



**LEAD MEMBER FOR EDUCATION AND INCLUSION, SPECIAL EDUCATIONAL  
NEEDS AND DISABILITY**

MONDAY 30 OCTOBER 2017

10.00 AM - CC2, COUNTY HALL, LEWES

**DECISIONS** to be made by the Lead Member for Education and Inclusion, Special Educational Needs and Disability, Councillor Bob Standley.

A G E N D A

- 1 Decisions made by the Lead Cabinet Member on 26 September 2017 (*Pages 3 - 4*)
- 2 Disclosures of interests  
Disclosure by all Members present of personal interests in matters on the Agenda, the nature of any interest and whether the Member regards the interest as prejudicial under the terms of the Code of Conduct
- 3 Urgent items  
Notification of items which the Lead Member considers to be urgent and propose to take at the end of the appropriate part of the Agenda
- 4 Admission Arrangements 2019/20 (*Pages 5 - 30*)  
Report by the Director of Children's Services
- 5 Proposed expansion of Willingdon Community School (*Pages 31 - 70*)  
Report by the Director of Children's Services
- 6 Any urgent items previously notified under agenda item 3

PHILIP BAKER  
Assistant Chief Executive  
County Hall, St Anne's Crescent  
LEWES BN7 1UE

20 October 2017

Contact: Hannah Matthews, 01273 335138

Email: [hannah.matthews@eastsussex.gov.uk](mailto:hannah.matthews@eastsussex.gov.uk)

This page is intentionally left blank

## LEAD MEMBER FOR EDUCATION AND INCLUSION, SPECIAL EDUCATIONAL NEEDS AND DISABILITY

MINUTES of a meeting of the Lead Member for Education and Inclusion, Special Educational Needs and Disability held at CC1, County Hall, Lewes on 26 September 2017.

---

### 7 DECISIONS MADE BY THE LEAD CABINET MEMBER ON 19 JUNE 2017

7.1 The Lead Member approved as a correct record the minutes of the meeting held on 19 June 2017.

### 8 DISCLOSURES OF INTERESTS

8.1 There were no disclosures of interest.

### 9 URGENT ITEMS

9.1 There were no urgent items.

### 10 REPORTS

10.1 Reports referred to in the minutes below are contained in the minute book.

### 11 PROPOSED EXPANSION OF POLEGATE SCHOOL

11.1 The Lead Member for Education and Inclusion, Special Educational Needs and Disability considered a report by the Director of Children's Services seeking approval to publish statutory notices in respect of a proposal to expand Polegate School.

11.2 The Lead Member RESOLVED to:

- 1) Authorise the publication of a statutory notice in respect of a proposal to expand Polegate School from 420 places to 630 places, increasing the published admission number (PAN) from 60 to 90 with effect from 1 September 2019; and
- 2) Delegate authority to the Director of Children's Services to amend the proposals prior to their publication if required.

Reasons.

11.3 In recent years demand for school places in Polegate has increased as a result of new housing developments in the area. The Council has a statutory duty to ensure there are sufficient school places to meet this demand and is therefore proposing to expand Polegate School to create additional capacity.

### 12 SCHOOL AGE RANGE CHANGE - SANDOWN PRIMARY SCHOOL

12.1 The Lead Member for Education and Inclusion, Special Educational Needs and Disability considered a report by the Director of Children's Services which sought approval to lower the

age range at Sandown Primary School to enable the governing body to take on management of the onsite Maplehurst Nursery.

12.2 RESOLVED to:

Authorise the change of age range at Sandown Primary School from 5 to 11 to 2 to 11 with effect from 30 October 2017.

Reasons.

12.3 The proposal to lower the age range at Sandown Primary School will help to build on work already done by the school and nursery, ensuring a fully integrated Early Years Foundation Stage to help secure good outcomes for all children.

(The meeting ended at 2.09pm)

Committee:	<b>Lead Member for Education and Inclusion, Special Educational Needs and Disability.</b>
Date:	<b>30 October 2017</b>
Title of Report:	<b>Admission arrangements for the 2019/20 school year</b>
By:	<b>Director of Children's Services</b>
Purpose of Report:	<b>To approve the annual statutory consultation exercise for the school admission arrangements for 2019/20</b>

---

## **RECOMMENDATION:**

**The Lead Member is recommended to:**

**Agree to consult on the proposed admission arrangements for the 2019/20 school year:**

- 1. To make a change to the community area for Hankham and Stone Cross primary schools so that the current discrete areas are merged to form one shared community area;**
  - 2. To include the community area formerly served by Rodmell CE Primary School in the community area for Iford & Kingston CE Primary School following the agreed closure of Rodmell CE Primary School;**
  - 3. To include the villages of Ditchling and Streat in Chailey Secondary School's community area to create a shared area with Priory School;**
  - 4. The proposed admissions numbers; and**
  - 5. The proposed co-ordinated admissions schemes.**
- 

## **1. Background Information**

1.1 The School Admissions Code 2014 states that admissions authorities must determine their admissions arrangements annually. However, provided the relevant admissions authority is not proposing any changes to their admissions arrangements, there is a duty to consult every seven years.

1.2 As part of the consultation process, and in accordance with current statutory requirements, consultation will include parents, schools, the relevant Dioceses and neighbouring local authorities. Notification of the proposed arrangements will be posted on the Council's website.

## **2. Supporting Information – the proposed changes**

### ***Hankham and Stone Cross community areas (primary)***

2.1 The community area change proposal in respect of Hankham and Stone Cross should help ensure that children are able to attend their nearest local school. A number of homes have been/are being built in the area between the two schools, straddling the community area boundary. Many of these homes are in the area for Hankham, which is a much smaller school with a PAN of 20. Meanwhile, many of the places at Stone Cross (which has a PAN of 60) are occupied by children living within Eastbourne borough, where there are numerous other schools available. However, some of these children are geographically closer to Stone Cross primary school than those in the new homes, and under current arrangements would therefore be more likely to be offered places at Stone Cross, despite having more local alternatives.

2.2 The proposal is to merge the community areas for Hankham and Stone Cross primary schools, giving children living in the area priority for both schools. This would create a shared area served by both schools, as shown on the attached maps.

### ***Rodmell and Iford and Kingston Community areas (primary)***

2.3 Following the closure of Rodmell CE Primary School, the proposal is to extend the community area for Iford and Kingston CE Primary School to include the community area previously served by Rodmell CE Primary School. The Lead Member is advised that capacity at Iford & Kingston CE School has been increased from a PAN of 20 to a PAN of 30 and the County Council's forecasts show that the school has the capacity to accommodate these children, who are few in number.

### ***Community area for Chailey School (secondary)***

2.4 The proposal is to include the villages of Ditchling and Streat in the area for Chailey School. These villages currently fall within the community area served by Priory School but are geographically closer to Chailey. The Lead Member is advised that currently very few pupils from these areas attend Priory School as it is inconvenient for public transport. A map is attached to show the affected area. This change would mean that children living in this area would be in the community area for both Chailey and Priory Schools.

### ***Additional information***

2.5 Appendix 3 shows the proposed admissions numbers for community and voluntary controlled schools for the 2019/20 school year. For ease of reference, the proposed admission numbers (as far as they are known to the county council) are included in italics. The Lead Member is asked to note that this is for information only and subject to change.

2.6 With reference to Appendix 3, attention is drawn to the proposal to increase the PAN of Polegate Primary School from 60 to 90 (subject to necessary planning consent) and to reduce the PANs of Forest Row Community Primary School and Uplands Community College from 45 to 30 and from 168 to 150 respectively.

2.7 Appendix 4 outlines the co-ordinated admission schemes for the 'normal' years of entry, i.e. reception classes, transfer between infant to junior schools and on transfer between primary and secondary school

2.8 The Lead Member is advised that an Equality Impact Assessment will be undertaken as part of the consultation process.

## **3. Conclusion and Reason for Recommendations**

3.1 The County Council is required by law to carry out consultation on admissions arrangements every seven years or sooner if any changes to those arrangements for the schools where the local authority is the admissions authority. The Lead Member is recommended to agree to consult on the attached admissions arrangements for 2019/20 with the minor proposed changes outlined in section 2 above.

3.2 The results of the consultation will be reported back to the Lead Member after the consultation period closes in January 2018 with recommendations for amendments as necessary resulting from comments received. Final admission arrangements will be determined by 15 March 2018, and subsequently published.

**STUART GALLIMORE**  
**Director of Children's Services**

Contact Officer: Jo Miles, Admissions and Transport Manager  
Tel: 01273 481911

Local Members: All

Background Documents:

- School Standards and Framework Act 1998
- The School Admissions (Co-ordination of Admission Arrangements) (England) Regulations 2012
- The School Admissions (Admission Arrangements) (England) Regulations 2014
- The School Information (England) Regulations 2012
- School Admissions Code 2014

Appendices:

Appendix 1 – Proposed Admissions criteria

Appendix 2- maps showing the areas in question: 2a) and b) show the Hankham/Stone Cross proposal, and map 2c) shows the proposed shared area between Chailey School and Priory School

Appendix 3 - Admission numbers

Appendix 4 - Co-ordination Admission Schemes – normal year of entry

This page is intentionally left blank



**Proposed Admissions criteria for community and voluntary controlled schools in East Sussex**

1. **Looked after children and children who were looked after, but ceased to be so because they were adopted (or subject to residence orders or special guardianship orders) immediately following being looked after.**
2. **Children who will have a brother or sister at the school (or linked infant or junior school) at the time of admission and who live at the same address, within the pre-defined community area\***

The definitions of 'sibling' and community areas are as shown in the admission booklet 'apply for a school 2018-19'

3. **Children wishing to transfer between a linked infant and junior school (as per schools listed in the admission booklet).**

4. **Other children living within a pre-defined community area**

Each home address within the county falls within a community area although living within the community area does not guarantee a place. Maps of the community areas are shown in the admission booklet 'apply for a school 2018-19', with the proposed alterations as attached.

5. **Children who will have a brother or sister at the school (or linked infant or junior school) at the time of admission who live at the same address, outside the pre-defined community area.\***

The definition of sibling is as shown in the admission booklet 'apply for a school 2018-19'

6. **Other children living outside the pre-defined community area.**

**Tiebreaker**

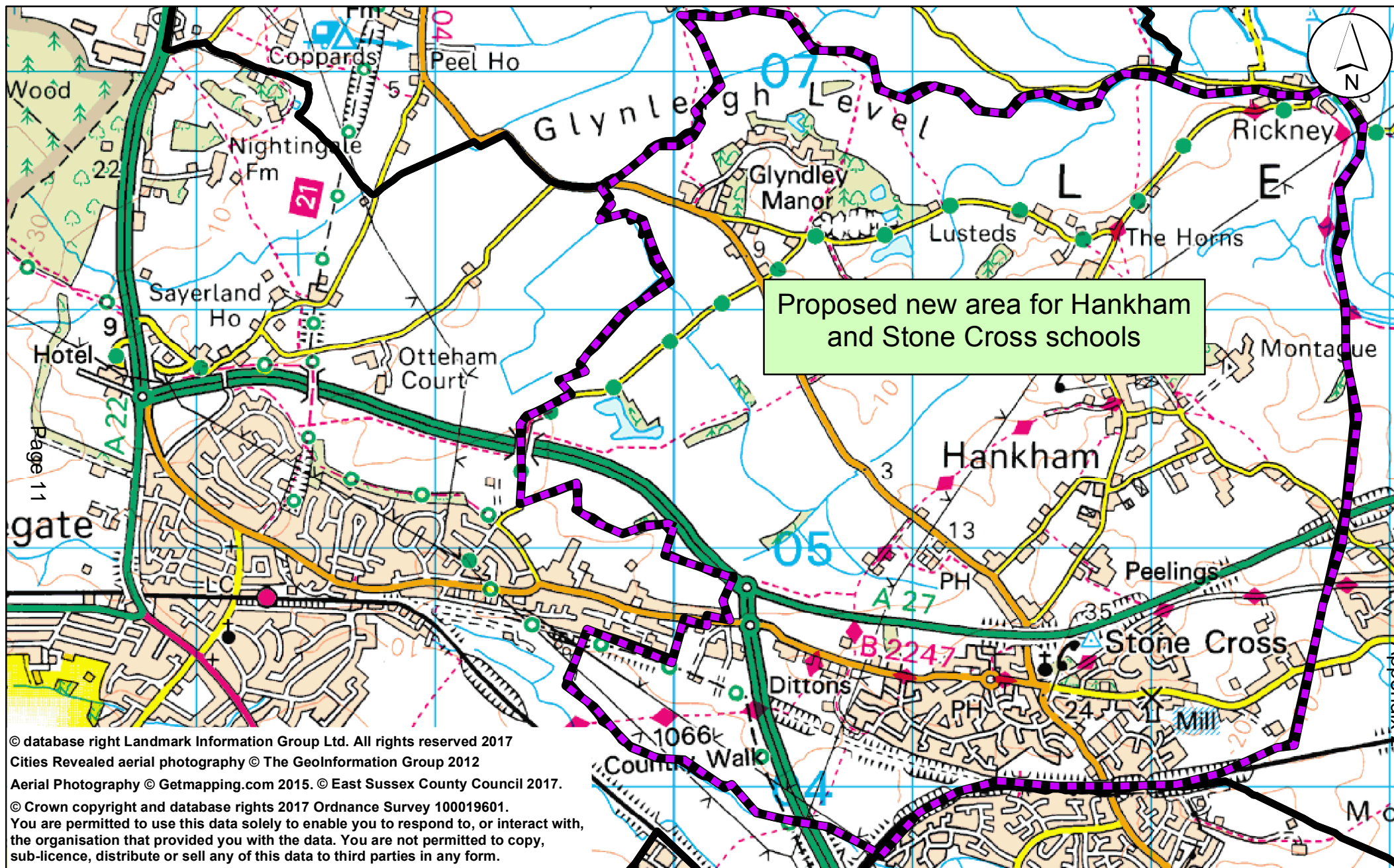
- In the event of oversubscription within any category, place allocation will be decided by prioritising applications on the basis of home to school distance measured in a straight line (as the crow flies). For split site schools, we will measure to the site where the child will attend for the majority of lessons at the point of entry.
- In the event that applicants cannot be prioritised using the tie-breaker above because the distance measurements are the same, the Authority will use random allocation to decide which children will be offered the remaining places. This will be done electronically using the Authority's admissions software.

***\* Children who have a brother or sister who joined the school prior to 1 September 2017 (1 September 2012 for Frant CE Primary School) and who is still on roll will be admitted under the previous criteria which gave priority to brothers and sisters regardless of whether they live in the pre-defined community area or not.***

**Twins and children from multiple births (all community and voluntary controlled schools).**

Where the admission of both twins or all siblings from a multiple birth would cause the school to rise above its Planned Admission Number, both twins or all of the siblings will be admitted. Where the admission of the additional child or children from multiple births to an

infant class would result in the PAN rising above 30 (or multiples of 30), the additional child/children would be exceptions to the Infant Class Size legislation throughout the infant phase or until the number in the year group reduced to the PAN.



