

Equality Impact Assessment

Equality Impact Assessment for the Proposal to Permanently Expand Manor Mead School and Change the School's Designation from Severe Learning Difficulties (SLD) to Severe Learning Difficulties and Autism (SLD/ASD) Version 0.2

This document is Draft version 0.2 completed after the Informal Consultation. The document will be finalised after the Statutory Notice period and will be published with the report for the Cabinet Member for Education and Learning decision meeting

Did you use the EIA Screening Tool?

Yes

1. Explaining the matter being assessed

This is 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.

Manor Mead School is a Special School in the borough of Spelthorne in Surrey that provides specialist provision from pupils from Nursery through to Year 6. The school has an 'Outstanding' Ofsted rating. Manor Mead has a current designation of Severe Learning Difficulty (SLD).

Surrey County Council and The Federation of Manor Mead and Walton Leigh Schools are proposing that Manor Mead School will expand by 60 places, from 83 places to 143 places. It is also proposed that the school will change from a single designation of Severe Learning Difficulties (SLD) to become dual designation of Severe Learning Difficulties (SLD) and Autistic Spectrum Disorder (ASD). This 60-place expansion for pupils from Reception to Year 6 will be provided on a satellite site at Christchurch Road, Virginia Water. All pupils will have a diagnosis of Autistic Spectrum Conditions and an Education, Health & Care Plan (EHCP) specifying the school as an appropriate placement to meet their individual needs.

The proposal will impact:

- Pupils currently attending Manor Mead School
- Staff at Manor Mead School
- Parents and families of pupils currently attending Manor Mead School or likely to attend the school in the future.
- Parents and families of pupils currently attending other special schools or likely to attend those school in the future.

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

- 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 feel able to contribute to community life

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

- County-wide
- Runnymede
- Spelthorne

Assessment team

Detail here who you have involved with completing this EIA:

- Rachael Wardell, Surrey County Council, Executive Director Children Families and Learning
- Liz Mills, Surrey County Council, Director of Education and Learning
- Jane Winterbone, Surrey County Council Assistant Director of Education
- Eamonn Gilbert, Surrey County Council, Assistant Director Commissioning
- Jodi Emery, Surrey County Council, Service Manager, Commissioning
- Mike Singleton, Surrey County Council, Service Manager, Education Place Planning
- Emily George, Surrey County Council, Assistant Director, SEND Transformation
- Jane Keenan, Surrey County Council, Commissioning Manager, Education Place Planning
- Jackie Drysdale, Surrey County Council, Commissioning Assistant, Education Place Planning
- Emilie Williams Jones, Surrey County Council, Programme Manager SEND Capital Programme
- Mark Bryant, Federation of Manor Mead and Walton Leigh Schools, Executive Headteacher
- Lisa Kent, Federation of Manor Mead and Walton Leigh Schools, Chair of Governing Body,
- Gill Perkin, Department for Education, Area Manager - Surrey
- Surrey County Council Capital Programme Board

Consultation Information:

Surrey County Council and The Federation of Manor Mead and Walton Leigh Schools consulted on the proposal to permanently expand Manor Mead School and change from a single designation of SLD to a dual designation ASD/SLD.

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The aim of the consultation was to seek views on the proposal from all interested parties, particularly from pupils and their families who attend Manor Mead School, pupils and their families who may attend the school in the future, other Special Schools in Surrey, local schools and the local community.

The informal consultation was open from 19 November 2021 to 15 January 2022. The associated documentation was published on the [Surrey County Council 'Surrey Says' website](#) and circulated to local stakeholders. Interested parties were invited to return responses to the consultation via an online form or alternatively email or post responses.

A public meeting online was offered on 10 January 2022 but there were no requests to attend.

There were 61 responses to the consultation and there were two questions in the consultation survey:

Do you agree with the proposal to permanently expand Manor Mead School?

57 (94%) respondents agreed with the proposal, 1 (2%) disagreed with the proposal, 3 (5%) selected "don't know"

Do you agree with the proposal to change the designation from SLD to SLD & ASD?

58 (95%) respondents agreed with the proposal, 2 (3%) disagreed with the proposal, 1 (2%) selected "don't know"

The informal consultation analysis is published on the statutory notices page at www.surreysays.co.uk

Statutory Notices are due to be published in February/March 2022. This Equality Impact Assessment will continue throughout the statutory notice period and will be submitted with papers at the Cabinet Member for Education and Learning Meeting.

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2. Service Users / Residents

Who may be affected by this activity?

There are 9 protected characteristics (Equality Act 2010) considered in the 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.

