

## SCHOOL BASIC NEED STRATEGY

### Did you use the EIA Screening Tool?

Yes (attached)

## 1. Explaining the matter being assessed

### Is this a:

- Change to an existing strategy or policy

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

The local authority (LA) has a duty to provide sufficient school places to meet demand as set out in the Education Act 1996 as subsequently amended. This duty applies to any status of publicly funded schools be that community, voluntary controlled, foundation, voluntary aided, academy, and academies in multi-academy trusts.

The funding to provide additional school places is either supplied directly via Government (Department for Education), from developer contributions, School direct delivery or through Local Authority (LA) delivery.

Each year the LA completes a School Capacity survey known as SCAP, for the Department for Education (DfE), and this examines the primary and secondary school places available in planning areas against the forecast demand of places in the relevant areas. Where there is a demonstrable deficit of places the DfE allocate Basic Need grant funding to the LA by primary and or secondary against the shortfall.

The Department for Education expects local authorities to seek developer contributions towards school places to meet the demand from new housing. Where these are known developer contributions are identified in the SCAP return and thereby reducing the overall Basic Need grant received.

The aforementioned sources of funding do not necessarily allow for unpredictable increases in costs such as pupil and site safeguarding measures, ensured accessibility in line with current legislation and costs of building materials. Furthermore, any projects related to sustainability of the educational landscape or the need for additional early years or post-16 places within the schools do not necessarily have direct funding streams and have to be accommodated within the Basic Need allocation. Inclusion of such works within Capital Projects could place additional pressure on Basic Need funding.

## Annex 5 - Equality Impact Assessment

13 The decision to embark on the expansion of a school is based on need. The current forecast of mainstream school places indicates the need for additional places across a ten-year period. Forecasts are made using planning areas and these are groups of schools that reflect the local geography, reasonable travel distances and existing pupil movement patterns. These may include schools in different boroughs or districts. Birth data underpins all forecasts and is collected by the Office for National Statistics (ONS) by electoral ward.

Once it has been determined through forecasting that a planning area demonstrates a need for additional places, Education Place Planning and Land and Property colleagues will complete viability assessments to determine the most suitable school. Internal meetings are held monthly to discuss which projects which are part of the School Basic Need Programme.

Changes to a school such as expansion, need to be consulted on in line with the guidance from the Department for Education; [Opening and closing maintained schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/opening-and-closing-maintained-schools.pdf) or [Making significant changes to an open academy \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/making-significant-changes-to-an-open-academy.pdf). Each project would be subject to a public consultation and its own Equalities Impact Assessment.

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

The School Basic Need Capital Programme is aligned with Surrey's Community Vision 2030, 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.

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

- County-wide

**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:**

- Mike Singleton  
Surrey County Council  
Service Manager – Education Place Planning
- Katie Kelly-Weller  
Surrey County Council  
Commissioning Manager– Education Place Planning

## 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 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\*
- Other (describe below)

(\*as identified in the Surrey COVID Community Impact Assessment and the Surrey Health and Well-being Strategy)

# Equality Impact Assessment

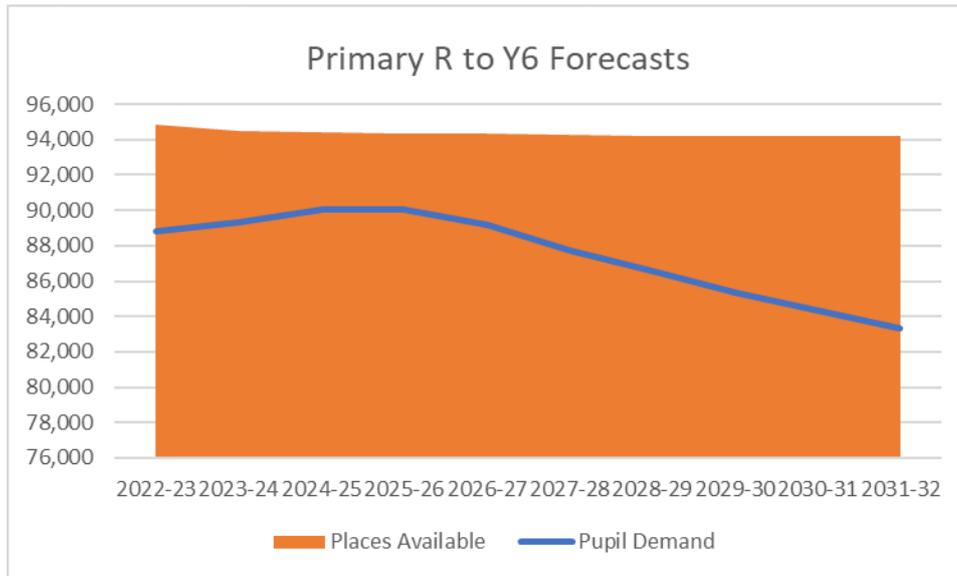
## Age including younger and older people

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

Young people across Surrey will be impacted by the School Basic Need budget as it ensures the sufficiency of education provision across the County. The pattern of demand for pupils places has largely been reflective of the birth rate. Following a peak of births in 2012, Surrey has seen a decline year on year in line with the national trend. This has led to a forecasted surplus of primary places moving forward as shown below in **Graph 1**.