Proposed joint area for Hankham and Stone Cross schools-  
 they will share the community boundary

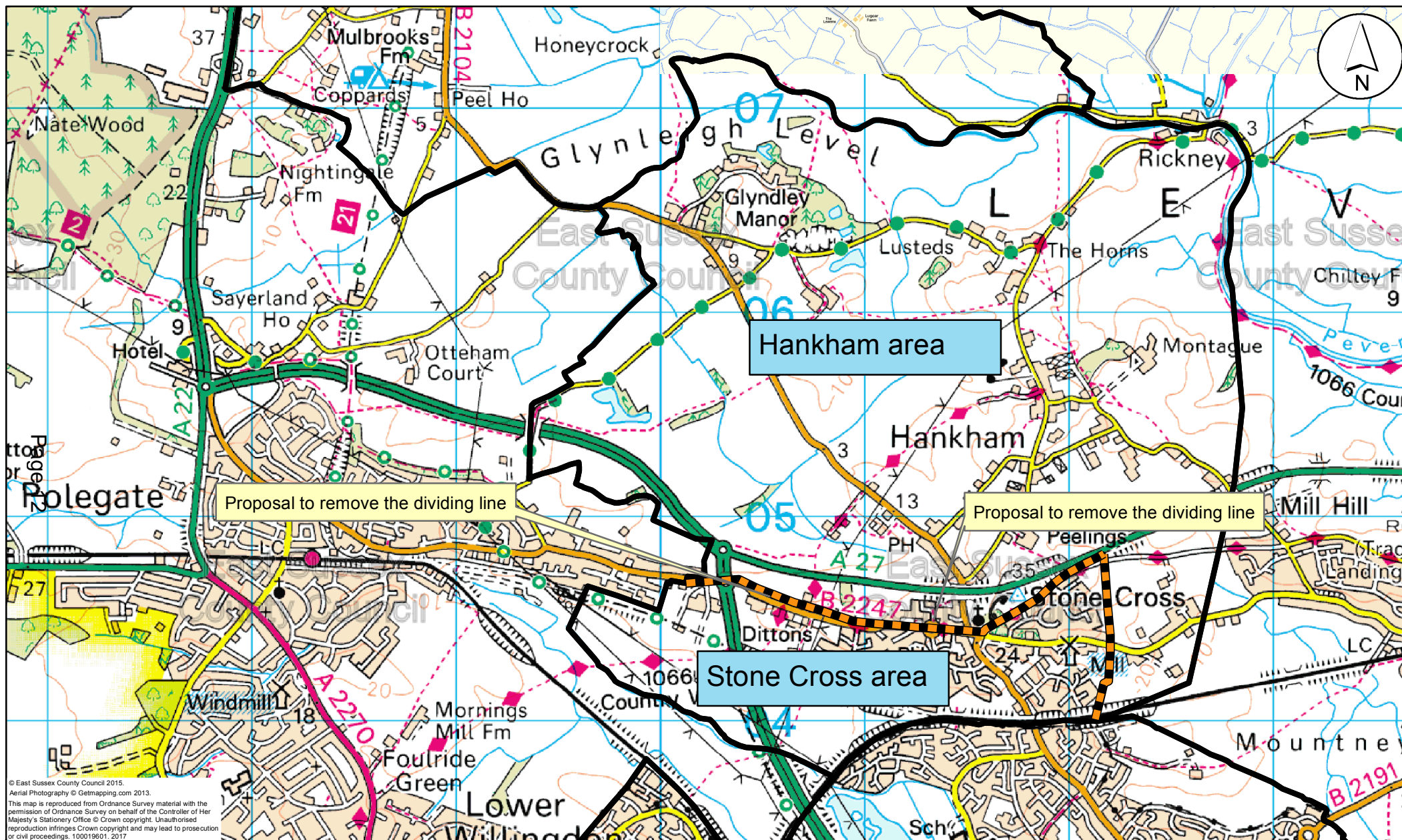
Scale: 1:21,000

Date: 16/10/2017

East Sussex  
 County Council







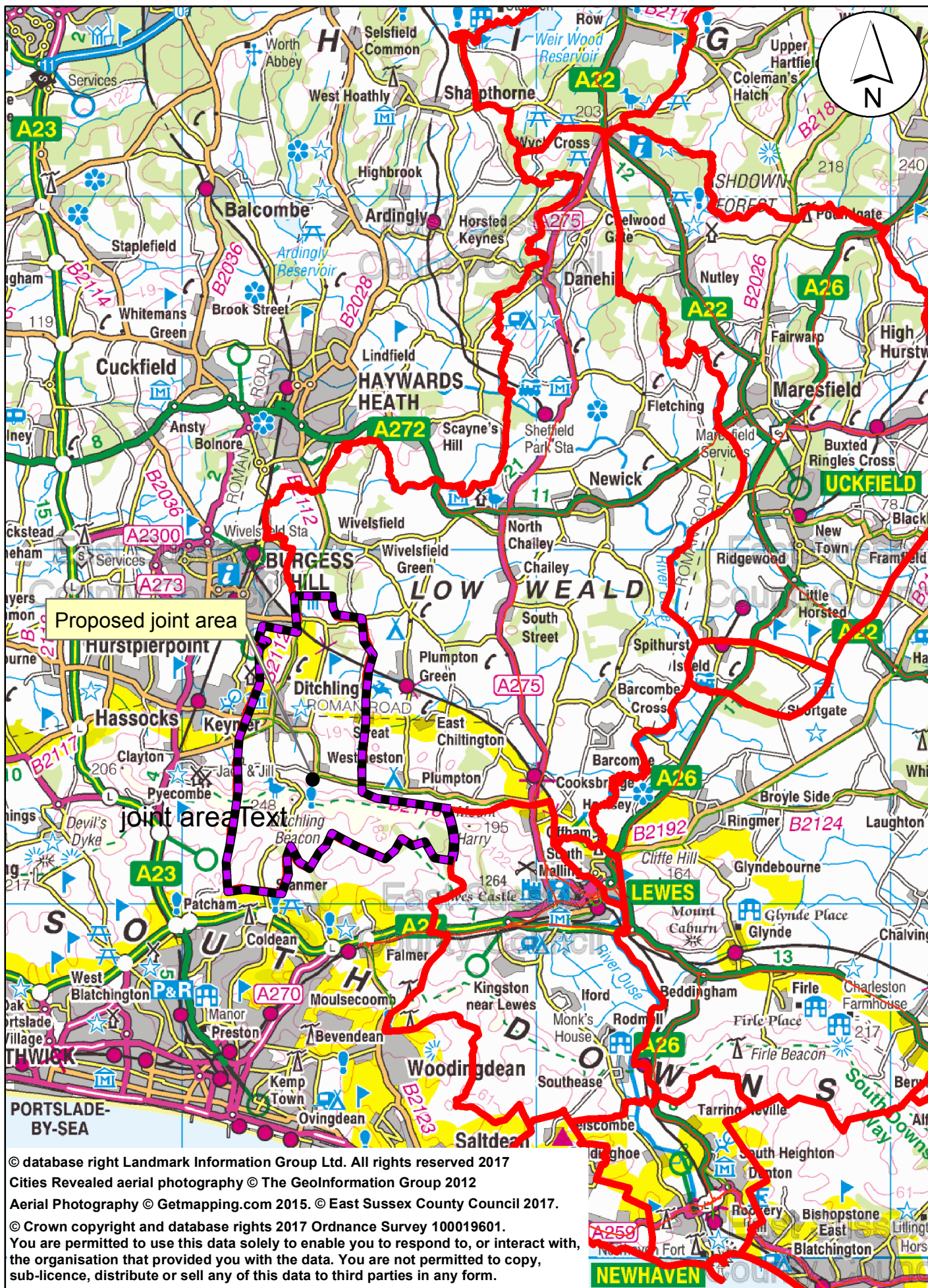
Map showing the community areas for Stone Cross and Hankham Schools  
and the dividing line which is to be removed under the proposals

Date: 16 October 2017

Author: Admissions and Transport







This page is intentionally left blank

### Admission numbers

The tables below show the schools the proposed planned admission numbers (PANs) for secondary schools where the County Council is the admission authority. (Proposed changes shown in bold). Establishments listed in *italics* are their own admission authorities, and their admission numbers are included for reference only, and may be subject to change.

#### 1. Eastbourne area

School	Admission number 2019/20
The Causeway	189
<i>The Cavendish School (Academy)</i>	180
<i>The Eastbourne Academy</i>	180
<i>Gildredge House</i>	120
<i>Ratton School Academy Trust</i>	243
<i>St Catherine's College (Academy)</i>	208
Willingdon Community School	200

#### 2. Hastings/St Leonards area

School	Admission number 2019/20
<i>Ark Helenswood Academy (Girls)</i>	216
<i>Ark William Parker (Boys)</i>	240
<i>The Hastings Academy</i>	180
<i>The St Leonards Academy</i>	300

#### 3. Other areas of the County

School	Admission number 2019/20
<i>Beacon Academy</i>	220
<i>Bexhill Academy</i>	330
Chailey School	162
Claverham Community College	230
<i>Hailsham Community College Academy Trust</i>	240
Heathfield Community College	240
<i>King's Academy Ringmer</i>	150
<i>Peacehaven Community School (Trust)</i>	180
<i>Priory School (Trust)</i>	232
Robertsbridge Community College	130
<i>Rye College</i>	150
<i>Rye Studio (year 10 entry)</i>	50
<i>St Richard's Catholic College (VA)</i>	200
<i>Seaford Head Academy</i>	240
<i>Seahaven Academy</i>	150

Uckfield Community Technology College	270
<b>Uplands Community College</b>	<b>150*</b>
<i>utc@harbourside (year 10 entry)</i>	60

**\*the Lead Member is advised that this figure is a reduction from the previous PAN of 168**

**Primary, Junior and Infant Schools - proposed admissions numbers for the 2019/20 school year.**

**1. Bexhill area**

<b>School</b>	<b>Admission number 2019/20</b>
All Saints Church of England Primary School	30
Chantry Community Primary School	30
<i>Glenleigh Park Primary Academy</i>	75
<i>King Offa Primary Academy</i>	60
Little Common School	90
<i>Pebsham Primary Academy</i>	30
<i>St Mary Magdalene Catholic Primary School (VA)</i>	30
<i>St Peter and St Paul CE Primary School (VA)</i>	60

**2. Crowborough area**

<b>School</b>	<b>Admission number 2019/20</b>
Ashdown Primary School	60
Jarvis Brook School	30
<i>St John's CE Primary School (VA)</i>	30
<i>St Mary's RC Primary School (VA)</i>	30
<i>Sir Henry Fermor CE Primary Academy</i>	60

**3. Eastbourne area (including Polegate and Willingdon)**

<b>School</b>	<b>Admission number 2019/20</b>
Bourne Primary School	60
<i>The Cavendish School (Academy)</i>	60
<i>Gildredge House (Free school)</i>	56
<i>Heron Park Primary Academy</i>	60
Langney Primary School	60
Motcombe Community Infant School (for pupils aged 4-7)	120
<i>Oakwood Primary Academy</i>	60
Ocklynge Junior School (for pupils aged 7-11)	210
Parkland Infant School (for pupils aged 4-7)	60
Parkland Junior School (for pupils aged 7-11)	60
Pashley Down Infant School (for pupils aged 4-7)	90



<b>Polegate School</b>	<b>90*</b>
Roselands Infant School (for pupils aged 4-7)	90
Shinewater Primary School	60
St Andrews Church of England Infant School (4-7)	90
<i>St Johns Meads Church of England Primary School (VA)</i>	30
<i>St Thomas a Becket Catholic Infant school (4-7) (VA)</i>	60
<i>St Thomas a Becket Catholic Junior School (7-11) (VA)</i>	60
Stafford Junior School (for pupils aged 7-11)	90
<i>The Haven Primary School (VA)</i>	60
Tollgate Community Junior School (for pupils aged 7-11)	90
West Rise Community Infant School (for pupils aged 4-7)	90
West Rise Community Junior School (for pupils aged 7-11)	90
Willingdon Primary School	60

**\*the Lead Member is advised that this is an increase from 60 and is subject to necessary planning consent for additional accommodation.**

#### **4. Hailsham**

<b>School</b>	<b>Admission number 2019/20</b>
<i>Grovelands Community School (Trust)</i>	90
<i>Burfield Academy</i>	30
<i>Hawkes Farm Primary Academy</i>	60
Hellingly Community Primary School	30
<i>Phoenix Academy</i>	30
<i>White House Academy</i>	30

#### **5. Hastings/St Leonards area**

<b>School</b>	<b>Admission number 2019/20</b>
<i>All Saints Church of England Junior Academy (7-11)</i>	60
<i>Ark Blacklands Primary Academy</i>	90
<i>Ark Castledown Primary Academy</i>	60
<i>Ark Little Ridge Primary Academy</i>	60
<i>The Baird Primary Academy</i>	60
<i>Christ Church CE Primary School (VA)</i>	60
<i>Churchwood Primary Academy</i>	30
<i>Dudley Infant Academy (4-7)</i>	60
<i>Hollington Primary Academy</i>	60
<i>Ore Village Primary Academy</i>	60
<i>Robsack Wood Primary Academy</i>	60
<i>Sacred Heart Catholic Primary School (VA)</i>	30
<i>St Leonards CE Primary Academy</i>	60

<i>St Mary Star of the Sea Primary School (VA)</i>	30
<i>St Paul's Church of England Primary School (Academy)</i>	90
Sandown Primary School	60
<i>Silverdale Primary Academy</i>	90
<i>West St Leonards Primary Academy</i>	30

## 6. Heathfield

School	Admission number 2019/20
<i>All Saints and St Richard's CE Primary School (VA)</i>	15
Cross-In-Hand Church of England Primary School	60
Parkside Community Primary School	30

## 7. Lewes area

School	Admission number 2019/20
<i>St Pancras Catholic Primary School (VA)</i>	20
South Malling Church of England Primary School	30
Southover Church of England Primary School	60
Wallands Community Primary School	60
<i>Western Road Community Primary School</i>	30

## 8. Newhaven area

School	Admission number 2019/20
<i>Breakwater Academy</i>	30
Denton Community School	30
Harbour Primary and Nursery School	60
<i>High Cliff Academy</i>	30

## 9. Peacehaven/Telscombe Cliffs area

School	Admission number 2019/20
<b>Meridian Primary School</b>	90
Peacehaven Heights Primary School	60
Telscombe Cliffs Community Primary School	90

## 10. Rye area

School	Admission number 2019/20
<i>Rye Primary Academy</i>	60

## 11. Seaford area

School	Admission number 2019/20
<i>Annecy Catholic Primary School (VA)</i>	30

Chyngton School	60
Cradle Hill Community Primary School	90
Seaford Primary School	60

## 12. Uckfield area

School	Admission number 2019/20
Harlands Primary School	30
<i>Holy Cross CE Primary School (VA)</i>	30
<i>Little Horsted CE Primary School (VA)</i>	15
Manor Primary School	60
Rocks Park Primary School	30
<i>St Philip's Catholic Primary School (VA)</i>	30

## 13. Rural Primary Schools

School	Admission number 2019/20
Alfriston School	15
Barcombe Church of England Primary School	20
Battle and Langton Church of England Primary School	60
Beckley Church of England Primary School	15
<i>Blackboys Church of England Primary School (VA)</i>	15
Bodiam Church of England Primary School	15
Bonnors Church of England Primary School	15
Brede Primary School	20
Broad Oak Community Primary School	20
Burwash Church of England Primary School	25
Buxted Church of England Primary School	25
Catsfield Church of England Primary School	15
Chiddingly Primary School	15
Crowhurst Church of England Primary School	15
Dallington Church of England Primary School	15
Danehill Church of England Primary School	12
Ditchling (St Margaret's) Church of England Primary School	20
East Hoathly Church of England Primary School	15
Etchingham Church of England Primary School	15
Firle Church of England Primary School	15
Five Ashes Church of England Primary School	10
Fletching Church of England Primary School	15
<b>Forest Row Church of England Primary School</b>	<b>30*</b>
<i>Framfield Church of England Primary School (VA)</i>	15
Frant Church of England Primary School	15

<i>Groombridge St Thomas Church of England Primary School (VA)</i>	30
<i>Guestling-Bradshaw Church of England Primary School (VA)</i>	30
Hamsey Primary School	15
Hankham Primary School	20
Herstmonceux Church of England Primary School	30
High Hurstwood Church of England Primary School	15
Hurst Green Church of England Primary School	20
Icklesham Church of England Primary School	15
Iford and Kingston Church of England Primary School	30
Laughton Community Primary School	15
<i>Mark Cross Church of England Primary School (VA)</i>	15
Mayfield Church of England Primary School	30
Maynards Green Community Primary School	30
Netherfield Church of England Primary School	20
Newick Church of England Primary School	30
Ninfield Church of England Primary School	20
Northiam Church of England Primary School	15
Nutley Church of England Primary School	15
Park Mead Primary School	15
Peasmarsh Church of England Primary School	15
Pevensey and Westham Church of England Primary School	60
Plumpton Primary School	20
Punnetts Town Community Primary School	15
Ringmer Primary School	45
Rotherfield Primary School	30
<i>St Mark's Church of England Primary School (VA)</i>	13
<i>St Mary the Virgin Church of England Primary School (VA)</i>	20
St Michaels Church of England Primary School (Playden)	15
St Michaels Primary School (Withyham)	15
St Peter's Church of England Primary School (Chailey)	20
<i>St Thomas' Church of England Primary School (Winchelsea) (VA)</i>	20
Salehurst Church of England Primary School	30
Sedlescombe Church of England Primary School	30
Staplecross Methodist Primary School	15
Stone Cross School	60
Stonegate Church of England Primary School	15
Ticehurst and Flimwell CE Primary School	30
Wadhurst Church of England Primary School	45
Westfield School	30
Wivelsfield Primary School	30

**\*The Lead Member is advised that this figure is a reduction from the previous PAN of 45.**

This page is intentionally left blank

## **Co-ordination Admission Schemes for the normal year of entry**

Attached are the proposed co-ordinated schemes for primary and secondary admissions at the normal point of entry. The changes to both schemes are minimal.

