



You will need to produce an Equality Impact Assessment (EqIA) if:

- You are developing a new policy, strategy, or service
- You are making changes that will affect front-line services
- You are reducing budgets, which may affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles

Guidance notes on how to complete an EqIA and sign off process are available on the Hub under Equality and Diversity. You must read the [guidance notes](#) and ensure you have followed all stages of the EqIA approval process (outlined in appendix 1). Section 2 of the template requires you to undertake an assessment of the impact of your proposals on groups with protected characteristics. Equalities and borough profile data, as well as other sources of statistical information can be found on the Harrow hub, within the section entitled: [Equality Impact Assessment](#) - sources of statistical information.

Equality Impact Assessment (EqIA)

Type of Decision:	<input checked="" type="radio"/> Cabinet <input type="radio"/> Portfolio holder <input type="radio"/> Other (state)	
Title of Proposal	School Organisation Up-Date	Date EqIA created 10/11/2023
Name and job title of completing/lead Officer	Rajeshree Parmar, Head of School Organisation, Admissions and Attendance	
Directorate/ Service responsible	People Services	
Organisational approval		
EqIA approved by EDI Team	Name Jennifer Rock Assistant Policy Officer: Equality, Diversity and Inclusion	Signature <input checked="" type="checkbox"/> Tick this box to indicate that you have approved this EqIA Date of approval:

1. Summary of proposal, impact on groups with protected characteristics and mitigating actions
(to be completed **after** you have completed sections 2 - 5)

a) What is your proposal?

To provide updated school roll projections for Cabinet, including specialist provision for CYP with SEND aged 0-25 in accordance with the SEND Strategy and the associated capital programme.

b) Summarise the impact of your proposal on groups with protected characteristics

The proposal should positively impact on groups with protected characteristics as we are ensuring sufficient school places and including additional SEND provision.

c) Summarise any potential negative impact(s) identified and mitigating actions

There are no potential negative impacts.

2. Assessing impact																																																																													
You are required to undertake a detailed analysis of the impact of your proposals on groups with protected characteristics. You should refer to <u>borough profile data</u> , <u>equalities data</u> , service user information, consultation responses and any other relevant data/evidence to help you assess and explain what impact (if any) your proposal(s) will have on each group. Where there are gaps in data, you should state this in the boxes below and what action (if any), you will take to address this in the future.		What does the evidence tell you about the impact your proposal may have on groups with protected characteristics? Click the relevant box to indicate whether your proposal will have a positive impact, negative (minor, major), or no impact																																																																											
Protected characteristic	For each protected characteristic, explain in detail what the evidence is suggesting and the impact of your proposal (if any). Click the appropriate box on the right to indicate the outcome of your analysis.	Positive impact	Negative impact		No impact																																																																								
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Age	<p>School places including SEND provision are required to meet the needs of all young people from 0-25. The demand on places for young people with SEND is increasing.</p> <table border="1"> <thead> <tr> <th colspan="8">Number of pupils in Harrow Primary Schools 2016-2023</th> </tr> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>22,017</td> <td>22,461</td> <td>22,542</td> <td>22,842</td> <td>22,851</td> <td>22,554</td> <td>22,460</td> <td>22,631</td> </tr> </tbody> </table> <p>Source: Spring School Census Returns 2016-2023; Includes pupils who are sole or dual main registrations.</p> <table border="1"> <thead> <tr> <th colspan="8">Number of pupils in Harrow Secondary Schools 2016-2023</th> </tr> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>12,573</td> <td>12,885</td> <td>13,131</td> <td>13,835</td> <td>14,486</td> <td>15,058</td> <td>15,477</td> <td>16,021</td> </tr> </tbody> </table> <p>Source: Spring School Census Returns 2016-2023; Includes pupils who are sole or dual main registrations.</p> <table border="1"> <thead> <tr> <th colspan="8">Number of pupils in Harrow Special Schools 2016-2023</th> </tr> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>421</td> <td>441</td> <td>447</td> <td>462</td> <td>464</td> <td>482</td> <td>492</td> <td>506</td> </tr> </tbody> </table> <p>Source: Spring School Census Returns 2016-2023; Includes pupils who are sole or dual main registrations.</p>	Number of pupils in Harrow Primary Schools 2016-2023								2016	2017	2018	2019	2020	2021	2022	2023	22,017	22,461	22,542	22,842	22,851	22,554	22,460	22,631	Number of pupils in Harrow Secondary Schools 2016-2023								2016	2017	2018	2019	2020	2021	2022	2023	12,573	12,885	13,131	13,835	14,486	15,058	15,477	16,021	Number of pupils in Harrow Special Schools 2016-2023								2016	2017	2018	2019	2020	2021	2022	2023	421	441	447	462	464	482	492	506	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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The tables below shows that the number of pupils attending the new ARMS Provisions and Special Schools referred to in the Cabinet Report.

