

# **Cabinet BACKGROUND PAPERS**

**DATE: Thursday 13 March 2014**

## **AGENDA - PART I**

### **CHILDREN AND FAMILIES**

**KEY 10. SCHOOL EXPANSION PROGRAMME (Pages 1 - 240)**

Background Papers to the Report of the Corporate Director of Children and Families.

### **CHILDREN AND FAMILIES / ENVIRONMENT AND ENTERPRISE**

**KEY 11. WHITEFRIARS COMMUNITY SCHOOL (Pages 241 - 260)**

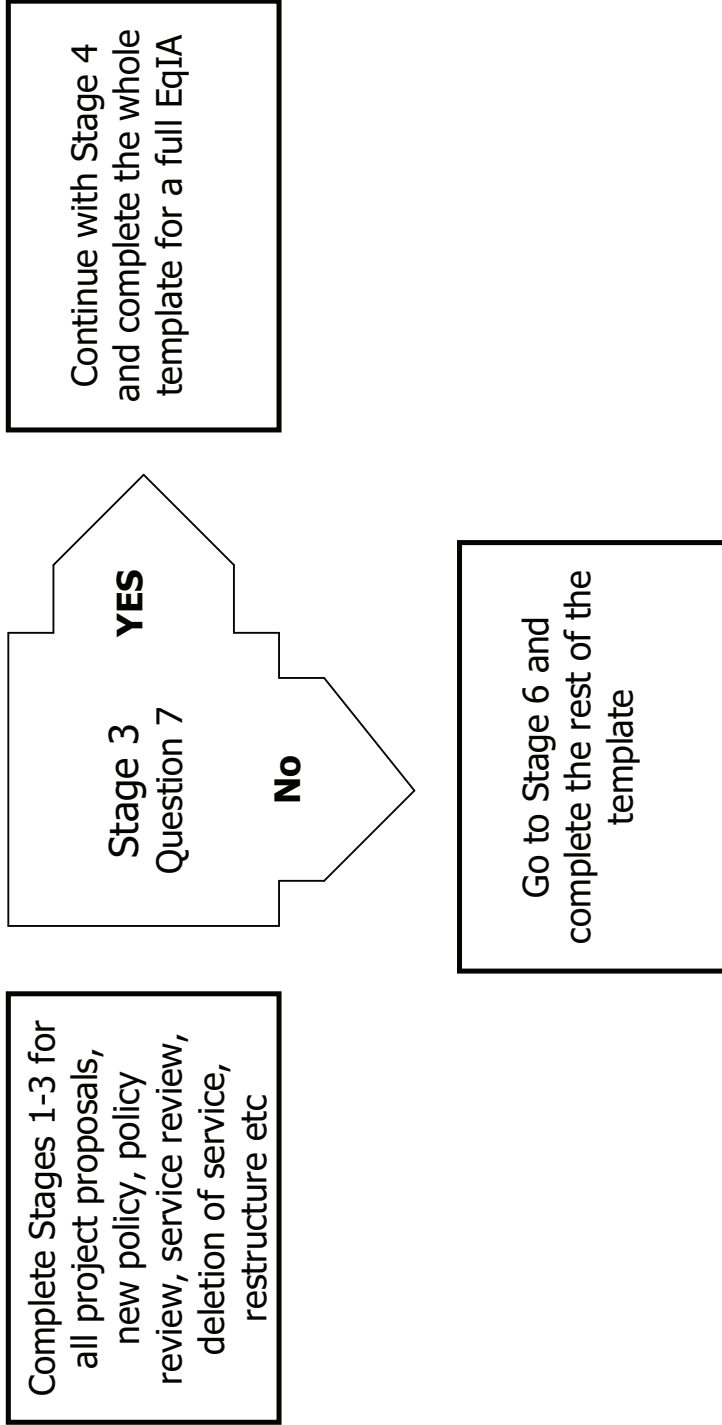
Background Paper to the Joint report of the Corporate Directors of Children and Families and Environment and Enterprise.

## **AGENDA - PART II - Nil**

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# Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process. There is now just one Template. Project Managers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



## Equality Impact Assessment (EqIA) Template

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this assessment.

It will also help you to look at the EqIA Template with Guidance Notes to assist you in completing the EqIA.

Type of Project / Proposal:	Tick ✓	Type of Decision:	Tick ✓
Transformation		Cabinet	✓
Capital		Portfolio Holder	
Service Plan		Corporate Strategic Board	
Other		Other	
Title of Project:	Permanent expansion of the following community school: Aylward Primary School Pangbourne Drive Stanmore, HA7 4RE		
2	At its meeting on 13 March 2014, Harrow Cabinet is recommended to approve the statutory proposals to expand permanently the school by one form of entry (30 pupils), which will fill incrementally from the point of admission into the school.		
Directorate / Service responsible:	Children & Families		
Name and job title of lead officer:	Adrian Parker, Head of Education Strategy and School Organisation Service		
Name & contact details of the other persons involved in the assessment:	Johanna Morgan, Education Lead Officer, School Organisation Chris Melly, Senior Professional, School Organisation Moira Arnold, Headteacher of Aylward Primary School		
Date of assessment:	23 January 2014		
<b>Stage 1: Overview</b>			
1. What are you trying to do? (Explain proposals e.g. introduction of a new service or	It is proposed to permanently expand Aylward Primary School from 1 September 2014 to become a three form of entry school (90 places) from its current two forms of entry (60 places).		

<p>policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>	<p>Education school expansion statutory processes are being undertaken. In November 2013, Harrow Cabinet considered the outcome of the statutory consultation about the proposed expansion that was conducted during the autumn term and decided to publish statutory proposals to effect the expansion. On 13 March 2014, Harrow Cabinet will determine the statutory proposals.</p> <p>The permanent expansion of Aylward Primary School is proposed as part of the Primary School Expansion Programme within Harrow Council's School Place Planning Strategy. Cabinet agreed its School Place Planning Strategy in February 2010 to meet the increasing demand for school places that is primarily birth rate driven. In July 2011, Cabinet agreed on a Primary School Expansion Programme as part of the School Place Planning Strategy. The strategy aims to secure sufficient primary school places through the creation of additional permanent places, supplemented by planned bulge classes and contingency bulge classes, opened if required.</p>					
<p>3 Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</p>	Residents / Service Users	✓	Partners / Schools	✓	Stakeholders	✓
	Staff	✓	Age	✓	Disability	✓
	Gender Reassignment		Marriage and Civil Partnership		Pregnancy and Maternity	
	Race		Religion or Belief		Sex	
	Sexual Orientation		Other			
<p>3. Is the responsibility shared with another directorate, authority or organisation? If so:</p> <ul style="list-style-type: none"> <li>Who are the partners?</li> <li>Who has the overall responsibility?</li> <li>How have they been involved in the assessment?</li> </ul>	<p>There is a statutory responsibility on the local authority to ensure sufficient school places in its area. Children &amp; Families is the lead directorate, though the school expansion programme has to be delivered corporately with the involvement of officers from other directorates e.g. Environment and Enterprise, Finance, Performance, Legal.</p> <p>The school expansion programme will be delivered in partnership between the local authority and schools.</p>					
<p><b>Stage 2: Evidence / Data Collation</b></p>						
<p>4. What evidence / data have you reviewed to assess the potential impact of your proposals? Include the actual data, statistics reviewed in the</p>						

<p>section below. This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys; complaints etc. Where possible include data on the nine Protected Characteristics.</p> <p>(Where you have gaps (data is not available/being collated), you may need to include this as an action to address in your Improvement Action Plan at Stage 7)</p>	<p>The Greater London Authority (GLA) prepares the pupil projections for Harrow Council. The GLA uses a range of information and data to prepare the projections including the number of births, number of pupils in Harrow schools, migration to Harrow and new housing development. Across London the population is growing, and the main reason for this is increasing birth rate. The demand for Reception class places (for pupils reaching 5 years of age) in Harrow schools is increasing:</p> <ul style="list-style-type: none"> <li>• In January 2006 there were 2,224 Reception aged pupils in Harrow schools;</li> <li>• In January 2009 there were 2,571 Reception aged pupils in Harrow schools;</li> <li>• In January 2013 there were 2,879 Reception aged pupils in Harrow schools;</li> <li>• In January 2019 it is projected there will be 3,437 Reception aged pupils in Harrow schools.</li> </ul> <p>In September 2012 there were a total of 2,550 permanent Reception class places in Harrow's primary sector schools. In order to ensure sufficient school places to meet the predicted increased demand in the next few years there is a need to increase the number of permanent school places, in the primary sector initially and in the secondary sector in due course. Phase 1 of the primary school expansion programme was implemented in September 2013 with 8 schools in the borough permanently increasing their Reception intakes. Statutory processes for Phase 2 permanent expansions are under way to permanently expand a further 14 schools by September 2015. Phase 3 is being planned for permanent expansions from September 2016. Full information about the projected demand for school places and the planning to increase school places across Harrow can be viewed in the 21 November 2013 Cabinet papers (item 725 School Expansion Programme Appendix C) at <a href="http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;MId=61433&amp;Ver=4">http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;MId=61433&amp;Ver=4</a></p> <p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>
<p>Age (including carers of young/older people)</p>	<p>An increase in children of school age can be expected to include increased numbers of children with disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places. On 18 July 2013, Harrow Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs.</p>
<p>Disability (including carers of disabled people)</p>	<p>An increase in children of school age can be expected to include increased numbers of children with disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places. On 18 July 2013, Harrow Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs.</p>

	See Appendix A of this EqIA for data about the profile of pupils attending the school. See Appendix B of this EqIA for the profile of respondents to the statutory consultation.
Gender Reassignment	Not applicable in the context of the expansion of this school.
Marriage / Civil Partnership	Not applicable in the context of the expansion of this school.
Pregnancy and Maternity	Not applicable in the context of the expansion of this school.
Race	This is a community school which draws pupils from its local area and the pupil profile reflects the ethnicity of its area. The January 2013 School Census demonstrates that the school has an ethnically diverse pupil population. See Appendix A of this EqIA for data about the profile of pupils attending the school. See Appendix B of this EqIA for the profile of respondents to the statutory consultation. See Appendix C of this EqIA for the ethnic groups in the main wards from which children attend the school.
Religion and Belief	This is a community school which draws pupils from its local area and the pupil profile reflects the religions and beliefs of its area. See Appendix B of this EqIA for the profile of respondents to the statutory consultation.
Sex / Gender	This is a community school which draws pupils from its local area and the pupil profile reflects the gender of its area. See Appendix A of this EqIA for data about the profile of pupils attending the school.
Sexual Orientation	Not applicable in the context of the expansion of this school.
Socio Economic	Not applicable in the context of the expansion of this school.
What consultation have you undertaken on your proposals?	
Who was consulted?	Statutory consultation was held with the schools, their communities and interested parties about the expansion proposal between 16 September and 18 October 2013.
What consultation methods were used?	Consultation information was widely distributed including to neighbouring Local Authorities, local MPs, Councillors, Union representatives, Diocesan Bodies, voluntary organisations, and Harrow Youth Parliament. Information was put on the
What do the results show about the impact on different groups / Protected Characteristics?	823 responses were received to the Phase 2 expansion consultations from respondents that included parents/carers, pupils, school staff, governors, residents and organisations. A number of comments were included with the responses given. The responses made to the first consultation question indicate broad
What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).	Harrow Cabinet considered the outcomes of the statutory consultations at its meeting on 21 November 2013, and decided to publish statutory proposals to expand the schools.  Measures are being put in place to address the traffic and congestion



	<p>Harrow Council website, together with a facility for online response to the consultations. The Council distributed letters to local residents to inform them of the consultation and to invite them to consultation meetings at the school. Each school distributed information and response forms to their school communities and parents, and arranged open consultation meetings for parents and residents to enable discussion about the proposals.</p>	<p>agreement with Harrow Council's approach to creating additional school places in Harrow.</p> <p>In relation to the specific consultation question about the proposed expansion of Aylward Primary School, the Governors support the primary school expansion plan including the plans to expand the school.</p> <p>A summary of the number of responses to the specific consultation question about the proposed expansion of Aylward Primary School is presented in the table:</p> <table border="1" data-bbox="521 569 613 1073"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Not Sure</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>28</td> <td>7</td> <td>64</td> </tr> <tr> <td>45.3%</td> <td>43.8%</td> <td>10.9%</td> <td>100.0%</td> </tr> </tbody> </table> <p>A number of comments were made in support of the expansion to meet increased demand for school places. A large number of responses were made about the chronic traffic congestion created by North London Collegiate and Aylward Primary School in the local area. A few comments were made about the poor buildings and the need to improve them for the expansion. One commented on the importance of the expansion to raise the profile of the school.</p>	Yes	No	Not Sure	Total	29	28	7	64	45.3%	43.8%	10.9%	100.0%	<p>issues arising from the creation of additional school places. These measures include:</p> <ul style="list-style-type: none"> <li>• Transport Assessments at Phase 2 expansion schools and Transport Statements at additional special educational needs places provision. Mott MacDonald, an independent company, has been procured to complete this work by the end of February 2014.</li> <li>• Appointment of a Transport and Travel Planner Officer for the expansion projects to develop and implement effective travel strategies in conjunction with the schools.</li> <li>• There will be a communication strategy for the Phase 2 expansion projects to raise the profile of school travel planning. An additional Communications Officer has been engaged to give this work a high profile.</li> </ul> <p>The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.</p>
Yes	No	Not Sure	Total												
29	28	7	64												
45.3%	43.8%	10.9%	100.0%												
<p><b>6. What other (local, regional, national research, reports, media) data sources that you have used to inform this assessment?</b></p> <p>List the Title of reports / documents and websites here.</p>	<p>The GLA School Roll Projections Service draws on a range of available national and regional data to inform its projections.</p> <p>A regional approach is an important aspect of meeting the needs of children and young people with special educational needs. Contacts are being developed with free school proposers, and with neighbouring local authorities through the West London Alliance, to inform work to meet the need.</p>														
<p><b>Stage 3: Assessing Potential Disproportionate Impact</b></p> <p><b>7. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?</b></p>															



	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes									
No	✓	✓	✓	✓	✓	✓	✓	✓	✓

**YES** - If there is a risk of disproportionate adverse Impact on any **ONE** of the Protected Characteristics, continue with the rest of the template.

- **Best Practice:** You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA
- It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.

**NO** - If you have ticked 'No' to all of the above, then go to **Stage 6**

- Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 7

#### Stage 4: Collating Additional data / Evidence

What additional data / evidence have you considered in consultation to your proposals as a result of the analysis at Stage 3?

(include this evidence, including any data, statistics, titles of documents and website links here)

Note: Please go to Stage 6.

9. What further consultation have you undertaken on your proposals as a result of your analysis at Stage 3?

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
Note: Please go to Stage 6.			

#### Stage 5: Assessing Impact and Analysis

Protected Characteristic	Adverse ✓	Positive ✓	Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  <b>Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 9</b>	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 7)
Age (including carers of young/older people)			Note: Please go to Stage 6.	
Disability (including carers of disabled people)				
Gender Reassignment				
Marriage and Civil Partnership				
Pregnancy				

and Maternity								
Race								
Religion or Belief								
Sex								
Sexual orientation								
<b>9. Cumulative Impact</b> – Considering what else is happening within the Council and Harrow as a whole, could your proposals have a cumulative impact on a particular Protected Characteristic?						Yes	No	
Note: Please go to Stage 6.								
<b>11a. Any Other Impact</b> – Considering what else is happening within the Council and Harrow as a whole (for example national/local policy, austerity, welfare reform, unemployment levels, community tensions, levels of crime) could your proposals have an impact on individuals/service users socio economic, health or an impact on community cohesion?						Yes	No	
Note: Please go to Stage 6.								
<b>12.</b> Is there any evidence or concern that the potential adverse impact identified may result in a Protected Characteristic being disadvantaged? (Please refer to the Corporate Guidelines for guidance on the definitions of discrimination, harassment and victimisation and other prohibited conduct under the Equality Act) available on Harrow HUB/Equalities and Diversity/Policies and Legislation								

	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes									
No									
<p>If you have answered "yes" to any of the above, set out what justification there may be for this in Q12a below - link this to the aims of the proposal and whether the disadvantage is proportionate to the need to meet these aims. (You are encouraged to seek legal advice, if you are concerned that the proposal may breach the equality legislation or you are unsure whether there is objective justification for the proposal)</p> <p>If the analysis shows the potential for serious adverse impact or disadvantage (or potential discrimination) but you have identified a potential justification for this, this information must be presented to the decision maker for a final decision to be made on whether the disadvantage is proportionate to achieve the aims of the proposal.</p> <ul style="list-style-type: none"> <li>▪ If there are adverse effects that are not justified and cannot be mitigated, you should not proceed with the proposal. <b>(select outcome 4)</b></li> <li>▪ If the analysis shows unlawful conduct under the equalities legislation, you should not proceed with the proposal. <b>(select outcome 4)</b></li> </ul>									
<b>Stage 6: Decision</b>									
<p><b>13.</b> Please indicate which of the following statements best describes the outcome of your EqIA ( ✓ tick one box only)</p> <p><b>10</b> <b>Outcome 1</b> – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and opportunities to advance equality are being addressed.</p> <p><b>Outcome 2</b> – Minor adjustments to remove / mitigate adverse impact or advance equality have been identified by the EqIA. <i>List the actions you propose to take to address this in the Improvement Action Plan at Stage 7</i></p> <p><b>Outcome 3</b> – Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. <b>(Explain this in 13a below)</b></p> <p><b>Outcome 4</b> – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)</p> <p><b>13a.</b> If your EqIA is assessed as <b>outcome 3 or you have ticked 'yes' in Q12</b>, explain your justification with full reasoning to continue with your proposals.</p>									
<b>Stage 7: Improvement Action Plan</b>									

14. List below any actions you plan to take as a result of this Impact Assessment. This should include any actions identified throughout the EqIA.					
Area of potential adverse impact e.g. Race, Disability	Action required to mitigate	How will you know this is achieved? E.g. Performance Measure / Target	Target Date	Lead Officer	Date Action included in Service / Team Plan
Age. Insufficient school places for children in Harrow.	Work has been undertaken to maximise funding from the Government to create additional school places. This has included applications to the Priority School Building Programme and the Targeted Basic Need Programme, as well as work to maximise the annual basic need allocations.	Delivery, affordability and value for money will be monitored by the corporate Programme Board. Key milestones will be reported with RAG ratings to monitor progress.	1 September 2015.	Catherine Doran, Corporate Director Children & Families, through the Programme Board.	1 September 2013
Disability. Insufficient education provision to meet the needs of children with social educational needs.	This area of potential adverse impact of the increased number of children in the borough has been considered. Harrow Cabinet agreed its Special School and SEN Placements Planning Framework in July 2013, and successful applications have been made to the Government's Targeted Basic Need Programme for funds to expand the places in Harrow's special schools and to create more additionally resourced provision places in Harrow's mainstream schools.	Completion of the projects to expand Harrow's special schools and to create units for more additionally resourced provision places in Harrow's mainstream schools.	1 September 2015.	Catherine Doran through the Programme Board.	1 March 2013
Residents / Service Users. Many concerns about the impacts of traffic congestion.	Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. See Section 5 above. The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.	Traffic Assessments and School Travel Plans will be submitted as part of the Planning Applications.	18 June 2014.	Mark Sperring, Head of Capital Project Team.	November 2013.

## Stage 8 - Monitoring

The full impact of the proposals may only be known after they have been implemented. It is therefore important to ensure effective monitoring measures are in place to assess the impact.

<p><b>15.</b> How will you monitor the impact of the proposals once they have been implemented? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>The School Organisation Officer Group, comprised of representatives from relevant corporate departments, meets monthly and will monitor the impact of proposals and the continuing levels of need.</p>
<p><b>16.</b> How will the results of any monitoring be analysed, reported and publicised? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>Regular reports are presented to Cabinet on school organisation matters, including quarterly update reports on the school expansion programme. These reports are published on the Harrow Council website.</p> <p>The School Expansion Stakeholder Reference Group has been established and meets monthly. The School Expansion Stakeholder Reference Group is a cross party representative group to provide advice and guidance on the implementation of the school expansion programme. The meetings are minuted.</p> <p>The Programme Board of senior corporate officers and the constructor meets regularly to monitor the construction programme to ensure appropriate accommodation is provided at the schools for the additional pupils.</p>
<p><b>17.</b> Have you received any complaints or compliments about the proposals being assessed? If so, provide details.</p>	<p>A range of views and comments were received in support and opposed to the expansion proposal (see section 2 in Stage 5 above). 61% of consultation responses agreed with the approach to creating additional school places in Harrow.</p>

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## Stage 9: Public Sector Equality Duty

<p><b>18.</b> How do your proposals contribute towards the Public Sector Equality Duty (PSED) which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.</p> <p>(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)</p>	
<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited</p>	<p>Advance equality of opportunity between people from different groups</p> <p>Foster good relations between people from different groups</p>



by the Equality Act 2010	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.
<b>Stage 10 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)</b>			
<b>The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.</b>			
19. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?	The corporate Equality Impact Assessment Quality Assurance Group.		
Signed: (Lead officer completing EqIA)	<i>Chris Melly</i>	Signed: (Chair of DETG)	<i>Richard Segalov</i>
Date:	29 <sup>th</sup> January 2014	Date:	30 <sup>th</sup> January 2014
Date EqIA presented at the EqIA Quality Assurance Group	3 <sup>rd</sup> February 2014	Signature of ETG Chair	

<b>October 2013 School Census</b>	<b>Alyward Primary School</b>
<b>Age as at 31st August</b>	
3	9.1%
4	16.5%
5	13.1%
6	11.9%
7	12.3%
8	12.5%
9	12.3%
10	12.3%
<b>Grand Total</b>	<b>496</b>
<b>Gender</b>	
Female	50%
Male	50%
<b>Grand Total</b>	<b>496</b>
<b>Ethnicity</b>	
Bangladeshi	0%
Indian	7%
Asian other	20%
Pakistani	2%
Black African	7%
Black Caribbean	2%
Black other	2%
Chinese	1%
Mixed other	3%
Mixed White Asian	3%
Mixed White Black African	2%
Mixed White Black Caribbean	1%
Any other ethnic group	2%
Refused / Unknown	21%
White British	12%
White Irish	0%
White other	13%
<b>Grand Total</b>	<b>496</b>
<b>Special Educational Needs</b>	
No SEN	85%
School Action	5%
School Action Plus	4%
Statement of SEN	5%
<b>Grand Total</b>	<b>496</b>

Source – Collect export: Final Oct 2013 Schools & academies.xls

### Monitoring information

When completing their responses to the statutory consultations from 16 September 2013 to 18 October 2013, respondents were invited to provide information about how they perceive their social identity to assist with monitoring the effectiveness of the consultation outreach. Anonymous information was requested under the following categories: disability; ethnic group; and religion. The following tables show the responses received under these categories.