### **Introduction**

Local Authorities (LAs) are required each year to draw up a scheme for co-ordinating the normal admissions round to primary and secondary schools. The aim of the scheme is to ensure that all parents receive a single offer of a school place on the national allocation date. If the prescribed date falls on a weekend or bank holiday, offers are sent on the next working day.

The scheme proposed by the County Council will be the subject of consultation with all maintained schools in the county and neighbouring local authorities.

### **Secondary scheme 2019/20**

#### **Key dates**

Admissions information made available	September 2018
Closing date for applications	31 October 2018
Exchange of preference data between local authorities	26 November 2018
Admission authorities in East Sussex to advise LA of ranked order	4 January 2019
Finalise allocations	8 February 2019
Allocations confirmed to secondary schools	22 February 2019
Decisions conveyed to parents by email, or first class post	1 March 2019
Closing date for appeals	1 April 2019
'On time' appeals heard	April - June 2019

### **Applications made in the main round**

1. The co-ordinated scheme is based on all preferences expressed by parents being treated equally but where more than one school can be offered, the highest possible school named by the parent will be allocated. It will be for individual admission authorities to prioritise all preferences expressed for their schools against the published admissions criteria, which they have consulted on and determined. Individual academies can agree that the Authority ranks applicants on the academy's behalf. This would be a traded service. The only valid preferences are those stated on the LA common application form which is available online or in hard copy. Other admission authorities in East Sussex must not use any other application form. A separate, supplementary information form can only be used where additional information is required to determine admission within their published criteria. This form will be obtainable from and returnable to that admission authority (voluntary aided (VA) schools). A supplementary information form on its own is not a valid application. Applicants living outside East Sussex must use the common application form that is supplied by their home local authority.
2. The process will begin with the information on admission arrangements and methods of application being made available early in September 2018.
3. The LA application form enables parents to name up to any three maintained schools stated in order of preference. The form should be completed and submitted to the LA by the closing date of 31 October 2018.
4. By 26 November 2018, East Sussex will exchange preference data with any local authority where an application has been received.
5. By 4 January 2019, East Sussex schools that are their own admissions authorities will

consider their applications, apply their published admissions criteria and provide the LA with a list of those applicants ranked accordingly.

6. By 18 January 2019, other local authorities will advise East Sussex of decisions reached on applications for their schools from East Sussex residents. East Sussex will apply its published admissions criteria to those schools where it is the admissions authority and determine the outcome of each preference expressed.
7. By 8 February 2019, the LA will match the ranked lists against the parental preferences to ensure only one place is allocated per child. Qualifying late applications received up to 1 February will be included in this process.

Where a child is –

- Eligible for a place at only one school given on the application form, that school will be allocated
  - Eligible for two or three schools, a place will be allocated at the highest-ranking school
  - Not eligible for a place at any of the named schools and the child lives in East Sussex, a place will be allocated at the nearest school to the home with a space.
8. In the period 8 February to 22 February 2019, decision notifications will be prepared. The LA where the child lives will be responsible for sending these to parents.
  9. From this point on secondary schools will be able to see their allocations in SAM. Primary schools will be able to view destination schools for their year 6 leavers in SAM with effect from 1 March 2019.
  10. Wednesday 1 March 2019 allocation decisions will be notified to parents by email. Letters will only be sent where specifically requested, or where the application has been made on a paper form. Where a preference is not being met, the notification email will signpost parents to the East Sussex County Council website where information can be found explaining to parents how places have been allocated at their preferred school(s), and advising parents of the right of appeal.

#### **Applications received after 31 October 2018 but by 1 February 2019**

1. If an application form is received after 31 October 2018, it will still be passed to the relevant admissions authority with a note that it has been received after the closing date. It will be for the admissions authority to decide how it wishes to respond to the application. This will continue up until 1 February 2019.
2. If an application is received after 31 October 2018 but before 1 February 2019, together with proof of a change of address\* since the closing date, or proof of another good reason why it was not possible for the family to apply on time, it will be treated as on time in respect of community and voluntary controlled schools. If there is no proof, or the reason is not considered valid by the LA, the application will be treated as late. There is no separate right of appeal against the decision as to whether the application is treated as on time or late.
3. Applicants whose forms are received between these dates will be sent a decision on 1 March 2019. For applications received after 2 February 2019, we will aim to send a decision letter within 20 school days.

#### **Changes of preference**

1. Parents may change their preferences at any stage up to the closing date of 31 October 2018. After 31 October 2018, we will not allow preferences to be changed without good reason. The LA will judge each case on its merits but will only usually accept a change of preference where there has been a significant change of circumstances (such as a house move\*) thus making the original preferences no longer practical. Parents will be required to put their reasons for changing their preferences in writing, and in all cases,



supporting evidence will be required. If the change of preference is agreed, a decision will be sent on 1 March 2019 provided the request was received by 1 February 2019. Such applicants will be advised that they have the right of appeal if the revised preference cannot be met.

*\*In the case of house moves, proof of ownership or tenancy on an East Sussex property (such as exchange of contracts or signed tenancy agreement of one year) is required if an address is to be used for the purpose of allocating a school place. If an applicant cannot provide evidence, the application cannot be accepted.*

2. There is no right of appeal where the LA does not accept the change of preference.

### **No application form received by 1 February 2019**

No secondary transfer places will be allocated unless a completed application form has been received.

### **Applications received on or after 1 March 2019**

1. Only preferences stated on the LA application will be valid. If the preference is for an 'own authority' school, the LA will pass details to the school for a decision. The school must then advise the LA within fourteen days as to whether a place can be allocated so the LA can formally advise the parent of the decision. Where the preference is for a community or voluntary controlled school, the LA will determine the outcome. If there are no places available at one of the preferred schools a place will be allocated at the nearest school with a place available (if the identified school is its own admissions authority the LA will ask the school whether a place can be allocated). We will aim to process late applications within twenty school days. Any refused preference will carry the right of appeal.
2. Where the preference is for a school in a neighbouring authority, details will be passed to that authority for a decision to be made. Any authority refusing an application should advise the LA of the decision so the LA can consider allocating an alternative school.
3. The Co-ordinated Scheme will end on 31st August each year. Applications received after this date will be processed by individual schools.

### **Appeals**

1. Parents must be allowed at least twenty school days from the date of notification that their application was unsuccessful to prepare and submit their written appeal. The appeal must be against any refused preference, thus if a parent puts on the appeal form a school which did not feature as a preference on the original application form an appeal will not be arranged.
2. Parents submitting an appeal will be entitled to at least ten school days' notice of the date of the appeal. Papers relevant to the appeal will be sent seven working days before the hearing. Appeals must be heard within forty school days of the deadline for lodging appeals. Appeals for late applications will be included with those being heard for the same admission round wherever possible. If this is not possible, they must be heard within thirty school days of the appeal being lodged.
3. The LA must be advised of the outcome of all appeals.

### **Waiting lists**

1. The LA will operate waiting lists for community and voluntary controlled schools so that it is clear as to which child will be offered any place which becomes vacant. Such waiting lists will be operational after the closing date for appeals to be lodged. The waiting list must reflect the admissions criteria. The LA must be notified by admissions authorities of any places that are subsequently allocated from the waiting list. Until co-ordination ends, it remains for the LA to offer places to parents when places become available and are allocated from the waiting list whether the admissions authority is the LA or not.

2. Waiting lists will operate until the end of Term 2, 2019 for Year 7 admissions.

## **Primary scheme 2019/20**

### **Key dates**

Admissions information made available	September 2018
Closing date for applications	15 January 2019
Preferences for each school established	25 January 2019
Exchange of preference data between local authorities	8 February 2019
Admission authorities in East Sussex advise LA of ranked order	15 March 2019
Finalise allocations	29 March 2019
Allocations confirmed to primary schools	16 April 2019
Decisions conveyed to parents by email, or first class post	16 April 2019
Closing date for appeals	22 May 2019
Appeals heard	June/July

### **Applications made in the main round**

1. The co-ordinated scheme is based on all preferences expressed by parents being treated equally but where more than one school can be offered, the highest possible school named by the parent will be allocated. It will be for individual admission authorities to prioritise all preferences expressed for their schools against the published admissions criteria, which they have consulted on and determined. Individual academies can agree that the Authority ranks applicants on the academy's behalf. This would be a traded service. The only valid preferences are those stated on the LA common application form which is available online or in hard copy. Other admission authorities in East Sussex must not use any other application form. A separate, supplementary information form can only be used where additional information is required to determine admission within their published criteria. This form will be obtainable from and returnable to that admissions authority (voluntary aided (VA) schools). A supplementary information form on its own is not a valid application. Applicants living outside East Sussex must use the common application form that is supplied by their home local authority.
2. The process will begin with the information on admission arrangements and methods of application being made available early in September 2018.
3. The LA application form enables parents to name up to any three maintained schools stated in order of preference. It should be completed and submitted to the LA by the closing date of 15 January 2019.
4. By 25 January 2019 East Sussex will exchange preference data with any local authority where an application has been received.
5. By 8 February 2019 East Sussex schools that are their own admission authorities will consider all applications for their school, apply their published admissions criteria and provide the LA with a list of those applicants ranked accordingly.
6. By 15 March 2019 other local authorities will advise East Sussex of decisions reached on applications for their schools from East Sussex residents. East Sussex will apply its published admissions criteria to those schools where it is the admissions authority and determine the outcome of each preference expressed.
7. By 29 March 2019, the LA will match the ranked lists against the parental preferences to ensure only one place is allocated per child. Qualifying late applications received before 15 March will be included in this process.

Where a child is –

- Eligible for a place at only one school given on the application form that school will be

allocated

- Eligible for two or three schools, a place will be allocated at the highest-ranking school
  - Not eligible for a place at any of the named schools and the child lives in East Sussex, a place will be allocated at the nearest school to the home with a space.
8. In the period 1 April 2019 to 12 April 2019 decision notifications will be prepared. The LA where the child lives will be responsible for sending these to parents.
  9. On 16 April 2019 lists will be prepared of children allocated places at each primary school in East Sussex, and these will be sent to the secondary schools in question.
  10. 16 April 2019 – allocation decisions will be notified to parents by email. Letters will only be sent where specifically requested, or where the application has been made on a paper form. Where a preference is not being met, the notification email will signpost parents to the East Sussex County Council website where information can be found explaining to parents how places have been allocated at their preferred school(s), and advising parents of the right of appeal.

### **Applications received after 15 January 2019 but by 29 March 2019**

1. If an application form is received after 15 January 2019, it will still be passed to the relevant admissions authority with a note that it has been received after that date. It will be for the admissions authority to decide how it wishes to respond to the application. This will continue up until 29 March 2019.
2. If an application is received after 15 January 2019 but before 15 March 2019, together with proof of a change of address\* since the closing date, or proof of another good reason why it was not possible for the family to apply on time, it will be treated as on time in respect of community and voluntary controlled schools. If there is no proof, or the reason is not considered valid by the LA, the application will be treated as late. There is no separate right of appeal against the decision as to whether the application is treated as on time or late.
3. Applicants whose forms are received between these dates will be sent a letter on 16 April 2019. For applications received after 29 March 2019, we will aim to send a decision letter within 20 school days.

### **Changes of preference**

1. Parents may change their preferences at any stage up to the closing date of 15 January 2019. After 15 January 2019, we will not allow preferences to be changed without an exceptional reason. The LA will judge each case on its merits but will only usually accept a change of preference where there has been a significant change of circumstances (such as a house move\*) thus making the original preferences no longer practical. Parents will be required to put their reasons for changing their preferences in writing, and in all cases, supporting evidence will be required. . If the change of preference is agreed, a decision will be sent on 16 April 2019 provided the request was received by 29 March 2019. Such applicants will be advised that they have the right of appeal if the revised preference cannot be met.

*\*In the case of house moves, proof of ownership or tenancy on an East Sussex property (such as exchange of contracts or signed tenancy agreement of one year) is required if an address is to be used for the purpose of allocating a school place. If an applicant cannot provide evidence, the application cannot be accepted.*

2. There is no right of appeal where the LA does not accept the change of preference.

### **No application form received**

1. No Reception or junior transfer places will be allocated unless a completed application form has been received.

### **Applications received on or after 30 March 2019**

1. Only preferences stated on the LA application will be valid. If the preference is for an 'own authority' school, the LA will pass details to the school for a decision. The school must then advise the LA within fourteen days as to whether a place can be allocated so the LA can formally advise the parent of the decision. Where the preference is for a community or voluntary controlled school, the LA will determine the outcome. If there are no places available at one of the preferred schools a place will be allocated at the nearest school with a place available (if the identified school is its own admission authority the LA will ask the school whether a place can be allocated). We will aim to process late applications within twenty school days. Any refused preference will carry the right of appeal.
2. Where the preference is for a school in a neighbouring authority, the details will be passed to that authority for a decision to be made. Any authority refusing an application should advise the LA of the decision so the LA can consider allocating an alternative school.
3. The Co-ordinated Scheme will end on 31 August each year. Applications received after this date will be processed by individual schools.

### **Appeals**

1. Parents must be allowed at least twenty school days from the date of notification that their application was unsuccessful to prepare and submit their written appeal. The appeal must be against any refused preference, thus if a parent puts on the appeal form a school which did not feature as a preference on the original application form an appeal hearing will not be arranged.
2. Parents submitting an appeal will be entitled to at least ten school days' notice of the date of the appeal. Papers relevant to the appeal will be sent seven working days before the hearing. Appeals must be heard within forty school days of the deadline for lodging appeals. Appeals for late applications will be included with those being heard for the same admission round wherever possible. If this is not possible, they must be heard within thirty school days of the appeal being lodged.
3. The LA must be advised of the outcome of all appeals to other admission authorities.

### **Waiting lists**

1. The LA will operate waiting lists for all community and voluntary controlled primary, infant and junior schools so that it is clear which child will be offered any place which becomes vacant. Such waiting lists will be operational after the closing date for appeals to be lodged. The waiting list must reflect the admissions criteria. The LA must be notified by admissions authorities of any places that are subsequently allocated from the waiting list. Until co-ordination ends, it remains for the LA to offer places to parents when places become available and are allocated from the waiting list whether the admissions authority is the LA or not.

Waiting lists will operate until the end of Term 2, 2019.

### **Admission of summer born children to Reception classes.**

Parents of summer born children who are due to start in reception can request that their child starts on a part-time basis or joins Reception later during the school year.

However, parents can also request that their child starts in Reception in the September following their fifth birthday (i.e. when they would normally be starting Year 1). Parents making such a request should do so during the normal admission round.

The Authority will consider these requests on a case-by-case basis, taking into consideration the child's academic, social and emotional development together with the Headteacher and

parent's views. If the request is refused but the child is offered a place in the school (but not the preferred year group) the parent would not have the right of appeal.

If the request is agreed, parents will need to be clear that this does not mean the child will remain in the year below their chronological age group for all of their school career, particularly on transfer to secondary school.

Report to: **Lead Member for Education and Inclusion, Special Educational Needs and Disability**  
Date: **30 October 2017**  
By: **Director of Children's Services**  
Title of report: **Proposed expansion of Willingdon Community School**  
Purpose of report: **To seek Lead Member approval to publish statutory notices in respect of a proposal to expand Willingdon Community School**

---

## **RECOMMENDATIONS:**

**The Lead Member is recommended to:**

- 1) Authorise the publication of a statutory notice in respect of a proposal to expand Willingdon Community School from 1,000 places to 1,200 places with effect from 1 September 2020; and**
  - 2) Delegate authority to the Director of Children's Services to amend the proposals prior to their publication if required.**
- 

## **1. Background**

1.1 In the wider Eastbourne area pupil forecasts indicate that Year 7 intakes to secondary schools will begin to exceed the overall Published Admission Number (PAN) from the early 2020s. Additional secondary school capacity will be required to meet the increased demand for places in Eastbourne.

1.2 Demand for school places at Willingdon Community School is predicted to grow as a result of recent and planned housing developments. In excess of 2,000 new dwellings are planned in the area the school serves during the period to 2027/28. In addition, there is an outline planning application for a further 1,100 dwellings at Mornings Mill Farm, Willingdon. At the moment this proposed development is not included within our pupil forecasts as it is a non-allocated site in the emerging Wealden Local Plan.

1.3 There are currently 260 places per year group available in the feeder primary schools served by Willingdon Community School. Pupil numbers in these schools are expected to grow in the coming years and it is planned to increase the number of primary places per year group to 290 through the proposed expansion of Polegate School. At present approximately 77% of the children attending Willingdon Community School live in-area, with the remainder largely coming from Eastbourne. The Council expects the percentage of in-area children to increase in line with recent and planned housing developments. As a result, it is predicted that future Year 7 intakes to Willingdon Community School will be significantly above its current PAN of 200.