School Name	2017	2018	2019	2020	2021	2022	2023	Last 7 years Difference	
Grange Primary School	600	591	601	612	538	512	495	-105	-21.2%
Pinner Wood School	610	581	637	665	666	667	666	56	8.4%
Stanburn Primary School	798	812	797	783	753	755	739	-59	-8.0%
Canons High School	1,197	1,221	1,250	1,262	1,266	1,276	1,302	105	8.1%

Source: Spring School Census Returns 2017-2023; Includes pupils who are sole or dual main registrations.

School Name	2017	2018	2019	2020	2021	2022	2023	Last 7 years Difference	
Weald Rise Primary School	675	558	464	434	373	375	413	-262	-63.4%
Kingsley High School	78	76	75	85	98	104	121	43	35.5%
Woodlands School	120	122	136	136	132	135	133	13	9.8%
Alexandra School	79	80	80	80	80	80	80	1	1.3%
Shaftesbury High School	162	169	171	163	172	173	172	10	5.8%

Source: Spring School Census Returns 2017-2023; Includes pupils who are sole or dual main registrations.

Disability

We are creating additional SEND places in special schools and mainstream schools to allow residents the opportunity to send their child to a local provision. This is a positive step to allow young people to remain within their community and reduce travel times for young people who need specialist provision.

SEND provision is required to meet the needs of all young people from 0-25. The demand on places for young people with SEND is increasing.

Primary Schools (Current and Main-Dual Enrolment Status)						
EHCP/Statement						
2017	2018	2019	2020	2021	2022	2023
331	371	409	436	488	539	613

Source: Spring School Census Returns 2017-2023

Secondary Schools (Current and Main-Dual Enrolment Status, Yr7-Yr13)						
EHCP/Statement						
2017	2018	2019	2020	2021	2022	2023
260	257	253	290	306	342	380

Source: Spring School Census Returns 2017-2023

Special Schools (All Enrolment Status)						
EHCP/Statement						
2017	2018	2019	2020	2021	2022	2023
439	446	457	464	479	491	506

Source: Spring School Census Returns 2017-2023

EHCP/ Statement								
School Name	2017	2018	2019	2020	2021	2022	2023	Last 7 year Difference
Grange Primary School	5	5	10	9	12	20	20	+15
Pinner Wood School	5	5	4	6	9	11	14	+9



Stanburn Primary School	7	6	8	12	12	19	18	+11
Canons High School	23	21	22	21	22	19	17	-6

Source: Spring School Census Returns 2017-2023

EHCP/ Statement								
School Name	2017	2018	2019	2020	2021	2022	2023	Last 7 year Difference
Weald Rise Primary School	5	4	6	6	5	7	3	-2
Kingsley High School	78	76	71	85	96	103	121	+43
Woodlands School	120	122	136	136	132	135	133	+13
Alexandra School	79	80	80	80	80	80	80	+3
Shaftesbury High School	162	168	170	163	171	173	172	+10

Source: Spring School Census Returns 2017-2023

Gender reassignment	This data is not held, and this data is not applicable in the context of this proposal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marriage and Civil Partnership	Not applicable in the context of this proposal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pregnancy and Maternity	Not applicable in the context of this proposal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Race/
Ethnicity**

There are school places across Harrow to ensure that children are able to attend their local community school. In addition, there are faith-based schools, which collectively provide choice and diversity in Harrow.