<b>Respondents by Disability</b>	<b>Number</b>	<b>Percentage</b>
Not Disabled	709	85.11%
Yes, affecting mobility	19	2.28%
Yes, affecting hearing	4	0.48%
Yes, affecting vision	5	0.60%
Yes, a learning disability	0	0.00%
Yes, mental ill-health	2	0.24?%
Yes, another form of disability	3	0.36%
Not Stated	91	10.92%%

<b>Ethnic Group</b>	<b>Number</b>	<b>% of total response</b>
Asian Or Asian British	202	24.54%
Black or Black British	13	1.58%
Other Ethnic Group	12	1.46%
Mixed ethnic background	7	0.85%
White	234	28.43%
Did Not Specify	355	43.13%

<b>Respondents by Religion</b>	<b>Number</b>	<b>Percentage</b>
Buddhism	9	1.09%
Christianity	227	27.58%
Hinduism	208	25.27%
Islam	107	13.00%
Jainism	19	2.31%
Judaism	9	1.09%
Sikh	6	0.73%
Zoroastrian	0	0%
Other	24	2.92%
No Religion	61	7.41%
Not Stated	153	18.59%

**KS201EW - Ethnic group** **North East Primary Planning Area**

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**Appendix C**

Population - All usual residents  
Units - Persons  
Date - 2011

**Main Wards for the North East Primary Planning Area**

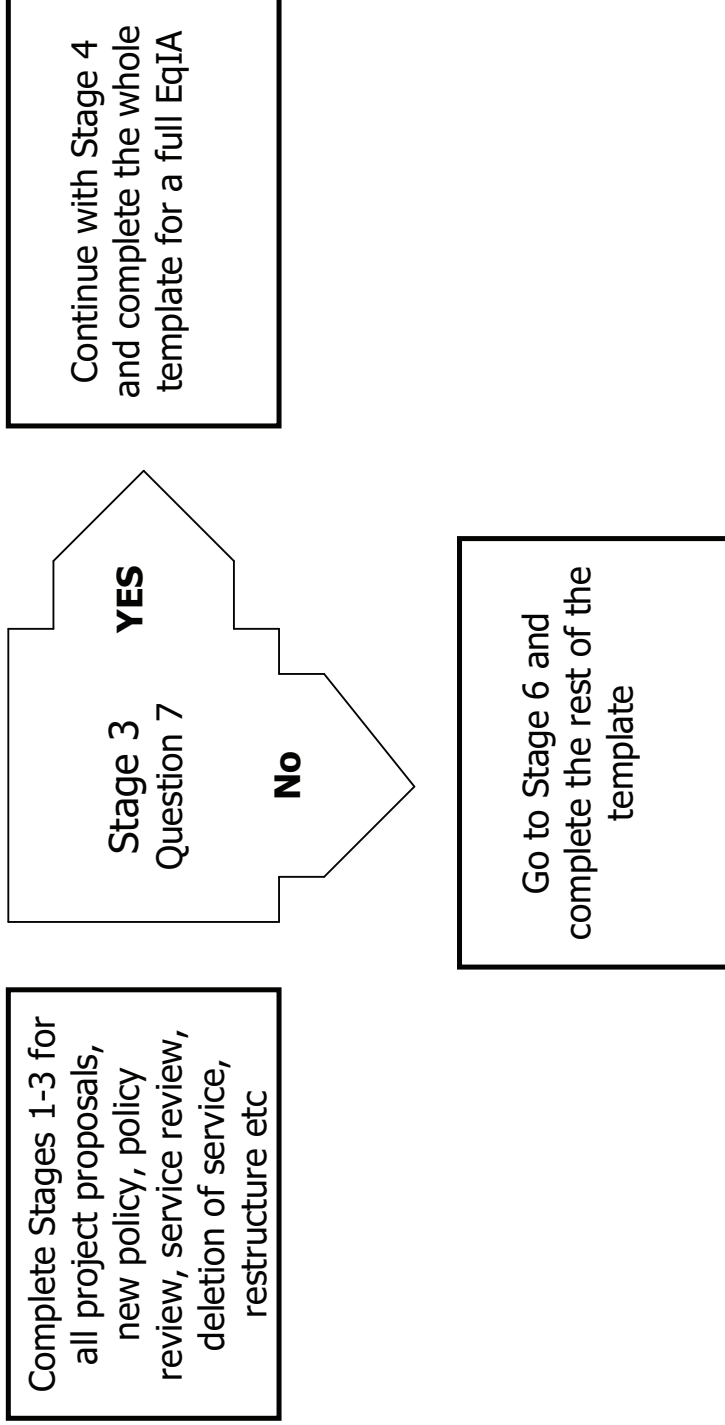
(Over 40% of pupils in these Wards attend schools in the planning area)

Ethnic Group	Belmont		Canons		Stanmore Park	
	number	%	number	%	number	%
<b>All usual residents</b>	<b>11,343</b>	<b>100.0</b>	<b>12,471</b>	<b>100.0</b>	<b>11,229</b>	<b>100.0</b>
White: English/Welsh/Scottish/Northern Irish/British	3,436	30.3	4,990	40.0	5,263	46.9
White: Irish	371	3.3	229	1.8	277	2.5
White: Gypsy or Irish Traveller	8	0.1	8	0.1	7	0.1
White: Other White	873	7.7	1,210	9.7	825	7.3
Mixed/multiple ethnic groups: White and Black Caribbean	50	0.4	60	0.5	117	1.0
Mixed/multiple ethnic groups: White and Black African	52	0.5	48	0.4	55	0.5
Mixed/multiple ethnic groups: White and Asian	125	1.1	162	1.3	113	1.0
Mixed/multiple ethnic groups: Other Mixed	122	1.1	130	1.0	113	1.0
Asian/Asian British: Indian	3,893	34.3	2,959	23.7	2,245	20.0
Asian/Asian British: Pakistani	312	2.8	273	2.2	192	1.7
Asian/Asian British: Bangladeshi	44	0.4	52	0.4	52	0.5
Asian/Asian British: Chinese	130	1.1	238	1.9	125	1.1
Asian/Asian British: Other Asian	913	8.0	832	6.7	645	5.7
Black/African/Caribbean/Black British: African	310	2.7	567	4.5	376	3.3
Black/African/Caribbean/Black British: Caribbean	208	1.8	139	1.1	202	1.8
Black/African/Caribbean/Black British: Other Black	142	1.3	164	1.3	235	2.1
Other ethnic group: Arab	202	1.8	179	1.4	162	1.4
Other ethnic group: Any other ethnic group	152	1.3	231	1.9	225	2.0
<b>Main Ethnic Groups</b>						
White	4,688	41.3	6,437	51.6	6,372	56.7
Mixed/multiple ethnic groups	349	3.1	400	3.2	398	3.5
Asian/Asian British	5,292	46.7	4,354	34.9	3,259	29.0
Black/African/Caribbean/Black British	660	5.8	870	7.0	813	7.2
Other ethnic group	354	3.1	410	3.3	387	3.4

In order to protect against disclosure of personal information, records have been swapped between different geographic areas. Some counts will be affected, particularly small counts at the lowest geographies.

## Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process. There is now just one Template. Project Managers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



## Equality Impact Assessment (EqIA) Template

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this assessment.

It will also help you to look at the EqIA Template with Guidance Notes to assist you in completing the EqIA.

Type of Project / Proposal:	Tick ✓	Type of Decision:	Tick ✓
Transformation	<input type="checkbox"/>	Cabinet	<input checked="" type="checkbox"/>
Capital	<input type="checkbox"/>	Portfolio Holder	<input type="checkbox"/>
Service Plan	<input type="checkbox"/>	Corporate Strategic Board	<input type="checkbox"/>
Other	<input type="checkbox"/>	Other	<input type="checkbox"/>
<p>Title of Project:</p> <p style="text-align: center;">Permanent expansion of the following community school:                      Belmont School                      Hibbert Road                      Wealdstone, HA3 7JT</p> <p>At its meeting on 13 March 2014, Harrow Cabinet is recommended to approve the statutory proposals to expand permanently the school by one form of entry (30 pupils), which will fill incrementally from the point of admission into the school.</p>			
<p>Directorate / Service responsible:</p> <p style="text-align: center;">Children &amp; Families</p>			
<p>Name and job title of lead officer:</p> <p style="text-align: center;">Adrian Parker, Head of Education Strategy and School Organisation Service</p>			
<p>Name &amp; contact details of the other persons involved in the assessment:</p> <p style="text-align: center;">Johanna Morgan, Education Lead Officer, School Organisation                      Chris Melly, Senior Professional, School Organisation                      Lindsey Shaw, Headteacher of Belmont School</p>			
<p>Date of assessment:</p> <p style="text-align: center;">20 February 2014</p>			
<b>Stage 1: Overview</b>			
<p><b>1. What are you trying to do?</b>                      (Explain proposals e.g. introduction of a new service or</p>			
<p>It is proposed to permanently expand Belmont School from 1 September 2014 to become a three form of entry school (90 places) from its current two forms of entry (60 places).</p>			



<p>policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>	<p>Education school expansion statutory processes are being undertaken. In November 2013, Harrow Cabinet considered the outcome of the statutory consultation about the proposed expansion that was conducted during the autumn term and decided to publish statutory proposals to effect the expansion. On 13 March 2014, Harrow Cabinet will determine the statutory proposals.</p> <p>The permanent expansion of Belmont School is proposed as part of the Primary School Expansion Programme within Harrow Council's School Place Planning Strategy. Cabinet agreed its School Place Planning Strategy in February 2010 to meet the increasing demand for school places that is primarily birth rate driven. In July 2011, Cabinet agreed on a Primary School Expansion Programme as part of the School Place Planning Strategy. The strategy aims to secure sufficient primary school places through the creation of additional permanent places, supplemented by planned bulge classes and contingency bulge classes, opened if required.</p>					
<p>19 Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</p>	Residents / Service Users	✓	Partners / Schools	✓	Stakeholders	✓
	Staff	✓	Age	✓	Disability	✓
	Gender Reassignment		Marriage and Civil Partnership		Pregnancy and Maternity	
	Race		Religion or Belief		Sex	
	Sexual Orientation		Other			
<p>3. Is the responsibility shared with another directorate, authority or organisation? If so:</p> <ul style="list-style-type: none"> <li>Who are the partners?</li> <li>Who has the overall responsibility?</li> <li>How have they been involved in the assessment?</li> </ul>	<p>There is a statutory responsibility on the local authority to ensure sufficient school places in its area. Children &amp; Families is the lead directorate, though the school expansion programme has to be delivered corporately with the involvement of officers from other directorates e.g. Environment and Enterprise, Finance, Performance, Legal.</p> <p>The school expansion programme will be delivered in partnership between the local authority and schools.</p>					
<p><b>Stage 2: Evidence / Data Collation</b></p>						
<p>4. What evidence / data have you reviewed to assess the potential impact of your proposals? Include the actual data, statistics reviewed in the section below. This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the</p>						

<p>involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys; complaints etc. Where possible include data on the nine Protected Characteristics. (Where you have gaps (data is not available/being collated), you may need to include this as an action to address in your Improvement Action Plan at Stage 7)</p>	<p>The Greater London Authority (GLA) prepares the pupil projections for Harrow Council. The GLA uses a range of information and data to prepare the projections including the number of births, number of pupils in Harrow schools, migration to Harrow and new housing development. Across London the population is growing, and the main reason for this is increasing birth rate. The demand for Reception class places (for pupils reaching 5 years of age) in Harrow schools is increasing:</p> <ul style="list-style-type: none"> <li>• In January 2006 there were 2,224 Reception aged pupils in Harrow schools;</li> <li>• In January 2009 there were 2,571 Reception aged pupils in Harrow schools;</li> <li>• In January 2013 there were 2,879 Reception aged pupils in Harrow schools;</li> <li>• In January 2019 it is projected there will be 3,437 Reception aged pupils in Harrow schools.</li> </ul> <p>In September 2012 there were a total of 2,550 permanent Reception class places in Harrow's primary sector schools. In order to ensure sufficient school places to meet the predicted increased demand in the next few years there is a need to increase the number of permanent school places, in the primary sector initially and in the secondary sector in due course. Phase 1 of the primary school expansion programme was implemented in September 2013 with 8 schools in the borough permanently increasing their Reception intakes. Statutory processes for Phase 2 permanent expansions are under way to permanently expand a further 14 schools by September 2015. Phase 3 is being planned for permanent expansions from September 2016. Full information about the projected demand for school places and the planning to increase school places across Harrow can be viewed in the 21 November 2013 Cabinet papers (item 725 School Expansion Programme Appendix C) at <a href="http://www.harrow.gov.uk/www2/ieListDocuments.aspx?CId=249&amp;Mid=61433&amp;Ver=4">http://www.harrow.gov.uk/www2/ieListDocuments.aspx?CId=249&amp;Mid=61433&amp;Ver=4</a></p> <p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>
<p>Age (including carers of young/older people)</p>	<p>An increase in children of school age can be expected to include increased numbers of children with disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places. On 18 July 2013, Harrow Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs. See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>
<p>Disability (including carers of disabled people)</p>	<p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>

	See Appendix B of this EqIA for the profile of respondents to the statutory consultation.
Gender Reassignment	Not applicable in the context of the expansion of this school.
Marriage / Civil Partnership	Not applicable in the context of the expansion of this school.
Pregnancy and Maternity	Not applicable in the context of the expansion of this school.
Race	This is a community school which draws pupils from its local area and the pupil profile reflects the ethnicity of its area. The January 2013 School Census demonstrates that the school has an ethnically diverse pupil population. See Appendix A of this EqIA for data about the profile of pupils attending the school. See Appendix B of this EqIA for the profile of respondents to the statutory consultation. See Appendix C of this EqIA for the ethnic groups in the main wards from which children attend the school.
Religion and Belief	This is a community school which draws pupils from its local area and the pupil profile reflects the religions and beliefs of its area. See Appendix B of this EqIA for the profile of respondents to the statutory consultation.
Sex / Gender	This is a community school which draws pupils from its local area and the pupil profile reflects the gender of its area. See Appendix A of this EqIA for data about the profile of pupils attending the school.
Sexual Orientation	Not applicable in the context of the expansion of this school.
Socio Economic	Not applicable in the context of the expansion of this school.

**2.1** What consultation have you undertaken on your proposals?

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
Statutory consultation was held with the schools, their communities and interested parties about the expansion proposal between 16 September and 18 October 2013.	Consultation information was widely distributed including to neighbouring Local Authorities, local MPs, Councillors, Union representatives, Diocesan Bodies, voluntary organisations, and Harrow Youth Parliament. Information was put on the	823 responses were received to the Phase 2 expansion consultations from respondents that included parents/carers, pupils, school staff, governors, residents and organisations. A number of comments were included with the responses given. The responses made to the first consultation question indicate broad agreement with Harrow Council's approach to creating	Harrow Cabinet considered the outcomes of the statutory consultations at its meeting on 21 November 2013, and decided to publish statutory proposals to expand the schools.  Measures are being put in place to address the traffic and congestion

	<p>Harrow Council website, together with a facility for online response to the consultations. The Council distributed letters to local residents to inform them of the consultation and to invite them to consultation meetings at the school. Each school distributed information and response forms to their school communities and parents, and arranged open consultation meetings for parents and residents to enable discussion about the proposals.</p>	<p>additional school places in Harrow.</p> <p>In relation to the specific consultation about the proposed expansion of Belmont School, the Governing Body of Belmont School unanimously agreed to support the proposed expansion of the School.</p> <p>A summary of the number of responses to the specific consultation question about the proposed expansion of Belmont School is presented in the table:</p> <table border="1" data-bbox="487 577 617 1071"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Not Sure</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>31</td> <td>14</td> <td>8</td> <td>53</td> </tr> <tr> <td>58.5%</td> <td>26.4%</td> <td>15.1%</td> <td>100.0%</td> </tr> </tbody> </table> <p>The main concern of respondents is traffic congestion, especially in Hibbert Road, and the safety of children. Comments were made about the poor standard of driving and parking, with references to parking across driveways and residents being blocked in. Suggestions were made for a one way system, preventing parking along Hibbert Road and ensuring access for emergency services at school drop off and collection times. Some concern was expressed that the small family feel of the school will be lost and staff would be less accessible to parents. A comment was made that thought is needed into how to retain pupils in order to reduce pupil mobility.</p>	Yes	No	Not Sure	Total	31	14	8	53	58.5%	26.4%	15.1%	100.0%	<p>issues arising from the creation of additional school places. These measures include:</p> <ul style="list-style-type: none"> <li>Transport Assessments at Phase 2 expansion schools and Transport Statements at additional special educational needs places provision. Mott MacDonald, an independent company, has been procured to complete this work by the end of February 2014.</li> <li>Appointment of a Transport and Travel Planner Officer for the expansion projects to develop and implement effective travel strategies in conjunction with the schools.</li> <li>There will be a communication strategy for the Phase 2 expansion projects to raise the profile of school travel planning. An additional Communications Officer has been engaged to give this work a high profile. The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.</li> </ul>
Yes	No	Not Sure	Total												
31	14	8	53												
58.5%	26.4%	15.1%	100.0%												

**6. What other (local, regional, national research, reports, media) data sources that you have used to inform this assessment?**  
 List the Title of reports / documents and websites here.

The GLA School Roll Projections Service draws on a range of available national and regional data to inform its projections.  
 A regional approach is an important aspect of meeting the needs of children and young people with special educational needs. Contacts are being developed with free school proposers, and with neighbouring local authorities through the West London Alliance, to inform work to meet the need.

**Stage 3: Assessing Potential Disproportionate Impact**



**7. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?**

	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes									
No	✓	✓	✓	✓	✓	✓	✓	✓	✓

**YES** - If there is a risk of disproportionate adverse impact on any **ONE** of the Protected Characteristics, continue with the rest of the template.

- Best Practice:** You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA
- It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.

**NO** - If you have ticked 'No' to all of the above, then go to **Stage 6**

- Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 7

**Stage 4: Collating Additional data / Evidence**

**8. What additional data / evidence have you considered in relation to your proposals as a result of the analysis at Stage 3?**  
(include this evidence, including any data, statistics, titles of documents and website links here)

Note: Please go to Stage 6.

**9. What further consultation have you undertaken on your proposals as a result of your analysis at Stage 3?**

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).

Note: Please go to Stage 6.

<b>Stage 5: Assessing Impact and Analysis</b>				
<b>10. What does your evidence tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?</b>				
Protected Characteristic	Adverse	Positive	Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 7)
Age (including carers of young/older people)	✓	✓	<b>Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 9</b>  Note: Please go to Stage 6.	
Disability (including carers of disabled people)				
Gender Reassignment				
Marriage and Civil Partnership				



Pregnancy and Maternity									
Race									
Religion or Belief									
Sex									
25 Sexual orientation									
<b>11. Cumulative Impact</b> – Considering what else is happening within the Council and Harrow as a whole, could your proposals have a cumulative impact on a particular Protected Characteristic?					Yes	No			
If yes, which Protected Characteristics could be affected and what is the potential impact?					Note: Please go to Stage 6.				
<b>11a. Any Other Impact</b> – Considering what else is happening within the Council and Harrow as a whole (for example national/local policy, austerity, welfare reform, unemployment levels, community tensions, levels of crime) could your proposals have an impact on individuals/service users socio economic, health or an impact on community cohesion?					Yes	No			
If yes, what is the potential impact and how likely is to happen?					Note: Please go to Stage 6.				