1.4 The Council has a statutory duty to ensure there is sufficient capacity to meet demand for places and is therefore proposing to expand this popular and successful school to create additional permanent capacity to serve its community area.

## **2. Supporting information**

2.1 In accordance with the prescribed process established by the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 the Council consulted over a 4 week period between 8 September and 6 October 2017 on a proposal to expand Willingdon Community School from 1,000 places to 1,200 places, increasing the published admission number (PAN) from 200 to 240 with effect from 1 September 2020.

2.2 The consultation document was available on the Council's website and interested parties including: pupils, parents and carers, staff, the governing body, local schools, the local member, district town and parish councils, the dioceses and the local MP were sent a link to the consultation. The Council issued a press release and used social media to inform the local community of the consultation. Details of the consultation were also included on Willingdon Community School's website. A paper copy of the consultation document was available on request but no such requests were received. A copy of the consultation document can be viewed within the consultation report at **Appendix 1** of this report (see 2.5 below).

2.3 By the end of the consultation period 119 responses had been received either via the online questionnaire or by email. Of the responses:

- 71 (59.6%) support the proposal
- 27 (22.7%) do not support the proposal

- 17 (14.3%) were undecided
- 4 (3.4%) did not answer this part of the consultation

2.4 In summary the majority of respondents to the consultation support the proposal to expand Willingdon Community School. Those in favour recognise the need for additional capacity at Willingdon Community School linked to recent and planned housing developments in the local area. Those who raised concerns about the proposal did so generally for the following reasons:

- Traffic congestion and parking
- Anti-social behaviour of students
- Loss of playing field space
- The impact on the existing building in particular corridors and circulation
- Potential impact on teaching and learning

2.5 Please refer to the consultation report at **Appendix 1** which sets out the consultation process and provides an analysis of comments received and the Council's response.

### **3. Equality Impact Assessment**

3.1 The Lead Member is required to have 'due regard' to the duties set out in Section 149 of the Equality Act 2010 (the Public Sector Equality Duty, 'PSED') in determining these proposals. An Equality Impact Assessment (EqIA) has been undertaken to identify the equality implications of this proposal and to identify any appropriate mitigations. A copy of the EqIA is appended at **Appendix 2**. The Lead Member must read the EqIA and take its findings into consideration when determining these proposals.

### **4. Conclusion and reasons for recommendations**

4.1 The Council has a statutory duty to ensure there is sufficient capacity to meet demand for places and is therefore proposing to expand Willingdon Community School to create additional places to serve recent and planned housing developments in the area it serves.

4.2 The majority of people who responded to the consultation support the proposal to expand Willingdon Community School. Concerns raised during the consultation relate largely to traffic and parking, loss of playing field space and the impact on the existing building. These issues would be addressed through the detailed design process undertaken before planning permission for the expansion was granted.

4.3 The Lead Member is therefore recommended to:

- 1) Authorise the publication of a statutory notice in respect of a proposal to expand Willingdon Community School from 1,000 places to 1,200 places with effect from 1 September 2020; and
- 2) Delegate authority to the Director of Children's Services to amend the proposals prior to their publication if required.

4.4 Publication of the statutory notice would trigger a further 4 week period of consultation, known as the representation period, when interested parties can comment on, or object, to the proposal. Within two months of the end of the representation period, the Lead Member must make a final decision taking into account the views of all those affected by the proposal or who have an interest in it.

4.5 It is anticipated that a final decision on the proposal would be taken by the Lead Member in January 2018.

### **STUART GALLIMORE**

#### **Director of Children's Services**

Contact Officer: Gary Langford, Place Planning Manager  
 Tel. No. 01273 481758  
 Email: [gary.langford@eastsussex.gov.uk](mailto:gary.langford@eastsussex.gov.uk)

### **LOCAL MEMBERS**

Councillor Stephen Shing

### **BACKGROUND DOCUMENTS**

None



## APPENDICES

Appendix 1 – Consultation report

Appendix 2 – Equality Impact Assessment

This page is intentionally left blank

**PROPOSAL TO ENLARGE  
WILLINGDON COMMUNITY SCHOOL  
CONSULTATION REPORT**

**October 2017**

## **1. Introduction**

1.1 The purpose of this report is to provide the Lead Member for Education and Inclusion, Special Educational Needs and Disability (LM) with the outcome of the consultation on a proposal to enlarge Willingdon Community School from 1,000 places to 1,200 places, increasing the published admission number (PAN) from 200 to 240 with effect from 1 September 2020.

1.2 The proposal is part of the Council's strategy to ensure it is able to discharge its legal obligation to provide sufficient school places for local children and young people in the area the school serves. Willingdon Community School is a popular school and is regularly oversubscribed. The current PAN of 200 provides limited scope to meet predicted demand for places in the future.

1.3 If the proposal is accepted the school would grow gradually, with 40 additional Year 7 places offered each year until it reaches its new capacity of 1,200.

## **2. Department for Education (DfE) regulations**

2.1 Proposed changes to the organisation of schools have to follow a prescribed process established by the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013. This process complied with these requirements.

## **3. The Consultation**

3.1 Public consultation took place over a 4 week period between 8 September 2017 and 6 October 2017. The consultation document was available on the Council's website. Interested parties including: pupils, parents and carers, staff, the governing body, local schools, the local member, district, town and parish councils, the dioceses and the local MP were sent a link to the consultation and invited to participate. The Council issued a press release and used social media to inform the local community of the consultation. Details of the consultation were also included on Willingdon Community School's website. A paper copy of the consultation document was available on request but no such requests were received. A copy of the consultation document is provided in **Appendix A** of this report.

3.2 Interested parties could provide a response to the consultation by completing the online questionnaire, by downloading and returning a paper copy of the response form, or by email.

## **4. Consultation responses**

4.1 The public consultation document asked consultees to respond to the following question:

- Do you support the proposal to expand Willingdon Community School to provide more places for local children and young people?

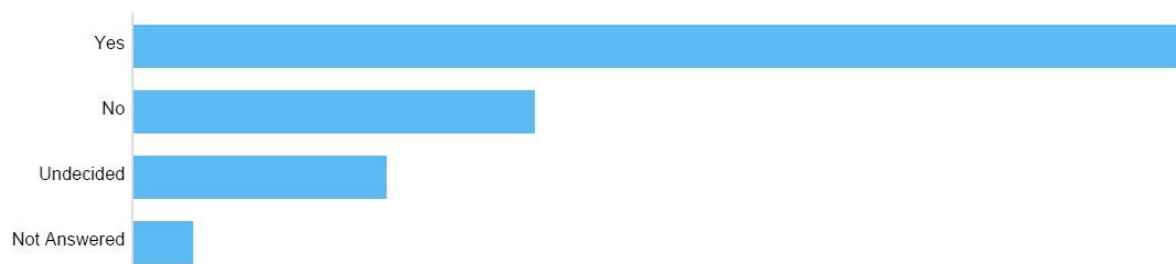
Respondents were given the option of responding by indicating

- Yes
- No
- Undecided

4.2 By the end of the consultation period 119 responses had been received via the online questionnaire and by email. No paper copy responses were received. Of the responses:

- 71 (59.6%) support the proposal
- 27 (22.7%) do not support the proposal
- 17 (14.3%) were undecided
- 4 (3.4%) did not answer this part of the consultation

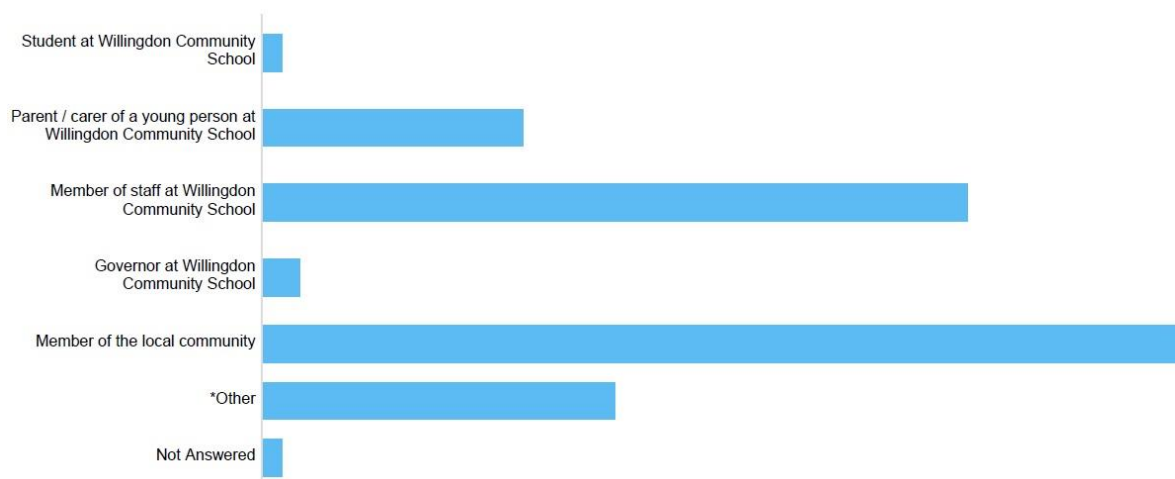
This is illustrated in the chart below.



Respondents identified themselves as:

- 1 Student at Willingdon Community School
- 14 Parents / carers of a young person at Willingdon Community School
- 38 Members of staff at Willingdon Community School
- 2 Governors at Willingdon Community School
- 50 Members of the local community
- 19 Other (including local resident, parent of past/future pupils, ex-pupil of Willingdon Community School, ex-governor of Willingdon Community School, County Councillor, Parish Councils)
- 1 Not answered

It should be noted that some respondents ticked more than one box when identifying themselves. The following chart demonstrates the breakdown of respondents.



4.3 **Appendix B** provides a list of all responses received during the consultation period.

## 5. Key issues raised by respondents

5.1 In summary the majority of respondents support the proposal to expand Willingdon Community School. Those in favour recognise the need for additional capacity at the school linked to recent and planned housing developments in the local area. Those who raised concerns about the proposal did so generally for the following reasons:

- Traffic congestion and parking
- Anti-social behaviour of students
- Loss of playing field space
- Impact on existing building in particular corridors and circulation
- Potential impact on teaching and learning

5.2 Of the 71 respondents who support the proposal:

- 21 believe that Willingdon Community School provides a good quality of education and pastoral care and that expanding the school would ensure the opportunity is provided to more children in the local area to attend the school.

- 7 agreed that the school should expand but raised traffic and parking as an issue that would need to be resolved including the lack of space for a safe drop off for students and ensuring adequate staff parking facilities.
- 1 expressed concern about the behaviour of students.
- 1 queried if ESCC had investigated the possibility of building a new school on the Mornings Mill site.
- 5 believed that the current facilities of the school were in need of development and improvement.
- 1 agreed as long as the school was adequately funded to cope with increased numbers of pupils.
- 6 agreed commenting that we need to be prepared to meet the impact of housing demand and the requirement for additional secondary school places.
- 1 had no objection to the proposal.
- 4 were supportive but highlighted that any new development should allow improvements to current facilities such as music, technology and science and include an appropriately sized sports hall.
- 31 offered no reason for agreeing

### 5.3 Of the 27 who do not support the proposal:

- 21 cited parking and traffic congestion as their main concern and that an increase in student numbers would make the situation worse.
- 2 consider that more schools should be built to accommodate the increasing number of housing developments.
- 4 were opposed to the expansion citing the behaviour of students as a concern and that it may exacerbate the level of anti-social behaviour currently experienced by local residents.
- 1 suggested that the school facilities should be upgraded rather than expanded.
- 3 were concerned about the impact on the quality of education provided for students during the building works and the impact on teaching and learning because of the demands of a large school.
- 1 was concerned about the impact on communal areas because of larger numbers of students.
- 1 was concerned about the loss of playing field space and its impact on children and young people.
- 2 offered no reason for disagreeing.

### 5.4 Of the 17 who were undecided about the proposal:

- 11 cited parking and traffic safety concerns.
- 3 were concerned about whether the school would have sufficient funding to meet the demands of additional pupils on staffing and resources.
- 2 suggested the LA should build more schools, suggesting Mornings Mill Farm as a suitable location.
- 1 was concerned that the development could have a negative impact on the surrounding views.
- 1 was concerned about the impact on the quality of education during the building works.
- 1 comment suggested the Council should explore whether local academies which are currently under capacity could accommodate the extra numbers.
- 1 local resident expressed concern at the impact of out of school hour's activities on the quality of their life.
- 1 felt that not enough notice of the consultation was given.
- 1 was concerned about the loss of recreation space and playing field.

- 1 felt that a sports complex should be provided which could be used not only by the school but by the local community.

5.5 In response to the concerns raised the Council makes the following comments:

- The design team would work with the highways department to assess any potential impacts on traffic and parking as a result of the proposal. The school's travel plan would be updated and would be utilised by the school to encourage families to find alternative ways of travelling to and from school in order to reduce the number of car journeys. The design and statutory planning process provides a further opportunity for interested parties to raise concerns about traffic congestion and parking.
- The school's facilities would be enlarged and developed to accommodate the increased pupil numbers.
- The Council would ensure that any design solution for expansion makes best use of the site to create an environment that has a positive impact on teaching and learning and does not significantly impact on playing field space.
- The Council considered a number of options for delivering additional secondary school places in the area including establishing a new school or whether to relocate Willingdon Community School to a new site. The amount of new housing recently built and planned in the local area is insufficient to justify the establishment of a new secondary school which would normally have a minimum capacity of 750 places to ensure financial viability and to offer a broad and balanced curriculum. The need in the area is for only 200 additional places. Relocating Willingdon Community School to a new site is not considered financially viable as the cost of rebuilding and enlarging the entire school would far exceed the cost of expanding the school on its current site.
- The school maintained its judgement as a 'Good' school at its Ofsted inspection in June 2017. The school is popular and regularly oversubscribed. The Council believes the proposed expansion would enable the school to better serve its community area.
- Concerns around antisocial behaviour should be directed to the headteacher of Willingdon Community School.
- The Council has considered whether local academies can accommodate the extra numbers as some are under capacity. All academies in the Eastbourne area are predicted to be full or close to full in the coming years and additional capacity will be needed in Eastbourne to meet demand for places in the town. We believe Willingdon Community School is best placed to serve developments in the local area.
- In the wider Eastbourne area pupil forecasts indicate that Year 7 intakes to secondary schools will begin to exceed the overall Published Admission Number (PAN) from the early 2020s. Additional secondary school capacity will be required to meet the increased demand for places in Eastbourne. Demand for school places at Willingdon Community School is predicted to grow as a result of recent and planned housing developments. In excess of 2,000 new dwellings are planned in the area the school serves during the period to 2027/28. In addition, there is an outline planning application for a further 1,100 dwellings at Mornings Mill Farm, Willingdon. At the moment this proposed development is not included within our pupil forecasts as it is a non-allocated site in the emerging Wealden Local Plan. There are currently 260 places per year group available in the feeder primary schools served by Willingdon Community School. Pupil numbers in these schools are expected to grow in the coming years and it is planned to increase the number of primary places per year group to 290 through the proposed expansion of Polegate School. At present approximately 77% of the children attending Willingdon Community School live in-area, with the remainder largely coming from Eastbourne. We expect the percentage of in-area children to increase in line with recent and planned housing developments. As a result, we predict that future Year 7 intakes to Willingdon Community School will be significantly above its current PAN of 200.

## Willingdon Community School Expansion Consultation



To students, parents/carers, staff, governors and stakeholders

**East Sussex County Council is proposing to expand Willingdon Community School (Broad Road, Lower Willingdon, Eastbourne, BN20 9QX) from 1,000 places to 1,200 places, increasing the published admission number (PAN) from 200 to 240 with effect from 1 September 2020.**

### **Why do we need to expand Willingdon Community School?**

East Sussex County Council (ESCC) would like to expand Willingdon Community School to provide more places for local children and young people. Demand for school places in the area the school serves has increased in recent years, and is likely to continue, as a result of new housing developments. ESCC has a statutory duty to ensure there are enough school places and is therefore proposing to expand Willingdon Community School to create additional capacity. If the proposal goes ahead additional accommodation would be provided to enable the school to expand.

Willingdon Community School is a popular school and is regularly oversubscribed. The current PAN of 200 provides limited scope to meet parental preference in the future.

### **Are there site plans to show how the school would be expanded?**

ESCC is in the early stages of consulting on the proposals. Initial scoping of the site has shown there is sufficient space for expansion.

Expansion plans are subject to planning permission. ESCC has appointed a design team to work up plans for the expansion. We would share their ideas with interested parties at a pre-planning consultation event at the school in autumn 2017. All stakeholders, including local residents, would have the opportunity to view the plans, ask questions and make comments. This would enable the design team to take into consideration everyone's views before a planning application is submitted.

