

Proposed New ASD Designated Special Free School for Surrey

**New School Specification**

## Section A - Introduction

Under section 6A of the Education and Inspections Act 2006 (the ‘Free School presumption’) where a local authority identifies the need to establish a new school it must, in the first instance, seek proposals to establish an academy. Surrey County Council (SCC) has identified the need to establish a new ASD designated Special School for autistic pupils and those with Communication & Interaction needs in North East Surrey, to open in September 2024.

Between 2019 and 2021 Surrey’s Cabinet approved the strategy for three phases of the SEND Capital Programme with a combined capital investment of £79.6m to expand the local specialist estate at pace to ensure local children and young people can have their educational needs met close to home and within state-maintained provision wherever possible. This investment is already delivering 1,600 additional specialist school places towards the projected demand of 5,100 by 2025. More than 500 of these were delivered between 2019-2021.

By 2030-2031, the local area’s Specialist Education Estate is projected to require more than 800 additional places on top of the planned growth delivered by the first three phases of the SEND Capital Programme. The significant increase in demand requires in-county provision of up to 6,000 maintained specialist school places for Surrey pupils aged 4-19 years by September 2030. To that end, Cabinet approved an additonal £60m capital investment for the SEND Capital Programme as of 25 January 2022, which brings the programme total to £139.6m. This investment will create up to 700 more additional specialist school places in Surrey towards the projected demand of up to 6,000 by 2030-2031. The significant increase to Surrey’s specialist education estate further reduces the Council’s reliance on the independent sector, and most importantly means that local children and young people with SEND can attend their nearerst most appropriate maintained school.

In 2019, Surrey’s Cabinet approved a ten-year Strategy for Specialist Placements. This included three new Special Free Schools, following the Local Authority’s successful bid to the Department for Education (DfE)’s Free School Programme in 2018. The DfE is delivering two of these new Special Schools; Fox Grove School, which opened in SCC-provided temporary accommodation in September 2021, before being decanted by the DfE to its permanent site in December 2021 and Betchwood Vale Academy, which is due to be delivered in September 2024. The third Special Free School will be funded and delivered by SCC. This will provide up to 200 specialist school places and is due to be delivered by September 2024.

The purpose of the new Special Free School is to meet long-term demographic demand for Special School Places, specifically for autistic pupils and those Communication & Interaction needs. The development of the proposed school is consequently part of a suite of proposals being developed by Surrey County Council in conjunction with the DfE’s Free Schools programme to deliver a step change in the number of places for pupils who have complex SEND in local Special Schools.

**Needs Analysis**

Surrey’s population is projected to be 1.23 million so, our best approximation of our autistic population is 12,300 people, made up of:

* 3,200 children aged 17 and under
* 900 young people aged 18-24
* 8,200 people aged 25 and over

Currently autism is thought to be three times more common in males than females. This ratio may change as understanding of the way autism presents in women and girls improves. Research has suggested that autism may be under-diagnosed in females, gender-fluid and non-binary people (UK Parliament Postnote #612, January 2020).

Surrey currently has over 5,000 EHCPs for autistic pupils and those who have Communication & Interaction needs identified as their primary need. Approximately 50% of these pupils attend specialist provision. 14% are educated at non-maintained or independent provision (NMI) and 8% have a specialist school places outside of Surrey’s borders. Autism and Communication & Interaction needs has continued to be the most prevalent need in Surrey since 2015 and the number of pupils aged 4-19 years has grown by 884 (21%) over the past three years: the need type with the next highest amount of growth in terms of total numbers is Social Emotional and Mental Health needs (SEMH), which has seen growth of by 471 pupils (40%) over the same period.

There is increased demand for specialist school placements for autistic pupils and those with a primary need of Communication & Interaction needs. In Surrey, numbers of school-age pupils with this SEN need type identified as a primary need on their Education Health and Care Plan (EHCP) increased by over 20% in just three years between 2018/19 and 2020/21 (from 4,200 to 5,084). The forecasts suggest that numbers will grow by a further 31% over the next five years. This is illustrated in the table below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Status** | **Phase** | **2020/21** | **2025/26** | **Growth** |
| Maintained | Primary | 2123 | 2551 | 20% |
| Maintained | Secondary | 1313 | 1855 | 41% |
| Maintained | Post-16 | 270 | 441 | 63% |
| NMI / Other | Primary | 360 | 400 | 11% |
| NMI / Other | Secondary | 479 | 632 | 32% |
| NMI / Other | Post-16 | 539 | 795 | 48% |
| Total | Primary | 2483 | 2952 | 19% |
| Total | Secondary | 1792 | 2487 | 39% |
| Total | Post-16 | 809 | 1236 | 53% |
| Total | All | 5084 | 6675 | 31% |