12. Is there any evidence or concern that the potential adverse impact identified may result in a Protected Characteristic being disadvantaged? (Please refer to the Corporate Guidelines for guidance on the definitions of discrimination, harassment and victimisation and other prohibited conduct under the Equality Act) available on Harrow HUB/Equalities and Diversity/Policies and Legislation								
Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes								
No								
<p>If you have answered "yes" to any of the above, set out what justification there may be for this in Q12a below - link this to the aims of the proposal and whether the disadvantage is proportionate to the need to meet these aims. (You are encouraged to seek legal advice, if you are concerned that the proposal may breach the equality legislation or you are unsure whether there is objective justification for the proposal)</p> <p>If the analysis shows the potential for serious adverse impact or disadvantage (or potential discrimination) but you have identified a potential justification for this, this information must be presented to the decision maker for a final decision to be made on whether the disadvantage is proportionate to achieve the aims of the proposal.</p> <ul style="list-style-type: none"> <li>If there are adverse effects that are not justified and cannot be mitigated, you should not proceed with the proposal. <b>(select outcome 4)</b></li> </ul> <p>If the analysis shows unlawful conduct under the equalities legislation, you should not proceed with the proposal. <b>(select outcome 4)</b></p>								
<b>Stage 6: Decision</b>								
13. Please indicate which of the following statements best describes the outcome of your EqIA ( ✓ tick one box only)								
<b>Outcome 1</b> – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality are being addressed.								
<b>Outcome 2</b> – Minor adjustments to remove / mitigate adverse impact or advance equality have been identified by the EqIA. <i>List the actions you propose to take to address this in the Improvement Action Plan at Stage 7</i>								
<b>Outcome 3</b> – Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. <b>(Explain this in 13a below)</b>								
<b>Outcome 4</b> – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)								
<b>13a.</b> If your EqIA is assessed as <b>outcome 3 or you have ticked 'yes' in Q12</b> , explain your justification with full reasoning to continue with your proposals.								

### Stage 7: Improvement Action Plan

14. List below any actions you plan to take as a result of this Impact Assessment. This should include any actions identified throughout the EqIA.					
Area of potential adverse impact e.g. Race, Disability	Action required to mitigate	How will you know this is achieved? E.g. Performance Measure / Target	Target Date	Lead Officer	Date Action included in Service / Team Plan
Age. Insufficient school places for children in Harrow.	Work has been undertaken to maximise funding from the Government to create additional school places. This has included applications to the Priority School Building Programme and the Targeted Basic Need Programme, as well as work to maximise the annual basic need allocations.	Delivery, affordability and value for money will be monitored by the corporate Programme Board. Key milestones will be reported with RAG ratings to monitor progress.	1 September 2015.	Catherine Doran, Corporate Director Children & Families, through the Programme Board.	1 September 2013

<p>Disability. Insufficient education provision to meet the needs of children with special educational needs.</p>	<p>This area of potential adverse impact of the increased number of children in the borough has been considered. Harrow Cabinet agreed its Special School and SEN Placements Planning Framework in July 2013, and successful applications have been made to the Government's Targeted Basic Need Programme for funds to expand the places in Harrow's special schools and to create more additionally resourced provision places in Harrow's mainstream schools.</p>	<p>Completion of the projects to expand Harrow's special schools and to create units for more additionally resourced provision places in Harrow's mainstream schools.</p>	<p>1 September 2015.</p>	<p>Catherine Doran through the Programme Board.</p>	<p>1 March 2013</p>
<p>Residents / Service Users. Many concerns about the impacts of traffic congestion.</p>	<p>Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. See Section 5 above. The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.</p>	<p>Traffic Assessments and School Travel Plans will be submitted as part of the Planning Applications.</p>	<p>18 June 2014.</p>	<p>Mark Sperring, Head of Capital Project Team.</p>	<p>November 2013.</p>

**Stage 8 - Monitoring**

The full impact of the proposals may only be known after they have been implemented. It is therefore important to ensure effective monitoring measures are in place to assess the impact.

<p><b>15.</b> How will you monitor the impact of the proposals once they have been implemented? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? (<i>Also Include in Improvement Action Plan at Stage 7</i>)</p>	<p>The School Organisation Officer Group, comprised of representatives from relevant corporate departments, meets monthly and will monitor the impact of proposals and the continuing levels of need.</p>
<p><b>16.</b> How will the results of any monitoring be analysed, reported and publicised? (<i>Also Include in Improvement Action Plan at Stage 7</i>)</p>	<p>Regular reports are presented to Cabinet on school organisation matters, including quarterly update reports on the school expansion programme. These reports are published on the Harrow Council website. The School Expansion Stakeholder Reference Group has been established and meets monthly. The School Expansion Stakeholder</p>

	<p>Reference Group is a cross party representative group to provide advice and guidance on the implementation of the school expansion programme. The meetings are minuted.</p> <p>The Programme Board of senior corporate officers and the constructor meets regularly to monitor the construction programme to ensure appropriate accommodation is provided at the schools for the additional pupils.</p> <p>A range of views and comments were received in support and opposed to the expansion proposal (see section 2 in Stage 5 above). 61% of consultation responses agreed with the approach to creating additional school places in Harrow.</p>
<p><b>17.</b> Have you received any complaints or compliments about the proposals being assessed? If so, provide details.</p>	
<p><b>Stage 9: Public Sector Equality Duty</b></p>	
<p><b>18.</b> How do your proposals contribute towards the Public Sector Equality Duty (PSED) which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.</p>	
<p>(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)</p>	
<p>Advance equality of opportunity between people from different groups</p>	<p>Foster good relations between people from different groups</p>
<p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.</p>	<p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.</p>
<p><b>Stage 10 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)</b></p>	
<p><b>The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.</b></p> <p><b>19.</b> Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?</p> <p>The corporate Equality Impact Assessment Quality Assurance Group.</p>	

Signed: (Lead officer completing EqIA)	<i>Chris Melly</i>	Signed: (Chair of DETG)	<i>Richard Segalov</i>
Date:	20 <sup>th</sup> February 2014	Date:	21 <sup>st</sup> February 2014
Date EqIA presented at the EqIA Quality Assurance Group	3 <sup>rd</sup> February 2014 (Sample EqIAs presented to inform the EqIAs on all 15 of the Phase 2 expansion schools)	Signature of ETG Chair	



October 2013 School Census	Belmont School
<b>AGE as at 31st August 2013</b>	
3	9.7%
4	16.8%
5	11.6%
6	11.4%
7	11.4%
8	16.8%
9	11.2%
10	11.2%
11	0.0%
<b>Grand Total</b>	<b>536</b>
<b>GENDER</b>	
Female	45%
Male	55%
<b>Grand Total</b>	<b>536</b>
<b>ETHNICITY</b>	
Bangladeshi	1.1%
Indian	14.4%
Asian Other	19.4%
Pakistani	5.6%
Black African	7.8%
Black Caribbean	2.8%
Black Other	0.7%
Chinese	0.2%
Mixed other	1.1%
Mixed White Asian	0.9%
Mixed White Black African	1.9%
Mixed White Black Caribbean	0.7%
Any other ethnic group	10.6%
Refused / Unknown	0.7%
White British	1.7%
White Other	8.8%
Unknown	21.5%
<b>Grand Total</b>	<b>536</b>
<b>SEN</b>	
No SEN	89.6%
School Action	5.8%
School Action Plus	3.5%
Statement of SEN	1.1%
<b>Grand Total</b>	<b>536</b>

Source: Collect export: Final Oct 2013 Schools & academies.xls

### Monitoring information

When completing their responses to the statutory consultations from 16 September 2013 to 18 October 2013, respondents were invited to provide information about how they perceive their social identity to assist with monitoring the effectiveness of the consultation outreach. Anonymous information was requested under the following categories: disability; ethnic group; and religion. The following tables show the responses received under these categories.

<b>Respondents by Disability</b>	<b>Number</b>	<b>Percentage</b>
Not Disabled	709	85.11%
Yes, affecting mobility	19	2.28%
Yes, affecting hearing	4	0.48%
Yes, affecting vision	5	0.60%
Yes, a learning disability	0	0.00%
Yes, mental ill-health	2	0.24?%
Yes, another form of disability	3	0.36%
Not Stated	91	10.92%%

<b>Ethnic Group</b>	<b>Number</b>	<b>% of total response</b>
Asian Or Asian British	202	24.54%
Black or Black British	13	1.58%
Other Ethnic Group	12	1.46%
Mixed ethnic background	7	0.85%
White	234	28.43%
Did Not Specify	355	43.13%

<b>Respondents by Religion</b>	<b>Number</b>	<b>Percentage</b>
Buddhism	9	1.09%
Christianity	227	27.58%
Hinduism	208	25.27%
Islam	107	13.00%
Jainism	19	2.31%
Judaism	9	1.09%
Sikh	6	0.73%
Zoroastrian	0	0%
Other	24	2.92%
No Religion	61	7.41%
Not Stated	153	18.59%

**KS201EW - Ethnic group** **Central Primary Planning Area**

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**Appendix C**

Population - All usual residents

Units - Persons

Date - 2011

**Main Wards for the Central Primary Planning Area**

(Over 40% of pupils in these Wards attend schools in the planning area)

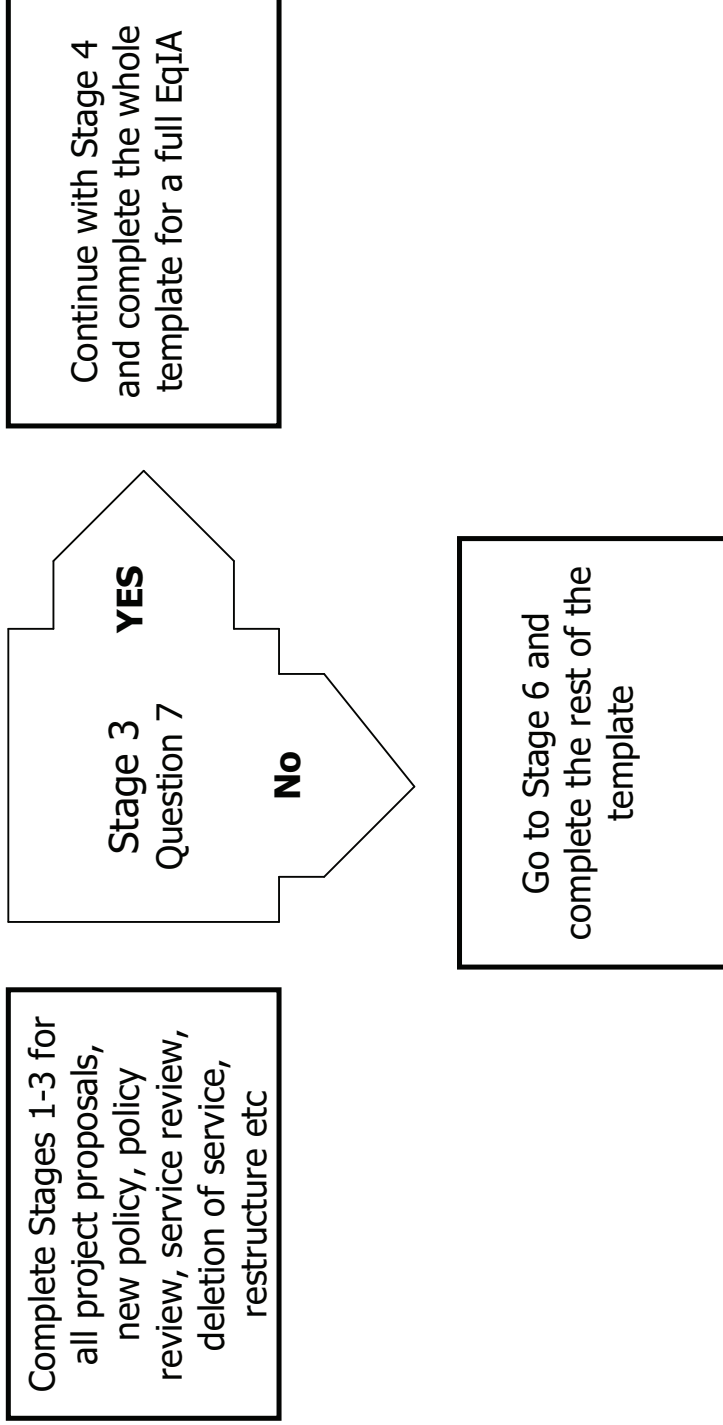
Ethnic Group	Greenhill		Headstone North		Headstone South		Marlborough		Wealdstone	
	number	%	number	%	number	%	number	%	number	%
<b>All usual residents</b>	<b>12,420</b>	<b>100.0</b>	<b>10,093</b>	<b>100.0</b>	<b>11,135</b>	<b>100.0</b>	<b>12,259</b>	<b>100.0</b>	<b>11,394</b>	<b>100.0</b>
White: English/Welsh/Scottish/Northern Irish/British	3,191	25.7	3,949	39.1	3,468	31.1	2,815	23.0	2,857	25.1
White: Irish	401	3.2	302	3.0	361	3.2	541	4.4	617	5.4
White: Gypsy or Irish Traveller	2	0.0	1	0.0	12	0.1	10	0.1	22	0.2
White: Other White	1,559	12.6	530	5.3	998	9.0	1,177	9.6	771	6.8
Mixed/multiple ethnic groups: White and Black Caribbean	124	1.0	75	0.7	145	1.3	175	1.4	192	1.7
Mixed/multiple ethnic groups: White and Black African	69	0.6	26	0.3	62	0.6	68	0.6	60	0.5
Mixed/multiple ethnic groups: White and Asian	202	1.6	177	1.8	246	2.2	159	1.3	115	1.0
Mixed/multiple ethnic groups: Other Mixed	186	1.5	101	1.0	172	1.5	181	1.5	121	1.1
Asian/Asian British: Indian	3,212	25.9	2,684	26.6	2,681	24.1	2,924	23.9	2,272	19.9
Asian/Asian British: Pakistani	524	4.2	346	3.4	472	4.2	662	5.4	489	4.3
Asian/Asian British: Bangladeshi	49	0.4	34	0.3	56	0.5	113	0.9	100	0.9
Asian/Asian British: Chinese	242	1.9	136	1.3	104	0.9	110	0.9	105	0.9
Asian/Asian British: Other Asian	1,116	9.0	969	9.6	1,040	9.3	1,322	10.8	1,454	12.8
Black/African/Caribbean/Black British: African	464	3.7	196	1.9	347	3.1	621	5.1	630	5.5
Black/African/Caribbean/Black British: Caribbean	362	2.9	234	2.3	392	3.5	614	5.0	660	5.8
Black/African/Caribbean/Black British: Other Black	281	2.3	110	1.1	223	2.0	334	2.7	398	3.5
Other ethnic group: Arab	253	2.0	85	0.8	215	1.9	234	1.9	298	2.6
Other ethnic group: Any other ethnic group	183	1.5	138	1.4	141	1.3	199	1.6	233	2.0
<b>Main Ethnic Groups</b>										
White	5,153	41.5	4,782	47.4	4,839	43.5	4,543	37.1	4,267	37.4
Mixed/multiple ethnic groups	581	4.7	379	3.8	625	5.6	583	4.8	488	4.3
Asian/Asian British	5,143	41.4	4,169	41.3	4,353	39.1	5,131	41.9	4,420	38.8
Black/African/Caribbean/Black British	1,107	8.9	540	5.4	962	8.6	1,569	12.8	1,688	14.8
Other ethnic group	436	3.5	223	2.2	356	3.2	433	3.5	531	4.7

In order to protect against disclosure of personal information, records have been swapped between different geographic areas. Some counts will be affected, particularly small counts at the lowest geographies.

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## Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process. There is now just one Template. Project Managers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



## Equality Impact Assessment (EqIA) Template

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this assessment.

It will also help you to look at the EqIA Template with Guidance Notes to assist you in completing the EqIA.

Type of Project / Proposal:	Tick ✓	Type of Decision:	Tick ✓
Transformation	<input type="checkbox"/>	Cabinet	<input checked="" type="checkbox"/>
Capital	<input type="checkbox"/>	Portfolio Holder	<input type="checkbox"/>
Service Plan	<input type="checkbox"/>	Corporate Strategic Board	<input type="checkbox"/>
Other	<input type="checkbox"/>	Other	<input type="checkbox"/>
<p>Title of Project:</p> <p style="text-align: center;"><b>36</b></p>			
<p>Permanent expansion of the following community school:                      Cannon Lane Primary School                      Cannonbury Avenue                      Pinner, HA5 1TS</p>			
<p>At its meeting on 13 March 2014, Harrow Cabinet is recommended to approve the statutory proposals to expand permanently the school by one form of entry (30 pupils), which will fill incrementally from the point of admission into the school.</p>			
<p>Directorate / Service responsible:</p>			
<p>Children &amp; Families</p>			
<p>Name and job title of lead officer:</p>			
<p>Adrian Parker, Head of Education Strategy and School Organisation Service</p>			
<p>Name &amp; contact details of the other persons involved in the assessment:</p>			
<p>Johanna Morgan, Education Lead Officer, School Organisation                      Chris Melly, Senior Professional, School Organisation                      Dame Reena Keeble, Headteacher of Cannon Lane Primary School</p>			
<p>Date of assessment:</p>			
<p>20 February 2014</p>			
<b>Stage 1: Overview</b>			
<p><b>1. What are you trying to do?</b>                      (Explain proposals e.g. introduction of a new service or</p>			
<p>It is proposed to permanently expand Cannon Lane Primary School from 1 September 2015 to become a four form of entry school (120 places) from its current three forms of entry (90 places).</p>			

<p>policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>	<p>Education school expansion statutory processes are being undertaken. In November 2013, Harrow Cabinet considered the outcome of the statutory consultation about the proposed expansion that was conducted during the autumn term. Harrow Cabinet decided to extend the consultation period for the newly constituted Governing Body to be able to respond to the consultation and to allow time for a further consultation meeting to be held. The Governing Body decided to support the proposed expansion of the school and the Corporate Director Children and Families, in consultation with the Portfolio Holder Children and Schools, decided to publish statutory proposals to effect the expansion. On 13 March 2014, Harrow Cabinet will determine the statutory proposals.</p> <p>The permanent expansion of Cannon Lane Primary School is proposed as part of the Primary School Expansion Programme within Harrow Council's School Place Planning Strategy. Cabinet agreed its School Place Planning Strategy in February 2010 to meet the increasing demand for school places that is primarily birth rate driven. In July 2011, Cabinet agreed on a Primary School Expansion Programme as part of the School Place Planning Strategy. The strategy aims to secure sufficient primary school places through the creation of additional permanent places, supplemented by planned bulge classes and contingency bulge classes, opened if required.</p>						
<p>37</p> <p>2. Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</p>	Residents / Service Users	✓	Partners / Schools	✓	Stakeholders	✓	
	Staff	✓	Age	✓	Disability	✓	
	Gender Reassignment		Marriage and Civil Partnership		Pregnancy and Maternity		
	Race		Religion or Belief		Sex		
	Sexual Orientation		Other				
<p>3. Is the responsibility shared with another directorate, authority or organisation? If so:</p> <ul style="list-style-type: none"> <li>Who are the partners?</li> <li>Who has the overall responsibility?</li> <li>How have they been involved in the assessment?</li> </ul>	<p>There is a statutory responsibility on the local authority to ensure sufficient school places in its area. Children &amp; Families is the lead directorate, though the school expansion programme has to be delivered corporately with the involvement of officers from other directorates e.g. Environment and Enterprise, Finance, Performance, Legal.</p> <p>The school expansion programme will be delivered in partnership between the local</p>						

	<p>authority and schools.</p>
<p><b>Stage 2: Evidence / Data Collation</b></p>	<p>4. What evidence / data have you reviewed to assess the potential impact of your proposals? Include the actual data, statistics reviewed in the section below. This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys; complaints etc. Where possible include data on the nine Protected Characteristics.</p> <p>(Where you have gaps (data is not available/being collated), you may need to include this as an action to address in your Improvement Action Plan at Stage 7)</p> <p>The Greater London Authority (GLA) prepares the pupil projections for Harrow Council. The GLA uses a range of information and data to prepare the projections including the number of births, number of pupils in Harrow schools, migration to Harrow and new housing development. Across London the population is growing, and the main reason for this is increasing birth rate. The demand for Reception class places (for pupils reaching 5 years of age) in Harrow schools is increasing:</p> <ul style="list-style-type: none"> <li>• In January 2006 there were 2,224 Reception aged pupils in Harrow schools;</li> <li>• In January 2009 there were 2,571 Reception aged pupils in Harrow schools;</li> <li>• In January 2013 there were 2,879 Reception aged pupils in Harrow schools;</li> <li>• In January 2019 it is projected there will be 3,437 Reception aged pupils in Harrow schools.</li> </ul> <p>In September 2012 there were a total of 2,550 permanent Reception class places in Harrow's primary sector schools. In order to ensure sufficient school places to meet the predicted increased demand in the next few years there is a need to increase the number of permanent school places, in the primary sector initially and in the secondary sector in due course. Phase 1 of the primary school expansion programme was implemented in September 2013 with 8 schools in the borough permanently increasing their Reception intakes. Statutory processes for Phase 2 permanent expansions are under way to permanently expand a further 14 schools by September 2015. Phase 3 is being planned for permanent expansions from September 2016. Full information about the projected demand for school places and the planning to increase school places across Harrow can be viewed in the 21 November 2013 Cabinet papers (item 725 School Expansion Programme Appendix C) at <a href="http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;Mid=61433&amp;Ver=4">http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;Mid=61433&amp;Ver=4</a></p> <p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p> <p>An increase in children of school age can be expected to include increased numbers of children with disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage</p>
<p>38 Age (including carers of young/older people)</p>	<p>Disability (including carers of disabled people)</p>