The positive implications of the inclusive approach to young people from all races are not impacted by the proposed change. By creating additional local capacity will we secure diversity in the provision of schools and increase choice for parental preference. Young people will be able to access the additional provision based on an assessment of their need. Race and Ethnicity is not a criterion by which their needs are assessed. School places at special schools are assessed by educational and health needs.

Ethnic Origin	Grange Primary School	Pinner Wood School	Stanburn Primary School	Canons High School	All Schools
Any other ethnic group	26 (5.3%)	17 (2.6%)	48 (6.5%)	126 (9.7%)	2,037 (5.2%)
Asian Other	163 (32.9%)	60 (9.0%)	115 (15.6%)	221 (17.0%)	7,084 (18.1%)
Bangladeshi	7 (1.4%)	16 (2.4%)	9 (1.2%)	8 (0.6%)	320 (0.8%)
Black African	28 (5.7%)	47 (7.1%)	16 (2.2%)	163 (12.5%)	2,038 (5.2%)
Black Caribbean	5 (1.0%)	8 (1.2%)	12 (1.6%)	27 (2.1%)	894 (2.3%)
Black Other	11 (2.2%)	3 (0.5%)	1 (0.1%)	15 (1.2%)	357 (0.9%)
Chinese	1 (0.2%)	2 (0.3%)	5 (0.7%)	3 (0.2%)	331 (0.8%)
Indian	48 (9.7%)	247 (37.1%)	257 (34.8%)	123 (9.4%)	10,198 (26.0%)
Information not obtained	(0.0%)	(0.0%)	(0.0%)	3 (0.2%)	108 (0.3%)
Mixed Other	16 (3.2%)	25 (3.8%)	35 (4.7%)	44 (3.4%)	1,352 (3.5%)

Mixed White Asian	5 (1.0%)	13 (2.0%)	19 (2.6%)	24 (1.8%)	1,062 (2.7%)
Mixed White Black African	7 (1.4%)	2 (0.3%)	7 (0.9%)	17 (1.3%)	336 (0.9%)
Mixed White Black Caribbean	11 (2.2%)	20 (3.0%)	4 (0.5%)	5 (0.4%)	500 (1.3%)
Pakistani	20 (4.0%)	49 (7.4%)	47 (6.4%)	44 (3.4%)	1,887 (4.8%)
Refused	12 (2.4%)	2 (0.3%)	13 (1.8%)	3 (0.2%)	517 (1.3%)
White British	20 (4.0%)	93 (14.0%)	22 (3.0%)	48 (3.7%)	3,068 (7.8%)
White Irish	1 (0.2%)	1 (0.2%)	1 (0.1%)	2 (0.1%)	258 (0.7%)
White Irish Traveller	3 (0.6%)	(0.0%)	2 (0.3%)	(0.0%)	49 (0.1%)
White Other	111 (22.4%)	60 (9.0%)	124 (16.8%)	423 (32.5%)	6,690 (17.1%)
White Roma	(0.0%)	1 (0.2%)	2 (0.3%)	3 (0.2%)	72 (0.2%)
Grand Total	495	666	739	1,302	39,158

Source – Spring School Census 2023

Ethnic Origin	Weald Rise Primary School	Kingsley High School	Woodlands School	Alexandra School	Shaftesbury High School
Any other ethnic group	59 (14.3%)	2 (1.7%)	6 (4.5%)	5 (6.3%)	9 (5.2%)
Asian Other	118 (28.6%)	35 (28.9%)	32 (24.1%)	12 (15.0%)	26 (15.1%)
Bangladeshi	8 (1.9%)	1 (0.8%)	1 (0.8%)	1 (1.3%)	2 (1.2%)
Black African	21 (5.1%)	12 (9.9%)	20 (15.0%)	4 (5.0%)	19 (11.0%)