In terms of planning SEND provision, Surrey is divided into four quadrants: North East, North West, South East and South West of the county. Special schools in Surrey, as in other local authorities, do not just meet the needs of learners in the immediate surrounding areas within a district. Across the North West of Surrey, there is a potential shortfall of 134 special school places for autistic pupils and those with Communication & Interaction needs in 2024/25.

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| --- | --- | --- | --- | --- |
| **Phase** | **Primary** | **Secondary** | **Post-16** | **Total** |
| Potential Shortfall | 52 | 73 | 9 | 134 |

If places are not delivered and projected growth continues in line with current trends, there will not be sufficient places to meet demand in the long term. The impact of this would create sustained over-reliance on the independent school sector and out of county placements, which frequently also involves excessive home to school travel distances for EHCP pupils outside of resident districts and boroughs.

Projections also show increases in demand from the neighbouring North East quadrant of the county with about 25% growth projected by 2024/25. Whilst the site that has been identified as the permanent location for the proposed new Special School is in Elmbridge the North East, it is expected that much of the demand from the North West will also be met by the proposed Special Free School. It’s location makes it highly likely that some demand from other neighbouring areas will also be met.

As is the case locally as well as nationally, the new school is therefore likely to admit pupils from outside of the immediate surrounding area and, as such, will serve a wider community based on need-type, geographical location, and phase of education. In addition to growing demand, it is helpful to consider existing access to provision. Data from 2020/21 shows that of 955 Surrey resident special school pupils who are autistic or have Communication & Interaction needs living in the northern Quadrants of Surrey, 782 (82%) were not educated in their home district. Furthermore, 633 (66%) pupils attended schools in other Quadrants.

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| --- | --- | --- | --- | --- |
| **Northern Quadrants** | **Total** | **Educated in Residential District or Borough** | **Educated elsewhere in Quadrant** | **Educated elsewhere in Surrey** |
| Pupils | 955 | 173 | 149 | 633 |
| Percentage | 100% | 18% | 16% | 66% |

The authority is therefore seeking proposals from appropriate sponsors to open the new special school and this school would be deemed a free school. Proposers should complete the [Free School Presumption application form](https://www.surreysays.co.uk/csf/proposed-new-asc-special-free-school-surrey/results/proposednewasddesignatedspecialfreeschoolapplicationform.docx) and return it to peter.speers@surreycc.gov.uk **for the attention of Emilie Williams-Jones.**

The proposal is for the school to open to pupils in September 2024. There are many steps to take to get to that point including further periods of consultation once a sponsor has been selected; however, the key milestones of most relevance are as follows:

|  |  |
| --- | --- |
| **Date** | **Activity** |
| 15 November 2021 to 17 December 2021 | Initial Local Authority consultation (complete) |
| 8 March 2022 to 29 May 2022 | Seeking proposals / statutory competition period |
| 18 April 2022 to 30 May 2022 | DfE evidence gathering on proposers |
| 30 May 2022 to 10 June 2022 | Assessing proposals in line with specification |
| 13 June 2022 | Applicant Interviews |
| 20 June 2022 | Local authority recommendation to RSC and Secretary of State |
| 21 July 2022 | Successful Sponsor confirmed – RSC notifications to LA and Sponsor |
| August 2022 | Commencement of Phase 1 pre-opening phase |

**Assessing Proposals**

SCC and the DfE will use the model criteria from the [Free School Presumption Guidance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/844346/Free_school_presumption_051119.pdf) when assessing proposals in line with the published school specification.

**Scoring**

Each section of the application form will be assessed and scored against the following criteria:

0 = The evidence and argument contained in the application is ‘inadequate’.

1 = The evidence and argument contained in the application is ‘adequate’.

2 = The evidence and argument contained in the application is ‘good’.

3 = The evidence and argument contained in the application is ‘excellent’.