	<p>of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places. On 18 July 2013, Harrow Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs.</p> <p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p> <p>See Appendix B of this EqIA for the profile of respondents to the statutory consultation.</p>
Gender Reassignment	Not applicable in the context of the expansion of this school.
Marriage / Civil Partnership	Not applicable in the context of the expansion of this school.
Pregnancy and Maternity	Not applicable in the context of the expansion of this school.
Race	<p>This is a community school which draws pupils from its local area and the pupil profile reflects the ethnicity of its area. The January 2013 School Census demonstrates that the school has an ethnically diverse pupil population. See Appendix A of this EqIA for data about the profile of pupils attending the school.</p> <p>See Appendix B of this EqIA for the profile of respondents to the statutory consultation.</p> <p>See Appendix C of this EqIA for the ethnic groups in the main wards from which children attend the school.</p>
Religion and Belief	<p>This is a community school which draws pupils from its local area and the pupil profile reflects the religions and beliefs of its area.</p> <p>See Appendix B of this EqIA for the profile of respondents to the statutory consultation.</p>
Sex / Gender	<p>This is a community school which draws pupils from its local area and the pupil profile reflects the gender of its area. See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>
Sexual Orientation	Not applicable in the context of the expansion of this school.
Socio Economic	Not applicable in the context of the expansion of this school.
<b>5. What consultation have you undertaken on your proposals?</b>	
Who was consulted?	<p>What consultation methods were used?</p>
What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).	<p>What do the results show about the impact on different groups / Protected Characteristics?</p>
Statutory consultation was held with the	<p>823 responses were received to the Phase 2 expansion consultations from respondents that included</p>
	<p>Harrow Cabinet considered the outcomes of the statutory consultations at its meeting on 21 November 2013,</p>

<p>schools, their communities and interested parties about the expansion proposal between 16 September and 18 October 2013.</p>	<p>including to neighbouring Local Authorities, local MPs, Councillors, Union representatives, Diocesan Bodies, voluntary organisations, and Harrow Youth Parliament. Information was put on the Harrow Council website, together with a facility for online response to the consultations. The Council distributed letters to local residents to inform them of the consultation and to invite them to consultation meetings at the school. Each school distributed information and response forms to their school communities and parents, and arranged open consultation meetings for parents and residents to enable discussion about the proposals.</p>	<p>parents/carers, pupils, school staff, governors, residents and organisations. A number of comments were included with the responses given. The responses made to the first consultation question indicate broad agreement with Harrow Council's approach to creating additional school places in Harrow.</p> <p>The responses received from those responding about Cannon Lane Primary School indicated that the respondents were not in support of this approach. Many suggested that new schools should be opened and that smaller schools should be expanded first for example, a one form of entry school expanded to two forms of entry, two forms of entry expanded to three forms of entry. Many respondents proposed that the Council should purchase the Heathfield School site for a new school.</p> <p>A summary of the number of responses to the specific consultation question about the proposed expansion of Cannon Lane Primary School is presented in the table:</p> <table border="1" data-bbox="698 819 828 1281"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Not Sure</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>92</td> <td>10</td> <td>118</td> </tr> <tr> <td>13.6%</td> <td>78.0%</td> <td>8.5%</td> <td></td> </tr> </tbody> </table> <p>In relation to second consultation question about the proposal to expand Cannon Lane Primary School, respondents considered that the school was already large enough, that there was insufficient space on the site, space was not available now for breakfast and after school clubs, there was no dining space and that the playground would be compromised. Concerns were raised about the timing of the expansion being too close to the amalgamation and the disruption that the building works would cause. The comments that supported the proposals included reference to it being a good school and that it would be able to manage the expansion. There were many comments in terms of the traffic congestion, parking, the inability of the roads to cope with more traffic and the lack of traffic enforcement officers.</p> <p>The reticence and concern in the responses reported for Cannon Lane Primary School were noted and discussed in more detail with the school. An approach was agreed and Cabinet approved the extension of the consultation period</p>	Yes	No	Not Sure	Total	16	92	10	118	13.6%	78.0%	8.5%		<p>and decided to publish statutory proposals to expand the schools.</p> <p>Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. These measures include:</p> <ul style="list-style-type: none"> <li>Transport Assessments at Phase 2 expansion schools and Transport Statements at additional special educational needs places provision. Mott MacDonald, an independent company, has been procured to complete this work by the end of February 2014.</li> <li>Appointment of a Transport and Travel Planner Officer for the expansion projects to develop and implement effective travel strategies in conjunction with the schools.</li> <li>There will be a communication strategy for the Phase 2 expansion projects to raise the profile of school travel planning. An additional Communications Officer has been engaged to give this work a high profile.</li> </ul> <p>The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.</p>
Yes	No	Not Sure	Total												
16	92	10	118												
13.6%	78.0%	8.5%													

		<p>for the governing body of the newly amalgamated Cannon Lane Primary School to respond formally to the consultation and to allow time for a further meeting for residents and parents to be arranged. A further open consultation meeting was arranged on 13 November 2013 for the governors to be able to hear the views of parents and residents. Letters were sent to all parents and to residents around the school area inviting them to the meeting. The meeting was attended by around 35 parents, residents and governors. This meeting allowed the opportunity for further discussion of the issues raised at the statutory consultation meeting and in the consultation responses. Contributions were invited at the meeting about the 'opportunities' and 'issues with solutions' that attendees identified in relation to the proposal. These contributions were very helpful to the governors to inform their decision making. The first full meeting of the reconstituted Governing Body of Cannon Lane Primary School was held on Tuesday 21 November 2013. The Governing Body decided to support the proposed expansion of the school in 2015. The governors considered the best interests of the children's education and the school in reaching their decision. Governors recognise the concerns and issues raised and will work to address these during implementation of the expansion if this is decided after the conclusion of the statutory processes..</p>	
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**6. What other (local, regional, national research, reports, media) data sources that you have used to inform this assessment?**  
 List the Title of reports / documents and websites here.

The GLA School Roll Projections Service draws on a range of available national and regional data to inform its projections.  
 A regional approach is an important aspect of meeting the needs of children and young people with special educational needs. Contacts are being developed with free school proposers, and with neighbouring local authorities through the West London Alliance, to inform work to meet the need.

**Stage 3: Assessing Potential Disproportionate Impact**

**7. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?**

Yes	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation

No	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p><b>YES</b> - If there is a risk of disproportionate adverse Impact on any <b>ONE</b> of the Protected Characteristics, continue with the rest of the template.</p> <ul style="list-style-type: none"> <li><b>Best Practice:</b> You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA</li> <li>It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.</li> </ul> <p><b>NO</b> - If you have ticked 'No' to all of the above, then go to <b>Stage 6</b></p> <ul style="list-style-type: none"> <li>Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 7</li> </ul>												
<b>Stage 4: Collating Additional data / Evidence</b>												
<p>8. What additional data / evidence have you considered in relation to your proposals as a result of the analysis at Stage 3?</p> <p>42. Include this evidence, including any data, statistics, titles of documents and website links here)</p> <p>9. What further consultation have you undertaken on your proposals as a result of your analysis at Stage 3?</p>												
Who was consulted?				What consultation methods were used?				What do the results show about the impact on different groups / Protected Characteristics?			What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).	
Note: Please go to Stage 6.												
<b>Stage 5: Assessing Impact and Analysis</b>												
<p>10. What does your evidence tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?</p>												

Protected Characteristic	Adverse ✓	Positive ✓	Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  <b>Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 9</b>	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 7)
Age (including carers of young/older people)			Note: Please go to Stage 6.	
Disability (including carers of disabled people)				
Gender Reassignment				
Marriage and Civil Partnership				
Pregnancy and Maternity				







	carers)	carers)	Partnership		
Yes					
No					

If you have answered "yes" to any of the above, set out what justification there may be for this in Q12a below - link this to the aims of the proposal and whether the disadvantage is proportionate to the need to meet these aims. (You are encouraged to seek legal advice, if you are concerned that the proposal may breach the equality legislation or you are unsure whether there is objective justification for the proposal)

If the analysis shows the potential for serious adverse impact or disadvantage (or potential discrimination) but you have identified a potential justification for this, this information must be presented to the decision maker for a final decision to be made on whether the disadvantage is proportionate to achieve the aims of the proposal.

- If there are adverse effects that are not justified and cannot be mitigated, you should not proceed with the proposal. **(select outcome 4)**
- If the analysis shows unlawful conduct under the equalities legislation, you should not proceed with the proposal. **(select outcome 4)**

**Stage 6: Decision**

13. Please indicate which of the following statements best describes the outcome of your EqIA ( ✓ tick one box only)

**Outcome 1** – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality are being addressed. ✓

**Outcome 2** – Minor adjustments to remove / mitigate adverse impact or advance equality have been identified by the EqIA. *List actions you propose to take to address this in the Improvement Action Plan at Stage 7*

**Outcome 3** – Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. **(Explain this in 13a below)**

**Outcome 4** – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)

**13a.** If your EqIA is assessed as **outcome 3 or you have ticked 'yes' in Q12**, explain your justification with full reasoning to continue with your proposals.

**Stage 7: Improvement Action Plan**

14. List below any actions you plan to take as a result of this Impact Assessment. This should include any actions identified throughout the EqIA.

Area of potential	How will you know	Target Date	Lead Officer	Date Action
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adverse impact e.g. Race, Disability	Action required to mitigate	this is achieved? E.g. Performance Measure / Target	included in Service / Team Plan
Age. Insufficient school places for children in Harrow.	Work has been undertaken to maximise funding from the Government to create additional school places. This has included applications to the Priority School Building Programme and the Targeted Basic Need Programme, as well as work to maximise the annual basic need allocations.	Delivery, affordability and value for money will be monitored by the corporate Programme Board. Key milestones will be reported with RAG ratings to monitor progress.	1 September 2015.  Catherine Doran, Corporate Director Children & Families, through the Programme Board.  1 September 2013
Disability. Insufficient education provision to meet the needs of children with special educational needs.	This area of potential adverse impact of the increased number of children in the borough has been considered. Harrow Cabinet agreed its Special School and SEN Placements Planning Framework in July 2013, and successful applications have been made to the Government's Targeted Basic Need Programme for funds to expand the places in Harrow's special schools and to create more additionally resourced provision places in Harrow's mainstream schools.  Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. See Section 5 above.  The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.	Completion of the projects to expand Harrow's special schools and to create units for more additionally resourced provision places in Harrow's mainstream schools.  Traffic Assessments and School Travel Plans will be submitted as part of the Planning Applications.	1 September 2015.  Catherine Doran through the Programme Board.  18 June 2014.  Mark Sperring, Head of Capital Project Team.  November 2013.
Residents / Service Users. Many concerns about the impacts of traffic congestion.			

## Stage 8 - Monitoring

The full impact of the proposals may only be known after they have been implemented. It is therefore important to ensure effective monitoring measures are in place to assess the impact.

<p><b>15.</b> How will you monitor the impact of the proposals once they have been implemented? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>The School Organisation Officer Group, comprised of representatives from relevant corporate departments, meets monthly and will monitor the impact of proposals and the continuing levels of need.</p>
<p><b>16.</b> How will the results of any monitoring be analysed, reported and publicised? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>Regular reports are presented to Cabinet on school organisation matters, including quarterly update reports on the school expansion programme. These reports are published on the Harrow Council website.</p> <p>The School Expansion Stakeholder Reference Group has been established and meets monthly. The School Expansion Stakeholder Reference Group is a cross party representative group to provide advice and guidance on the implementation of the school expansion programme. The meetings are minuted.</p> <p>The Programme Board of senior corporate officers and the constructor meets regularly to monitor the construction programme to ensure appropriate accommodation is provided at the schools for the additional pupils.</p>
<p><b>17.</b> Have you received any complaints or compliments about the proposals being assessed? If so, provide details.</p>	<p>A range of views and comments were received in support and opposed to the expansion proposal (see section 2 in Stage 5 above). 61% of consultation responses agreed with the approach to creating additional school places in Harrow.</p>
<p><b>Stage 9: Public Sector Equality Duty</b></p>	
<p><b>18.</b> How do your proposals contribute towards the Public Sector Equality Duty (PSED) which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.</p> <p>(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)</p>	
<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited</p>	<p>Foster good relations between people from different groups</p>

by the Equality Act 2010	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.
<b>Stage 10 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)</b>			
<b>The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.</b>			
19. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?	The corporate Equality Impact Assessment Quality Assurance Group.		
Signed: (Lead officer completing EqIA)	<i>Chris Melly</i>	Signed: (Chair of DETG)	<i>Richard Segalov</i>
te: 48	20 <sup>th</sup> February 2014	Date:	21 <sup>st</sup> February 2014
Date EqIA presented at the EqIA Quality Assurance Group	3 <sup>rd</sup> February 2014 (Sample EqIAs presented to inform the EqIAs on all 15 of the Phase 2 expansion schools)		

October 13 School Census	Cannon Lane Primary School
<b>AGE as at 31st August 2013</b>	
3	0%
4	13.7%
5	18.3%
6	14.2%
7	13.4%
8	13.5%
9	13.5%
10	13.2%
11	0.2%
<b>Grand Total</b>	<b>657</b>
<b>GENDER</b>	
Female	63%
Male	60%
<b>Grand Total</b>	<b>657</b>
<b>ETHNICITY</b>	
Bangladeshi	0%
Indian	31%
Asian Other	17%
Pakistani	5%
Black African	0%
Black Caribbean	1%
Black Other	0%
Chinese	1%
Mixed other	3%
Mixed White/Asian	3%
Mixed White Black Caribbean	2%
Any Other Ethnic minority	0%
Refused	1%
White British	18%
White Irish	0%
White Irish Traveller	0%
White Other	2%
Unknown	16%
<b>Grand Total</b>	<b>657</b>
<b>SEN</b>	
No SEN	94.5%
School Action	2.4%
School Action Plus	2.1%
Statement of SEN	0.9%
<b>Grand Total</b>	<b>657</b>

Source: Collect export: Final Oct 2013 Schools & academies.xls

### Monitoring information

When completing their responses to the statutory consultations from 16 September 2013 to 18 October 2013, respondents were invited to provide information about how they perceive their social identity to assist with monitoring the effectiveness of the consultation outreach. Anonymous information was requested under the following categories: disability; ethnic group; and religion. The following tables show the responses received under these categories.

<b>Respondents by Disability</b>	<b>Number</b>	<b>Percentage</b>
Not Disabled	709	85.11%
Yes, affecting mobility	19	2.28%
Yes, affecting hearing	4	0.48%
Yes, affecting vision	5	0.60%
Yes, a learning disability	0	0.00%
Yes, mental ill-health	2	0.24?%
Yes, another form of disability	3	0.36%
Not Stated	91	10.92%%

<b>Ethnic Group</b>	<b>Number</b>	<b>% of total response</b>
Asian Or Asian British	202	24.54%
Black or Black British	13	1.58%
Other Ethnic Group	12	1.46%
Mixed ethnic background	7	0.85%
White	234	28.43%
Did Not Specify	355	43.13%

<b>Respondents by Religion</b>	<b>Number</b>	<b>Percentage</b>
Buddhism	9	1.09%
Christianity	227	27.58%
Hinduism	208	25.27%
Islam	107	13.00%
Jainism	19	2.31%
Judaism	9	1.09%
Sikh	6	0.73%
Zoroastrian	0	0%
Other	24	2.92%
No Religion	61	7.41%
Not Stated	153	18.59%



**KS201EW - Ethnic group**      **North West Primary Planning Area**

ONS Crown Copyright Reserved [from Nomis on 19 February 2014]

Population - All usual residents  
Units - Persons  
Date - 2011

**Main Wards for the North West Primary Planning Area**  
(Over 40% of pupils in these Wards attend schools in the planning area)

Ethnic Group	Harrow Weald	Hatch End	Headstone North	Pinner	Pinner South
	number	number	number	number	number
	%	%	%	%	%
All usual residents	11,376	10,693	10,093	10,026	10,411
White: English/Welsh/Scottish/Northern Irish/British	4,633	5,114	3,949	5,192	5,370
White: Irish	608	271	302	320	265
White: Gypsy or Irish Traveller	2	3	1	4	5
White: Other White	637	670	530	697	549
Mixed/multiple ethnic groups: White and Black Caribbean	170	78	75	82	83
Mixed/multiple ethnic groups: White and Black African	50	30	26	45	31
Mixed/multiple ethnic groups: White and Asian	173	143	177	153	167
Mixed/multiple ethnic groups: Other Mixed	123	141	101	96	104
Asian/Asian British: Indian	2,120	2,580	2,684	1,739	1,975
Asian/Asian British: Pakistani	290	222	346	279	262
Asian/Asian British: Bangladeshi	79	28	34	52	46
Asian/Asian British: Chinese	84	71	136	98	132
Asian/Asian British: Other Asian	975	638	969	582	977
Black/African/Caribbean/Black British: African	476	229	196	256	154
Black/African/Caribbean/Black British: Caribbean	342	157	234	136	81
Black/African/Caribbean/Black British: Other Black	236	93	110	108	77
Other ethnic group: Arab	197	106	85	87	43
Other ethnic group: Any other ethnic group	181	119	138	100	90

Main Ethnic Groups	Harrow Weald	Hatch End	Headstone North	Pinner	Pinner South
	number	number	number	number	number
	%	%	%	%	%
All usual residents	11,376	10,693	10,093	10,026	10,411
White	5,880	6,058	4,782	6,213	6,189
Mixed/multiple ethnic groups	516	392	379	376	385
Asian/Asian British	3,548	3,539	4,169	2,750	3,392
Black/African/Caribbean/Black British	1,054	479	540	500	312
Other ethnic group	378	225	223	187	133

In order to protect against disclosure of personal information, records have been swapped between different geographic areas. Some counts will be affected, particularly small counts at the lowest geographies.

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## **Governing Body responses to the statutory expansion proposals**

### **Chair of Governors, Belmont School**

I confirm that the Governing Body are fully in favour of the proposed expansion of our School as indicated in our response to the Statutory Proposals that was previously submitted.

### **Chair of Governors, Cannon Lane Primary School**

Further to our drop in meeting on Thursday 31/1/14, the Governing Body would like to confirm that we are still in favour of going ahead and implementing the School Expansion Programme at Cannon Lane Primary School.

### **Headteacher, Grange Primary School**

I can confirm on behalf of the Governors that they are happy for the expansion to go ahead.

### **Clerk to the Governing Body of the Kenmore Park schools**

I am writing on behalf of the Governing Body of Kenmore Park Nursery, Infants and Junior School, who at their Governing Body Meeting on the 5th February 2014 agreed and are supportive of the school expansion and would want highways to acknowledge issues raised about traffic and parking by local residents..

### **Chair of Governors, Newton Farm Nursery, Infant and Junior School**

We confirm the views given in response to the statutory consultation last term on the expansion proposals.

### **Chair of Governors, Norbury School and Nursery**

I attach the new response from Norbury School Governing Body to the Statutory Notice which should be read in conjunction with the attached response to the Consultation which was sent to you on 18th October.

# NORBURY SCHOOL & NURSERY

Welldon Crescent, Harrow, HA1 1QQ

Headteacher: Ms L Browning  
Deputy Head: Ms Rosa Harkin



Tel: 020 8863 8769  
Fax: 020 8861 5235  
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[www.norbury.harrow.sch.uk](http://www.norbury.harrow.sch.uk)

Chris Melly  
Senior Professional – School Organisation  
London Borough of Harrow

6<sup>th</sup> February 2014

Dear Mr Melly,

## **Norbury School's Response to Statutory Notice to Expand the School**

Norbury School's Governing Body met tonight and asked me to respond to the Statutory Notice and to say that the attached response, sent on 18<sup>th</sup> October, to the consultation still holds. But we have new concerns about health and safety while the building works are in progress.

We support the proposal to expand Norbury School and are pleased with the level of consultation so far both with respect to the plans for the proposed building and refurbishment and with respect to traffic and parking and the School Travel Plan.

However, as said in our response sent on 18<sup>th</sup> October, proper arrangements will be needed to accommodate the 30 extra children from September 2014 until the new building is ready for occupation.

We are concerned that the safety of our children might be at risk while the building works are in progress as the fire-escapes on the north-west wing of the existing building would be blocked, which means two double exits and two single fire exits will be out of use in the same area as we are about to accommodate a further 30 pupils in our Junior school.

We therefore ask the Council to investigate whether having temporary classrooms in the playground would both provide the necessary accommodation for 30 extra children and reduce the number of children in the north-west wing of the existing building to a safe level in the event of an evacuation being needed.

Yours sincerely

Mrs Jane Galbraith Chair of Governors

# NORBURY SCHOOL & NURSERY

## Welldon Crescent, Harrow, HA1 1QQ

Headteacher: Ms L Browning  
Deputy Head: Ms Rosa Harkin



Tel: 020 8863 8769  
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[office@norbury.harrow.sch.uk](mailto:office@norbury.harrow.sch.uk)  
[www.norbury.harrow.sch.uk](http://www.norbury.harrow.sch.uk)

## Norbury School Governing Body's Response to the consultation about the permanent expansion of Norbury School

(Monday 16 September 2013 to Friday 18 October 2013)

### Consultation Question 1.

**Do you agree with the approach to creating additional school places in Harrow?**

**YES.**

However the Governing Body of Norbury School supports the proposal to expand existing schools but considers that this may not provide enough places in future. Therefore Harrow Council must urgently identify possible sites for new schools (or schools on split sites) and protect them from being used for residential development.

### Consultation Question 2.

**Do you agree with the proposal to permanently expand Norbury School?**

**YES,**

However the Governing Body of Norbury School strongly and enthusiastically supports the proposal to expand Norbury School but has some concerns:

1. The school governors are concerned over plans to increase the capacity of the school by 30 extra children in September 2014 without the building works being completed, and request a detailed consultation with the council to understand how this can be achieved.
2. We request that we are involved in all planning meetings to discuss the new build and refurbishment and our suggestions are considered and where appropriate included in any plans. It is requested that Harrow Council provide details of all planning and governance meetings associated with the expansion and extend an invite to the Governing body via the Head Teacher.
3. The management of the process of building and refurbishment is crucial. We understand that the Council, Architects and Contractor will work with the School to ensure minimum disruption to the children's education and minimum inconvenience to our neighbours. The Governing body wishes to be kept fully informed and consulted.

4. The Governing body request that Harrow Council provide consultation with the school to review options, including additional crossing points etc to ensure the safety of our children and that of the whole community surrounding Norbury School.