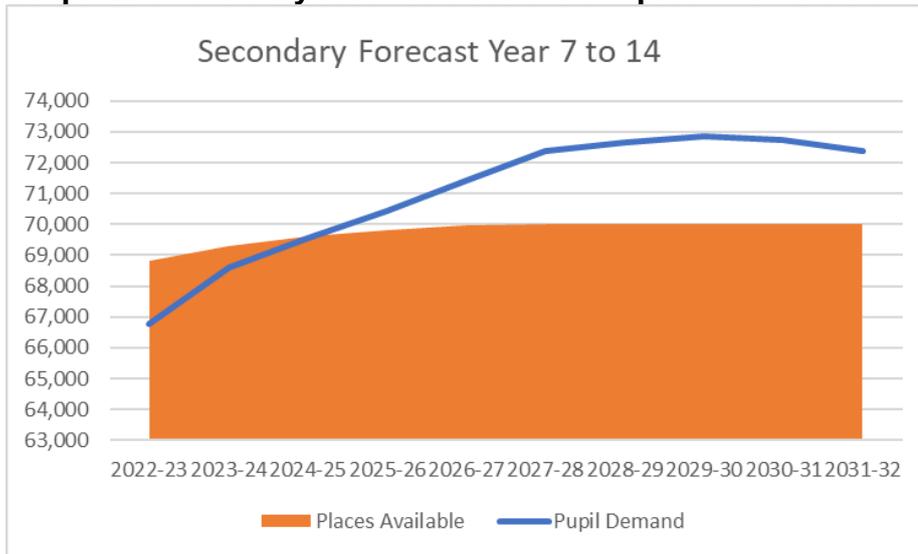
**Graph 1: Primary forecasts for school places Years R to 6**



For secondary aged pupils, the heightened primary demand is now transferring to the secondary sector the forecasts show a deficit of places in the secondary sector across the County see **Graph 2**.

# Equality Impact Assessment

**Graph 2: Secondary forecasts for school places Years 7 to 11**



The forecasts are influenced heavily by residential developments and the pupil product (number of pupil places generated by new housing development) which, used along with migration factors, generally gives the maximum demand over the forecast period.

The Local Authority need to ensure that the appropriate level of funding is available to support the necessary expansion and sustainability works throughout the county’s educational landscape to meet its statutory duties.

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

The Education Place Planning and Land and Property teams will maximise positive outcomes by completing effective viability assessments to determine the most widely beneficial projects for the School Basic Need Programme.

Each project will be subject to its own public consultation and subsequent EIA in order to mitigate any potential negative impacts of a scheme on Surrey residents.

**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?**

No

**Any negative impacts that cannot be mitigated?**

No

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

As part of the School Basic Need programme, the Local Authority may need to expand a school with a religious orientation and admissions criteria due to the school being in an area of high demand for additional places. A school could be expanded with no explicit religious orientation.

The schools included as part of the School Basic Need programme are decided upon after viability assessments completed by the Education Place Planning and Land and Property teams.

Schools subject to sustainability measures may also hold a religious orientation. Any changes to a school will be subject to its own consultation and EIA in line with the policies outlined by the Department for Education [Opening and closing maintained schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67112/opening-and-closing-maintained-schools.pdf) or [Making significant changes to an open academy \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67113/making-significant-changes-to-an-open-academy.pdf).

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

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Each project will be subject to its own public consultation and subsequent EIA in order to mitigate any potential negative impacts of a scheme on Surrey residents.

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No

**Any negative impacts that cannot be mitigated?**

No

## 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 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.

### Explanation:

The School Basic Need Programme allows the Local Authority to fulfil its statutory duty of ensuring that there are sufficient school places for all of its residents.

Each project for expansion or other sustainability measures will be subject to its own public consultation and subsequent EIA in order to outline the positive impacts and mitigate any potential negative impacts of a scheme on Surrey residents.

## 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	30/08/2023	To complete effective viability assessments for each project with the School Basic Need Programme	Education Place Planning and Land and Property colleagues	Ongoing		
2	30/08/2023	For all projects to have its own public consultation and EIA to mitigate impacts on residents	Education Place Planning colleagues	Ongoing		
3						

Page 212

## 6a. Version control

Version Number	Purpose/Change	Author	Date
1	First draft	Katie Kelly-Weller	30/08/2023

# Equality Impact Assessment

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.

# Equality Impact Assessment

## 6b. Approval

13

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/ 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](mailto:equalityimpactassessments@surreycc.gov.uk)

### **EIA author:**

## 6c. EIA Team

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

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

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