An assessment panel, observed by the DfE and made up of senior leaders within SCC’s Education and Lifelong Learning Directorate, local Special School Headteachers and Community representatives will assess all proposals received. This process will include face to face interviews with short-listed applicants.

|  |  |
| --- | --- |
| **Panel Member Name** | **Role** |
| Jane Winterbone | Assistant Director Education |
| Julia Katherine | Assistant Director Vulnerable Learners (NE) |
| Paul Jensen | Headteacher, Sunnydown School |
| TBC | Headteacher, name of school |
| Gill Perkin | Area Manager (Surrey) South East South London Regional Delivery Directorate, Department for Education |

After this process has been completed, the local authority will put forward a recommendation to the Department for Education that provides strong credible evidence that the new Special Free School will raise the overall standard of special educational provision, reduce social disadvantage in the local area and add high quality specialist school places to Surrey’s specialist educational estate.

The Regional School Commissioner (RSC) for South East England and South London, on behalf of the Secretary of State, will consider the local authority and DfE’s recommendations before confirming which proposer will run the new school. The RSC will inform the local authority and the successful proposer of its decision, and the local authority will inform any unsuccessful proposers.

If you would like to discuss your application prior to submission, please contact Emilie.WilliamsJones@surreycc.gov.uk

**Application process**

Applicants must ensure that they are on the DfE’s approved sponsor list. Any applicants submitting bids who are not on the approved list, must contact the DfE before submitting a bid to Surrey County Council – details can be found at <https://www.gov.uk/guidance/sponsor-an-academy>.

Only applications received by **11pm on Sunday 29th May 2022** and on the official [Free School Presumption application form](https://www.surreysays.co.uk/csf/proposed-new-asc-special-free-school-surrey/results/proposednewasddesignatedspecialfreeschoolapplicationform.docx) will be considered for evaluation.

Please save your completed application form as a PDF and return it to peter.speers@surreycc.gov.uk **marked For the Attention of Emilie Williams-Jones.**

## Section B - The School

**General Details**

This will be a co-educational Special Free School for autistic pupils and those with Communication & Interaction needs aged between 4 and 19 working at broadly age-related expectations. Pupils will follow a number of educational pathways, including Entry Level 1-Level 2 Functional Skills qualifications and/or GCSEs, and A Levels or Vocational qualifications.

The plan is for the school to open to its first cohort of up to 80 pupils in September 2024.

The preferred location for the school is in the north of the county. The Grove Farm site is a large site and only part of it will be used for the new school. This will be subject to Planning approval. Public consultation will be carried out in line with statutory Planning Consultation and Judicial Review periods for Land & Property developments.

Grove Farm site is north of Esher (Elmbridge) and is surrounded to the north by the River Ember (River Mole) and a residential area to the east, south and south west. Esher Water Treatment Works lies to the west. Cranmere Primary School lies to the south east of the site and a mainline railway lies further to the south. The water treatment works are at the top left corner of the Grove Farm site, approx. 1000m as the crow flies from the proposed school site. The trainline is a lot closer (300metres), but acoustic surveys have been carried out from the outset, and the current Cranmere Primary has not found any noise issues. The River Ember is approximately half a mile away at the very top end of the site and is not very visible from anywhere in the vicinity of the schools. The River Mole is around 1 mile to the west of the site located behind the industrial estate.

The site and buildings will be provided by SCC and in each case will be in line with the mid-range [Building Bulletin 104 guidelines](https://www.gov.uk/government/publications/area-guidelines-and-net-capacity).

The address for the new school site is: Grove Farm, Arran Way, Esher KT10 8BE



**Delivery**

Surrey County Council will deliver the Special Free School’s building development programme, acting as Client until the sponsor has been identified and confirmed by Secretary of State. The successful sponsor will join the building programme at Stage 4 (Detailed Design) Design & Build towards the end of July 2022.

When at full capacity, the school will cater for up to 200 pupils; in the first year, it is expected that there will be an intake of up to 80 pupils then growing over four years. It is expected that there will be 8 to 10 pupils per class in EYFS, KS1, KS2 and KS3 with 10 to 12 per class in KS4 and KS5.

Admissions will be in line with the SEND Code of Practice and in line with [Surrey's SEND Admissions process](https://www.surreycc.gov.uk/schools-and-learning/schools/admissions/child-with-a-ehcp).

