you have on the affected staff with this characteristic?</b>					
The changes will affect the care staff at the school, who may be put at risk of redundancy or redeployment.					
<b>Impacts</b>	Positive		Negative	<b>X</b>	Both
<b>Impacts identified</b>	<b>Supporting evidence</b>		<b>How will you maximise positive/minimise negative impacts?</b>	<b>When will this be implemented by?</b>	<b>Owner</b>
<b>Negative:</b> If the boarding provision is removed, some staff may be at risk of redundancy or redeployment	Trade Union response to the informal consultation		The relevant unions are involved in the staff consultation process.	All statutory guidelines are being followed.	The school and the governing body in co-operation with Surrey County Council
<b>What other changes is the council planning that may affect the same groups of staff? Are there any dependencies decisions makers need to be aware of</b>					
None					
<b>Any negative impacts that cannot be mitigated? Please identify impact and explain why</b>					
Some staff will be at risk of redundancy and redeployment.					

## 4. Amendments to the proposals

CHANGE	REASON FOR CHANGE
<i>No change</i>	<i>N/A</i>

## 5. Recommendation

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

Outcome Number	Description	Tick
<b>Outcome One</b>	<b>No major change to the policy/service/function required.</b> This EIA has not identified any potential for discrimination or negative impact, and all opportunities to promote equality have been undertaken	
<b>Outcome Two</b>	<b>Adjust the policy/service/function</b> to remove barriers identified by the EIA or better advance equality. Are you satisfied that the proposed adjustments will remove the barriers you identified?	
<b>Outcome Three</b>	<b>Continue the policy/service/function</b> 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"> <li>• Sufficient plans to stop or minimise the negative impact</li> <li>• Mitigating actions for any remaining negative impacts plans to monitor the actual impact.</li> </ul>	x
<b>Outcome Four</b>	<b>Stop and rethink</b> 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, available <a href="#">here</a> ).	
<i>Please use the box on the right to explain the rationale for your recommendation</i>	I recommend <b>outcome 3 – continue the policy.</b> The approval of this proposal would allow SCC repurpose funds that are currently used to maintain a non-statutory provision, to increase the availability of statutory provision for children and young people with SEND who have the highest needs in the county.	



**6a. Version Control**

<b>Version Number</b>	<b>Purpose/Change</b>	<b>Author</b>	<b>Date</b>
V0.1	Draft	Miriam Hepburn	12/03/2021
V1	Draft with amendments	Katie Kelly-Weller	15/03/2021
V1.1	Draft with amendments	Miriam Hepburn	17/03/2021
1.2	Draft with amendments	Miriam Hepburn	01/04/2021
1.3	Draft with amendments	Miriam Hepburn	19/04/2021
1.4	Draft with amendments	Miriam Hepburn	07/06/2021
1.5	Draft with amendments	Katie Kelly-Weller	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**

	<b>Name</b>	<b>Date approved</b>
<b>Approved by*</b>	Liz Mills	Sent 01/07/21
	Rachael Wardell	Sent 01/07/21
	Denise Turner-Stewart	Sent 01/07/21
	<i>Directorate Equality Group</i>	
<b>EIA Author</b>	Katie Kelly-Weller	

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

**6c. EIA Team**

<b>Name</b>	<b>Job Title</b>	<b>Organisation</b>	<b>Team Role</b>
Miriam Hepburn	Commissioning Assistant	SCC	Author
Katie Kelly-Weller	Commissioning Manager	SCC	Author

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