- 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)

Impacts have been identified under the protected characteristics **Age including younger and older people** and **Disability**. The following vulnerable groups have also been identified, **Adult and young carers; those experiencing socioeconomic disadvantage** and **Children with Special educational needs and disabilities**.

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Disability

(Including Children with Special Educational Needs and Disabilities and Adult and Young carers)

Pupils at the school

There are 128 pupils currently on roll at the school. 40% of pupils have Severe Learning Difficulties (SLD) and 60% Autistic Spectrum Conditions (ASC) as their primary need.

Table 1: Number of pupils on roll at Manor Mead School by National Curriculum Year (NCY) Group (January 2022)

	Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Number of pupils currently at Manor Mead	8	15	22	22	15	15	16	15	128

Pupils who may attend the school in the future

Table 2: NE and NW Quadrant residents who attend special schools with ASC or SLD identified as their primary need and projected demand for additional places in 2025-26 and 2030-31

District or Borough	Actuals 2020-21	Projected demand for places in 2025-26	Projected growth from 2020-21 to 2025-26	Projected demand for places in 2030-31	Projected growth from 2020-21 to 2030-31
Elmbridge	64	64	0%	56	-13%
Epsom & Ewell	41	51	24%	49	20%
Spelthorne	95	89	-6%	78	-18%
Runnymede	62	77	24%	81	31%
Surrey Heath	74	88	19%	77	4%
Woking	91	97	7%	97	7%
Rest of Surrey	408	438	7%	419	3%

These data evidence the projected demand for additional special school places in across Surrey over the next five and ten years. Runnymede is forecast to have the highest percentage growth over the forecast period. There is a forecast decrease in places needed in Spelthorne, however Spelthorne currently has the highest number of pupils with ASD or SLD needing a special school place across the boroughs in the North East and North West.

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Travel patterns

The additional places at Manor Mead will help reduce the percentage of pupils with communication and interaction needs who travel out of borough, quadrant and county and will reduce the number of pupils educated in independent provision.

In Surrey 68% of pupils with Communication and Interaction needs travel 6 miles or more for education, the percentage is higher in Spelthorne (76%) and Runnymede (85%). Alongside this there are fewer pupils with Communication and Interaction needs who are educated in the borough they live in, Runnymede (6%) and Spelthorne (6%) compared to all of Surrey (28%); and in the quadrant they live in Runnymede (20%) and Spelthorne (40%) compared to all of Surrey (50%).

Table 3: Pupils living in Spelthorne: Current travel patterns for pupils from Year R to Year 11 who are educated in a Special School

Need Type	Educated in Borough/ District	Educated in Quadrant	Educated Out of County	Educated in Independent provision	Travel 6 Miles or More for Education
Cognition	12%	34%	13%	15%	50%
SEMH	0%	0%	42%	31%	96%
Communication & Interaction	6%	20%	36%	31%	76%
Sensory & Physical	0%	0%	43%	57%	86%
Total	7%	20%	30%	26%	72%

Table 4: Pupils living in Runnymede: Current travel patterns for pupils from Year R to Year 11 who are travelling to specialist school places

Need Type	Educated in Borough/ District	Educated in Quadrant	Educated Out of County	Educated in Independent provision	Travel 6 Miles or More for Education
Cognition	36%	52%	6%	8%	38%
SEMH	0%	21%	41%	41%	82%
Communication & Interaction	6%	40%	17%	32%	85%
Sensory & Physical	14%	43%	43%	29%	71%
Total	16%	41%	17%	25%	67%

Table 5: Pupils living in Surrey (whole county): Current travel patterns for pupils from Year R to Year 11 who are travelling to specialist school places

Need Type	Educated in Borough/ District	Educated in Quadrant	Educated Out of County	Educated in Independent provision	Travel 6 Miles or More for Education
Cognition	33%	58%	10%	17%	52%
SEMH	14%	31%	33%	42%	85%
Communication & Interaction	28%	50%	19%	36%	68%
Sensory & Physical	17%	36%	48%	39%	76%
Total	27%	49%	19%	31%	66%

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Positive Impacts:

- Pupils currently on roll due to the temporary expansion will be positively impacted with continued education at Manor Mead.
- Additional places at the school mean that more pupils with a primary need of ASD who need a Special School place would receive a place closer to home.
- Changing the designation of the school would mean more places for pupils with a primary need of ASD and therefore more pupils with a primary need of ASD educated closer to home.
- A school place that is closer to home will positively impact Carers who will have the opportunity to be part of a school community closer to home. The school encourages participation from parents giving carers the opportunity to be involved in the school community.