**Temporary Expansion Arrangements in place from September 2022-July 2024**

In agreement with the Department for Education, the Local Authority wrote to Schools and Trusts in October 2021 seeking support from establishments (both Local Authority maintained and academies) that could manage a temporary expansion to accommodate up to 80 autistic pupils and those with Communication & Interaction needs age 11-16 years who require a special school placement from September 2022. This was so that immediate local demographic demand could be met while the Special Free School Presumption process is being concluded.

At the end of a competitive and quality assured Expression of Interest process, Bourne Education Trust and Matthew Arnold School was identified as the successful applicant for the temporary expansion arrangements that will run from September 2022-July 2024. Up to 80 pupils in Year 7 to Year 11 will move into the newly remodelled temporary satellite sites at the beginning of September 2022 This is with a view to SCC undertaking EHCP consultation (under Section 39 (6) Children & Families Act, 2014) to enable the pupils to transition from the temporary arrangements to the permanent sponsor and new Special Free School site as the first intake in readiness for September 2024.

In terms of home to school transport, the proposed school’s location in Esher is ideally placed to accommodate the demand for Autism, Communication & Interaction Needs specialist school placements across the North East and North West quadrants and the wider county, thereby reducing travel times between home and school. The site is located close to the strategic road network and within a mile of Esher railway station. Travel assistance will be in line with [Surrey's Home to School Transport Policy](https://www.surreycc.gov.uk/schools-and-learning/schools/transport)

**Character / Ethos**

The proposed new school should be aligned with the [Community vision for Surrey in 2030](https://www.surreycc.gov.uk/council-and-democracy/finance-and-performance/our-performance/our-organisation-strategy/community-vision-for-surrey-in-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. Furthermore, the ethos of the new school should be shaped by [Surrey's SEND Partnership Strategy 2019-2022](https://www.surreylocaloffer.org.uk/news/surrey-send-partnership-strategy-2019-2022) which emphasises the local area’s vision to ensure:

* Children and young people and their well-being are at the centre of our thinking and that we work with families as partners in meeting their children or young people’s needs and planning how we will deliver support and provision in the future.
* All places, settings and organisations that provide education and/or support to children and their families are welcoming of children and young people with SEND and have a better understanding of their needs.
* When new provision and support is created, that Health, Education, and the Local Authority share responsibility to ensure that high quality support is in place for children, young people, and families when and where they need it.
* Children and young people with SEND can access the help and support they need to thrive and achieve within their local communities. They can go to local education provision that meets their needs, access services and play an active role in the community close to where they live.
* Families have easy access to information which helps them understand how best to support their child or young person’s needs and access the help that is offered.
* Children, young people, and families have access to the same level of high-quality support and education, 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.

SCC has carried out an Equalities Impact Assessment, which is available [here](https://www.surreysays.co.uk/csf/proposed-new-asc-special-free-school-surrey/results/equality-impact-assessment.docx).

## Section C - Vision

This is your opportunity to tell us in your own words about the overarching vision for your school and how it informs your education plan. You will need to demonstrate in later sections that the vision is both deliverable and affordable within the available funding. Your vision should be coherent and consistent with the other sections of your application. Applications should evidence of all the relevant criteria in [Annex C](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706177/Free_school_presumption_AnnexC-_Model_criteria_for_LAs_and_proposers.pdf) of the free school presumption guidance.

Please also ensure you include the following:

* Clear evidence of how your school will align with [Surrey's All-Age Autism Strategy 2021-2026](https://www.surreycc.gov.uk/adults/disabilities/spb/apb/sapb) to improve the lives of autistic people living in the county. This needs to include opportunities for Surrey's autistic pupils that require a special school placement to achieve their full potential, be independent, live healthy and fulfilling lives, where their contributions to their local communities are welcomed, supported, and valued, and no-one is left behind.
* A strong educational vision and how this informs your education plan, based on high standards of attainment for autistic pupils following differing educational pathways at each key stage. Reference should be made to learning pathways that offer vocational as well as academic study.
* A person-centred development strategy that underpins the educational vision and nurtures the abilities of all autistic pupils to promote identity, emotional understanding, and overall well-being. This is to ensure that all pupils at the special school are healthy, safe, engaged, supported, and challenged within a positive school climate.
* Excellent support facilities to meet the needs of all pupils and their families, including:
	+ Looked after children
	+ Care leavers
	+ Children and young people living in poverty
	+ Excluded pupils and those at risk of exclusion
	+ Pupils with attendance or persistent absence issues
	+ Gypsy, Roma, and Traveller pupils
	+ Asylum seekers, refugees, and new migrants
* Commitment to excellent outcomes and high quality of teaching and learning that enables autistic pupils to be successful, self-aware, proud, happy, and independent young people; able to live and study independently and pursue a variety of careers.
* If you have more than one school in your Trust, the overarching vision for your chain of schools and your planned expansion strategy (including how many schools you have in total, geographical, spread and timescales).