Signed by Wendy Bennett, Acting Chair of Governors

*LA Browning*

Louise Browning, Head Teacher

Norbury School  
Welldon Crescent  
Harrow HA1 1QQ

Date: 18/10/13



**Headteacher, Whitchurch First School and Nursery**

Our Governing Body responses remain as they were.

To bring us up to date after all this time we would like to see just what our budget is-and how it is being spent.

Initially we were told we had 2.5M then within the same meeting 2.1M, by the following day- 2.01M - to lose 900k in a 12 hour period is surely worse than careless?

Cllr Bath is looking into this and we would really appreciate some feedback from those doing the spending,

In addition there is additional funding ( 600k for 30 schools) for kitchens etc for the FSMs for all infant classes from September 2014. We want to see how this will be planned for within the Schools Expansion Programme? We think the schools with huge carry forwards, year on year, should pay mostly for their own kitchen upgrades.

We do not carry forward 300-500k plus and yet the other schools get away with this disregard for proper budget planning. This year we are trying to save in order to make up for any small shortfall in SEP but normally we would only carry 3-8 % as is considered good budget practice.

We are hoping that Mick Lorkin your project manager is able to put in place the requirements of the Governing Bodies of both schools and the individual schools.

Given that all infant age pupils will be entitled to a FSM from September 2014 we are very keen to see our lunchtime spaces made sufficient for all those extra children. We have been advised we will need 6-7 extra tables to ensure that all the infant children can eat and get back to class by the end of the lunch hour. This was the recommendation of the Keepmoat kitchen consultant. This can only be achieved by increasing the size of our first school hall.

Apparently this will cost 330k-we are told this is beyond our budget spend-but we have seen no sign of our actual budget spend.

Until we know a) what the budget actually is and b) how much is spent-transparency is vital here-so that we can plan for the next strategic steps.

We have a Governors Day on 13th February 2014 and I will need to be able to report to the Governing Body on this day about all these matters. It would be really useful to have this information and to see where this SEP is likely to take us to prior to this day.

**(Note:** Officer response was given to the additional queries raised in the response about funding matters and a visit has been made by officers and constructor representative to discuss and view the kitchen, dining and hall areas).

**Chair of Governors, Priestmead Primary School & Nursery**

I can confirm that the response from Priestmead Primary School & Nursery is as per the response provided as part of the consultation process last October & as set out in my recent letter to you indicating the numerous issues which need to be addressed before we would be in a position to take a bulge class. For the purposes of the report to Cabinet can I, on behalf of the Governing Body, reiterate how disappointed we are that no assessment has been carried out at Priestmead on the viability of us taking a bulge class from September 2014, the over reliance on the fact that we are in the PSBP scheme & that this seems to be the Local Authority's solution to fixing all of the numerous problems that we have highlighted & to state once again that Priestmead CANNOT take a bulge class until the issues already raised with you have been addressed & resolved. As requested in our recent letter can I please ask that the additional 30 places earmarked for Priestmead from September 2014 are not allocated to us as the Governing Body are adamant that we WILL NOT take a bulge class until all of these issues are fixed.

(**Note:** Initial officer response has been sent acknowledging the issues in the response about the bulge class in September 2014, apologising for the time it has taken to mobilise to respond to the school's concerns and stating officers are keen to be able to consider and address as far as possible the concerns expressed in the letter of 10 January. The Children's Capital Project Team has assigned a Project Manager to discuss these issues and to view the school to identify what solutions may be possible. The applications for Reception places are in line with projections and the response confirms that the bulge class at Priestmead this September is definitely needed to ensure children have school places. Officers therefore want to work with the school to ensure that there are appropriate arrangements for the additional children planned to be admitted to Priestmead prior to the rebuild / refurbishment as an expanded school by the EFA.

**Chair of Governors, Aylward Primary School**

The governors agree with the proposals to permanently expand Aylward Primary School from September 2014

**Co-Chairs of the Governing Body, Whitchurch Junior School**

The Governing Body of Whitchurch Junior School confirms agreement of the expansion to four form entry.

The representation period for the statutory notice to expand had closed, and no representations about the proposal have been received.

**Chair of Governors, St John Fisher Catholic Primary School**

Following the representation period for the statutory notice to expand St John Fisher Catholic Primary School, I confirm that the school is in agreement with the proposal.

**Chair of Governors, Pinner Wood School**

The Governing Body response is the same as to the statutory consultation, but also to include the governors grave concerns about the safety of our pupils and the local residents due to illegal, dangerous and inconsiderate parking outside the school.

The Governing Body response to the statutory consultation was as follows:

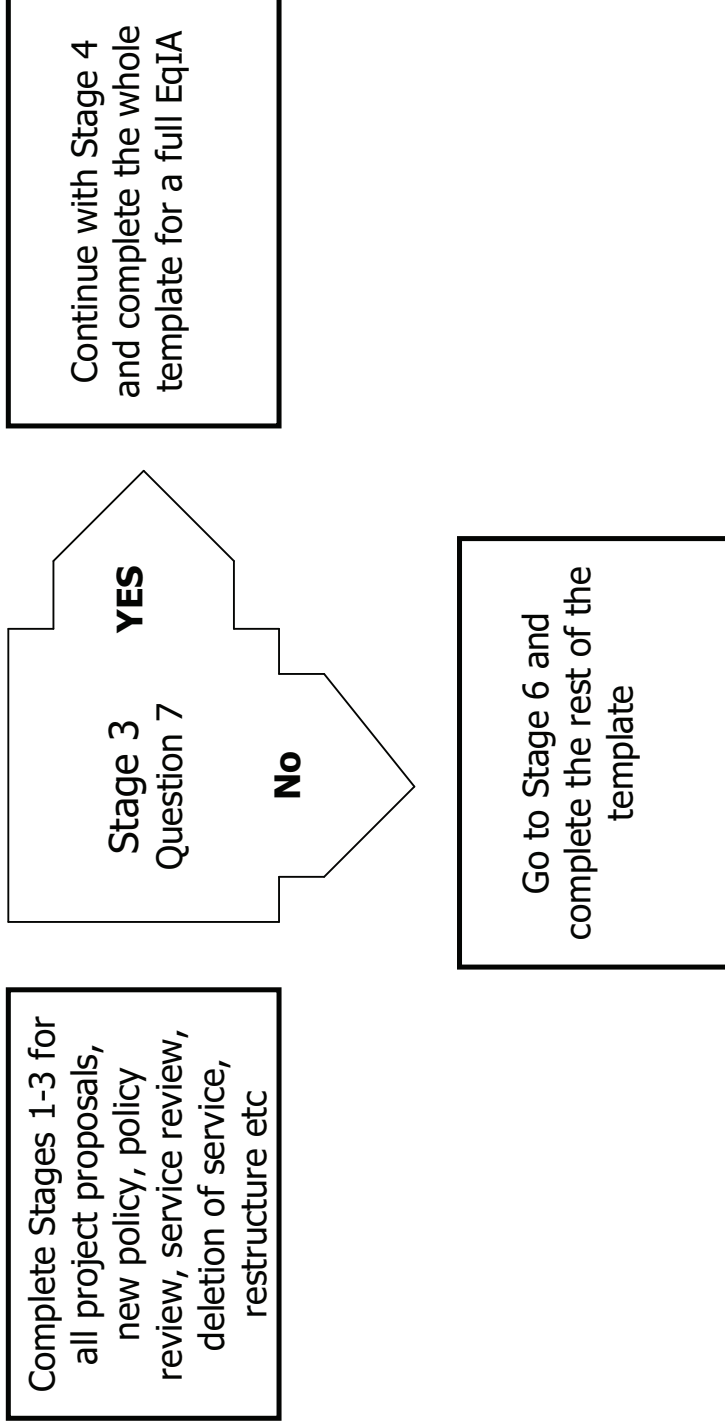
Pinner Wood Governing Body are in principle in agreement regarding expansion to three form entry as of September 2014. However the Governing Body expressed the following concerns which are:

- That admissions may not fill all the places and we would be left with an issue of transient pupils in a 'revolving door' scenario. There is also concern that some pupils may be travelling across the borough to reach the school or from out of Borough. Pupils travelling long distances to school can have an impact on attendance figures through being late, especially if reliant on public transport. This also introduces additional workload on the school if the pupils have SEN as money has to be recouped by the school from the Borough involved.
- There is much concern from the school and the local community regarding traffic and parking issues. There is already not enough on site staff parking and with the additional classes this will continue to worsen. Traffic issues at pick up and drop off times will also increase and be detrimental to our relationship with our neighbours. A conversation has already begun with the school, LA traffic department and the architects. We hope that this will continue and will provide insightful solutions to alleviate these problems worsening.

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## Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process. There is now just one Template. Project Managers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



## Equality Impact Assessment (EqIA) Template

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this assessment.

It will also help you to look at the EqIA Template with Guidance Notes to assist you in completing the EqIA.

Type of Project / Proposal:	Tick ✓	Type of Decision:	Tick ✓
Transformation		Cabinet	✓
Capital		Portfolio Holder	
Service Plan		Corporate Strategic Board	
Other		Other	
<p>Title of Project:</p> <p style="text-align: center;">62</p>			
<p>Permanent expansion of the following community school:                      Grange Primary School                      Welbeck Road                      Harrow, HA2 0RY</p>			
<p>At its meeting on 13 March 2014, Harrow Cabinet is recommended to approve the statutory proposals to expand permanently the school by one form of entry (30 pupils), which will fill incrementally from the point of admission into the school.</p>			
<p>Directorate / Service responsible:</p>			
<p>Children &amp; Families</p>			
<p>Name and job title of lead officer:</p>			
<p>Adrian Parker, Head of Education Strategy and School Organisation Service</p>			
<p>Name &amp; contact details of the other persons involved in the assessment:</p>			
<p>Johanna Morgan, Education Lead Officer, School Organisation                      Chris Melly, Senior Professional, School Organisation                      Annette Szymaniak, Headteacher of Grange Primary School</p>			
<p>Date of assessment:</p>			
<p>23 January 2014</p>			
Stage 1: Overview			
<p><b>1. What are you trying to do?</b>                      (Explain proposals e.g. introduction of a new service or</p>			
<p>It is proposed to permanently expand Grange Primary School from 1 September 2014 to become a three form of entry school (90 places) from its current two forms of entry (60 places).</p>			

<p>policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>	<p>Education school expansion statutory processes are being undertaken. In November 2013, Harrow Cabinet considered the outcome of the statutory consultation about the proposed expansion that was conducted during the autumn term and decided to publish statutory proposals to effect the expansion. On 13 March 2014, Harrow Cabinet will determine the statutory proposals.</p> <p>The permanent expansion of Grange Primary School is proposed as part of the Primary School Expansion Programme within Harrow Council's School Place Planning Strategy. Cabinet agreed its School Place Planning Strategy in February 2010 to meet the increasing demand for school places that is primarily birth rate driven. In July 2011, Cabinet agreed on a Primary School Expansion Programme as part of the School Place Planning Strategy. The strategy aims to secure sufficient primary school places through the creation of additional permanent places, supplemented by planned bulge classes and contingency bulge classes, opened if required.</p>					
<p><b>3</b> Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</p>	Residents / Users	✓	Partners / Schools	✓	Stakeholders	✓
	Staff	✓	Age	✓	Disability	✓
	Gender Reassignment		Marriage and Civil Partnership		Pregnancy and Maternity	
	Race		Religion or Belief		Sex	
	Sexual Orientation		Other			
<p><b>3.</b> Is the responsibility shared with another directorate, authority or organisation? If so:</p> <ul style="list-style-type: none"> <li>Who are the partners?</li> <li>Who has the overall responsibility?</li> <li>How have they been involved in the assessment?</li> </ul>	<p>There is a statutory responsibility on the local authority to ensure sufficient school places in its area. Children &amp; Families is the lead directorate, though the school expansion programme has to be delivered corporately with the involvement of officers from other directorates e.g. Environment and Enterprise, Finance, Performance, Legal.</p> <p>The school expansion programme will be delivered in partnership between the local authority and schools.</p>					
<p><b>Stage 2: Evidence / Data Collation</b></p>						
<p><b>4.</b> What evidence / data have you reviewed to assess the potential impact of your proposals? Include the actual data, statistics reviewed in the</p>						



<p>section below. This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys; complaints etc. Where possible include data on the nine Protected Characteristics.</p> <p>(Where you have gaps (data is not available/being collated), you may need to include this as an action to address in your Improvement Action Plan at Stage 7)</p>	<p>The Greater London Authority (GLA) prepares the pupil projections for Harrow Council. The GLA uses a range of information and data to prepare the projections including the number of births, number of pupils in Harrow schools, migration to Harrow and new housing development. Across London the population is growing, and the main reason for this is increasing birth rate. The demand for Reception class places (for pupils reaching 5 years of age) in Harrow schools is increasing:</p> <ul style="list-style-type: none"> <li>• In January 2006 there were 2,224 Reception aged pupils in Harrow schools;</li> <li>• In January 2009 there were 2,571 Reception aged pupils in Harrow schools;</li> <li>• In January 2013 there were 2,879 Reception aged pupils in Harrow schools;</li> <li>• In January 2019 it is projected there will be 3,437 Reception aged pupils in Harrow schools.</li> </ul> <p>In September 2012 there were a total of 2,550 permanent Reception class places in Harrow's primary sector schools. In order to ensure sufficient school places to meet the predicted increased demand in the next few years there is a need to increase the number of permanent school places, in the primary sector initially and in the secondary sector in due course. Phase 1 of the primary school expansion programme was implemented in September 2013 with 8 schools in the borough permanently increasing their Reception intakes. Statutory processes for Phase 2 permanent expansions are under way to permanently expand a further 14 schools by September 2015. Phase 3 is being planned for permanent expansions from September 2016. Full information about the projected demand for school places and the planning to increase school places across Harrow can be viewed in the 21 November 2013 Cabinet papers (item 725 School Expansion Programme Appendix C) at <a href="http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;MId=61433&amp;Ver=4">http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;MId=61433&amp;Ver=4</a></p> <p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>
<p>Age (including carers of young/older people)</p>	<p>An increase in children of school age can be expected to include increased numbers of children with disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places. On 18 July 2013, Harrow Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs.</p>
<p>Disability (including carers of disabled people)</p>	<p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>

	See Appendix A of this EqIA for data about the profile of pupils attending the school. See Appendix B of this EqIA for the profile of respondents to the statutory consultation.
Gender Reassignment	Not applicable in the context of the expansion of this school.
Marriage / Civil Partnership	Not applicable in the context of the expansion of this school.
Pregnancy and Maternity	Not applicable in the context of the expansion of this school.
Race	This is a community school which draws pupils from its local area and the pupil profile reflects the ethnicity of its area. The January 2013 School Census demonstrates that the school has an ethnically diverse pupil population. See Appendix A of this EqIA for data about the profile of pupils attending the school. See Appendix B of this EqIA for the profile of respondents to the statutory consultation. See Appendix C of this EqIA for the ethnic groups in the main wards from which children attend the school.
Religion and Belief	This is a community school which draws pupils from its local area and the pupil profile reflects the religions and beliefs of its area. See Appendix B of this EqIA for the profile of respondents to the statutory consultation.
Sex / Gender	This is a community school which draws pupils from its local area and the pupil profile reflects the gender of its area. See Appendix A of this EqIA for data about the profile of pupils attending the school.
Sexual Orientation	Not applicable in the context of the expansion of this school.
Socio Economic	Not applicable in the context of the expansion of this school.

**What consultation have you undertaken on your proposals?**

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
Statutory consultation was held with the schools, their communities and interested parties about the expansion proposal between 16 September and 18 October 2013.	Consultation information was widely distributed including to neighbouring Local Authorities, local MPs, Councillors, Union representatives, Diocesan Bodies, voluntary organisations, and Harrow	823 responses were received to the Phase 2 expansion consultations from respondents that included parents/carers, pupils, school staff, governors, residents and organisations. A number of comments were included with the responses given. The responses made to the first consultation question indicate broad agreement with Harrow Council's approach to creating	Harrow Cabinet considered the outcomes of the statutory consultations at its meeting on 21 November 2013, and decided to publish statutory proposals to expand the schools.  Measures are being put in place to address the traffic and congestion issues arising from the creation of additional

	<p>Youth Parliament. Information was put on the Harrow Council website, together with a facility for online response to the consultations. The Council distributed letters to local residents to inform them of the consultation and to invite them to consultation meetings at the school. Each school distributed information and response forms to their school communities and parents, and arranged open consultation meetings for parents and residents to enable discussion about the proposals.</p>	<p>additional school places in Harrow.</p> <p>In relation to the specific consultation question about the proposed expansion of Grange Primary School, the Governing Body responded positively to the Local Authority expansion proposal. In its response the Governing Body noted it is not an expansion in the true sense (because the school site has accommodated more children in the past), but rather a re-configuration of rooms. Parents were very clear about their concerns and provided creative answers as to what would make a difference, particularly in relation to travel e.g. zebra crossing, lighting at the back, go slow (20mph). The main concern was that some parents park in local residents driveways. Pictures of the offending drivers have been passed onto the Council and the School stated that it does not support anti-social behaviour, including from the parents. The School would seek support from the Council with regards to this.</p> <p>A summary of the number of responses to the specific consultation question about the proposed expansion of Grange Primary School is presented in the table:</p> <table border="1" data-bbox="883 739 1008 1199"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Not Sure</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>16</td> <td>5</td> <td>71</td> </tr> <tr> <td>70.4%</td> <td>22.5%</td> <td>7.0%</td> <td></td> </tr> </tbody> </table> <p>In general comments were supportive of the proposed expansion and providing more local places. A few comments were made about the strength of the school and the need to consolidate the progress made so far and the potential size of the expanded school. A number of comments were made about the traffic issues in the surrounding areas and the need to reduce car journeys.</p>	Yes	No	Not Sure	Total	50	16	5	71	70.4%	22.5%	7.0%		<p>school places. These measures include:</p> <ul style="list-style-type: none"> <li>Transport Assessments at Phase 2 expansion schools and Transport Statements at additional special educational needs places provision. Mott MacDonald, an independent company, has been procured to complete this work by the end of February 2014.</li> <li>Appointment of a Transport and Travel Planner Officer for the expansion projects to develop and implement effective travel strategies in conjunction with the schools.</li> <li>There will be a communication strategy for the Phase 2 expansion projects to raise the profile of school travel planning. An additional Communications Officer has been engaged to give this work a high profile.</li> </ul> <p>The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.</p>
Yes	No	Not Sure	Total												
50	16	5	71												
70.4%	22.5%	7.0%													
<p><b>6. What other (local, regional, national research, reports, media) data sources that you have used to inform this</b></p>	<p>The GLA School Roll Projections Service draws on a range of available national and regional data to inform its projections.</p>														

assessment?  
List the Title of reports / documents and websites here.

A regional approach is an important aspect of meeting the needs of children and young people with special educational needs. Contacts are being developed with free school proposers, and with neighbouring local authorities through the West London Alliance, to inform work to meet the need.

### Stage 3: Assessing Potential Disproportionate Impact

7. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?

	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes									
No	✓	✓	✓	✓	✓	✓	✓	✓	✓

**YES** - If there is a risk of disproportionate adverse Impact on any **ONE** of the Protected Characteristics, continue with the rest of the template.

- **Best Practice:** You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA
- It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.

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**NO** - If you have ticked 'No' to all of the above, then go to **Stage 6**

- Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 7

### Stage 4: Collating Additional data / Evidence

8. What additional data / evidence have you considered in relation to your proposals as a result of the analysis at Stage 3?

(include this evidence, including any data, statistics, titles of documents and website links here)

Note: Please go to Stage 6.