The Report to Surrey County Council on 25 January 2022 [Developing Local Special Educational Needs And Disability \(Send\) Provision In Surrey To Meet Demand From 2023/24 Onwards](#) outlines the delivery of additional specialist school places and intended benefits to Surrey's children, young people and residents:

1. Benefits realisation ensures Surrey's maintained specialist education provision is fit for purpose and creates additional employment/supported internship opportunities for residents around areas of expansion.
2. Children, young people, and families can access the same level of high-quality support wherever they live in Surrey. We have a good, shared understanding of our children and young people who have SEND in Surrey and our support offer matches their identified needs.
3. Expanding Surrey's specialist provision aligns with the Preparation for Adulthood programme and strategy for Post-16 to create local further education and employment pathways such as apprenticeships and supported internships. This enables young people who have SEND to make a successful transition to adulthood and secure employment.
4. Capacity created locally will also make certain that SEND home to school transport distance and costs are reduced so that pupils attend their closest most appropriate school with shorter journey times. Opportunities for developing independent travel skills can be maximised as a result of children and young people being educated closer to home. This will also address local congestion around school sites as well as traffic flow around the county, which will be of benefit to Surrey's Green Agenda
5. The distribution and occupancy of current Special Schools and SEN Units in mainstream schools clearly illustrates that there is insufficient provision of Autism and Communication & Social Interaction Needs, Moderate Learning Difficulties, Severe Learning Difficulties and Social Emotional Mental Health Needs Special places.
6. The approved remodification and expansion programme will ensure that additional places are matched appropriately to need type, phases of education and geographic locations.

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Consultation responses

9 respondents (15%) to the informal consultation commented on the positive experiences of children currently attending the school particularly commenting on children attending the temporary expansion at Virginia Water.

14 respondents (23%) to the informal consultation commented on the positive impacts of the proposal for children and young people

22 respondents (36%) to the informal consultation commented on the general need for more specialist places in Surrey.

11 respondents (18%) to the informal consultation commented specifically on the need for more ASD places.

Potential Negative Impact:

4 (7%) respondents to the informal consultation mentioned **negative impacts or concerns**. 2 out of the 4 of those respondents agreed with the proposal.

One respondent was a parent/carer of a child previously attending the school and although they agreed with the proposal felt that the school could be improved by “*changing*” a member of staff at the school. The issues were raised informally by the parent and dealt with by school staff at the time. One respondent was concerned that an expansion could have a negative impact on finances and wanted reassurance that a new site would not negatively impact the financial stability of the school.

One respondent disagreed with the change in designation with concerns about the potential negative impact of mixing two types of primary needs in one school.

One respondent who disagreed with the proposal was unable to find full details of the proposal and expressed concern that the site at Shepperton did not have capacity to expand and the result would be “*poorer facilities for the current intake of children*”.

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

A Question and Answer document has been published to answer any questions and address potential negative impacts, the full document is published at www.surreysays.co.uk on the Statutory Notices Consultation page.

	Question	Response
1	How will the school manage the dual designation and will there be a mix of pupils with different primary needs in classes	<p>There will be 6 classes of 10 pupils age 4 – 11 years old across key stages 1 and 2 at the Virginia Water site. Pupils will be grouped according to age, individual needs and learning styles.</p> <p>The School will continue to provide a curriculum based on the needs of the individual pupils and focussed on developing communication skills and emotional, personal, and social development alongside the academic subjects.</p>

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		<p>Currently there are 127 pupils currently on roll at the school. 40% of pupils have Severe Learning Difficulties (SLD) and 60% Autistic Spectrum Conditions (ASC) as their primary need. The change in designation will more accurately reflect the needs of pupils moving forward.</p> <p>Pupils are allocated places through the Education Health and Care Plan (EHCP) consultation process under Section 43 of the Children and Families Act 2014. This means that pupils are placed at the right site that can best meet their needs.</p>
2	<p>Will there be additional funding for the new site and additional pupils, how will the school's current finances be protected?</p>	<p>Capital Capital funding has been secured through the SEND Capital Budget, which was approved by Cabinet on 25 January 2022. Final project costs will be determined by feasibility.</p> <p>Revenue Manor Mead School will receive £10,000 per year for each agreed planned place commissioned (83 plus 60 places - 143 overall). The school will also receive a "top up" sum for each pupil in attendance and this sum is reviewed annually.</p> <p>School's current finances The Governing Body of the Federation of Manor Mead and Walton Leigh Schools undertook, as part of the original Expression of Interest process a deep dive into the financial implications of opening the satellite site for an initial period of two years. When the proposal to make the satellite site a permanent part of the federation was put forward, the Staffing and Finance committee of the Governing Body worked with the Executive Headteacher and federation Business Manager to undertake due diligence in relation to the financial impact and were satisfied that the existing budget would not be negatively impacted.</p>
3	<p>Will consideration be given to the increased need for therapy and health services to this school?</p>	<p>Yes, therapy teams and health provider services are partners in the SEND Capital Programme. The services that work with specialist schools will increase in capacity as additional places are created.</p> <p>Speech and Language Therapists, Occupational Therapists, Physiotherapists, Educational Psychologists, School Nurses and Portage work closely with the school. Information about the therapy teams who visit pupils at Manor Mead</p>