### **How would the school deal with any possible increase in traffic and congestion?**

A traffic and parking assessment would be undertaken and shared with interested parties at the pre-planning consultation event mentioned above. The school's travel plan would need to be updated and would be utilised by the school to encourage families to find alternative ways of travelling to school in order to reduce the number of car journeys.

This consultation deals specifically with the principle of expanding the school to provide more places for local children and young people. There would be a separate consultation stage with the school and local residents, around the development of the proposed building works as part of the usual planning application procedures. Comments on the design of the buildings, traffic and parking can be made at that stage.

### **Would the school need to close during building work?**

No. The building works would be planned carefully and contractors would work with the school to ensure that works are scheduled to keep disruption to a minimum. The building site would be a secure area to ensure the health and safety of the children, young people, staff, parents/carers and visitors to the school.

### **How many children would be at the school once it is expanded?**

It is intended that Willingdon Community School would grow gradually, with 40 additional Year 7 places offered each year until it reaches its new capacity of 1,200.



The following table illustrates how the number of places at the school might grow:

	Academic Year					
	2019/20 0	2020/2 1	2021/2 2	2022/2 3	2023/2 4	2024/2 5
Reception PAN	200	240	240	240	240	240
Total number of places	1,000	1,040	1,080	1,120	1,160	1,200

### How can I give my views?

The consultation period runs until Friday 6 October 2017.

You can give your views by:

- Completing the online survey
- Emailing ESCC at: [school.consultations@eastsussex.gov.uk](mailto:school.consultations@eastsussex.gov.uk)
- Printing the attached consultation document and returning a paper copy of the response form to: Catherine Denyer, Project Officer, Standards and Learning Effectiveness Service, East Sussex County Council, County Hall, St Anne's Crescent, Lewes, East Sussex BN7 1UE.

All comments must be received by Friday 6 October 2017 or they cannot be taken into account.

If you would like a paper copy of the consultation document please contact Catherine Denyer on 01323 466886 or at [catherine.deny@eastsussex.gov.uk](mailto:catherine.deny@eastsussex.gov.uk)

### What happens next?

Following this consultation, a report setting out the responses received on the proposal to expand Willingdon Community School will be submitted to the Lead Member for Education, Inclusion and Special Educational Needs and Disability meeting in October 2017. The Lead Member will decide whether to proceed with the proposed expansion.

If approved, a statutory notice would be published in the local newspaper probably in November 2017, followed by a period of four weeks (known as the representation period) when further comments or objections could be submitted. The Lead Member would consider any responses received during the representation period before making a final decision on whether to approve the expansion at a meeting likely to be held in January 2018.

The proposed expansion would be dependent upon planning permission being granted for the building works to the school premises as outlined above.

# Willingdon Community School Expansion Consultation Response form



Our proposal is to enlarge Willingdon Community School from 1,000 places to 1,200 places, increasing the published admission number (PAN) from 200 to 240 with effect from 1 September 2020.

East Sussex County Council would welcome your views on the proposal. Please complete this response form by 6 October 2017. If you are completing a paper copy please send the form to Catherine Denyer, Project Officer, Standards and Learning Effectiveness Service, East Sussex County Council, County Hall, St Anne's Crescent, Lewes, East Sussex BN7 1UE.

**Do you support the proposal to expand Willingdon Community School to provide more places for local children and young people?**

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Undecided	<input type="checkbox"/>

**Please provide any comments below:**

**Which of the following best describes you?**

<input type="checkbox"/>	Student at Willingdon Community School
<input type="checkbox"/>	Parent / carer of a young person at Willingdon Community School
<input type="checkbox"/>	Member of staff at Willingdon Community School
<input type="checkbox"/>	Governor at Willingdon Community School
<input type="checkbox"/>	Member of the local community
<input type="checkbox"/>	Other (please say).....

## About you...

We want to make sure that everyone is treated fairly and equally and that no one gets left out. That is why we ask you these questions. We will not share the information you give us with anyone else. We will only use it to help us make decisions and make our services better.

If you would rather not answer any of these questions, you don't have to.

**Q1. Are you.....?** ☐ Male ☐ Female ☐ Prefer not to say

**Q2. How old are you?**

**Q3. What is your postcode?**

**Q4. Which of these ethnic backgrounds do you feel you belong to?** (Your ethnic background is about lots of things like where your family comes from and the language you speak.)

White	Mixed	Asian or Asian British	Black or Black British
<input type="checkbox"/> British	<input type="checkbox"/> White & Black Caribbean	<input type="checkbox"/> Indian	<input type="checkbox"/> Caribbean
<input type="checkbox"/> Irish	<input type="checkbox"/> White & Black African	<input type="checkbox"/> Pakistani	<input type="checkbox"/> African
<input type="checkbox"/> Gypsy/Roma	<input type="checkbox"/> White & Asian	<input type="checkbox"/> Bangladeshi	<input type="checkbox"/> Other*
<input type="checkbox"/> Irish Traveller	<input type="checkbox"/> Other*	<input type="checkbox"/> Other*	
<input type="checkbox"/> Other*			
	<input type="checkbox"/> Arab	<input type="checkbox"/> Chinese	<input type="checkbox"/> Prefer not to say

**\*Other Ethnic Group** If your ethnic group was not specified in the list please describe your ethnic group:

**Q5. Would you say that you have a disability?** (A disability is if you have a problem or illness to do with your mind or body and it makes it hard for you to do everyday things.)

☐ Yes ☐ No ☐ Prefer not to say

**Q6. If you answered yes to Q5, please tell us what problems you face.** You may have more than one type, so please select all that apply. If none of these apply to you please select other and give brief details.

- ☐ A disability to do with your body (like problems walking, moving, getting around...)
- ☐ Problems with hearing or seeing
- ☐ Having a bad illness for a long time (like cancer, epilepsy, HIV or another serious sickness)
- ☐ Mental health problems (This is a problem to do with your mind and the way you feel. For example, if you feel upset, worried or angry a lot)
- ☐ Learning difficulties
- ☐ I do not want to say
- ☐ Something else, please specify

**Q7. Do you regard yourself as belonging to any particular religion or belief?**

☐ Yes ☐ No ☐ Prefer not to say

**Q8. If you answered yes to Q7 which one?**

- ☐ Christian ☐ Hindu ☐ Muslim ☐ Any other religion, please specify
- ☐ Buddhist ☐ Jewish ☐ Sikh

**Thank you for providing this information**

CONSULTATION RESPONSES

Do you support the proposal to expand Willingdon Community School to provide more places for local children and young people? - understand	Comments provided
Yes	I totally support the provision of additional secondary and primary places to serve the expansion of Westham, Stone Cross and Polegate. An 8 form secondary school is easily managed and the provision of additional specialist accommodation is identified in the planned expansion and the appropriate buildings developed I believe the proposal to be an ideal move.
Yes	
Yes	The school is at the heart of this community and succeeds in welcoming children from far afield to become part of a thriving and exciting community.
Yes	I think that this is an excellent proposal as this school has continuously provided excellent education for the young people of this area for over 50 years and is frequently over subscribed. More people should have the opportunity to send their children here.
Yes	Nationally there is a need for more secondary places, and as there is increased housing in the Stone Cross and Polegate areas there is a desperate need for more school places at Willingdon Community School.
Yes	It would be great for the school and residents in the area
Yes	
Yes	
Yes	
Yes	Some of the proposed new housing could fall within my county council boundary, it is very important that we are prepared and not caught out. The area will expand and it is imperative to be ready for when the growth starts.
Yes	
Yes	Wilmington is an excellent school and to be able to open it up to more students can only be a step forward.
Yes	The area is becoming hugely populated with still a lack of school places. This places families and children under undue stress. Willingdon community school is an excellent school with a dedicated team.
Yes	
Yes	Providing it provided the following:  - Adequate PE facilities as they are already inadequate. Any new development should include an appropriately sized sports hall, which if correctly designed and funded could provide additional community sports facilities. - Music, Technology and Science should also be improved to accommodate the additional capacity.
Yes	
Yes	
Yes	Seems logical, as long as the school is adequately funded for the extra pupils. The school is reasonably old and could do with some new classrooms.
Yes	All schools need to expand to meet demand if building new schools is not a viable alternative. This is our catchment area school despite being several miles away with other senior schools a lot closer and my child will have to attend a school somewhere so I have to support the proposal.
Yes	My worry is staff parking. May I suggest the grass verge in Broad Road is dug up. Slanted parking would accommodate many more cars. I live in Farmlands Avenue and am concerned about any building that may happen at the bottom of the garden.
Yes	New buildings not to exceed the height of the existing buildings. New buildings not to close to the boundaries of the private dwellings i.e. Farmlands Avenue. Could more parking spaces be made available in the school grounds for the teaching staff or a layby in Board Road where the wide grass verge by the school boundary.
Yes	This is an important expansion however it must not be at the cost of quality of life to local residents with further increased traffic problems and parking issues. Parking enforcement needs to be strongly considered and this also needs to be considered against the proposed development on the land opposite Broad Road and the additional strain that will put on the transport infrastructure both during construction and once developed.
Yes	
Yes	
Yes	
Yes	Whilst I support the need for more school places in all areas, I feel that schools should be more proactive in their consideration and support of local residents. The main areas being parking and the behaviour of students. In my opinion the speed of some cars can be excessive; the parking can be obstructive to residents, and on 'Open Evenings', downright dangerous with no due thought to the required access to any emergency vehicles. The students' inevitable 'pre-school' and 'post-school' smoking clubs gather in groups which show no consideration of property or residents. The amount of litter is definitely higher during term time. Language can be 'quite colourful' at times. And 'fun rides' on some students motorised scooters very scary.

Do you support the proposal to expand Willingdon Community School to provide more places for local children and young people? - understand	Comments provided
Yes	Westham Parish Council has no objections to the number of places being increased from 1000 to 1200 and additional accommodation being provided to enable the school to expand.
Yes	In theory I support this but am concerned about parking. I live in Millstream Gardens which has been used occasionally by parents collecting children from the school.
Yes	I support the school expansion but something must be done about staff parking. In fact this needs looking at now as there is some very dodgy parking taking place.
Yes	Has ESCC investigated the possibility of building a new larger school on the "Mornings Mill" site as part of the development of that land? It would solve the problems inevitably caused by continuing to expand a school that was never intended to be this large.
Yes	
Yes	
Yes	The school is too small even with the current number of students that are there so I think it is about time there were proposals to expand the school.
Yes	There is much housing expansion in the area and new school places in the locality will be needed to manage this. Willingdon also has provided good quality education for a while and it makes sense for them provide this for more students.
Yes	As Headteacher of Willingdon, I support this proposal. This is really exciting times for our school. As an over subscribed school, it would be fantastic to welcome more young people to our community.
Yes	We feel this school is the best in the area and would benefit the community hugely by increasing its size, it is already full and we feel privileged to have a daughter there.
Yes	Willingdon is a truly special environment and should be opened up to more pupils.
Yes	
Yes	
Yes	
Yes	Great for children in the area
Yes	Needs careful consideration of how it will impact on the local community but new local housing developments do need a local school to absorb the extra 11-16 year olds generated
Yes	It is wise to enlarge a strong school in an area with future housing development.
Yes	
Yes	
Yes	
Yes	
Yes	
Yes	I think this would be an amazing opportunity for Willingdon Community School to continue their amazing work in the local area providing a fantastic education for all the students in their care.
Yes	The are needs more school places and doctors due to the huge amount of new housed built and planned
Yes	
Yes	
Yes	
Yes	
Yes	
Yes	
Yes	Our school is already over subscribed and it would be fantastic to be able to increase our intake each year.
Yes	It is very important due to the proposed building in the area.
Yes	expansion of the school will provide much needed room for the current students as well as providing for future cohorts. Corridors are a squeeze now so more facilities would help with the smoother running of lesson change over
Yes	think it is a very exciting time for the school
Yes	
Yes	Future demand for places is clear. Willingdon has been a good school for many years and regularly over subscribed. Redevelopment offers an opportunity to improve and/or replace some of the current mediocre specialist facilities in the school. A strong leadership team is well capable of handling the future incremental growth. One challenge will be to design for student traffic flow along the narrow school corridors. Another will be the planning of traffic control in the school vicinity which will be of concern to a supportive local community.
Yes	
Yes	This school is long overdue for expansion and building improvement. The current facilities are in need of updating and renovating and the addition of more places is the perfect opportunity to combine the two.
Yes	

Do you support the proposal to expand Willingdon Community School to provide more places for local children and young people? - understand	Comments provided
Yes	
Yes	New buildings will be essential, not just classrooms but sports facilities, assembly space, toilets etc.
Yes	It is an Outstanding School, and needs to expand. The staff and students are due a reward for how hard they work.
Yes	Willingdon has over the years been consistently providing good academic success and pastoral care to the surrounding community. This should not be denied to children in the local area. I feel Willingdon would also be an ideal school for a 6th form.
Yes	I think all secondary children within the catchment area of Willingdon should be able to attend and as the area is growing then the school needs to expand.
Yes	
Yes	No problem with the expansion, seems very sensible and gradual increase. But please incorporate a new big sports hall, which could then be used by the community.
Undecided	Parking a major issue already on adjacent roads
Undecided	With the increase in housing in Stone Cross, I believe that the road system to Willingdon School will need to be improved to allow the School busses to arrive on time in the morning. At present the busses are often late due to the rush our traffic and road works. Also a increased bus service to Willingdon Community College. Also is the school going to be provided a adequate budget to supply the extra teaching and support staff and equipment for this to take place?
Undecided	I understand the need to expand. However, with my son just entering year 10 I am most concerned with noise disruption. Are you proposing to only be working outside of school hours?
Undecided	We live on a close opposite the school which during start or end of school meanw living the close or coming into it is a nightmear traffic everywhere including parents blocking th close with there cars.
Undecided	I am aware of two academies within easy commuting distance of the Willingdon area that are currently under their maximum roll. Has ESCC thoroughly explored the possibilities of these academies, particularly The Eastbourne Academy, accommodating the increased number of pupils needing secondary schooling? Having just had an Ofsted inspection rating of 'Good', The Eastbourne Academy has much to offer - including capacity.
Undecided	Provided that the expansion of the school is funded by the local authority and the projected pupil numbers will mean that the funding per pupil will be secured in future years to provide the quality of education that the pupils currently receive I am in favour. However the impact of an increased site and teaching staff will depend on future numbers being at capacity in school to ensure the education the children receive will not deteriorate.
Undecided	I appreciate the need for increasing school capacity to accommodate raising demand. However, this is also a reason for opposing the development on Mill farm as all the primary school children will need secondary, therefore the school would need to be infant to secondary thus maintaining a balance in the area. Traffic is a major issue around Coppice Avenue , broad road as the roads are narrow with parked vehicles , it is a bus route and drivers use it to avoid long queues on the main A272. The narrowing and humps in the road to stop the racing through but on the downside they add to the congestion and road blocking when people park in stupid places? Telling parents to find alternative travel does not work. You only need to look around coppice close at school run time, they have broken the kerb stones and sometimes you can not leave the close between 8.30 -9 15! The junction of broad road coppice avenue gets blocked daily. The roads simply cannot cope and it is only a matter of time before a child gets injured. The Uk needs to adopt a better school bus system like USA to serve the area, so parents do not need to drop their children off. Perhaps the school could also have a drop off bay or off road visitor parent parking within the plans ?
Undecided	<p>As Willingdon and Jevington Parish Councillors and also Committee Members of Willingdon Residents' Association we are well aware of the need to provide more school places for both primary and secondary education. However, as one of us is a past pupil and as we often visit the Community School we are also well aware that the school, especially the corridors, are no longer fit for purpose as at class changeover times we understand they are heaving and not wide enough. We are also very much aware both as residents in the area and from complaints we receive, about the parking issues both from staff parking on roads in and around both our Primary School and the Community school and parents who drive to pick up their children. We know that buses often have a problem getting through and often have to resort to going on our grass verges resulting in damage to the verges. Many parents are inconsiderate and certainly at pick up times, park across residents' driveways as witnessed recently in Farmlands Avenue causing snarl ups and blocking the views from exits of adjacent roads as they park right on corners blocking the sight line of oncoming traffic. We have had residents complain that when motorists are asked politely to move their cars so they can get out, they have often been met with verbal abuse. Any proposed expansion needs to think very carefully about having sufficient parking spaces on site for staff and also drop off and pick up points that do not affect residents livelihoods.</p> <p>Several years ago when we were told we had to have hundreds more houses in Willingdon, we suggested to East Sussex that a new state of the art school complex should be built on Hindsland/Mornings Mill sites which could be purpose built for today's needs and have sufficient parking arrangements and lovely playing fields and joint community facilities but East Sussex County Council were not interested. We suggested any new houses went on the sites which would have been vacated by the two schools.</p> <p>We are assuming that to extend the school and provide on-site parking will necessitate taking away valuable playing fields. Any expansion should consider providing some sort of sports complex which could be used not only by the school but also the local community - hence another reason why it would be better to move the schools. There is as lot of emphasis these days about obesity and the need to keep active, so any loss of recreational space is to be deplored. In Willingdon we also do not have the recommended amount of playing fields. This is an ideal opportunity to think ahead and the long term future, not to mention putting in the necessary infrastructure. This could also link up with the Movement and Access Corridor from Hailsham to Eastbourne.</p> <p>Willingdon School is a victim of its education success and parents across the district want to get their children into the school. Had past rules been kept of children going to the school in their catchment area, many of these problems wouldn't exist. We do, however, acknowledge that our local schools especially the Primary school have specialist units for the deaf which is to be applauded.</p> <p>East Sussex County Council need to think positively about the future of education in this area but also respect the present residents and their quality of life in this most beautiful part of the County. We already suffer from the traffic on the A2270 and rat runs through our Parish and we know that the worst time of day is not work going home time but school leaving times because so many pupils come, not only from a catchment area around the school but also further afield resulting in parents using cars to pick their children up. Therefore another consideration would be to supply school buses as many other places do in other parts of the world and indeed the UK where many children live in villages - eg Cornwall.</p>