9. What further consultation have you undertaken on your proposals as a result of your analysis at Stage 3?

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups /	What actions have you taken to address the findings of the



			Protected Characteristics?	consultation? (This may include further consultation with the affected groups, revising your proposals).
Note: Please go to Stage 6.				
<b>Stage 5: Assessing Impact and Analysis</b>				
<b>10.</b> What does your evidence tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?				
Protected Characteristic	Adverse	Positive	Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  <b>Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 9</b>	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 7)
Age (including carers of young/older people)	✓	✓	Note: Please go to Stage 6.	
Disability (including carers of disabled people)				
Gender Reassignment				

Marriage and Civil Partnership									
Pregnancy and Maternity									
Race									
Religion or Belief									
Sex									
Sexual orientation									
<b>11. Cumulative Impact</b> – Considering what else is happening within the Council and Harrow as a whole, could your proposals have a cumulative impact on a particular Protected Characteristic?							Yes	No	
If yes, which Protected Characteristics could be affected and what is the potential impact?							Note: Please go to Stage 6.		
<b>11a. Any Other Impact</b> – Considering what else is happening within the							Yes	No	

Council and Harrow as a whole (for example national/local policy, austerity, welfare reform, unemployment levels, community tensions, levels of crime) could your proposals have an impact on individuals/service users socio economic, health or an impact on community cohesion?		Note: Please go to Stage 6.							
If yes, what is the potential impact and how likely is to happen?									
<b>12.</b> Is there any evidence or concern that the potential adverse impact identified may result in a Protected Characteristic being disadvantaged? (Please refer to the Corporate Guidelines for guidance on the definitions of discrimination, harassment and victimisation and other prohibited conduct under the Equality Act) available on Harrow HUB/Equalities and Diversity/Policies and Legislation									
	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes									
No									
If you have answered "yes" to any of the above, set out what justification there may be for this in Q12a below - link this to the aims of the proposal and whether the disadvantage is proportionate to the need to meet these aims. (You are encouraged to seek legal advice, if you are concerned that the proposal may breach the equality legislation or you are unsure whether there is objective justification for the proposal)									
70 The analysis shows the potential for serious adverse impact or disadvantage (or potential discrimination) but you have identified a potential justification for this, this information must be presented to the decision maker for a final decision to be made on whether the disadvantage is proportionate to achieve the aims of the proposal.									
<ul style="list-style-type: none"> <li>If there are adverse effects that are not justified and cannot be mitigated, you should not proceed with the proposal. <b>(select outcome 4)</b></li> <li>If the analysis shows unlawful conduct under the equalities legislation, you should not proceed with the proposal. <b>(select outcome 4)</b></li> </ul>									
<b>Stage 6: Decision</b>									
<b>13.</b> Please indicate which of the following statements best describes the outcome of your EqIA ( ✓ tick one box only)									
<b>Outcome 1</b> – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality are being addressed.									
<b>Outcome 2</b> – Minor adjustments to remove / mitigate adverse impact or advance equality have been identified by the EqIA. <i>List the actions you propose to take to address this in the Improvement Action Plan at Stage 7</i>									
<b>Outcome 3</b> – Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. <b>(Explain this in 13a below)</b>									
		✓							



<p><b>Outcome 4</b> – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)</p>	
<p><b>13a.</b> If your EqIA is assessed as <b>outcome 3 or you have ticked 'yes' in Q12</b>, explain your justification with full reasoning to continue with your proposals.</p>	

### Stage 7: Improvement Action Plan

14. List below any actions you plan to take as a result of this Impact Assessment. This should include any actions identified throughout the EqIA.					
Area of potential adverse impact e.g. Race, Disability	Action required to mitigate	How will you know this is achieved? E.g. Performance Measure / Target	Target Date	Lead Officer	Date Action included in Service / Team Plan

<p>Disability. Insufficient education provision to meet the needs of children with special educational needs.</p>	<p>This area of potential adverse impact of the increased number of children in the borough has been considered. Harrow Cabinet agreed its Special School and SEN Placements Planning Framework in July 2013, and successful applications have been made to the Government's Targeted Basic Need Programme for funds to expand the places in Harrow's special schools and to create more additionally resourced provision places in Harrow's mainstream schools.</p>	<p>Completion of the projects to expand Harrow's special schools and to create units for more additionally resourced provision places in Harrow's mainstream schools.</p>	<p>1 September 2015.</p>	<p>Catherine Doran through the Programme Board.</p>	<p>1 March 2013</p>
<p>Residents / Service Users. Many concerns about the impacts of traffic congestion.</p>	<p>Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. See Section 5 above. The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.</p>	<p>Traffic Assessments and School Travel Plans will be submitted as part of the Planning Applications.</p>	<p>18 June 2014.</p>	<p>Mark Sperring, Head of Capital Project Team.</p>	<p>November 2013.</p>

**Stage 8 - Monitoring**

The full impact of the proposals may only be known after they have been implemented. It is therefore important to ensure effective monitoring measures are in place to assess the impact.

**15.** How will you monitor the impact of the proposals once they have been implemented? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? (*Also Include in Improvement Action Plan at Stage 7*)

**16.** How will the results of any monitoring be analysed, reported and publicised? (*Also Include in Improvement Action Plan at Stage 7*)

The School Organisation Officer Group, comprised of representatives from relevant corporate departments, meets monthly and will monitor the impact of proposals and the continuing levels of need.

Regular reports are presented to Cabinet on school organisation matters, including quarterly update reports on the school expansion programme. These reports are published on the Harrow Council website.  
The School Expansion Stakeholder Reference Group has been established and meets monthly. The School Expansion Stakeholder

	<p>Reference Group is a cross party representative group to provide advice and guidance on the implementation of the school expansion programme. The meetings are minuted.</p> <p>The Programme Board of senior corporate officers and the constructor meets regularly to monitor the construction programme to ensure appropriate accommodation is provided at the schools for the additional pupils.</p> <p>A range of views and comments were received in support and opposed to the expansion proposal (see section 2 in Stage 5 above). 61% of consultation responses agreed with the approach to creating additional school places in Harrow.</p>				
<p><b>17.</b> Have you received any complaints or compliments about the proposals being assessed? If so, provide details.</p>					
<p><b>Stage 9: Public Sector Equality Duty</b></p>					
<p><b>18.</b> How do your proposals contribute towards the Public Sector Equality Duty (PSED) which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.</p>					
<p>(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)</p>					
<p>73</p>	<table border="1"> <tr> <td data-bbox="808 1035 1073 1388"> <p>Advance equality of opportunity between people from different groups</p> </td> <td data-bbox="808 1388 1073 1759"> <p>Foster good relations between people from different groups</p> </td> </tr> <tr> <td data-bbox="1073 1035 1354 1388"> <p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.</p> </td> <td data-bbox="1073 1388 1354 1759"> <p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.</p> </td> </tr> </table>	<p>Advance equality of opportunity between people from different groups</p>	<p>Foster good relations between people from different groups</p>	<p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.</p>	<p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.</p>
<p>Advance equality of opportunity between people from different groups</p>	<p>Foster good relations between people from different groups</p>				
<p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.</p>	<p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.</p>				
<p><b>Stage 10 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)</b></p> <p><b>The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.</b></p>					
<p><b>19.</b> Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?</p>	<p>The corporate Equality Impact Assessment Quality Assurance Group.</p>				

Signed: (Lead officer completing EqIA)	<i>Chris Melly</i>	Signed: (Chair of DETG)	<i>Richard Segalov</i>
Date:	20 <sup>th</sup> February 2014	Date:	21 <sup>st</sup> February 2014
Date EqIA presented at the EqIA Quality Assurance Group	3 <sup>rd</sup> February 2014 (Sample EqIAs presented to inform the EqIAs on all 15 of the Phase 2 expansion schools)	Signature of ETG Chair	

## Appendix A

January 2014 School Census	Grange Primary School
<b>AGE as at 31st August 2013</b>	
3	7.1%
4	15.5%
5	10.9%
6	16.4%
7	10.9%
8	14.8%
9	10.7%
10	13.4%
11	0.2%
<b>Grand Total</b>	<b>560</b>
<b>GENDER</b>	
Female	48%
Male	52%
<b>Grand Total</b>	<b>560</b>
<b>ETHNICITY</b>	
Bangladeshi	1.6%
Indian	6.4%
Asian Other	20.0%
Pakistani	3.2%
Black African	17.8%
Black Caribbean	2.1%
Black Other	0.7%
Mixed other	1.9%
Mixed White/Asian	0.9%
Mixed White Black African	0.9%
Mixed White Black Caribbean	1.9%
Any Other Ethnic minority	10.7%
Refused	0.9%
White British	3.4%
White Irish Traveller	0.5%
White Other	9.6%
White Romanian	0.2%
Unknown	22.8%
<b>Grand Total</b>	<b>560</b>
<b>SEN</b>	
No SEN	85.7%
School Action	4.8%
School Action Plus	8.2%
Statement of SEN	1.2%
<b>Grand Total</b>	<b>560</b>

Source: Collect export: Final Oct 2013 Schools & academies.xls

### Monitoring information

When completing their responses to the statutory consultations from 16 September 2013 to 18 October 2013, respondents were invited to provide information about how they perceive their social identity to assist with monitoring the effectiveness of the consultation outreach. Anonymous information was requested under the following categories: disability; ethnic group; and religion. The following tables show the responses received under these categories.

<b>Respondents by Disability</b>	<b>Number</b>	<b>Percentage</b>
Not Disabled	709	85.11%
Yes, affecting mobility	19	2.28%
Yes, affecting hearing	4	0.48%
Yes, affecting vision	5	0.60%
Yes, a learning disability	0	0.00%
Yes, mental ill-health	2	0.24?%
Yes, another form of disability	3	0.36%
Not Stated	91	10.92%%

<b>Ethnic Group</b>	<b>Number</b>	<b>% of total response</b>
Asian Or Asian British	177	31.60%
Black or Black British	82	14.64%
Other Ethnic Group	60	10.71%
Mixed ethnic background	32	5.71%
White	76	13.57%
Did Not Specify	133	23.75%

<b>Respondents by Religion</b>	<b>Number</b>	<b>Percentage</b>
Buddhism	6	1.07%
Christianity	100	17.85%
Hinduism	103	18.39%
Islam	286	51.07%
Jainism	1	0.17%
Judaism	0	0%
Sikh	2	0.35%
Zoroastrian	0	0%
Other	11	1.96%
No Religion	23	4.10%
Not Stated	1	0.17%

**KS201EW - Ethnic group** **South West Primary Planning Area**

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**Appendix C**

Population - All usual residents  
Units - Persons  
Date - 2011

**Main Wards for the South West Primary Planning Area**

(Over 40% of pupils in these Wards attend schools in the planning area)

Ethnic Group	Harrow on the Hill	Rayners Lane	Roxbourne	Roxeth	West Harrow
	number	number	number	number	number
	%	%	%	%	%
<b>All usual residents</b>	<b>12,270</b>	<b>11,124</b>	<b>12,828</b>	<b>11,663</b>	<b>10,373</b>
	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
White: English/Welsh/Scottish/Northern Irish/British	4,224	2,954	3,182	2,701	3,351
White: Irish	404	208	241	334	365
White: Gypsy or Irish Traveller	11	10	13	23	1
White: Other White	1,174	668	887	878	873
Mixed/multiple ethnic groups: White and Black Caribbean	157	103	194	135	97
Mixed/multiple ethnic groups: White and Black African	68	21	72	66	44
Mixed/multiple ethnic groups: White and Asian	259	119	173	225	199
Mixed/multiple ethnic groups: Other Mixed	162	118	140	138	125
Asian/Asian British: Indian	2,339	3,096	2,383	2,301	2,343
Asian/Asian British: Pakistani	344	392	447	415	378
Asian/Asian British: Bangladeshi	40	130	99	116	56
Asian/Asian British: Chinese	200	140	80	122	131
Asian/Asian British: Other Asian	1,423	2,306	2,836	2,529	1,235
Black/African/Caribbean/Black British: African	413	210	827	498	364
Black/African/Caribbean/Black British: Caribbean	415	258	518	511	300
Black/African/Caribbean/Black British: Other Black	211	120	392	321	202
Other ethnic group: Arab	237	111	179	174	180
Other ethnic group: Any other ethnic group	189	160	165	176	129
	1.5	1.4	1.3	1.5	1.2
	1.7	1.0	1.4	1.5	1.7
	3.4	1.9	6.4	4.3	3.5
	3.4	2.3	4.0	4.4	2.9
	1.7	1.1	3.1	2.8	1.9
	1.9	1.0	1.4	1.5	1.7
	1.5	1.4	1.3	1.5	1.2
<b>Main Ethnic Groups</b>					
White	5,813	3,840	4,323	3,936	4,590
Mixed/multiple ethnic groups	646	361	579	564	465
Asian/Asian British	4,346	6,064	5,845	5,483	4,143
Black/African/Caribbean/Black British	1,039	588	1,737	1,330	866
Other ethnic group	426	271	344	350	309
	47.4	34.5	33.7	33.7	44.2
	5.3	3.2	4.5	4.8	4.5
	35.4	54.5	45.6	47.0	39.9
	8.5	5.3	13.5	11.4	8.3
	3.5	2.4	2.7	3.0	3.0

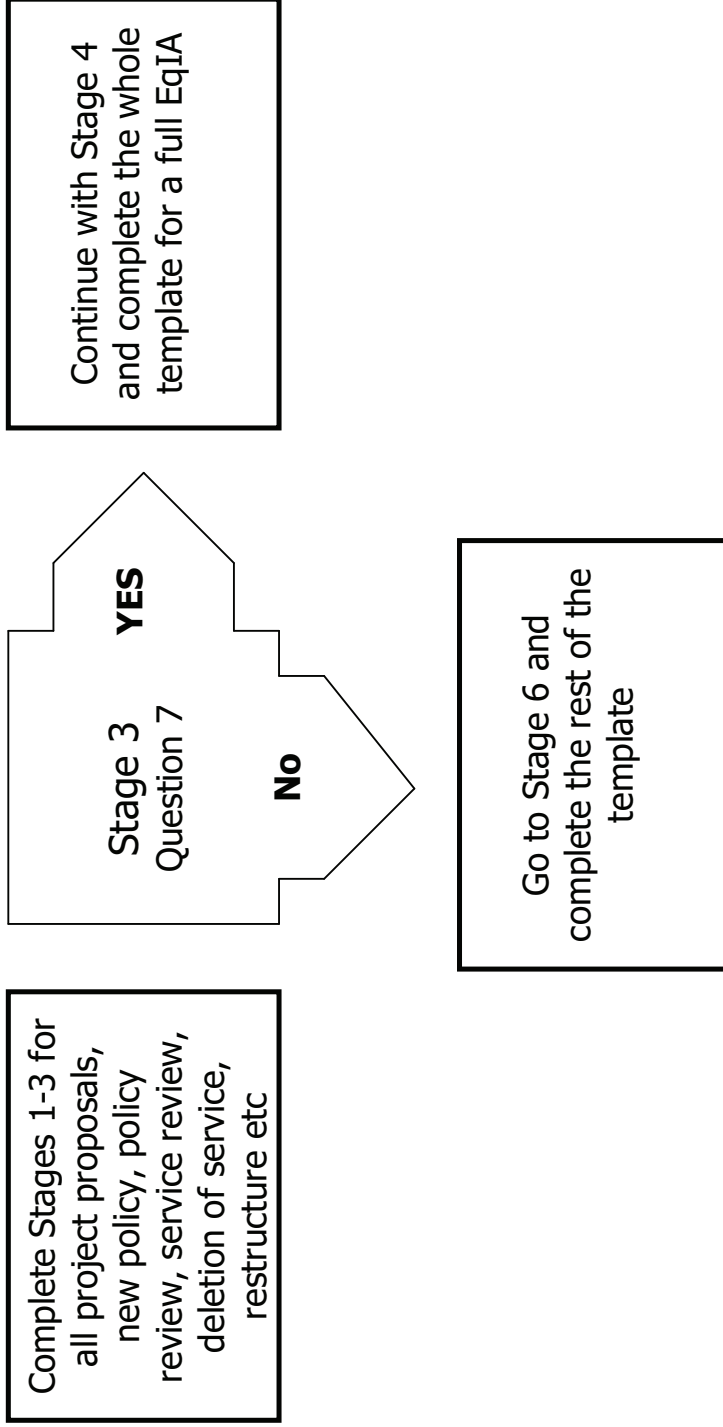
In order to protect against disclosure of personal information, records have been swapped between different geographic areas. Some counts will be affected, particularly small counts at the lowest geographies.



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## Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process. There is now just one Template. Project Managers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



## Equality Impact Assessment (EqIA) Template

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this assessment.

It will also help you to look at the EqIA Template with Guidance Notes to assist you in completing the EqIA.

Type of Project / Proposal:	Tick ✓	Type of Decision:	Tick ✓
Transformation		Cabinet	✓
Capital		Portfolio Holder	
Service Plan		Corporate Strategic Board	
Other		Other	
<p>Title of Project:</p> <p style="text-align: center;">80</p>			
<p>Permanent expansion of the following community school:                      Kenmore Park Infant and Nursery School                      Moorhouse Road                      Harrow, HA3 9JA</p>			
<p>At its meeting on 13 March 2014, Harrow Cabinet is recommended to approve the statutory proposals to expand permanently the school by one form of entry (30 pupils), which will fill incrementally from the point of admission into the school.</p>			
<p>Directorate / Service responsible:</p>			
<p>Children &amp; Families</p>			
<p>Name and job title of lead officer:</p>			
<p>Adrian Parker, Head of Education Strategy and School Organisation Service</p>			
<p>Name &amp; contact details of the other persons involved in the assessment:</p>			
<p>Johanna Morgan, Education Lead Officer, School Organisation                      Chris Melly, Senior Professional, School Organisation                      Rutinderjit Mahil-Pooni, Headteacher of Kenmore Park Infant and Nursery School</p>			
<p>Date of assessment:</p>			
<p>20 February 2014</p>			
Stage 1: Overview			
<p><b>1. What are you trying to do?</b>                      (Explain proposals e.g. introduction of a new service or</p>			
<p>It is proposed to permanently expand Kenmore Park Infant and Nursery School from 1 September 2015 to become a four form of entry school (120 places) from its current three forms of entry (90 places).</p>			

<p>policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>	<p>Education school expansion statutory processes are being undertaken. In November 2013, Harrow Cabinet considered the outcome of the statutory consultation about the proposed expansion that was conducted during the autumn term and decided to publish statutory proposals to effect the expansion. On 13 March 2014, Harrow Cabinet will determine the statutory proposals.</p> <p>The permanent expansion of Kenmore Park Infant and Nursery School is proposed as part of the Primary School Expansion Programme within Harrow Council's School Place Planning Strategy. Cabinet agreed its School Place Planning Strategy in February 2010 to meet the increasing demand for school places that is primarily birth rate driven. In July 2011, Cabinet agreed on a Primary School Expansion Programme as part of the School Place Planning Strategy. The strategy aims to secure sufficient primary school places through the creation of additional permanent places, supplemented by planned bulge classes and contingency bulge classes, opened if required.</p>						
<p><b>81</b> Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</p>	Residents / Users	/ Service	✓	Partners / Schools	✓	Stakeholders	✓
<p><b>3.</b> Is the responsibility shared with another directorate, authority or organisation? If so:</p> <ul style="list-style-type: none"> <li>• Who are the partners?</li> <li>• Who has the overall responsibility?</li> <li>• How have they been involved in the assessment?</li> </ul>	Staff		✓	Age	✓	Disability	✓
	Gender Reassignment			Marriage and Civil Partnership		Pregnancy and Maternity	
	Race			Religion or Belief		Sex	
	Sexual Orientation			Other			
<p><b>3.</b> Is the responsibility shared with another directorate, authority or organisation? If so:</p> <ul style="list-style-type: none"> <li>• Who are the partners?</li> <li>• Who has the overall responsibility?</li> <li>• How have they been involved in the assessment?</li> </ul>	<p>There is a statutory responsibility on the local authority to ensure sufficient school places in its area. Children &amp; Families is the lead directorate, though the school expansion programme has to be delivered corporately with the involvement of officers from other directorates e.g. Environment and Enterprise, Finance, Performance, Legal.</p> <p>The school expansion programme will be delivered in partnership between the local authority and schools.</p>						
<p><b>Stage 2: Evidence / Data Collation</b></p>							
<p><b>4.</b> What evidence / data have you reviewed to assess the potential impact of your proposals? Include the actual data, statistics reviewed in the</p>							

<p>section below. This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys; complaints etc. Where possible include data on the nine Protected Characteristics.</p> <p>(Where you have gaps (data is not available/being collated), you may need to include this as an action to address in your Improvement Action Plan at Stage 7)</p>	<p>The Greater London Authority (GLA) prepares the pupil projections for Harrow Council. The GLA uses a range of information and data to prepare the projections including the number of births, number of pupils in Harrow schools, migration to Harrow and new housing development. Across London the population is growing, and the main reason for this is increasing birth rate. The demand for Reception class places (for pupils reaching 5 years of age) in Harrow schools is increasing:</p> <ul style="list-style-type: none"> <li>• In January 2006 there were 2,224 Reception aged pupils in Harrow schools;</li> <li>• In January 2009 there were 2,571 Reception aged pupils in Harrow schools;</li> <li>• In January 2013 there were 2,879 Reception aged pupils in Harrow schools;</li> <li>• In January 2019 it is projected there will be 3,437 Reception aged pupils in Harrow schools.</li> </ul> <p>In September 2012 there were a total of 2,550 permanent Reception class places in Harrow's primary sector schools. In order to ensure sufficient school places to meet the predicted increased demand in the next few years there is a need to increase the number of permanent school places, in the primary sector initially and in the secondary sector in due course. Phase 1 of the primary school expansion programme was implemented in September 2013 with 8 schools in the borough permanently increasing their Reception intakes. Statutory processes for Phase 2 permanent expansions are under way to permanently expand a further 14 schools by September 2015. Phase 3 is being planned for permanent expansions from September 2016. Full information about the projected demand for school places and the planning to increase school places across Harrow can be viewed in the 21 November 2013 Cabinet papers (item 725 School Expansion Programme Appendix C) at <a href="http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;MId=61433&amp;Ver=4">http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;MId=61433&amp;Ver=4</a></p> <p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>
<p>Age (including carers of young/older people)</p>	<p>An increase in children of school age can be expected to include increased numbers of children with disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places. On 18 July 2013, Harrow Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs.</p>
<p>Disability (including carers of disabled people)</p>	<p>An increase in children of school age can be expected to include increased numbers of children with disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places. On 18 July 2013, Harrow Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs.</p>

	See Appendix A of this EqIA for data about the profile of pupils attending the school. See Appendix B of this EqIA for the profile of respondents to the statutory consultation.
Gender Reassignment	Not applicable in the context of the expansion of this school.
Marriage / Civil Partnership	Not applicable in the context of the expansion of this school.
Pregnancy and Maternity	Not applicable in the context of the expansion of this school.
Race	This is a community school which draws pupils from its local area and the pupil profile reflects the ethnicity of its area. The January 2013 School Census demonstrates that the school has an ethnically diverse pupil population. See Appendix A of this EqIA for data about the profile of pupils attending the school. See Appendix B of this EqIA for the profile of respondents to the statutory consultation. See Appendix C of this EqIA for the ethnic groups in the main wards from which children attend the school.
Religion and Belief	This is a community school which draws pupils from its local area and the pupil profile reflects the religions and beliefs of its area. See Appendix B of this EqIA for the profile of respondents to the statutory consultation.
Sex / Gender	This is a community school which draws pupils from its local area and the pupil profile reflects the gender of its area. See Appendix A of this EqIA for data about the profile of pupils attending the school.
Sexual Orientation	Not applicable in the context of the expansion of this school.
Socio Economic	Not applicable in the context of the expansion of this school.