In addition, applicants are encouraged to provide the following detail:

* a brief explanation of autism specialism, particular ethos, distinctive pedagogy, or educational philosophy. This needs to also detail specific differing approaches to educating autistic girls and boys and how this will be managed within a coeducational offer.
* how your school will bring innovation to the local wider schools’ system and collaborate effectively with existing mainstream and special schools within Surrey.
* how you will manage and develop your workforce to create local expertise and a sustainable work-life balance for all staff.
* if your proposed school is in a different area from your existing school(s), how you will ensure that the new school will be well supported.
* you should also explain how your proposed school would achieve the expectation set out in paragraph 1.37 of the [Special Educational Needs and Disability Code of Practice, 2015](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) and meet pupils’ identified special educational needs.
* Plans for appropriate engagement with the local community, local schools, parents, and autism-specific voluntary and charitable organisations during the pre-opening period.
* a summary of how you plan to engage with those commissioning places at your proposed school, local partners and providers across Education, Health and Care, local parent carer forums and students/young people.

## Section D - Education Plan

This is the heart of your application. Your education plan must explain how your school will achieve its education vision, set out in the previous section. There are 4 elements within this criterion:

1. The curriculum
2. Measuring pupil performance
3. The staffing structure
4. Ensuring inclusivity

Applications should evidence of all the relevant criteria in [Annex C](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706177/Free_school_presumption_AnnexC-_Model_criteria_for_LAs_and_proposers.pdf) of the free school presumption guidance.

As a minimum please ensure you include the following:

* An ambitious, broad and balanced, deliverable curriculum plan which is consistent with the vision and pupil intake. This could include a curriculum table and pupil build up chart from the first cohort of 80 and growth over 4 years.
* Strategies for measuring pupil performance effectively and setting challenging targets, demonstrating a clear understanding of the expected pupil intake and their needs.
* A staffing structure that will deliver the planned curriculum within the expected income levels; with a focus on outstanding teaching (including strategies for effective performance management) and developing pupils’ independence from the outset. This could also include an organogram and staff build up chart.
* The needs of all pupils are fully provided for and how the school will be fully inclusive. Details of how you plan to effectively support autistic pupils with co-occurring conditions, including mental health conditions and neurodevelopmental conditions, such as mild to moderate learning difficulties, specific learning difficulties or epilepsy.
* Details of enrichment and extended services, for example, breakfast clubs, sports clubs, homework clubs, after school clubs and music/art clubs, opportunities for community engagement etc.
* The school’s approach to: PHSE; the Prevent Duty; safeguarding and welfare; and promoting fundamental British values (democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs)
* Relationships and Sex Education (RSE) that enables all pupils to develop the skills to make safe and sensible life choices, and to form positive beliefs, values and attitudes to the choices made by others. This needs to include how the school will develop of a positive culture around issues of sexuality and relationships.

In addition, applicants are encouraged to provide the following detail:

* a list of subjects and qualifications you will offer
* the number of hours spent per week on the subject - you do not need to provide sample timetables
* the curriculum that you are proposing to teach in your school, explaining how it meets the needs of the expected intake of pupils and their special educational needs
* the length of the school day, including any enrichment time, making a distinction between compulsory and voluntary activities
* how you will use resources from an existing school or other organisations to help deliver the curriculum/a subject or improve teaching capability
* how you intend to develop literacy, numeracy, and science skills
* an understanding of the expected pupil intake and their needs, e.g., levels of pupils with English as an additional language (EAL) and free school meals (FSM)
* the types of special educational need that the school will cater for and include a strategy to assess and meet the needs of all pupils including:

	+ looked after children
	+ those requiring literacy recovery/intervention (including EAL)
	+ those with differing degrees of Special Educational Needs and/ or Disability
	+ pupils who attract the pupil premium
* describe how you will establish a baseline of pupils’ current level of attainment (including external validation of this).
* describe how you will assess and monitor pupil performance and progress, ensuring this relates to the outcomes in an individual’s EHC plan. This also needs to include Preparation for Adulthood outcomes for pupils in NCY9 and beyond.
* the strategies you will put in place to support pupils to be successful when they enter and leave your school to transition to their next phase of education or future employment. This needs to include your approach to careers education, information, and advice so that pupils become happy, healthy, empowered, and included adults, who participate in, and contribute towards society.
* set out what success looks like for pupil performance, behaviour, and attendance. This needs to reflect high aspirations for emotional well-being and personal achievement, as well as academic achievement.
* explain how you will use success measures to improve the school’s performance, including non-academic targets for students’ skills and outcomes in independence, employability, healthy living, and participation in society.
* describe your approach to developing autistic pupils’ social learning and understanding, promoting independence as well as mental, emotional, and physical well-being.

Applicants will also be assessed on how they plan to:

* use assessment data to inform teaching and increase progression and attainment for all pupils with EHCPs
* measure the quality of teaching in the classroom
* involve parents/carers and report progress to them against EHCP outcomes
* involve pupils and their families in decisions about their support, ambitions, and progress

## Section E - Capacity and Capability

You need to demonstrate that your organisation has the capacity and capability to set up and run the school you are proposing and that you have access to appropriate educational, financial, and other expertise, either within your group or externally.

Applications should evidence of all the relevant criteria in [Annex C](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706177/Free_school_presumption_AnnexC-_Model_criteria_for_LAs_and_proposers.pdf) of the free school presumption guidance.

As a minimum please ensure you include the following:

* Who will be in charge during pre-opening and provide a copy of their CV.
* The resources you would draw on and/or deploy to support the development of the new free school by the opening date
* Clear evidence that you have the range of skills and abilities necessary to set up and then run a school effectively, including managing school finances; leadership; project management; marketing; human resources; safeguarding; and health and safety
* How the school would be organised and what the governance arrangements would look like, including a diagram of the proposed structures
* Details of Trust expansion strategy including any other significant changes planned
* A demonstration of commitment to Surrey’s SEND Partnership Strategy and delivery against the All-Age Autism Strategy
* How you will help set high aspirations and evidence achievement of ambitious outcomes for autistic young people

## Section F - Funding and Costs

The need to create an all-through phase special school in Surrey was identified and signed off in the Special Educational Needs and Disability (SEND) Capital Programme by Cabinet in September 2019. An approved capital budget of £25 million was assigned to the new Special Free School project, a site was originally identified in the Woking area but that proved unviable within the existing capital budget due to unforeseen site issues. Since then, some costs have been accrued against that budget, but it is expected that approximately £24 million will be available for the build programme. The site will be provided by SCC on a standard 125 year lease arrangement.

In terms of revenue funding, places will be funded in line with existing SCC arrangements. This means that each pupil will attract base funding of £10,000 from the Education and Skills Funding Agency plus a top-up figure based on the needs of the pupils through Surrey County Council’s banding system. The current relevant top-up funding levels are as follows:

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| --- | --- |
| **Key Stage** | **Band S3** |
| Primary | £16,370 |
| KS3 | £16,732 |
| KS4 | £17,518 |
| KS5 | £18,672 |

Additional revenue funding to support start-up costs will be agreed once the successful sponsor has been confirmed.

## Section G - Impact and Equalities Assessments

As prescribed by [Section 9 Academies Act 2010](https://www.legislation.gov.uk/ukpga/2010/32/section/9#:~:text=%5BF19Impact%3A%20new%20and%20expanded%20educational%20institutions&text=(b)it%20provides%20education%20for,it%20replaces%2C%20taken%20together).) and [Section 149 Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/section/149), the local authority must assess the potential impact of any new school on existing educational provision in the area. The local authority must also consider whether the new school would impact on any groups with protected characteristics.

Whilst the school will be responsible for its own compliance with equalities legislation and the formation and lawful implementation of policy in this area, it is not considered that the establishment of this new school will impact particularly on people with protected characteristics. Some of the children and young people who will attend the school will likely fall within the definition of disabled as set out in the Equality Act 2010. The impact on the autistic pupils of Surrey and those with Communication & Interaction needs that require a special school placement will be a positive one. The arrival of the new special school will enable them to have their identified educational needs met closer to home and in the county in which they live, without the need to travel often long distances out of area.