Do you support the proposal to expand Willingdon Community School to provide more places for local children and young people? - understand	Comments provided
	We were also disappointed only to hear hours before the consultation began. It would have been nice as a Council to have had prior notification including notifying our residents who live around the school.
Undecided	We are very concerned about the increase in traffic along Broad road that the proposed expansion would create, also the speed at which the cars travel. Parking at school arrival and leaving times is another big concern and also parking for the extra teachers that will be needed during the school day.
Undecided	The associated pressure on roads,parking and safe access is a major concern if it not going to be addressed at the same time.
Undecided	The current school already creates parking problems principally due to staff parking in neighbouring streets and not on the school premises. Additionally too many parents insist on driving their children to the school rather than the children cycling or walking. An increase in school size will inevitably cause further congestion unless parking facilities for staff and for the delivery and collection of children are provided. Any increase the school size should provide for both current and future staff parking on the school grounds and not local roads. Further it should be accompanied by a program of getting children to walk or cycle to school with secure bike storage provided.
Undecided	As long as more places mean more funding, staff and resources
Undecided	My concerns regarding the proposed expansion is that there will be an increase in the volume of traffic and an increase in parking problems which already exist in the area. Broad Road is a residential area and does not have the infrastructure to accommodate more disruption caused by new buildings being built which may require extra entrance and exit facilities. The countryside surrounding the school is very beautiful with stunning views, will this be spoilt by another blot on the landscape?
Undecided	As a local resident I have concerns about the amount of additional traffic. The area is already heavily congested at school times and I think parents will continue to bring and pick up their children by car. There also seems insufficient parking for staff who park on surrounding roads. How will it be possible to ensure a greater number of pupils will come from the local area?
Undecided	I am the direct neighbour, life can be fairly miserable living next door to the school out of school hours 7 days a week sometimes 24 hours a day when it rents itself out as a campsite . If this is how the school has to operate to balance the books for the pupils it already has , I can only imagine adding more pupils will stretch the school even more and make my life tougher .
Undecided	Parking to be provided on site for the staff. Yellow Lines to be investigate for adjacent roads. A layby to be created in Broad road by removing the grass verge allowing vehicles to park. Corridors in the school are not fit for purpose. Loss of recreation space and playing firdels. Loss of gym space. New purpose built facility could be built on Mornings Mill Farm
Undecided	arrangements need to be made to manage extra traffic and parking by parents delivering or collecting children. Traffic lights or roundabout needed to control access from Broad road to Eastbourne road, arrangements to promote safe cycling to school.
Not Answered	The real problem this is going to cause is an increase in the parking in the vicinity of the school. There must be more on site parking facilities for staff and visitors. The current situation is horrendous during term times particularly at arrival and dispersal times. It is already dangerous for drivers, students and residents and more pupils can only exacerbate the situation.
Not Answered	I am a resident of Broadview Close. The parking has become a nightmare over the last 16 years I have lived here. I suggest that there should be NO parking immediately outside of the school from the zebra crossing to Coppice crossroads. The double yellow lines should extend along the crossroads to stop the bottle neck of traffic, which often comes to a standstill situation.
Not Answered	<p>I am a long-time resident of Wannock Avenue and want to express my concern about the obvious issue of traffic and parking if the size of the school intake is proposed to be increased. I recognise that an increase in scholl places is nescessary so am not against it per-se. I just want to have the concil deal with the consequences of doing so as well. Here are my points:-</p> <p>There are inadequate off road parking facilities and very high volume of traffic at school times and much danger currently. Broad Road already cannot cope with the existing amount of persons trying to park/drop off/pick up and generally visit the school. When coupled with the fact that teachers and staff already take up most of the upper end of Broad Road by 8.30, this leaving no space for drop offs etc. This overflows into the narrower Wannock Avenue where the issue is compounded by exactly the same issues as above in respect of Rapsons Road School. This results in many daily angry alteractions, dangerous driving over verges and pathways, parking in front of driveways and on verges and a general dangerous situation for those sensible children and parents who attempt to walk to school. Thus meaning they give up and also drive, compounding the situation. Ambulances and Fire services would have no hope of accessing households during the peak period hours of school start and finish. The whole area of Wannock Avenue and Upper Broad Road already lacks any sense of contemporaneous planning in respect of the existing volume of traffic and opportunites for safely walking or cycling to school in what is an already busy double- school area. There is no attempt to ensure residents have safe access to properties, with no restriction of parking at all and no markings offered to secure access to peoples driveways in what is a predominatly elderly community where people rely on their cars and taxis to get out. There is no safe speed limit people may drive at 30 mph past infants,toddler and other children who are trying to navigate parked traffic and jammed roads with bus services and delivery lorries going up and down amongst all this. The problems are there now and will vastly increase if the council agrees to increase the size of Willingdon School. If an increase is agreed I urge the council also agrees:-</p> <ul style="list-style-type: none"> <li>- Imposing a 15 mph speed limit on Broad Road (from Coppice Ave to Wannock Lane) and along the length of Wannock Avenue - at least from 8AM to 5 PM</li> <li>- Developing -and comitting funds to- a sensible safe walk/cycle route in Wannock Avenue/Broad Road</li> <li>- Restricting parking to one side only of Wannock Avenue and Broad Road.</li> <li>- Providing adequate parking in school grounds for staff so they do not jam up the roads all day.</li> <li>- Widening Upper Broad Road to install off-road parking bays.</li> <li>- Providing resident only permit parking.</li> <li>- Restricting the parking across resident driveways through installing no parking lines across them .</li> </ul> <p>Please do take this into account in the consultation and please feedback to me as appropriate. I am very willing to engage in any consultation excercises and/or help carry out any surveys required to gather data to look at the problem and solutions.</p>
Not Answered	I write as a local resident, Parish Councillor and former long term Governor of the school to express my concerns about this proposal. There is clearly a need to increase capacity at our excellent Willingdon Community School as a result of the new housing developments. However, it is a great pity that long term planning was not undertaken and the opportunity to provide a new educational campus for primary and secondary education at Mornings Mill Farm and Hindsland Playing Fields was not taken. The current sites in the middle of housing estates could have then been used for extra housing to offset the cost. My concerns about the current proposals are that the school was built in the early 1950's for a much lower number of students. The corridors, gymnasium, hall, canteen, library and administration areas were all built for

Do you support the proposal to expand Willingdon Community School to provide more places for local children and young people? - understand	Comments provided
	that size of school. Although some expansion has taken place I would hope that these areas will be expanded properly to meet the needs of the higher numbers of students and staff. There are problems already arising from staff parking in adjacent roads to the degree where the Highway Authority are about to consult on further parking restrictions in this area to reduce highway danger and improve traffic flows. Any expansion will exacerbate the problems and in my view parking should be in a specifically constructed layby on the school side of Broad Road or within the school grounds. I trust that the travel plan will strongly encourage walking and cycling to and from school along safe routes or to use public transport with a view to encouraging physical activity and reduce the number of cars visiting the school twice a day causing some inconvenience to local residents. The plan should also encourage parents to be sensible with their dropping off/picking up arrangements preferably in specially provided laybys. Clearly new accommodation will be required for the increased number and I am concerned this will lead to the loss of playing fields. I also have some concerns over the size of classes as a result of this proposal. I hope whether or not the expansion takes place that every opportunity will be taken to engage with the Parish Council and local community and that the school may be used more fully for community activities in future. I would be pleased to discuss any of these points with you
No	<p>I believe that the proposed plans would be a negative change.</p> <ul style="list-style-type: none"> <li>- no matter how well planned, there will be disruption to the school and students during the building stage. I believe this will have a negative effect on my children who will be at the school still. Particularly my youngest who will be approaching her GCSE year.</li> <li>- I fear the quality of teaching staff may well be affected, diluted, it's hard enough now to train and retain quality, committed staff let alone in a school of 1200 students.</li> <li>- the increased traffic is a large concern. The roads around the area are already frequently congested and dangerous for those students who walk, some of the parking leaves a lot to be desired. Short double yellow lines on crossroads and junctions allow for parking too close to busy junctions as it is.</li> <li>- the increased capacity in communal areas of the school. As it is the corridors are rammed between lessons.</li> </ul>
No	As a student at WCS, i believe upgrading the school building and making it better to the current and future students should come before an extension to make the building able to hold 1,200. The main building will not be able to cope with stress and demand needed. The corridors of the main corridors are already to small without adding 200 in the long run. The current building should be upgraded and corridors widened before be able to add the 200 extra students. This will also cause the school to need more teaching staff and assistant staff within the school and again the school doesn't have enough at the moment. I understand that the proposal is for 2020 but really that not that far away. A new upgrade to the main building to make it more modern and better for the students inside should take more priority than expanding at this moment in time. I wish the proposal well but i don't believe this is the best for Willingdon Community School at the moment and i don't believe that it will improve school life for the current students.
No	I am very concerned about the impact of building work during the run up to my child's GCSEs. Since the school already uses portacabins I am concerned at the scope of the building work expected. Since the council stopped funding travel to Willingdon, bus prices have risen. 3 years ago a return ticket was £1.20 and this summer it rose to £2.00 a day. With costs at this level parents WILL use cars and traffic congestion will rise. Additional traffic problems may impact on my ability to use the toads to get to work in the morning, ehich is a real worry.
No	The parking problems and disruption to local residents is already unbearable. Parents are rude and inconsiderate to those who live on and around Broad Road. Parking is bad enough for residents without the school staff who park on Broad Road, Farmland Way and Wannock Lane and Gardens. Add parents dropping off children who think it's ok and a given right to block driveways and the carriageway, they have no respect of their children's safety. I'm surprised no has been hurt or killed. The area infrastructure is two small for goodness sake Willingdon and Wannock are small villages not towns.
No	Traffic would be a major issue, as would parking. Stop building, problem solved..... lets keep our fields and countryside. By keep building on our open spaces there are less and less places for our children to entertain themselves, therefore making sitting at home on social media more and more inviting!
No	There are already far too many cars using Broad Road at school pick up and drop off times. I have a driveway, but sometimes it's difficult to get into my drive, due to inconsiderate parking of others. Extra children would create extra vehicle problems in my locality. (I know the school will try the usual things to encourage less use of vehicles, but the fact remains that most people will use them, as most of the extra children will be coming from outside of this locality). This leads me to state that it's obvious the extra places are not for children who live nearby, as they are already catered for. The extra places would be for children not of the locality, whose parents wish them to attend one of the best schools in Eastbourne. I understand that sentiment, as I have the same wish. My wife and I moved to Broad Road because of the local schools and neighbourhood. The new builds around the area all came with the same promises of more schools, doctors & dentists etc. As usual these have all failed to materialise and it's left for the current amenities to pick up the pieces and "work around" the issue. Willingdon school has just received excellent exam results. If more children are crammed into its facilities, will this form remain? Who can I turn to for answers if my children are failed due to expansion progress? Please rethink this consideration and build new schools and employ more staff if there are are insufficient school places. You wouldn't build in the back gardens of existing homes if you needed more housing space. Are Ratton, Cavendish, the Academy and all the other senior schools in Eastbourne also being expanded? If not, why is that?
No	The expansion of this school would bring further disruption to this area. There is insufficient parking already without the additional number of extra cars this proposal would bring. We are unable to leave our house between 8 and 9.30 a.m. and 2 to 3.30 pm every school day due to the amount of traffic. This area is also a rat run used by dividers trying get to avoid the congestion on the Eastbourne Road. There are not that many school age children living in this area which is predominantly made up of elderly people. If the new housing development goes ahead at Morning Mill farm, which I am sure will be houses predominantly built to accommodate families would it not be sensible to have both the community school and the infant and junior school rebuilt in development.
No	there is a parking issue around the area, the school teachers have to park out in the road that increases the congestion. maybe the school could reduce the playing field and make a car park first to see if that reduces congestion and the parking issue.
No	
No	The approach roads to the school, especially Broad Road are totally congested with cars, commercial vehicles and busses at school attendance times and are frankly dangerous. Cars and commercial vehicles will regularly resort to using the grass verges and even the pavements at these times. We have even had a bus stuck on our grass verge for 4 hours until a rescue truck big enough has been found to remove it. If this scheme does go ahead, Broad Rd needs to be widened which could be done quite easily. Or the stretch of Broad Rd from Wannock Lane to Wannock Avenue should be made into pedestrian only
No	I do not support the expansion of the school due to the increase in traffic along Broad Road at school dropping off times. Currently the traffic is hideous, with an outrageously poor standard of driving exhibited by the majority of parents. This includes stopping on the crossing zigzags to allow their children to get out and stopping on the crossing to do the same! Parking in Broadview Close obstructing driveways and the junction onto Broad Road. Driving over the green verges to get past other cars and damaging said verges (its two weeks into the term already and the verges are already getting ploughed by impatient cars). In 17 years of putting up with this I and my neighbours never once seen the police enforcing the law regarding stopping on zigzags or pedestrian crossings. Should the Emergency services need to visit the school or a local residence at peak time crucial time would be lost and another 200 cars is not going to improve the situation.
No	To many cars already
No	The parents park irresponsibly currently and with more children it will prove dangerous for the students and community alike.