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		Primary School can be found on the school website .
4	Are there any plans for additional pupils and expansion on the current site?	There are no plans to expand the existing building or to change to the number of pupils attending the site in Shepperton.
5	Will any children who attend Manor Mead in Shepperton transfer to the new site in Virginia Water?	No. There is no change to the number of places on current Manor Mead site in Shepperton and therefore no change for learners currently at the school.
6	How will places at Manor Mead be allocated?	Pupils will be allocated a place at Manor Mead by Surrey County Council's SEND Admissions Team, as is the case for all Surrey resident pupils with an Education Health and Care Plan (EHCP) For further information please see the School Admissions Guidance for children with an EHCP, which is available on the Surrey County Council website .
7	What will happen around transitioning to Secondary school?	The school admissions guidance for children with an EHCP outlines the admissions process for pupils approaching key stage 3 (Year 7), which is the transition point from Primary to Secondary phases of education.. Local authorities ("LAs") have a legal duty to review and amend an EHCP when a child or young person transfers from one phase of education to another. For those transferring from Primary to Secondary school, the EHCP must be reviewed and amended by 15 February in the year of transfer.
8	If a child is attending Manor Mead Virginia Water where will they transition to in September 2023?	Pupils currently in Year R to Year 5 will remain at the Manor Mead school satellite site at Virginia Water. Pupils in Year 6 will transition to their new secondary school placements in readiness for a September 2023 start.
9	How will transport be arranged for pupils	Pupils attending Manor Mead Virginia Water may be eligible for travel assistance as described in the Home to School/College Travel Transport Policy

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		<p>Once a parent/carer has received an offer of a school place and believes their child is eligible for assistance with travel to school, they can apply by submitting an online application form on Surrey County Council's website.</p>
10	<p>The consultation analysis shows that 4 respondents mentioned negative impacts and/or concerns in the responses. Have these been addressed by the school and/or the local authority?</p>	<p>3 out of the 4 responses that raised negative impacts and/or concerns have been addressed in this Questions and Answers document.</p> <p>One respondent proposal felt that the school could be improved by “<i>changing</i>” a member of staff. The comments came from a parent of a child who had previously attended the school. The issues were raised informally by the parent and dealt with by school staff at the time.</p> <p>The consultation analysis is available at www.surreysays.co.uk on the Statutory Notices consultation page.</p>
11	<p>Where can I find out more information about the proposal?</p>	<p>The Informal Consultation Paper is available on Surrey County Council's consultation website www.surreysays.co.uk.</p> <p>Statutory Notices will be published on www.surreysays.co.uk</p> <p>The website will be updated with the outcome of each consultation. The final decision will be recorded in the minutes of the Lead Cabinet Member for Education and Learning Meeting.</p>

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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 decision makers need to be aware of?

The development of the proposed expansion and change of designation to Manor Mead School is part of the strategy developed by Surrey County Council to expand the specialist education estate by more than 2,300 places to meet projected demand in the long term.

SEND Capital Programme Cabinet Report 25 January 2022:

[Developing Local Special Educational Needs and Disability \(Send\) Provision in Surrey to Meet Demand From 2023/24 Onwards](#)

Any negative impacts that cannot be mitigated?

No

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Age including younger and older people

The proposal positively impacts pupils aged 5 years to 11 years old who need either an ASD or SLD special school place. There is a nursery at the Shepperton school site but there is no plan to expand the nursery. Manor Mead School is a Primary School.

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

Secondary special school expansions have been identified for delivery under Surrey's SEND Capital Programme

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?

The development of the proposed expansion and change of designation to Manor Mead School is part of the strategy developed by Surrey County Council to expand the specialist education estate by more than 2,300 places to meet projected demand in the long term.

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Any negative impacts that cannot be mitigated?