**What consultation have you undertaken on your proposals?**

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
Statutory consultation was held with the schools, their communities and interested parties about the expansion proposal between 16 September and 18 October 2013.	Consultation information was widely distributed including to neighbouring Local Authorities, local MPs, Councillors, Union representatives, Diocesan Bodies, voluntary organisations, and Harrow Youth Parliament. Information	823 responses were received to the Phase 2 expansion consultations from respondents that included parents/carers, pupils, school staff, governors, residents and organisations. A number of comments were included with the responses given. The responses made to the first consultation question indicate broad agreement with Harrow Council's approach to creating additional school	Harrow Cabinet considered the outcomes of the statutory consultations at its meeting on 21 November 2013, and decided to publish statutory proposals to expand the schools.  Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school



<p>was put on the Harrow Council website, together with a facility for online response to the consultations. The Council distributed letters to local residents to inform them of the consultation and to invite them to consultation meetings at the school. Each school distributed information and response forms to their school communities and parents, and arranged open consultation meetings for parents and residents to enable discussion about the proposals.</p>	<p>places in Harrow.</p> <p>In relation to the specific consultation question about the proposed expansion of the Kenmore Park schools, the Governing Bodies of the two schools support the proposed expansion of the schools but emphasise the need to address:</p> <ul style="list-style-type: none"> <li>the concerns of the residents with regards to congestion, and;</li> <li>the suggestion of restricted entrance to Moorhouse and Warnford Roads at the start and end of the school days, and;</li> <li>the other suggestion of a one way system being imposed at school start and end of the day.</li> </ul> <p>A summary of the number of responses to the specific consultation question about the proposed expansion of the Kenmore Park schools is presented in the table:</p> <table border="1" data-bbox="738 772 862 1239"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Not Sure</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>10</td> <td>5</td> <td>58</td> </tr> <tr> <td>74.1%</td> <td>17.2%</td> <td>8.6%</td> <td></td> </tr> </tbody> </table> <p>The main issue raised by respondents highlighted the traffic issues in the area. There were a number of comments about the school size being large enough and proposing new schools are opened to maintain smaller school sizes. Respondents also expressed concern about the buildings and outside playground if the expansion went ahead, and about the importance of ensuring that there were sufficient resources for all the additional children.</p>	Yes	No	Not Sure	Total	43	10	5	58	74.1%	17.2%	8.6%		<p>places. These measures include:</p> <ul style="list-style-type: none"> <li>Transport Assessments at Phase 2 expansion schools and Transport Statements at additional special educational needs places provision. Mott MacDonald, an independent company, has been procured to complete this work by the end of February 2014.</li> <li>Appointment of a Transport and Travel Planner Officer for the expansion projects to develop and implement effective travel strategies in conjunction with the schools.</li> <li>There will be a communication strategy for the Phase 2 expansion projects to raise the profile of school travel planning. An additional Communications Officer has been engaged to give this work a high profile.</li> </ul> <p>The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.</p>
Yes	No	Not Sure	Total											
43	10	5	58											
74.1%	17.2%	8.6%												
<p>6. What other (local, regional, national research, reports, media) data sources that you have used to inform this assessment? List the Title of reports / documents and websites here.</p>	<p>The GLA School Roll Projections Service draws on a range of available national and regional data to inform its projections.</p> <p>A regional approach is an important aspect of meeting the needs of children and young people with special educational needs. Contacts are being developed with free school proposers, and with neighbouring local authorities through the West London Alliance, to inform work to meet the need.</p>													



### Stage 3: Assessing Potential Disproportionate Impact

7. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?

	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes									
No	✓	✓	✓	✓	✓	✓	✓	✓	✓

**YES** - If there is a risk of disproportionate adverse impact on any **ONE** of the Protected Characteristics, continue with the rest of the template.

- **Best Practice:** You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA
- It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.

**NO** - If you have ticked 'No' to all of the above, then go to **Stage 6**

05

Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 7

### Stage 4: Collating Additional data / Evidence

8. What additional data / evidence have you considered in relation to your proposals as a result of the analysis at Stage 3?

(include this evidence, including any data, statistics, titles of documents and website links here)

Note: Please go to Stage 6.

9. What further consultation have you undertaken on your proposals as a result of your analysis at Stage 3?

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).

Note: Please go to Stage 6.					
<b>Stage 5: Assessing Impact and Analysis</b>					
10. What does your evidence tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?					
Protected Characteristic	Adverse ✓	Positive ✓	Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  <b>Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 9</b>	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 7)	
Age (including carers of young/older people)			Note: Please go to Stage 6.		
Disability (including carers of disabled people)					
Gender Reassignment					
Marriage and Civil					

Partnership									
Pregnancy and Maternity									
Race									
Religion or Belief									
Sex									
Sexual orientation									
<b>11. Cumulative Impact</b> – Considering what else is happening within the Council and Harrow as a whole, could your proposals have a cumulative impact on a particular Protected Characteristic?									
If yes, which Protected Characteristics could be affected and what is the potential impact?									
<b>11a. Any Other Impact</b> – Considering what else is happening within the									
						Yes		No	
Note: Please go to Stage 6.									

Council and Harrow as a whole (for example national/local policy, austerity, welfare reform, unemployment levels, community tensions, levels of crime) could your proposals have an impact on individuals/service users socio economic, health or an impact on community cohesion?		Note: Please go to Stage 6.							
If yes, what is the potential impact and how likely is to happen?									
<b>12.</b> Is there any evidence or concern that the potential adverse impact identified may result in a Protected Characteristic being disadvantaged? (Please refer to the Corporate Guidelines for guidance on the definitions of discrimination, harassment and victimisation and other prohibited conduct under the Equality Act) available on Harrow HUB/Equalities and Diversity/Policies and Legislation									
	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes									
No									
If you have answered "yes" to any of the above, set out what justification there may be for this in Q12a below - link this to the aims of the proposal and whether the disadvantage is proportionate to the need to meet these aims. (You are encouraged to seek legal advice, if you are concerned that the proposal may breach the equality legislation or you are unsure whether there is objective justification for the proposal)									
<p>∞ The analysis shows the potential for serious adverse impact or disadvantage (or potential discrimination) but you have identified a potential justification for this, this information must be presented to the decision maker for a final decision to be made on whether the disadvantage is proportionate to achieve the aims of the proposal.</p> <ul style="list-style-type: none"> <li>▪ If there are adverse effects that are not justified and cannot be mitigated, you should not proceed with the proposal. <b>(select outcome 4)</b></li> <li>▪ If the analysis shows unlawful conduct under the equalities legislation, you should not proceed with the proposal. <b>(select outcome 4)</b></li> </ul>									
<b>Stage 6: Decision</b>									
<b>13.</b> Please indicate which of the following statements best describes the outcome of your EqIA ( ✓ tick one box only)									
<b>Outcome 1</b> – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality are being addressed.									
<b>Outcome 2</b> – Minor adjustments to remove / mitigate adverse impact or advance equality have been identified by the EqIA. <i>List the actions you propose to take to address this in the Improvement Action Plan at Stage 7</i>									
<b>Outcome 3</b> – Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. <b>(Explain this in 13a below)</b>								✓	

<b>Outcome 4</b> – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)	
<b>13a.</b> If your EqIA is assessed as <b>outcome 3 or you have ticked 'yes' in Q12</b> , explain your justification with full reasoning to continue with your proposals.	

### Stage 7: Improvement Action Plan

14. List below any actions you plan to take as a result of this Impact Assessment. This should include any actions identified throughout the EqIA.			
Area of potential adverse impact e.g. Race, Disability	Action required to mitigate	How will you know this is achieved? E.g. Performance Measure / Target	Date Action included in Service / Team Plan
		Target Date	Lead Officer
Age. Insufficient school places for children in Harrow.	Work has been undertaken to maximise funding from the Government to create additional school places. This has included applications to the Priority School Building Programme and the Targeted Basic Need Programme, as well as work to maximise the annual basic need allocations.	Delivery, affordability and value for money will be monitored by the corporate Programme Board. Key milestones will be reported with RAG ratings to monitor progress.	1 September 2015.  Catherine Doran, Corporate Director Children & Families, through the Programme Board.  1 September 2013

<p>Disability. Insufficient education provision to meet the needs of children with special educational needs.</p>	<p>This area of potential adverse impact of the increased number of children in the borough has been considered. Harrow Cabinet agreed its Special School and SEN Placements Planning Framework in July 2013, and successful applications have been made to the Government's Targeted Basic Need Programme for funds to expand the places in Harrow's special schools and to create more additionally resourced provision places in Harrow's mainstream schools.</p>	<p>Completion of the projects to expand Harrow's special schools and to create units for more additionally resourced provision places in Harrow's mainstream schools.</p>	<p>1 September 2015.</p>	<p>Catherine Doran through the Programme Board.</p>	<p>1 March 2013</p>
<p>Residents / Service Users. Many concerns about the impacts of traffic congestion.</p>	<p>Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. See Section 5 above. The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.</p>	<p>Traffic Assessments and School Travel Plans will be submitted as part of the Planning Applications.</p>	<p>18 June 2014.</p>	<p>Mark Sperring, Head of Capital Project Team.</p>	<p>November 2013.</p>

**Stage 8 - Monitoring**

The full impact of the proposals may only be known after they have been implemented. It is therefore important to ensure effective monitoring measures are in place to assess the impact.

**15.** How will you monitor the impact of the proposals once they have been implemented? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? (*Also Include in Improvement Action Plan at Stage 7*)

**16.** How will the results of any monitoring be analysed, reported and publicised? (*Also Include in Improvement Action Plan at Stage 7*)

The School Organisation Officer Group, comprised of representatives from relevant corporate departments, meets monthly and will monitor the impact of proposals and the continuing levels of need.

Regular reports are presented to Cabinet on school organisation matters, including quarterly update reports on the school expansion programme. These reports are published on the Harrow Council website.  
The School Expansion Stakeholder Reference Group has been established and meets monthly. The School Expansion Stakeholder



	<p>Reference Group is a cross party representative group to provide advice and guidance on the implementation of the school expansion programme. The meetings are minuted.</p> <p>The Programme Board of senior corporate officers and the constructor meets regularly to monitor the construction programme to ensure appropriate accommodation is provided at the schools for the additional pupils.</p> <p>A range of views and comments were received in support and opposed to the expansion proposal (see section 2 in Stage 5 above). 61% of consultation responses agreed with the approach to creating additional school places in Harrow.</p>	
<p><b>17.</b> Have you received any complaints or compliments about the proposals being assessed? If so, provide details.</p>		
<p><b>Stage 9: Public Sector Equality Duty</b></p>		
<p><b>18.</b> How do your proposals contribute towards the Public Sector Equality Duty (PSED) which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.</p>		
<p>(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)</p>		
<p>Advance equality of opportunity between people from different groups</p>	<p>Foster good relations between people from different groups</p>	<p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.</p>
<p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.</p>	<p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.</p>	<p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.</p>
<p><b>Stage 10 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)</b></p> <p><b>The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.</b></p>		
<p><b>19.</b> Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?</p>	<p>The corporate Equality Impact Assessment Quality Assurance Group.</p>	



Signed: (Lead officer completing EqIA)	<i>Chris Melly</i>	Signed: (Chair of DETG)	<i>Richard Segalov</i>
Date:	20 <sup>th</sup> February 2014	Date:	21 <sup>st</sup> February 2014
Date EqIA presented at the EqIA Quality Assurance Group	3 <sup>rd</sup> February 2014 (Sample EqIAs presented to inform the EqIAs on all 15 of the Phase 2 expansion schools)	Signature of ETG Chair	

October 13 School Census	Kenmore Park Infant and Nursery School
<b>AGE as at 31st August 2013</b>	
3	14.6%
4	24.4%
5	26.1%
6	35.0%
7	0%
8	0%
9	0%
10	0%
11	0%
<b>Grand Total</b>	<b>357</b>
<b>GENDER</b>	
Female	33%
Male	33%
<b>Grand Total</b>	<b>357</b>
<b>ETHNICITY</b>	
Bangladeshi	0.6%
Indian	18.5%
Asian Other	21.3%
Pakistani	2.8%
Black African	2.2%
Black Caribbean	0.8%
Black Other	0.8%
Mixed other	1.4%
Mixed White/Asian	1.1%
Mixed White Black African	0.3%
Mixed White Black Caribbean	0.6%
Any Other Ethnic minority	2.8%
Refused	1.4%
White British	2.8%
White Other	13.7%
Unknown	28.9%
<b>Grand Total</b>	<b>357</b>
<b>SEN</b>	
No SEN	76.2%
School Action	18.2%
School Action Plus	4.5%
Statement of SEN	1.1%
<b>Grand Total</b>	<b>357</b>

Source – Collect export: Final Oct 2013 Schools & academies.xls

### Monitoring information

When completing their responses to the statutory consultations from 16 September 2013 to 18 October 2013, respondents were invited to provide information about how they perceive their social identity to assist with monitoring the effectiveness of the consultation outreach. Anonymous information was requested under the following categories: disability; ethnic group; and religion. The following tables show the responses received under these categories.

<b>Respondents by Disability</b>	<b>Number</b>	<b>Percentage</b>
Not Disabled	709	85.11%
Yes, affecting mobility	19	2.28%
Yes, affecting hearing	4	0.48%
Yes, affecting vision	5	0.60%
Yes, a learning disability	0	0.00%
Yes, mental ill-health	2	0.24?%
Yes, another form of disability	3	0.36%
Not Stated	91	10.92%%

<b>Ethnic Group</b>	<b>Number</b>	<b>% of total response</b>
Asian Or Asian British	202	24.54%
Black or Black British	13	1.58%
Other Ethnic Group	12	1.46%
Mixed ethnic background	7	0.85%
White	234	28.43%
Did Not Specify	355	43.13%

<b>Respondents by Religion</b>	<b>Number</b>	<b>Percentage</b>
Buddhism	9	1.09%
Christianity	227	27.58%
Hinduism	208	25.27%
Islam	107	13.00%
Jainism	19	2.31%
Judaism	9	1.09%
Sikh	6	0.73%
Zoroastrian	0	0%
Other	24	2.92%
No Religion	61	7.41%
Not Stated	153	18.59%

**KS201EW - Ethnic group**      **South East Primary Planning Area**

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**Appendix C**

Population - All usual residents  
Units - Persons  
Date - 2011

**Main Wards for the South East Primary Planning Area**

(Over 40% of pupils in these Wards attend schools in the planning area)

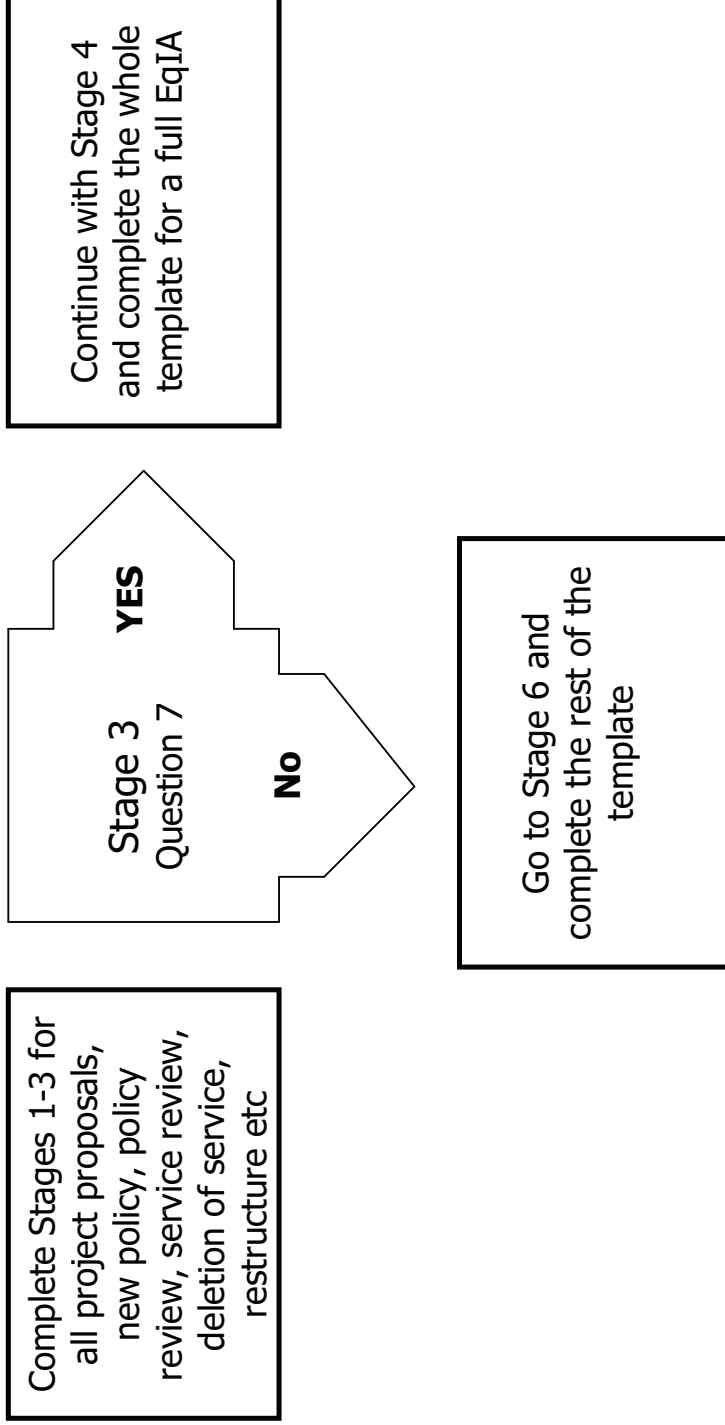
Ethnic Group	Edgware		Kenton East		Kenton West		Queensbury	
	number	%	number	%	number	%	number	%
<b>All usual residents</b>	<b>11,653</b>	<b>100.0</b>	<b>11,138</b>	<b>100.0</b>	<b>11,173</b>	<b>100.0</b>	<b>11,984</b>	<b>100.0</b>
White: English/Welsh/Scottish/Northern Irish/British	1,957	16.8	1,593	14.3	1,987	17.8	1,599	13.3
White: Irish	362	3.1	263	2.4	304	2.7	292	2.4
White: Gypsy or Irish Traveller	18	0.2	6	0.1	8	0.1	7	0.1
White: Other White	1,711	14.7	1,098	9.9	763	6.8	1,100	9.2
Mixed/multiple ethnic groups: White and Black Caribbean	70	0.6	102	0.9	76	0.7	59	0.5
Mixed/multiple ethnic groups: White and Black African	74	0.6	24	0.2	33	0.3	55	0.5
Mixed/multiple ethnic groups: White and Asian	128	1.1	84	0.8	126	1.1	169	1.4
Mixed/multiple ethnic groups: Other Mixed	121	1.0	117	1.1	100	0.9	74	0.6
Asian/Asian British: Indian	3,619	31.1	5,184	46.5	5,330	47.7	5,172	43.2
Asian/Asian British: Pakistani	431	3.7	265	2.4	389	3.5	413	3.4
Asian/Asian British: Bangladeshi	108	0.9	30	0.3	27	0.2	67	0.6
Asian/Asian British: Chinese	171	1.5	47	0.4	83	0.7	80	0.7
Asian/Asian British: Other Asian	1,259	10.8	1,229	11.0	916	8.2	1,757	14.7
Black/African/Caribbean/Black British: African	758	6.5	242	2.2	238	2.1	350	2.9
Black/African/Caribbean/Black British: Caribbean	273	2.3	362	3.3	407	3.6	241	2.0
Black/African/Caribbean/Black British: Other Black	179	1.5	166	1.5	170	1.5	208	1.7
Other ethnic group: Arab	237	2.0	221	2.0	130	1.2	178	1.5
Other ethnic group: Any other ethnic group	177	1.5	105	0.9	86	0.8	163	1.4
<b>Main Ethnic Groups</b>								
White	4,048	34.7	2,960	26.6	3,062	27.4	2,998	25.0
Mixed/multiple ethnic groups	393	3.4	327	2.9	335	3.0	357	3.0
Asian/Asian British	5,588	48.0	6,755	60.6	6,745	60.4	7,489	62.5
Black/African/Caribbean/Black British	1,210	10.4	770	6.9	815	7.3	799	6.7
Other ethnic group	414	3.6	326	2.9	216	1.9	341	2.8

In order to protect against disclosure of personal information, records have been swapped between different geographic areas. Some counts will be affected, particularly small counts at the lowest ge

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## Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process. There is now just one Template. Project Managers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



## Equality Impact Assessment (EqIA) Template

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this assessment.

It will also help you to look at the EqIA Template with Guidance Notes to assist you in completing the EqIA.

Type of Project / Proposal:	Tick ✓	Type of Decision:	Tick ✓
Transformation		Cabinet	✓
Capital		Portfolio Holder	
Service Plan		Corporate Strategic Board	
Other		Other	
Title of Project:	Permanent expansion of the following community school: Kenmore Park Junior School Moorhouse Road Harrow, HA3 9JA		
	At its meeting on 13 March 2014, Harrow Cabinet is recommended to approve the statutory proposals to expand permanently the school by one form of entry (30 pupils), which will fill incrementally from the point of admission into the school.		
Directorate / Service responsible:	Children & Families		
Name and job title of lead officer:	Adrian Parker, Head of Education Strategy and School Organisation Service		
Name & contact details of the other persons involved in the assessment:	Johanna Morgan, Education Lead Officer, School Organisation Chris Melly, Senior Professional, School Organisation Michael Baumring, Headteacher of Kenmore Park Junior School		
Date of assessment:	20 February 2014		
<b>Stage 1: Overview</b>			
1. What are you trying to do? (Explain proposals e.g. introduction of a new service or	It is proposed to permanently expand Kenmore Park Junior School from 1 September 2017 to become a four form of entry school (120 places) from its current three forms of entry (90 places).		