Do you support the proposal to expand Willingdon Community School to provide more places for local children and young people? - understand	Comments provided
No	Parking already is a big issue around the school. They would be better creating a bigger car park for their staff as it creates chaos along Farmlands Ave and Coppice Ave. Also the volume of traffic dropping children off is horrendous at start and end of day.
No	This will increase the traffic volume and parking issues in the area in perticular during school term times.
No	Since moving into Oldfield Road 3 years ago there has been a steady increase in the amount of traffic using this road as a cut through particularly during the rush hours and school starting and finishing times. This road is a typical residential street, it is narrow and has many cars parked along it. Many young children walk along this road to get to the local junior/infant school. Increasing the capacity of Willingdon school may be necessary but not at the expense of the safety and well being of the local community. Serious consideration needs to be given to the impact of traffic in this area.
No	it will increase the number of the cars .No one believes in walking anywhere these days.We have trouble getting in and out of our drive now, almost sometime impossible.
No	Same reason as me !!!!
No	
No	Unless there will be provisions made for extra parking at the school, then the situation will get worse, especially for the buses which have a problem now.
No	The area is already heavy with traffic and causes problems with so many secondary schools which use access from the main road (Willingdon, Ratton & Cavendish). Allowing more space will cause the main road to be gridlocked.
No	The majority of the pupils in this school are not local. They are not part of this community, and do not support the people of this area and have no respect for us. Some of them sit on our garden walls, rolling their wacky Baccy cigarettes and throwing their butts on the pavement outside our property's. We don't need anymore of them.
No	I do not believe that the school should be allowed to increase numbers. The school has done nothing substantial to deal with the issues of parking and whilst it talks about encouraging parents to consider other options for travel for children fails to acknowledge the severe problems caused by its own teachers who clearly have little respect for the community or the impact that there poor parking practices has on the community. An increase in school size will worsen the current litter problems caused daily with pupils, parents and teachers dumping food and drink containers both on pavements and in the hedges and gardens bordering the school in Broad Road. While the sign might say Willingdon Community School the leadership it seems to have no comprehension of its broader responsibility to the local community which it ignores.
No	We are against this due to Parents parking within yellow zig zags of crossing, on the actual crossing and dangerous parking on corners of Broadview Close where we live. There is not enough parking spaces at present in the surrounding area for additional cars. Coppice Avenue and Farmlands Avenue are becoming extremely dangerous with parked cars. The buses cannot move through freely as it is. Also if there is an evening function at the school Resident's visitors cannot park out side the property they are visiting. Also Teachers and children are smoking in Broadview Close and then flicking their cigarette ends into the road. Also Teachers smoking at the main school gate and again disposing of their cigarette ends on to Broad Road. A number of children seem to think that the place to sit and wait for parents is on garden walls which to elderly residents can be intimidating.
No	This is a very bad idea. I am utterly opposed to this proposal. No one knows, as yet, how much new housing will actually be built in the greater Willingdon and Polegate areas. The total number of new dwelling units hinges in part on the amount of destruction this will cause to the Ashdown Forest National Park, which is at present suffering the bad effects of an increased level of nitrogen pollution. Research into this is currently being undertaken, I understand. Broad Road is already suffering the negative effects of parents parking all along the entire length of the road while waiting to collect their offspring when the school day ends at 3 or 3.30 pm (as are the nearby roads, e.g., Farmland's Way, Coppice Avenue, Oldfield Road and all the little residential closes and quiet side roads). This is a very quiet and pleasant residential area, and the shouting and shrieking by teenagers walking along the road is very annoying, as is the litter they throw on the pavements, the grass verges and into people's gardens. Vandalism is also an issue, such as the glass panes of the nearby bus shelters being smashed, plastic panes being ripped out or badly damaged, bus time tables being removed and/or the plastic protecting these being destroyed or ripped put, as well as branches being broken off trees and thrown around. Furthermore, there is the issue of the now very congested Eastbourne Road, the A2270. Any increase in the number of pupils at this school will inevitably generate even more traffic on this particular road. Broad Road is decidedly NOT the right location for a large, extended school for adolescents and teenagers!
No	I am a resident of Broad Road/Wannock Avenue and I strongly oppose the decision to enlarge Willingdon School. The traffic is unbelievable already at school times, without having more cars, which of course it would be if you extend. It is difficult enough at the moment to get out of our drives with people parking on the grass verges. Apart from that we would have endless lorries with building materials for possibly a year. I strongly think some thought should be given to the residents of the area.
No	<p>We are against this proposal in its current form for the following reasons:</p> <p>1. Expansion at St Richard's [in Bexhill] should be part of the solution because:</p> <p>a) The same pressures apply to St Richard's as Willingdon Community School: As East Sussex County Council officers and members are aware, St Richard's Catholic College recruits from a wider area than most community schools. The pressures outlined for Willingdon School in the consultation document apply equally to St Richard's which recruits over of a quarter of its intake from the Eastbourne area (i.e. over 50 students a year from Eastbourne). [REDACTED]</p> <p>b) St Richard's Catholic College is at capacity: Last year 188 Catholics applied to St Richard's Catholic College. The current number of places is not sufficient to provide for the number of Catholics, let alone for any other children whose parents would like them to attend St Richard's. With the further housing mentioned in the consultation document that are planned in the area, the pressures on St Richard's will become even more acute.</p> <p>c) Relative popularity of St Richard's and Willingdon: The consultation document says that Willingdon 'is a popular school and regularly oversubscribed'. However St Richard's has a considerably higher number of first preferences (last year 289 for 190 places) than Willingdon (218 first preferences against a PAN of 200).</p> <p>d) The Council's stance on ensuring parental preference: At a meeting in summer 2106 with the then Lead Member for Education and Inclusion, Cllr Bennett, the Diocese raised the point that surplus places</p>

Do you support the proposal to expand Willingdon Community School to provide more places for local children and young people? - understand	Comments provided
	<p>elsewhere rather than parental preferences for St Richard's had been used as a reason not to expand St Richard's in recent years. Defending the case of taking additional pupils at South Malling when there were surplus places elsewhere in Lewes, Cllr Bennett made clear the Council's stance on ensuring parental preferences and looked forward to a submission for basic need expansion at St Richard's.</p> <p>e) St Richard's is an outstanding school and one of the highest performing schools in East Sussex. Why is East Sussex at present not wanting to support and expand one of its best and most popular schools when that school takes a significant number of children from Eastbourne?</p> <p>f) Despite the important principles of proportionality and diversity, East Sussex has not, despite many basic need expansions, expanded any Catholic primary or secondary schools. East Sussex should be following a balanced approach to expansion of places.</p> <p>g) Catholic schools have helped East Sussex with bulge classes at Eastbourne and Hastings in recent years.</p> <p>2. There has not been adequate consultation</p> <p>a) The consultation document does not provide any significant detail to back up the proposal.</p> <p>b) The expansion of secondary places in Eastbourne has not been raised at recent Joint Diocese Planning Place Planning Meetings. The last reference to secondary places in Eastbourne was in the minutes of the 7 Feb 2017 meeting [REDACTED]</p> <p>c) The Education Commissioning Plan at paragraphs 7.4.1 and 7.4.2 does make some reference to Eastbourne secondary places and exploring potential options with schools. St Richard's and the Diocese have not been included in any discussions on this prior to the consultation document being published.</p> <p>Thank you for the opportunity to give our comments</p>

# Equality Impact Assessment

## Project or Service Template



Name of the proposal, project or service
<b>Proposed expansion of Willingdon Community School</b>

File ref:	Willingdon Community School	Issue No:	Version 1.0
Date of Issue:	October 2017	Review date:	January 2018

### Contents

Part 1 – The Public Sector Equality Duty and Equality Impact Assessments (EIA)	1
Part 2 – Aims and implementation of the proposal, project or service .....	3
Part 3 – Methodology, consultation, data and research used to determine impact on protected characteristics. ....	5
Part 4 – Assessment of impact .....	6
Part 5 – Conclusions and recommendations for decision makers .....	17

## **Part 1 – The Public Sector Equality Duty and Equality Impact Assessments (EIA)**

**1.1** The Council must have due regard to its Public Sector Equality Duty when making all decisions at member and officer level. An EIA is the best method by which the Council can determine the impact of a proposal on equalities, particularly for major decisions. However, the level of analysis should be proportionate to the relevance of the duty to the service or decision.

**1.2 This is one of two forms that the County Council uses for Equality Impact Assessments, both of which are available on the intranet. This form is designed for any proposal, project or service. The other form looks at services or projects.**

### **1.3 The Public Sector Equality Duty (PSED)**

The public sector duty is set out at Section 149 of the Equality Act 2010. It requires the Council, when exercising its functions, to have “due regard” to the need to

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it. (see below for “protected characteristics”

These are sometimes called equality aims.

### **1.4 A “protected characteristic” is defined in the Act as:**

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race (including ethnic or national origins, colour or nationality)
- religion or belief;
- sex;
- sexual orientation.

Marriage and civil partnership are also a protected characteristic for the purposes of the duty to eliminate discrimination.

The previous public sector equalities duties only covered race, disability and gender.

### **1.5 East Sussex County Council also considers the following additional groups/factors when carry out analysis:**

- Carers – A carer spends a significant proportion of their life providing unpaid support to family or potentially friends. This could be caring for a relative, partner or friend who is ill, frail, disabled or has mental health or substance misuse problems. [Carers at the Heart of 21st Century Families and Communities, 2008]
- Literacy/Numeracy Skills
- Part time workers
- Rurality

## **1.6 Advancing equality (the second of the equality aims) involves:**

- Removing or minimising disadvantages suffered by people due to their protected characteristic
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people including steps to take account of disabled people's disabilities

Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

NB Please note that, for disabled persons, the Council must have regard to the possible need for steps that amount to positive discrimination, to "level the playing field" with non-disabled persons, e.g. in accessing services through dedicated car parking spaces.

## **1.7 Guidance on Compliance with The Public Sector Equality Duty (PSED) for officers and decision makers:**

1.7.1 To comply with the duty, the Council must have "due regard" to the three equality aims set out above. This means the PSED must be considered as a factor to consider alongside other relevant factors such as budgetary, economic and practical factors.

1.7.2 What regard is "due" in any given case will depend on the circumstances. A proposal which, if implemented, would have particularly negative or widespread effects on (say) women, or the elderly, or people of a particular ethnic group would require officers and members to give considerable regard to the equalities aims. A proposal which had limited differential or discriminatory effect will probably require less regard.

1.7.3 *Some key points to note :*

- The duty is regarded by the Courts as being very important.
- Officers and members must be aware of the duty and give it conscious consideration: e.g. by considering open-mindedly the EIA and its findings when making a decision. When members are taking a decision, this duty can't be delegated by the members, e.g. to an officer.
- EIAs must be evidence based.
- There must be an assessment of the practical impact of decisions on equalities, measures to avoid or mitigate negative impact and their effectiveness.
- There must be compliance with the duty when proposals are being formulated by officers and by members in taking decisions: the Council can't rely on an EIA produced after the decision is made.
- The duty is ongoing: EIA's should be developed over time and there should be evidence of monitoring impact after the decision.
- The duty is not, however, to achieve the three equality aims but to consider them – the duty does not stop tough decisions sometimes being made.
- The decision maker may take into account other countervailing (i.e. opposing) factors that may objectively justify taking a decision which has negative impact on equalities (for instance, cost factors)

1.7.4 In addition to the Act, the Council is required to comply with any statutory Code of Practice issued by the Equality and Human Rights Commission. New Codes of Practice under the new Act have yet to be published. However, Codes of Practice issued under the previous legislation remain relevant and the Equality and Human Rights Commission has also published guidance on the new public sector equality duty.

## **Part 2 – Aims and implementation of the proposal, project or service**

### **2.1 What is being assessed?**

#### **a) Proposal or name of the project or service.**

Proposed expansion of Willingdon Community School.

#### **b) What is the main purpose or aims of proposal, project or service?**

The objective of the proposal is to expand Willingdon Community School from 1,000 places (200 per year group) to 1,200 places (240 per year group) responding to a growing demand for places as a result of recent and planned housing developments.

#### **c) Manager(s) and section or service responsible for completing the assessment**

Gary Langford, Place Planning Manager, Standards and Effectiveness Service.

The Equality Impact Assessment was contributed to by the relevant local authority officers.

### **2.2 Who is affected by the proposal, project or service? Who is it intended to benefit and how?**

The proposal is about providing additional school places to serve children and young people in the area the school serves. The proposal will benefit the local authority by ensuring it is able to meet its statutory duty to provide sufficient school places in the area.

### **2.3 How is, or will, the proposal, project or service be put into practice and who is, or will be, responsible for it?**

The Lead Member for Education and Inclusion, Special Educational Needs and Disability is responsible for making the final decision on the proposal. If approved, the Local Authority will manage the construction project at the school to deliver the additional places.

### **2.4 Are there any partners involved? E.g. NHS Trust, voluntary/community organisations, the private sector? If yes, how are partners involved?**

N/A

### **2.5 Is this proposal, project or service affected by legislation, legislative change, service review or strategic planning activity?**

The Local Authority has a statutory duty to ensure there is sufficient school capacity available to meet current and future demand for places.

Proposed changes to the organisation of schools have to follow a prescribed process established in Section 19 (1) of the Education and Inspections Act 2006 and the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.

Background documents:

The Education Commissioning Plan 2015-2019 available on the ESCC website at: <http://www.eastsussex.gov.uk/educationandlearning/management/download.htm>

**2.6 How do people access or how are people referred to your proposal, project or service? Please explain fully.**

The Local Authority consulted with pupils, parents and carers, staff, the governing body, local schools and trade unions between 8 September and 6 October 2017. A wide range of other groups including district, town and parish councils, the local MP, the Church of England and Catholic dioceses and the wider local community were also invited to give their views.

The consultation document was available on the ESCC website at:  
<http://www.eastsussex.gov.uk/yourcouncil/consultation/current.htm>

All responses received during the consultation period have been analysed. The Lead Member for Education and Inclusion, Special Educational Needs and Disability will be asked to give approval on 30 October 2017 to publish statutory notices in relation to the proposal. If approved, a statutory notice would be published in the local newspaper probably in November 2017, followed by a period of four weeks when further comments or objections could be submitted. The Lead Member would consider any responses received during this time before making a final decision on whether to approve the expansion, subject to planning permission, at a meeting likely to be held in January 2018.

ESCC has appointed a design team to work up plans for the expansion. ESCC will share their ideas with interested parties at a pre-planning consultation event at the school. All stakeholders, including local residents, would have the opportunity to view the plans, ask questions and make comments. This would enable the design team to take into consideration everyone's views before a planning application is submitted.

A further opportunity would be provided to comment on the plans as part of the statutory planning application process which is separate to this consultation.

**2.7 If there is a referral method how are people assessed to use the proposal, project or service? Please explain fully.**

N/A

**2.8 How, when and where is your proposal, project or service provided? Please explain fully.**

If approved, the Council proposes to implement the expansion of Willingdon Community School by 1 September 2020.



## Part 3 – Methodology, consultation, data and research used to determine impact on protected characteristics.

### 3.1 List all examples of quantitative and qualitative data or any consultation information available that will enable the impact assessment to be undertaken.

Types of evidence identified as relevant have <b>X</b> marked against them			
	Employee Monitoring Data		Staff Surveys
	Service User Data		Contract/Supplier Monitoring Data
X	Recent Local Consultations		Data from other agencies, e.g. Police, Health, Fire and Rescue Services, third sector
	Complaints		Risk Assessments
	Service User Surveys		Research Findings
X	Census Data	X	East Sussex Demographics
	Previous Equality Impact Assessments		National Reports
	Other organisations Equality Impact Assessments		Any other evidence?

### 3.2 Evidence of complaints against the proposal, project or service on grounds of discrimination.

None received to date

### 3.3 If you carried out any consultation or research on the proposal, project or service explain what consultation has been carried out.

Please refer to 2.6 above

### 3.4 What does the consultation, research and/or data indicate about the positive or negative impact of the proposal, project or service?

The proposal will have a positive impact for the local community and therefore local children and young people as the proposed expansion will allow more families to access this popular local school.

Positive comments received relating to the schools current provision included

*'Willingdon community school is an excellent school with a dedicated team.'*

*'I think this would be an amazing opportunity for Willingdon Community School to continue their amazing work in the local area providing a fantastic education for all the students in their care'.*

*'We do, however, acknowledge that our local schools especially the Primary school have specialist units for the deaf which is to be applauded.'*

Expanding the school will ensure more places are available to meet the needs of children and young people in the local area, including those with SEN and/or a disability. New accessible accommodation and resources appropriate to the special educational needs of the children and young people would be provided to facilitate this.



Concerns were raised about parking and traffic congestion, for example:

*'Traffic is a major issue around Coppice Avenue , broad road as the roads are narrow with parked vehicles , it is a bus route and drivers use it to avoid long queues on the main A272.'*

*'We are also very much aware both as residents in the area and from complaints we receive, about the parking issues both from staff parking on roads in and around both our Primary School and the Community school and parents who drive to pick up their children. We know that buses often have a problem getting through and often have to resort to going on our grass verges resulting in damage to the verges.'*

*'The associated pressure on roads, parking and safe access is a major concern if it not going to be addressed at the same time.'*

A traffic and parking assessment would be undertaken as part of the design and planning process. The school's travel plan would be updated and would be utilised by the school to encourage families to find alternative ways of travelling to school in order to reduce the number of car journeys. The design and statutory planning process would provide people with a further opportunity to raise concerns about traffic and parking.

## Part 4 – Assessment of impact

### 4.1 Age: Testing of disproportionate, negative, neutral or positive impact.

#### a) How is this protected characteristic reflected in the County/District/Borough?

In the wider Eastbourne area pupil forecasts indicate that Year 7 intakes to secondary schools will begin to exceed the overall Published Admission Number (PAN) from the early 2020s. Additional secondary school capacity will be required to meet the increased demand for places in Eastbourne.

Demand for school places at Willingdon Community School is predicted to grow as a result of recent and planned housing developments. In excess of 2,000 new dwellings are planned in the area the school serves during the period to 2027/28. In addition, there is an outline planning application for a further 1,100 dwellings at Mornings Mill Farm, Willingdon. At the moment this proposed development is not included within our pupil forecasts as it is a non-allocated site in the emerging Wealden Local Plan.

There are currently 260 places per year group available in the feeder primary schools served by Willingdon Community School. Pupil numbers in these schools are expected to grow in the coming years and it is planned to increase the number of primary places per year group to 290 through the proposed expansion of Polegate School. At present approximately 77% of the children attending Willingdon Community School live in-area, with the remainder largely coming from Eastbourne. We expect the percentage of in-area children to increase in line with recent and planned housing developments. As a result, we predict that future Year 7 intakes to Willingdon Community School will be significantly above its current PAN of 200.