No

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Socio economic disadvantage

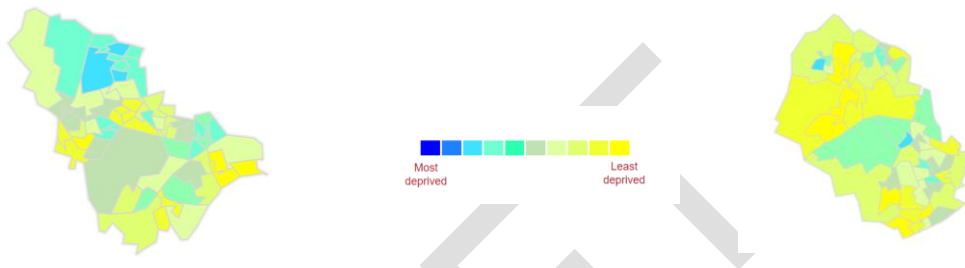
[The Indices of deprivation 2019](#) finds that 14 out of 60 Lower Layer Super Output Areas (LSOA) in Spelthorne are between 20% - 40% most deprived area in the country. This means that they are more deprived areas than between 60% and 80% of England. 19 out of 60 areas are more deprived than 50% of England.

[The Indices of deprivation 2019](#) finds that 5 out of 53 Lower Layer Super Output Areas (LSOA) in Runnymede are between 20% - 40% most deprived area in the country. This means that they are more deprived areas than between 60% and 80% of the rest of the country. 11 out of 53 areas are more deprived than 50% of England.

Figure 2: English Index of Multiple Deprivation Spelthorne and Runnymede

Map of Spelthorne

Map of Runnymede



Source: Indices of deprivation 2019 in Surrey by Surrey-i helpdesk

Positive impact: More families will be able to access Special School provision closer to home. (See the [current travel patterns](#) on page 6)

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

Placements co-ordinated through the SEND admissions process will place pupils at the appropriate placement identified through the Education Health and Care Plan. Additional local places will mean more pupils will be able to attend provision local to home

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?

The development of the proposed expansion and change of designation to Manor Mead School is part of the strategy developed by Surrey County Council to expand the specialist education estate by more than 2,300 places to meet projected demand in the long term.

SEND Capital Programme Cabinet Report 25 January 2022:

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[Developing Local Special Educational Needs and Disability \(Send\) Provision in Surrey to Meet Demand From 2023/24 Onwards](#)

Any negative impacts that cannot be mitigated?

No

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3. Staff

Any impacts for staff with protected characteristics will be considered by the Federation of Manor Mead and Walton Leigh Schools. If the proposal is agreed any changes for existing staff contracts would be subject to a full staff consultation with a separate Equality Impact Assessment. Examples: Staff who are pregnant or on maternity leave; have a disability; have caring responsibilities; are negatively impacted because of any other protected characteristic listed on page 4. This would be coordinated by the Federation in partnership with their HR provider.

Additional staff would be employed to resource the expansion of Manor Mead School.

Positive impact: Development opportunities for staff with the expansion and change of designation.

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

Communication and consultation with staff throughout the decision-making process.

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?

The development of the proposed expansion and change of designation to Manor Mead School is part of the strategy developed by Surrey County Council to expand the specialist education estate by more than 2,300 places to meet projected demand in the long term.

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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 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:

No negative equalities impacts have been identified.

5. Action plan and monitoring arrangements

There is no current action plan as no negative impacts have been identified

6a. Version control

Version Number	Purpose/Change	Author	Date
0.1	Draft at end of Informal Consultation	Jane Keenan	26 January 2022
0.2	Amendments to draft at end of Informal Consultation	Jane Keenan	1 February 2022

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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 - Liz Mills	
Executive Director – Rachael Wardell	
Cabinet Member – Denise Turner Stewart	
Directorate Equality Group – Liz Mills	

EIA author: Jane Keenan, Commissioning Manager, Education Place Planning

6c. EIA Team

Name	Job Title	Organisation	Team Role
Jane Keenan	Commissioning Manager	SCC	Author, Project Manager
Jackie Drysdale	Commissioning Assistant	SCC	Project Group member
Emilie Williams Jones	Programme Manager, SEND Capital Programme	SCC	Programme Manager
Mark Bryant	Executive Head	Federation of Manor Mead and Walton Leigh Schools	Service Expert
Lisa Kent	Executive Head	Federation of Manor Mead and Walton Leigh Schools	Service Expert
Liz Mills	Director of Education and Learning	SCC	Sponsor

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

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