

Factors which the Lead Member should consider before reaching a decision on the proposal.

1. Is the proposal related to other published proposals?	The proposal to establish a specialist facility at Chailey St Peter's CE Primary School is not related to other published proposals.
2. Is conditional approval being sought for the proposal?	No
3. Was a statutory consultation carried out prior to the publication of notices?	Consultation was undertaken with the school community, local schools and key stakeholders between 25 April and 23 May 2025. By the close of the consultation 46 responses had been received, of which: <ul style="list-style-type: none"> - 89% of respondents supported the proposal - 7% did not support the proposal - 4% were undecided
4. Did the published notice comply with statutory requirements?	The notice was published in accordance with Section 19 (1) of the Education and Inspections Act 2006 (as amended) and the School Organisation (Prescribed Alternations to Maintained Schools) (England) Regulations 2013.
5. How will the proposal affect education standards and diversity of provision?	In East Sussex specialist facilities promote an ethos of inclusion across the school and help integrate their pupils into the mainstream school for as much of their learning time as their needs allow. Facilities also provide access to a base within the school for more intensive support when required. Pupils in the facility have their special educational needs reviewed regularly in discussion with parents and/or carers and professionals to ensure that the facility remains the most appropriate placement to meet these needs.
6. How will the proposal affect the proposed admission arrangements for the school?	Pupils within the facility would be on the roll of the school and would be in addition to the published admission number. Placements are determined by the Local Authority according to clear criteria.
7. Has due regard under the Public Sector Equality Duty (PSED) been given to the need to eliminate discrimination, advance equality of opportunity and foster good relations?	An equality impact assessment (EqIA) has been undertaken. No potential equality barriers were identified by stakeholders during either the initial consultation or the subsequent representation period following the publication of the statutory proposal. The local authority believes the proposal would have a positive impact on provision at the school. Specialist staff would work with pupils in the facility and also work with teaching staff across the school to develop skills and expertise in responding to SEND needs and creating an inclusive environment. The local authority believes that the facility would be well placed to support children with ASD in the local area.
8. Will the proposal have an impact on community cohesion?	The number of children identified as autistic is growing year on year and is translating into rapidly increasing numbers of EHCPs issued with a primary

	<p>need classification of Autistic Spectrum Disorder (ASD). Autism diagnoses will likely continue to be the biggest driver of rising EHCP numbers in the coming years. The proposal would have a positive impact on provision at the school and the wider community as it would be able to meet the needs of local pupils with autism. No potential community impacts were identified by respondents to the consultation.</p>
<p>9. Will the proposal have an impact on travel and accessibility?</p>	<p>Although children attending the new facility might be expected to travel from a slightly wider geographical area than the school's immediate community area, it is not believed that this would have a significant impact on travel and accessibility to the school as the new facility would cater for up to 12 children at a time, an increase of only 9% on the school's current capacity of 140 places.</p>
<p>10. Has capital funding been identified and secured to enable the proposals to be implemented?</p>	<p>Capital funding is required to implement the proposal and has been identified in the Council's approved capital programme.</p>
<p>11. Have any particular issues or objections been raised during the representation period which could directly affect the proposal?</p>	<p>By the close of the representation period no comments or objections had been received.</p>