#### b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?

As above

#### c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?

The proposal will predominantly affect children and young people of secondary school age in the local community.

#### d) What is the proposal, project or service's impact on different ages/age groups?

The proposal will have a positive impact on local secondary school age children and young people as it will allow more families to access this popular local school.

#### e) What actions are to/or will be taken to avoid any negative impact or to better advance equality?

We do not believe any actions are necessary in relation to this proposal.

f) **Provide details of the mitigation.**

N/A

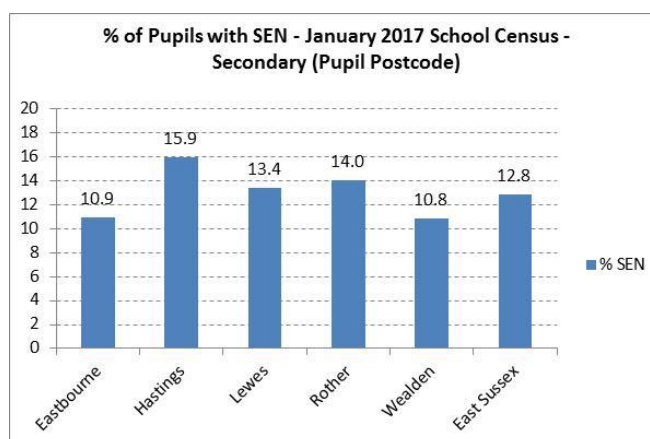
g) **How will any mitigation measures be monitored?**

N/A

#### 4.2 **Disability: Testing of disproportionate, negative, neutral or positive impact.**

a) **How is this protected characteristic reflected in the County /District/Borough?**

The following chart shows the percentage of children in years 7 to 11 that are resident in East Sussex, attending East Sussex maintained secondary schools and academies, and recorded as having Special Educational Needs in the January 2017 school census. District/ Borough information relates to the pupil's home address as reported in the January 2017 School Census.



In East Sussex there were 8,025 children recorded as having Special Educational Needs in the January 2017 school census (additionally 136 pupils were recorded with SEN out of 1,195 pupils who attend an East Sussex school but reside outside of the county). The figure for Wealden District was 1,854 (all schools and based on pupil postcode).

There were 1,854 children resident in Wealden District, attending East Sussex maintained schools and academies, and recorded as having Special Educational Needs.

Disability projections published on East Sussex in Figures (ESiF) in April 2017 put the total number of people with a disability in East Sussex at 94,808 for 2017. The figure for Wealden District is 23,503. This equates to a rate of 19.5 people per 100 in East Sussex, compared to a rate of 16.7 people per 100 in Wealden.

DESCRIPTION

TABULATION

Dataset: Disability projections (dwelling-led), 2015-2030 - districts

ESCC Projections April 2017

Geography: Mixed

Year

Age group: All people (aged 10+)

Category: Overall disability

Measure: Number of people with disability

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Geography																
East Sussex	91,950	93,343	94,808	96,263	97,789	99,486	101,246	103,054	104,934	106,886	108,906	110,577	112,386	114,307	116,380	118,333
Eastbourne	18,413	18,694	18,969	19,258	19,551	19,868	20,204	20,557	20,956	21,331	21,715	22,070	22,454	22,827	23,239	23,626
Hastings	16,568	16,776	16,952	17,154	17,354	17,579	17,817	18,073	18,342	18,619	18,888	19,118	19,379	19,641	19,922	20,207
Lewes	16,598	16,866	17,174	17,435	17,737	18,066	18,415	18,744	19,080	19,422	19,801	20,108	20,419	20,772	21,142	21,483
Rother	17,642	17,910	18,211	18,488	18,792	19,159	19,536	19,924	20,317	20,737	21,162	21,523	21,894	22,296	22,733	23,149
Wealden	22,728	23,097	23,503	23,928	24,356	24,814	25,275	25,756	26,238	26,778	27,340	27,757	28,241	28,771	29,344	29,868

DESCRIPTION

TABULATION

Dataset: Disability projections (dwelling-led), 2015-2030 - districts

ESCC Projections April 2017

Geography: Mixed

Year

Age group: All people (aged 10+)

Category: Overall disability

Measure: Rates per 100 people

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Geography																
East Sussex	19.0	19.2	19.5	19.7	19.8	19.9	20.1	20.3	20.5	20.8	21.0	21.3	21.5	21.8	22.1	22.4
Eastbourne	20.5	20.7	21.0	21.2	21.3	21.4	21.5	21.6	21.9	22.2	22.5	22.8	23.1	23.3	23.7	24.0
Hastings	20.6	20.8	21.0	21.2	21.3	21.4	21.6	21.8	22.0	22.3	22.5	22.7	23.0	23.3	23.6	23.8
Lewes	18.5	18.7	19.0	19.2	19.3	19.4	19.5	19.7	19.9	20.1	20.4	20.6	20.9	21.1	21.4	21.7
Rother	20.9	21.3	21.6	21.8	22.1	22.4	22.7	23.0	23.2	23.5	23.9	24.2	24.6	25.0	25.4	25.7
Wealden	16.2	16.4	16.7	16.8	17.0	17.1	17.3	17.4	17.6	17.8	18.0	18.2	18.4	18.6	18.8	19.0

**b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?**

The current SEN data for Willingdon Community School shows that the percentage of SEN pupils at the school is 7.24% (72 out of 995), as recorded in the January 2017 School Census. This is lower in comparison to the proportion of SEN pupils in all East Sussex state funded schools (12.79%).

Source: School Census January 2017

The school is well equipped to meet the needs of this group

**c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?**

The proposal will predominantly affect children and young people of secondary school age in the local community, including those with SEN and/or disability

**d) What is the proposal, project or service's impact on people who have a disability?**

The proposal will have a positive impact as there will be more places available to meet the needs of children and young people in the local area, including those with SEN and/or disability in particular. Improvements proposed to be made to the existing building to improve access and the new extension will be fully accessible for pupils of all abilities.

- e) **What actions are to/or will be taken to avoid any negative impact or to better advance equality?**

We do not believe any actions are necessary in relation to this proposal.

- f) **Provide details of any mitigation.**

The school leadership will work with the SENCO lead to ensure the needs of all SEN pupils are identified and addressed including any potential impact of larger numbers as a result of the school expanding.

- g) **How will any mitigation measures be monitored?**

N/A

**4.3 Ethnicity: Testing of disproportionate, negative, neutral or positive impact.** Race categories are: Colour. E.g. being black or white, Nationality e.g. being a British, Australian or Swiss citizen, Ethnic or national origins e.g. being from a Roma background or of Chinese Heritage

- a) **How is this protected characteristic reflected in the County /District/Borough?**

The vast majority of pupils at the school (92.06%) are of White British Heritage, as recorded in the January 2017 School Census. This is slightly higher in comparison to the proportion of pupils of White British Heritage across all East Sussex state funded schools (85.98%).

7.64% of the pupils at the school were from a Black and Ethnic (BME) minority background. Across all state funded schools in the Wealden district 8.55% of the pupils is BME. Across all state funded schools in East Sussex, 11.82% of pupils are BME.

Data for Willingdon Community School indicates that the percentage of pupils with English as an Additional Language (EAL) is 2.31%. This is lower than the proportion of EAL pupils in all East Sussex state funded schools 4.84%.

Source: School Census January 2017

- b) **How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?**

Data for the school indicates that BME children and young people are under-represented at Willingdon Community School in comparison with the county wide and district level percentages.

- c) **Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?**

We do not believe that people with the protected characteristic will be more affected by the proposal than those in the general population who do not share that protected characteristic.

- d) What is the proposal, project or service's impact on those who are from different ethnic backgrounds?**

The proposal will have a positive impact as there will be more places available to meet the needs of the children and young people in the local area, including those from different ethnic backgrounds.

- e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?**

National legislation determines that schools cannot discriminate on race in relation to admissions policies.

- f) Provide details of any mitigation.**

N/A

- g) How will any mitigation measures be monitored?**

N/A

#### **4.4 Gender/Transgender: Testing of disproportionate, negative, neutral or positive impact**

- a) How is this protected characteristic target group reflected in the County/District/Borough?**

The percentage of pupils attending the school who are male is 51.66% and female 48.34%. This compares to the East Sussex figures of male 51.7% and female 48.3%.

Source: School Census January 2017

- b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?**

The proportion of males and females at the school is similar to the county profile. Males and females attending the school will be educated together and it is not considered that, should the proportion alter after expansion, it would have a significant impact.

- c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?**

We do not believe that people with the protected characteristic will be more affected by the proposal than those in the general population who do not share that protected characteristic.

- d) What is the proposal, project or service's impact on different genders?**

We do not believe there will be an impact on different genders

- e) **What actions are to/ or will be taken to avoid any negative impact or to better advance equality?**

We do not believe any actions are necessary in relation to this proposal.

- f) **Provide details of any mitigation.**

N/A

- g) **How will any mitigation measures be monitored?**

N/A

**4.5 Marital Status/Civil Partnership: Testing of disproportionate, negative, neutral or positive impact.**

- a) **How is this protected characteristic target group reflected in the County/District/Borough?**

We do not consider marital status/civic partnership characteristics to be relevant to the proposal.

- b) **How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?**

N/A

- c) **Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?**

N/A

- d) **What is the proposal, project or service's impact on people who are married or same sex couples who have celebrated a civil partnership?**

We do not believe there will be any impact on people who are married or same sex couples

- e) **What actions are to/ or will be taken to avoid any negative impact or to better advance equality?**

We do not believe any actions are necessary in relation to this proposal.

- f) **Provide details of any mitigation.**

N/A

- g) **How will any mitigation measures be monitored?**

N/A

**4.6 Pregnancy and maternity: Testing of disproportionate, negative, neutral or positive impact.**

- a) How is this protected characteristic target group reflected in the County/District/Borough?**

We do not consider pregnancy and maternity characteristics to be relevant to the proposal.

- b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?**

N/A

- c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?**

N/A

- d) What is the proposal, project or service's impact on pregnant women and women within the first 26 weeks of maternity leave?**

We do not believe there will be any impact on pregnant women and women within the first 26 weeks of maternity leave.

- e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?**

We do not believe any actions are necessary in relation to this proposal.

- f) Provide details of the mitigation**

N/A

- g) How will any mitigation measures be monitored?**

N/A

**4.7 Religion, Belief: Testing of disproportionate, negative, neutral or positive impact.**

- a) How is this protected characteristic reflected in the County/District/Borough?**

Willingdon Community School does not have a particular religious ethos. We do not consider religion or belief characteristics to be relevant to the proposal.

- b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?**

N/A



- c) **Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?**

N/A

- d) **What is the proposal, project or service's impact on the people with different religions and beliefs?**

N/A

- e) **What actions are to/ or will be taken to avoid any negative impact or to better advance equality?**

We do not believe any actions are necessary in relation to this proposal.

- f) **Provide details of any mitigation.**

N/A

- g) **How will any mitigation measures be monitored?**

N/A

#### **4.8 Sexual Orientation - Gay, Lesbian, Bisexual and Heterosexual: Testing of disproportionate, negative, neutral or positive impact.**

- a) **How is this protected characteristic reflected in the County/District/Borough?**

We do not consider sexual orientation characteristics to be relevant to the proposal.

- b) **How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?**

N/A

- c) **Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?**

N/A

- d) **What is the proposal, project or service's impact on people with differing sexual orientation?**

N/A

- e) **What actions are to/ or will be taken to avoid any negative impact or to better advance equality?**

We do not believe any actions are necessary in relation to this proposal.

**f) Provide details of the mitigation**

N/A

**g) How will any mitigation measures be monitored?**

N/A

**4.9 Other: Additional groups/factors that may experience impacts - testing of disproportionate, negative, neutral or positive impact.**

**a) How are these groups/factors reflected in the County/District/Borough?**

As at the January 2016 School Census, 17.57% of Willingdon Community School pupils were Ever6FSM. This compared to 23.38% for pupils in all East Sussex state funded mainstream secondary schools. Nationally in secondary schools 27.7% of pupils are Disadvantaged. 'Ever6FSM' means that within the last 6 years the pupil has at some point been eligible for receiving Free School Meals (FSM).

**b) How is this group/factor reflected in the population of those impacted by the proposal, project or service?**

The data indicates that there is an underrepresentation of Ever6FSM pupils at Willingdon Community School compared to both the East Sussex and national figure.

**c) Will people within these groups or affected by these factors be more affected by the proposal, project or service than those in the general population who are not in those groups or affected by these factors?**

N/A

**d) What is the proposal, project or service's impact on the factor or identified group?**

N/A

**e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?**

We do not believe any actions are necessary in relation to this proposal.

**f) Provide details of the mitigation.**

N/A

**g) How will any mitigation measures be monitored?**

N/A

**4.10 Human rights** - Human rights place all public authorities – under an obligation to treat you with fairness, equality, dignity, respect and autonomy. **Please look at the table below to consider if your proposal, project or service may potentially interfere with a human right.**

No human rights implications are identified

<b>Articles</b>	
<b>A2</b>	<b>Right to life (e.g. pain relief, suicide prevention)</b>
<b>A3</b>	<b>Prohibition of torture, inhuman or degrading treatment (service users unable to consent, dignity of living circumstances)</b>
<b>A4</b>	<b>Prohibition of slavery and forced labour (e.g. safeguarding vulnerable adults)</b>
<b>A5</b>	<b>Right to liberty and security (financial abuse)</b>
<b>A6 &amp;7</b>	<b>Rights to a fair trial; and no punishment without law (e.g. staff tribunals)</b>
<b>A8</b>	<b>Right to respect for private and family life, home and correspondence (e.g. confidentiality, access to family)</b>
<b>A9</b>	<b>Freedom of thought, conscience and religion (e.g. sacred space, culturally appropriate approaches)</b>
<b>A10</b>	<b>Freedom of expression (whistle-blowing policies)</b>
<b>A11</b>	<b>Freedom of assembly and association (e.g. recognition of trade unions)</b>
<b>A12</b>	<b>Right to marry and found a family (e.g. fertility, pregnancy)</b>
<b>Protocols</b>	
<b>P1.A1</b>	<b>Protection of property (service users property/belongings)</b>
<b>P1.A2</b>	<b>Right to education (e.g. access to learning, accessible information)</b>
<b>P1.A3</b>	<b>Right to free elections (Elected Members)</b>

## Part 5 – Conclusions and recommendations for decision makers

### 5.1 Summarise how this proposal/policy/strategy will show due regard for the three aims of the general duty across all the protected characteristics and ESCC additional groups.

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people from different groups
- Foster good relations between people from different groups
- The proposal will help support the aims of advancing equality of opportunity and fostering good relations between people from different groups by allowing children and young people access to secondary school education in their local community.

### 5.2 Impact assessment outcome Based on the analysis of the impact in part four mark below ('X') with a summary of your recommendation.

X	Outcome of impact assessment	Please explain your answer fully.
X	<b>A No major change</b> – Your analysis demonstrates that the policy/strategy is robust and the evidence shows no potential for discrimination and that you have taken all appropriate opportunities to advance equality and foster good relations between groups.	The proposal is about providing additional secondary school places to serve the local community in response to a higher demand for places as a result of recent and planned housing developments.
	<b>B Adjust the policy/strategy</b> – This involves taking steps to remove barriers or to better advance equality. It can mean introducing measures to mitigate the potential effect.	Willingdon Community School is a popular school and is regularly over-subscribed. The provision of additional places will help more local children and young people of secondary school age to attend this popular school.
	<b>C Continue the policy/strategy</b> - This means adopting your proposals, despite any adverse effect or missed opportunities to advance equality, provided you have satisfied yourself that it does not unlawfully discriminate	The Local Authority proposes to address any accessibility issues through the proposed design and construction project.
	<b>D Stop and remove the policy/strategy</b> – If there are adverse effects that are not justified and cannot be mitigated, you will want to consider stopping the policy/strategy altogether. If a policy/strategy shows unlawful discrimination it <i>must</i> be removed or changed.	

**5.3 What equality monitoring, evaluation, review systems have been set up to carry out regular checks on the effects of the proposal, project or service?**

*(Give details)*

The EqlA will be reviewed following the end of the representation period and before a final decision on the proposals is taken by the Lead Member for Education and Inclusion, Special Educational Needs and Disability, probably in January 2017.

**5.4 When will the amended proposal, project or service be reviewed?**

See above

<b>Date completed:</b>	<b>October 2017</b>	<b>Signed by (person completing)</b>	<b><i>Catherine Denyer</i></b>
		<b>Role of person completing</b>	<b>Project Officer</b>
<b>Date:</b>	<b>October 2017</b>	<b>Signed by (Manager)</b>	<b><i>Gary Langford</i></b>

This page is intentionally left blank