# Proposed New ASC Special Free School West Surrey

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

Yes (please attach upon submission) / ~~No~~

**1. Explaining the matter being assessed**

Is this a:

(Delete the ones that don’t apply)

* A new 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.

Describe the change being assessed in plain English. Give your rationale for writing the EIA. Identify the key stakeholders affected by this change, including residents and staff. Consider what evidence you have gathered on the impact of your proposals.

The proposed change is to open a new Special School for children with Autistic Spectrum Conditions (ASC) in the north of the county. This is a significant part of a large programme of measures to increase the number of places for pupils with Special Educational Needs (SEND) and Disabilities across Surrey to meet growing demand. As with any new school, it would be a Free School so not maintained by the local authority; instead, an Academy Trust would operate the school. However, places would be funded through Surrey County Council (SCC) and would be open to all children for whom such a placement might meet their needs, subject to capacity limits.

The programme to increase the number of school places for pupils with SEND is designed to ensure that all children in the county can access a suitable school place as close to home as possible as demand grows as well as reducing the reliance on placements in the independent sector. To ensure that this aim is achieved, it is important to regularly assess the potential equalities impacts as the programme progresses. This should have a direct positive impact on children with ASC and their families by helping to ensure they can access a school place that can best meet their needs. A new school would also create a number of new jobs in the area for teaching and support staff. As mentioned above, the school will help reduce the number of children sent to independent schools: this will reduce costs to SCC significantly, which will ultimately benefit local residents. Existing schools would not be adversely affected as growing demand for places means it is very unlikely they would lose pupils.

How does your service proposal support the outcomes in [the Community Vision for Surrey 2030](https://www.surreycc.gov.uk/council-and-democracy/finance-and-performance/our-performance/our-organisation-strategy/community-vision-for-surrey-in-2030)?

The SEND 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?

(Delete the ones that don’t apply)

* County-wide

Whilst the school is proposed to serve the north of the county primarily, it is expected that there will be benefits for those living in other areas as well.

**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)

 This proposal would directly affect younger people (those of school age) and children with Special Needs and Disabilities.

### Age (Younger People)

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

Children and young people between the ages of 4 and 19 will be able to access places at the new school, which will cater for boys and girls. SCC want to ensure that as many pupils as possible benefit from the new school so are proposing an all-through school that will admit children in all years from Reception onwards.

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

The foremost mitigation as mentioned above is to make the school open to pupils of as wide an age range as possible. This means rejecting a primary or secondary model in favour of provision that runs from age 4 to age 19. Admissions will be in line with the Special Educational Needs and Disabilities Code of Practice, 2015.

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 proposed new school is part of a wider capital programme to provide over 5,000 additional specialist school places across Surrey. These new places will meet various types of needs across specialist units and special schools in the primary and secondary sectors. Currently, around 1,600 have been provided; this school will play a significant part in ensuring that the remaining demand is met. There are no dependencies to be aware of.

Any negative impacts that cannot be mitigated?

There are no negative effects identified.

**3. Staff**

### N/A

**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](https://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-codes-practice) concerning employment, goods and services and equal pay).

Recommended outcome:

Outcome One: No major change to the policy/service/function required

Explanation:

This is a new service that will benefit children and young people with Special Educational Needs (specifically autism). No group will be disadvantaged; in fact, the new school will allow autistic children and young people to be educated at a school that meets their needs within a reasonable distance from their homes.

**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.

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| --- | --- | --- | --- | --- | --- | --- |
| **Item** | **Initiation Date** | **Action/Item** | **Person Actioning** | **Target Completion Date** | **Update/Notes** | **Open/****Closed** |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |

**6a. Version control**

| **Version Number** | **Purpose/Change** | **Author** | **Date** |
| --- | --- | --- | --- |
| 1 | New ASD Special Free School | Peter Speers |  |

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.

**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 | Emily George |
| Executive Director |  |
| Cabinet Member |  |
| Directorate Equality Group |  |

**Publish:**

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

**EIA author**: Peter Speers

**6c. EIA Team**

| **Name** | **Job Title** | **Organisation** | **Team Role** |
| --- | --- | --- | --- |
|  |  |  |  |

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

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