Black Caribbean	19 (4.6%)	1 (0.8%)	2 (1.5%)	(0.0%)	12 (7.0%)
Black Other	1 (0.2%)	2 (1.7%)	4 (3.0%)	1 (1.3%)	3 (1.7%)
Chinese	1 (0.2%)	1 (0.8%)	1 (0.8%)	1 (1.3%)	1 (0.6%)
Indian	33 (8.0%)	19 (15.7%)	23 (17.3%)	14 (17.5%)	23 (13.4%)
Information not obtained	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)
Mixed Other	7 (1.7%)	2 (1.7%)	2 (1.5%)	5 (6.3%)	6 (3.5%)
Mixed White Asian	5 (1.2%)	6 (5.0%)	(0.0%)	1 (1.3%)	2 (1.2%)
Mixed White Black African	4 (1.0%)	(0.0%)	2 (1.5%)	1 (1.3%)	2 (1.2%)
Mixed White Black Caribbean	2 (0.5%)	(0.0%)	1 (0.8%)	1 (1.3%)	3 (1.7%)
Pakistani	13 (3.1%)	8 (6.6%)	11 (8.3%)	6 (7.5%)	12 (7.0%)
Refused	(0.0%)	2 (1.7%)	(0.0%)	(0.0%)	1 (0.6%)
White British	28 (6.8%)	10 (8.3%)	11 (8.3%)	17 (21.3%)	29 (16.9%)
White Irish	(0.0%)	(0.0%)	1 (0.8%)	2 (2.5%)	1 (0.6%)
White Irish Traveller	1 (0.2%)	(0.0%)	(0.0%)	1 (1.3%)	1 (0.6%)
White Other	93 (22.5%)	20 (16.5%)	16 (12.0%)	8 (10.0%)	20 (11.6%)
White Roma	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)
Grand Total	413	121	133	80	172

Source – Spring School Census 2023

	There is no group that will be disproportionately impacted by the proposed changes.																																																				
Religion or belief	<p>This proposal is inclusive of children from all religions and belief. Schools draw pupils from their local area and the pupil profiles reflects the ethnicity of their areas. The positive implications of the inclusive approach to children from all religions and belief are not impacted by the proposed change. School places at special schools are assessed by educational and health needs.</p> <p>This data is not held.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>																																																
Gender	<p>Any proposals for making changes to school organisation and for creating additional SEND places is inclusive of young people of all genders. School places at special schools are assessed by educational and health needs.</p> <table border="1"> <thead> <tr> <th>Gender</th> <th>Grange Primary School</th> <th>Pinner Wood School</th> <th>Stanburn Primary School</th> <th>Canons High School</th> <th>All Schools</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>240 (48.0%)</td> <td>323 (48.5%)</td> <td>369 (49.9%)</td> <td>579 (44.5%)</td> <td>19,395 (49.5%)</td> </tr> <tr> <td>Male</td> <td>255 (51.5%)</td> <td>343 (51.5%)</td> <td>370 (50.1%)</td> <td>723 (55.5%)</td> <td>19,763 (50.5%)</td> </tr> <tr> <td>Grand Total</td> <td>495</td> <td>666</td> <td>739</td> <td>1,302</td> <td>39,158</td> </tr> </tbody> </table> <p>Source – Spring School Census 2023</p> <table border="1"> <thead> <tr> <th>Gender</th> <th>Weald Rise Primary School</th> <th>Kingsley High School</th> <th>Woodlands School</th> <th>Alexandra School</th> <th>Shaftesbury High School</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>210 (50.8%)</td> <td>32 (26.4%)</td> <td>44 (33.1%)</td> <td>23 (28.8%)</td> <td>63 (36.6%)</td> </tr> <tr> <td>Male</td> <td>203 (49.2%)</td> <td>89 (73.6%)</td> <td>89 (66.9%)</td> <td>57 (71.3%)</td> <td>109 (63.4%)</td> </tr> <tr> <td>Grand Total</td> <td>413</td> <td>121</td> <td>133</td> <td>80</td> <td>172</td> </tr> </tbody> </table> <p>Source – Spring School Census 2023</p>	Gender	Grange Primary School	Pinner Wood School	Stanburn Primary School	Canons High School	All Schools	Female	240 (48.0%)	323 (48.5%)	369 (49.9%)	579 (44.5%)	19,395 (49.5%)	Male	255 (51.5%)	343 (51.5%)	370 (50.1%)	723 (55.5%)	19,763 (50.5%)	Grand Total	495	666	739	1,302	39,158	Gender	Weald Rise Primary School	Kingsley High School	Woodlands School	Alexandra School	Shaftesbury High School	Female	210 (50.8%)	32 (26.4%)	44 (33.1%)	23 (28.8%)	63 (36.6%)	Male	203 (49.2%)	89 (73.6%)	89 (66.9%)	57 (71.3%)	109 (63.4%)	Grand Total	413	121	133	80	172	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Sexual Orientation	This data is not held, and this data is not applicable in the context of this proposal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>																																																

