

CRANLEIGH C OF E PRIMARY SCHOOL

Did you use the EIA Screening Tool? (Delete as applicable)

Yes

1. Explaining the matter being assessed

Is this a:

- Change to a service or function

Summarise the strategy, policy, service(s), or function(s) being assessed. Describe current status followed by any changes that stakeholders would experience.

Following an Ofsted inspection of Cranleigh C of E Primary School in December 2022 the school was judged Inadequate in February 2023. The outcome of the Inadequate status meant that the school had to convert to an academy.

The purpose of the report is for Cabinet to have a full oversight of a complex situation at Cranleigh C of E Primary that include: rationalisation of two sites on to one site; the future of a Special Educational Needs (SEN) Unit, that caters for infant aged children with Communication and Interaction needs (COIN); the need for capital works at the school that are required to bring this school up to a reasonable standard; and noting the school will convert to an academy.

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

The proposals in this report are aligned with the Surrey's Community 2030 Vision which seeks to realise the local area's ambition that everyone benefits from education, skills and employment opportunities that help them to succeed in life. The proposals will allow the best opportunity for teaching and learning into the future, where children are benefiting from education, are safe and feel safe and confident.

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

- Waverley

Assessment team – A key principle for completing impact assessments is that they should not be done in isolation. Consultation with affected groups and stakeholders needs to be built in from the start, to enrich the assessment and develop relevant mitigation.

Detail here who you have involved with completing this EIA. For each include:

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Name	Organisation	Role
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Equality Impact Assessment

Mike Singleton	Surrey County Council	Service Manager for Education Place Planning
Katie Kelly-Weller	Surrey County Council	Commissioning Manager for South West Surrey

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:

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 (Please **refer to the EIA guidance** if you are unclear as to what this is).

- 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)

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Age including younger and older people

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

Cranleigh CofE Primary School caters for pupils aged four to eleven years old. The proposal is that Cranleigh CofE Primary School moves permanently onto the junior school site. The primary school has operated solely on the junior school site since the pandemic. The permanent relocation of the infant aged pupils onto the junior school site will benefit the pupils on roll at the school as they will be able to socialise with the rest of their school peers. Furthermore, the co-location will allow the school to support staff more effectively and create a better environment for teaching and learning.

There is a private nursery provision, Acorn Nursery, which operates separately on the infant school site catering for children aged two to five years old. Acorn Nursery was judged Outstanding by Ofsted in July 2019. The proposal is for the nursery to relocate into the newly built reception building on the infant site. The relocation of the nursery provision into the new reception building will have a positive impact on the young people in attendance. It will allow the nursery provision to lease a new building improving the provision available to an already Outstanding (Ofsted July 2019) setting.

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

The infant pupils are already attending on the junior school site and therefore there will not be a change to pupils' day to day education.

The nursery provision will be improved by having the opportunity to use the new and unused Reception building on the infant site. The nursery provision will be able to move out of temporary buildings which will improve the educational provision available. Staff at the Acorn Nursery will work with pupils on roll to adjust to the new building.

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?

Not applicable

Any negative impacts that cannot be mitigated?

Not applicable

Equality Impact Assessment

Disability

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

Cranleigh CofE Primary School has a unit for pupils with Communication and Interaction needs (COIN). This includes speech and language communication needs (SLCN) and autism. The unit provides up to 10 planned places for children aged four to seven years old, who will be on the roll of the main school. These places are in addition to the PAN of 30 for the mainstream infant school. The provision is for children who will benefit from attending mainstream classes and from regular social interaction with their mainstream peers but who also require regular access to additional specialist support to achieve their educational outcomes. There are currently no children attending the specialist unit and numbers in the unit had reduced in recent years. Placing children at the unit would be inappropriate with the school's current Inadequate Ofsted rating.

The proposal is for the Unit to be temporarily closed until there are recognised improvements at the school that would be subject to further visits by Ofsted. This would mean that pupils will not be placed at the school and the funding for places would be suspended. The future of the unit in liaison with SEND Commissioning would be determined by the demand for places and the type of need.

This will negatively impact pupils, within the local area normally served by the Unit, who require SEN unit support within a mainstream school and who have SLCN and autism, as they will not be able to attend Cranleigh CofE Primary School as their nearest provision. However, it will be more beneficial for the appropriate teaching and learning for pupils to attend a suitable educational provision to meet their needs.

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

The negative impact of the temporary closure of the SLCN unit at Cranleigh CofE Primary School will be mitigated by pupils attending suitable education provisions which can support their learning outcomes. Attending a provision further away will mean that children will need to travel and the time taken getting to school may increase further than would have been the case had they attended the unit at Cranleigh Primary School.

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?

Not applicable

Any negative impacts that cannot be mitigated?

The temporary closure of the SEN unit will result in pupils attending a provision which is further away from their home address or outside of the County of Surrey. The next nearest Surrey provision, to Cranleigh Primary School, is at Burpham Primary School which is 14km away by straight line and 17km by road route. There may be out of county provision closer to a pupil's home address.

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Religion and Belief

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

Cranleigh CofE Primary School is a Church of England school which is part of the Guildford Diocese. The school is joining the Good Shepherd Trust, which has 19 other CofE schools in the Trust and the Diocese has members on the Trust.

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

Not applicable

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?

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Not applicable

Any negative impacts that cannot be mitigated?

Not applicable

3. Staff

Disability

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

Staff with disabilities will be impacted in a positive way as they will not have to commute between the two school sites if it is agreed that the school remains situated solely on the junior school site. They will also have ease of access to support with all staff and pupils being on one school site.

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

The school will work with staff to manage any inequalities. The school is already operating on one site so there will be minimal to no change to the current day to day operation of the school.

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?

Not applicable

Any negative impacts that cannot be mitigated?

Not applicable

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

Explanation:

There are little to no negative impacts on the service users or staff from the proposals for Cranleigh CofE Primary School. Any negative impacts can be mitigated.

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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	December 2023	For the nursery to move into the unoccupied Reception building on the infant site.	Acorn Nursery School	Ongoing	To manage the transition from the temporary accommodation into the permanent building.	Open
2	December 2023	For the school to manage the transition onto one site for pupils and staff	Cranleigh CofE Primary School	Ongoing	To manage the transition to a one site school.	Open
3	December 2023	The status of the SEN centre	SCC / Good Shepherd Trust	Ongoing	For SCC and the Good Shepherd Trust to review the status of the temporarily closed SEN centre	Open

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6a. Version control

Version Number	Purpose/Change	Author	Date
1	First draft	Katie Kelly-Weller	27/10/2023



Version Number	Purpose/Change	Author	Date
2	Second draft	Mike Singleton	20/11/2023

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
Head of Service	
Executive Director	
Cabinet Member	
Directorate Equality Group	

Publish:

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

Please send approved EIAs to:

EIA author:

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6c. EIA Team

Name	Job Title	Organisation	Team Role
Mike Singleton	Service Manager for Education Place Planning	SCC	Author
Katie Kelly-Weller	Commissioning Manager	SCC	Contributor

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