<p>2.1 Cumulative impact – considering what else is happening within the Council and Harrow as a whole, could your proposals have a cumulative impact on groups with protected characteristics?</p> <p><input type="checkbox"/> Yes No <input checked="" type="checkbox"/></p>				
<p>If you clicked the Yes box, which groups with protected characteristics could be affected and what is the potential impact? Include details in the space below</p>				
<p>2.2 Any other impact - considering what else is happening nationally/locally (national/local/regional policies, socio-economic factors etc), could your proposals have an impact on individuals/service users, or other groups?</p> <p><input type="checkbox"/> Yes No <input checked="" type="checkbox"/></p>				
<p>If you clicked the Yes box, Include details in the space below</p>				

3. Actions to mitigate/remove negative impact				
<p>Only complete this section if your assessment (in section 2) suggests that your proposals may have a negative impact on groups with protected characteristics. If you have not identified any negative impacts, please complete sections 4 and 5.</p> <p>In the table below, please state what these potential negative impact (s) are, mitigating actions and steps taken to ensure that these measures will address and remove any negative impacts identified and by when. Please also state how you will monitor the impact of your proposal once implemented.</p>				
State what the negative impact(s) are for each group, identified in section 2. In addition, you should also consider and state potential risks associated with your proposal.	Measures to mitigate negative impact (provide details, including details of and additional consultation undertaken/to be carried out in the future). If you are unable to identify measures to mitigate impact, please state so and provide a brief explanation.	What action (s) will you take to assess whether these measures have addressed and removed any negative impacts identified in your analysis? Please provide details. If you have previously stated that you are unable to identify measures to mitigate impact please state below.	Deadline date	Lead Officer

4. Public Sector Equality Duty

How does your proposal meet the Public Sector Equality Duty (PSED) to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
2. Advance equality of opportunity between people from different groups
3. Foster good relations between people from different groups

Include details in the space below

The Local Authority has a statutory responsibility to provide sufficient school places for its area. Making changes to school organisation and the SEND Strategy are designed to improve outcomes for children and young people across Harrow. They focus on increasing opportunity for residents to send their children to local schools informed by appropriate and thorough provision mapping, with potential development of more local provision. The projections for primary schools have dipped slightly and are forecast to increase. Secondary school projections have plateaued, and special educational needs projections are continuing to rise requiring additional provision to be created.

5. Outcome of the Equality Impact Assessment (EqIA) click the box that applies

Outcome 1

No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality of opportunity are being addressed

Outcome 2

Adjustments to remove/mitigate negative impacts identified by the assessment, or to better advance equality, as stated in section 3&4

Outcome 3

This EqIA has identified discrimination and/ or missed opportunities to advance equality and/or foster good relations. However, it is still reasonable to continue with the activity. Outline the reasons for this and the information used to reach this decision in the space below.

Include details here