<p>policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>	<p>Education school expansion statutory processes are being undertaken. In November 2013, Harrow Cabinet considered the outcome of the statutory consultation about the proposed expansion that was conducted during the autumn term and decided to publish statutory proposals to effect the expansion. On 13 March 2014, Harrow Cabinet will determine the statutory proposals.</p> <p>The permanent expansion of Kenmore Park Junior School is proposed as part of the Primary School Expansion Programme within Harrow Council's School Place Planning Strategy. Cabinet agreed its School Place Planning Strategy in February 2010 to meet the increasing demand for school places that is primarily birth rate driven. In July 2011, Cabinet agreed on a Primary School Expansion Programme as part of the School Place Planning Strategy. The strategy aims to secure sufficient primary school places through the creation of additional permanent places, supplemented by planned bulge classes and contingency bulge classes, opened if required.</p>					
<p>99 Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</p>	Residents / Service Users	✓	Partners / Schools	✓	Stakeholders	✓
	Staff	✓	Age	✓	Disability	✓
	Gender Reassignment		Marriage and Civil Partnership		Pregnancy and Maternity	
	Race		Religion or Belief		Sex	
	Sexual Orientation		Other			
<p>3. Is the responsibility shared with another directorate, authority or organisation? If so:</p> <ul style="list-style-type: none"> <li>Who are the partners?</li> <li>Who has the overall responsibility?</li> <li>How have they been involved in the assessment?</li> </ul>	<p>There is a statutory responsibility on the local authority to ensure sufficient school places in its area. Children &amp; Families is the lead directorate, though the school expansion programme has to be delivered corporately with the involvement of officers from other directorates e.g. Environment and Enterprise, Finance, Performance, Legal.</p> <p>The school expansion programme will be delivered in partnership between the local authority and schools.</p>					
<p><b>Stage 2: Evidence / Data Collation</b></p>						
<p>4. What evidence / data have you reviewed to assess the potential impact of your proposals? Include the actual data, statistics reviewed in the</p>						

<p>section below. This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys; complaints etc. Where possible include data on the nine Protected Characteristics.</p> <p>(Where you have gaps (data is not available/being collated), you may need to include this as an action to address in your Improvement Action Plan at Stage 7)</p>	<p>The Greater London Authority (GLA) prepares the pupil projections for Harrow Council. The GLA uses a range of information and data to prepare the projections including the number of births, number of pupils in Harrow schools, migration to Harrow and new housing development. Across London the population is growing, and the main reason for this is increasing birth rate. The demand for Reception class places (for pupils reaching 5 years of age) in Harrow schools is increasing:</p> <ul style="list-style-type: none"> <li>• In January 2006 there were 2,224 Reception aged pupils in Harrow schools;</li> <li>• In January 2009 there were 2,571 Reception aged pupils in Harrow schools;</li> <li>• In January 2013 there were 2,879 Reception aged pupils in Harrow schools;</li> <li>• In January 2019 it is projected there will be 3,437 Reception aged pupils in Harrow schools.</li> </ul> <p>In September 2012 there were a total of 2,550 permanent Reception class places in Harrow's primary sector schools. In order to ensure sufficient school places to meet the predicted increased demand in the next few years there is a need to increase the number of permanent school places, in the primary sector initially and in the secondary sector in due course. Phase 1 of the primary school expansion programme was implemented in September 2013 with 8 schools in the borough permanently increasing their Reception intakes. Statutory processes for Phase 2 permanent expansions are under way to permanently expand a further 14 schools by September 2015. Phase 3 is being planned for permanent expansions from September 2016. Full information about the projected demand for school places and the planning to increase school places across Harrow can be viewed in the 21 November 2013 Cabinet papers (item 725 School Expansion Programme Appendix C) at <a href="http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;MIId=61433&amp;Ver=4">http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;MIId=61433&amp;Ver=4</a></p> <p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>
<p>Age (including carers of young/older people)</p> <p>100</p>	<p>The first floor of the building does not have lift access currently and there are steps at this level. There are no known requirements for access for any staff or pupils. The school makes mainstream provision and does not have additionally resourced provision for pupils with special educational needs. Accessibility issues would have to be dealt with by the school under a management principle of meeting needs at a ground floor level should there be access issues. This issue has been raised by Governors to enquire whether it can be addressed as part of the building works if the expansion proceeds. The Headteacher has also expressed his increasing concern about disability access for pupils and adults who are wheelchair bound or who have very poor walking skills and his feeling that this would be the most appropriate time to</p>
<p>Disability (including carers of disabled people)</p>	<p>The first floor of the building does not have lift access currently and there are steps at this level. There are no known requirements for access for any staff or pupils. The school makes mainstream provision and does not have additionally resourced provision for pupils with special educational needs. Accessibility issues would have to be dealt with by the school under a management principle of meeting needs at a ground floor level should there be access issues. This issue has been raised by Governors to enquire whether it can be addressed as part of the building works if the expansion proceeds. The Headteacher has also expressed his increasing concern about disability access for pupils and adults who are wheelchair bound or who have very poor walking skills and his feeling that this would be the most appropriate time to</p>

	<p>install a lift.</p> <p>An increase in children of school age can be expected to include increased numbers of children with disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places. On 18 July 2013, Harrow Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs.</p> <p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p> <p>See Appendix B of this EqIA for the profile of respondents to the statutory consultation.</p>
Gender Reassignment	Not applicable in the context of the expansion of this school.
Marriage / Civil Partnership	Not applicable in the context of the expansion of this school.
Pregnancy and Maternity	Not applicable in the context of the expansion of this school.
101	<p>This is a community school which draws pupils from its local area and the pupil profile reflects the ethnicity of its area. The January 2013 School Census demonstrates that the school has an ethnically diverse pupil population. See Appendix A of this EqIA for data about the profile of pupils attending the school.</p> <p>See Appendix B of this EqIA for the profile of respondents to the statutory consultation.</p> <p>See Appendix C of this EqIA for the ethnic groups in the main wards from which children attend the school.</p>
Religion and Belief	<p>This is a community school which draws pupils from its local area and the pupil profile reflects the religions and beliefs of its area.</p> <p>See Appendix B of this EqIA for the profile of respondents to the statutory consultation.</p>
Sex / Gender	<p>This is a community school which draws pupils from its local area and the pupil profile reflects the gender of its area. See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>
Sexual Orientation	Not applicable in the context of the expansion of this school.
Socio Economic	Not applicable in the context of the expansion of this school.
<b>5. What consultation have you undertaken on your proposals?</b>	
Who was consulted?	What consultation methods were used?
What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising

<p>Statutory consultation was held with the schools, their communities and interested parties about the expansion proposal between 16 September and 18 October 2013.</p>	<p>Consultation information was widely distributed including to neighbouring Local Authorities, local MPs, Councillors, Union representatives, Diocesan Bodies, voluntary organisations, and Harrow Youth Parliament. Information was put on the Harrow Council website, together with a facility for online response to the consultations. The Council distributed letters to local residents to inform them of the consultation and to invite them to consultation meetings at the school. Each school distributed information and response forms to their school communities and parents, and arranged open consultation meetings for parents and residents to enable discussion about the proposals.</p>	<p>823 responses were received to the Phase 2 expansion consultations from respondents that included parents/carers, pupils, school staff, governors, residents and organisations. A number of comments were included with the responses given. The responses made to the first consultation question indicate broad agreement with Harrow Council's approach to creating additional school places in Harrow.</p> <p>In relation to the specific consultation question about the proposed expansion of the Kenmore Park schools, the Governing Bodies of the two schools support the proposed expansion of the schools but emphasise the need to address:</p> <ul style="list-style-type: none"> <li>the concerns of the residents with regards to congestion, and;</li> <li>the suggestion of restricted entrance to Moorhouse and Warneford Roads at the start and end of the school days, and;</li> <li>the other suggestion of a one way system being imposed at school start and end of the day.</li> </ul> <p>A summary of the number of responses to the specific consultation question about the proposed expansion of the Kenmore Park schools is presented in the table:</p> <table border="1" data-bbox="1063 772 1187 1234"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Not Sure</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>10</td> <td>5</td> <td>58</td> </tr> <tr> <td>74.1%</td> <td>17.2%</td> <td>8.6%</td> <td></td> </tr> </tbody> </table> <p>The main issue raised by respondents highlighted the traffic issues in the area. There were a number of comments about the school size being large enough and proposing new schools are opened to maintain smaller school sizes. Respondents also expressed concern about the buildings and outside playground if the expansion went ahead, and about</p>	Yes	No	Not Sure	Total	43	10	5	58	74.1%	17.2%	8.6%	
Yes	No	Not Sure	Total											
43	10	5	58											
74.1%	17.2%	8.6%												
		<p>your proposals).</p> <p>Harrow Cabinet considered the outcomes of the statutory consultations at its meeting on 21 November 2013, and decided to publish statutory proposals to expand the schools.</p> <p>Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. These measures include:</p> <ul style="list-style-type: none"> <li>Transport Assessments at Phase 2 expansion schools and Transport Statements at additional special educational needs places provision. Mott MacDonald, an independent company, has been procured to complete this work by the end of February 2014.</li> <li>Appointment of a Transport and Travel Planner Officer for the expansion projects to develop and implement effective travel strategies in conjunction with the schools.</li> <li>There will be a communication strategy for the Phase 2 expansion projects to raise the profile of school travel planning. An additional Communications Officer has been engaged to give this work a high profile.</li> </ul> <p>The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.</p>												



		the importance of ensuring that there were sufficient resources for all the additional children.
6. What other (local, regional, national research, reports, media) data sources that you have used to inform this assessment? List the Title of reports / documents and websites here.	The GLA School Roll Projections Service draws on a range of available national and regional data to inform its projections. A regional approach is an important aspect of meeting the needs of children and young people with special educational needs. Contacts are being developed with free school proposers, and with neighbouring local authorities through the West London Alliance, to inform work to meet the need.	

### Stage 3: Assessing Potential Disproportionate Impact

7. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?

	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes									
No	✓	✓	✓	✓	✓	✓	✓	✓	✓

**YES** - If there is a risk of disproportionate adverse impact on any **ONE** of the Protected Characteristics, continue with the rest of the template.

**Best Practice:** You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA

- It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.

**NO** - If you have ticked 'No' to all of the above, then go to **Stage 6**

- Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 7

### Stage 4: Collating Additional data / Evidence

8. What additional data / evidence have you considered in relation to your proposals as a result of the analysis at Stage 3?  
(include this evidence, including any data, statistics, titles of

	Note: Please go to Stage 6.
--	-----------------------------

documents and website links here)					
9. What further consultation have you undertaken on your proposals as a result of your analysis at Stage 3?					
Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).		
Note: Please go to Stage 6.					
<b>Stage 5: Assessing Impact and Analysis</b>					
10. What does your evidence tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?					
Protected characteristic	Adverse ✓	Positive ✓	Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  <b>Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 9</b>	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 7)	
Age (including carers of young/older people)			Note: Please go to Stage 6.		
Disability (including carers of disabled people)					





<p>Council and Harrow as a whole, could your proposals have a cumulative impact on a particular Protected Characteristic?</p> <p>If yes, which Protected Characteristics could be affected and what is the potential impact?</p>	<p>Note: Please go to Stage 6.</p>							
<p><b>11a. Any Other Impact</b> – Considering what else is happening within the Council and Harrow as a whole (for example national/local policy, austerity, welfare reform, unemployment levels, community tensions, levels of crime) could your proposals have an impact on individuals/service users socio economic, health or an impact on community cohesion?</p> <p>If yes, what is the potential impact and how likely is to happen?</p>	Yes			Race	Religion and Belief	Sex	Sexual Orientation	
<p><b>12.</b> Is there any evidence or concern that the potential adverse impact identified may result in a Protected Characteristic being disadvantaged? (Please refer to the Corporate Guidelines for guidance on the definitions of discrimination, harassment and victimisation and other prohibited conduct under the Equality Act) available on Harrow HUB/Equalities and Diversity/Policies and Legislation</p>	Yes	No	<p>Note: Please go to Stage 6.</p>					
<p>106</p>	Yes	No	<p>If you have answered "yes" to any of the above, set out what justification there may be for this in Q12a below - link this to the aims of the proposal and whether the disadvantage is proportionate to the need to meet these aims. (You are encouraged to seek legal advice, if you are concerned that the proposal may breach the equality legislation or you are unsure whether there is objective justification for the proposal)</p> <p>If the analysis shows the potential for serious adverse impact or disadvantage (or potential discrimination) but you have identified a potential justification for this, this information must be presented to the decision maker for a final decision to be made on whether the disadvantage is proportionate to achieve the aims of the proposal.</p> <ul style="list-style-type: none"> <li>▪ If there are adverse effects that are not justified and cannot be mitigated, you should not proceed with the proposal. <b>(select outcome 4)</b></li> <li>▪ If the analysis shows unlawful conduct under the equalities legislation, you should not proceed with the proposal. <b>(select outcome 4)</b></li> </ul>					
<p><b>Stage 6: Decision</b></p>								
<p>13.</p>	<p>Please indicate which of the following statements best describes the outcome of your EqIA ( ✓ tick one box only)</p>							
<p>Outcome 1</p>	<p>– No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and ✓</p>							

all opportunities to advance equality are being addressed.	
<b>Outcome 2</b> – Minor adjustments to remove / mitigate adverse impact or advance equality have been identified by the EqIA. <i>List the actions you propose to take to address this in the Improvement Action Plan at Stage 7</i>	
<b>Outcome 3</b> – Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. <b>(Explain this in 13a below)</b>	
<b>Outcome 4</b> – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)	
<b>13a.</b> If your EqIA is assessed as <b>outcome 3 or you have ticked 'yes' in Q12</b> , explain your justification with full reasoning to continue with your proposals.	

### Stage 7: Improvement Action Plan

14. List below any actions you plan to take as a result of this Impact Assessment. This should include any actions identified throughout the EqIA.				
Area of potential adverse impact e.g. Race, Disability	Action required to mitigate	How will you know this is achieved? E.g. Performance Measure / Target	Target Date	
			Lead Officer	
			Service / Team Plan	
Age. Insufficient school places for children in Harrow.	Work has been undertaken to maximise funding from the Government to create additional school places. This has included applications to the Priority School Building Programme and the Targeted Basic Need Programme, as well as work to maximise the annual basic need allocations.	Delivery, affordability and value for money will be monitored by the corporate Programme Board. Key milestones will be reported with RAG ratings to monitor progress.	1 September 2015.	Catherine Doran, Corporate Director Children & Families, through the Programme Board.
			1 September 2013	

<p>Disability. Mobility access to the first floor of the building is restricted by the absence of a lift and some steps.</p>	<p>The position about provision to address access issues will be considered further. It is understood not to be a legal requirement under building regulations and the available funding is limited and intended for the creation of additional teaching spaces. However, the Disability Discrimination Act and the good practice elements to this issue will be considered to identify what may be possible.</p>	<p>The issue will be considered by the Capital Project Team and referred to the Programme Board if necessary.</p>	<p>28 March 2014.</p>	<p>Mark Sperring, Head of Capital Project Team</p>	<p>18 February 2014 (raised at weekly update meeting)</p>
<p>Insufficient education provision to meet the needs of children with special educational needs.</p>	<p>This area of potential adverse impact of the increased number of children in the borough has been considered. Harrow Cabinet agreed its Special School and SEN Placements Planning Framework in July 2013, and successful applications have been made to the Government's Targeted Basic Need Programme for funds to expand the places in Harrow's special schools and to create more additionally resourced provision places in Harrow's mainstream schools.</p>	<p>Completion of the projects to expand Harrow's special schools and to create units for more additionally resourced provision places in Harrow's mainstream schools.</p>	<p>1 September 2015.</p>	<p>Catherine Doran through the Programme Board.</p>	<p>1 March 2013</p>
<p>Residents / Service Users. Many concerns about the impacts of traffic congestion.</p>	<p>Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. See Section 5 above. The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.</p>	<p>Traffic Assessments and School Travel Plans will be submitted as part of the Planning Applications.</p>	<p>18 June 2014.</p>	<p>Mark Sperring, Head of Capital Project Team.</p>	<p>November 2013.</p>

## Stage 8 - Monitoring

The full impact of the proposals may only be known after they have been implemented. It is therefore important to ensure effective monitoring measures are in place to assess the impact.

<p><b>15.</b> How will you monitor the impact of the proposals once they have been implemented? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>The School Organisation Officer Group, comprised of representatives from relevant corporate departments, meets monthly and will monitor the impact of proposals and the continuing levels of need.</p>
<p><b>16.</b> How will the results of any monitoring be analysed, reported and publicised? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>Regular reports are presented to Cabinet on school organisation matters, including quarterly update reports on the school expansion programme. These reports are published on the Harrow Council website.</p> <p>The School Expansion Stakeholder Reference Group has been established and meets monthly. The School Expansion Stakeholder Reference Group is a cross party representative group to provide advice and guidance on the implementation of the school expansion programme. The meetings are minuted.</p> <p>The Programme Board of senior corporate officers and the constructor meets regularly to monitor the construction programme to ensure appropriate accommodation is provided at the schools for the additional pupils.</p>
<p><b>17.</b> Have you received any complaints or compliments about the proposals being assessed? If so, provide details.</p>	<p>A range of views and comments were received in support and opposed to the expansion proposal (see section 2 in Stage 5 above). 61% of consultation responses agreed with the approach to creating additional school places in Harrow.</p>
<p><b>Stage 9: Public Sector Equality Duty</b></p>	
<p><b>18.</b> How do your proposals contribute towards the Public Sector Equality Duty (PSED) which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.</p> <p>(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)</p>	
<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited</p>	<p>Foster good relations between people from different groups</p>

by the Equality Act 2010	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.
<b>Stage 10 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)</b>			
<b>The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.</b>			
19. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?	The corporate Equality Impact Assessment Quality Assurance Group.		
Signed: (Lead officer completing EqIA)	<i>Chris Melly</i>	Signed: (Chair of DETG)	<i>Richard Segalov</i>
Date:	20 <sup>th</sup> February 2014	Date:	21 <sup>st</sup> February 2014
Date EqIA presented at the EqIA Quality Assurance Group	3 <sup>rd</sup> February 2014 (Sample EqIAs presented to inform the EqIAs on all 15 of the Phase 2 expansion schools)		

October 13 School Census	Kenmore Park Junior School
<b>AGE as at 31st August 2013</b>	
3	0%
4	0%
5	0%
6	0%
7	30.4%
8	23.2%
9	23.5%
10	22.7%
11	0.3%
<b>Grand Total</b>	<b>392</b>
<b>GENDER</b>	
Female	36%
Male	37%
<b>Grand Total</b>	<b>392</b>
<b>ETHNICITY</b>	
Bangladeshi	0.8%
Indian	26.5%
Asian Other	28.8%
Pakistani	3.8%
Black African	3.8%
Black Caribbean	1.5%
Black Other	0.5%
Mixed other	2.8%
Mixed White/Asian	1.5%
Mixed White Black Caribbean	1.3%
Any Other Ethnic minority	4.6%
Refused	0.3%
White British	3.1%
White Irish Traveller	1.3%
White Other	13.5%
Unknown	5.9%
<b>Grand Total</b>	<b>392</b>
<b>SEN</b>	
N	93.6%
A	0.0%
P	3.8%
S	2.6%
<b>Grand Total</b>	<b>392</b>

Source – Collect export: Final Oct 2013 Schools & academies.xls



### Monitoring information

When completing their responses to the statutory consultations from 16 September 2013 to 18 October 2013, respondents were invited to provide information about how they perceive their social identity to assist with monitoring the effectiveness of the consultation outreach. Anonymous information was requested under the following categories: disability; ethnic group; and religion. The following tables show the responses received under these categories.

<b>Respondents by Disability</b>	<b>Number</b>	<b>Percentage</b>
Not Disabled	709	85.11%
Yes, affecting mobility	19	2.28%
Yes, affecting hearing	4	0.48%
Yes, affecting vision	5	0.60%
Yes, a learning disability	0	0.00%
Yes, mental ill-health	2	0.24?%
Yes, another form of disability	3	0.36%
Not Stated	91	10.92%%

<b>Ethnic Group</b>	<b>Number</b>	<b>% of total response</b>
Asian Or Asian British	202	24.54%
Black or Black British	13	1.58%
Other Ethnic Group	12	1.46%
Mixed ethnic background	7	0.85%
White	234	28.43%
Did Not Specify	355	43.13%

<b>Respondents by Religion</b>	<b>Number</b>	<b>Percentage</b>
Buddhism	9	1.09%
Christianity	227	27.58%
Hinduism	208	25.27%
Islam	107	13.00%
Jainism	19	2.31%
Judaism	9	1.09%
Sikh	6	0.73%
Zoroastrian	0	0%
Other	24	2.92%
No Religion	61	7.41%
Not Stated	153	18.59%



**KS201EW - Ethnic group**      **South East Primary Planning Area**

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**Appendix C**

Population - All usual residents  
Units - Persons  
Date - 2011

**Main Wards for the South East Primary Planning Area**

(Over 40% of pupils in these Wards attend schools in the planning area)

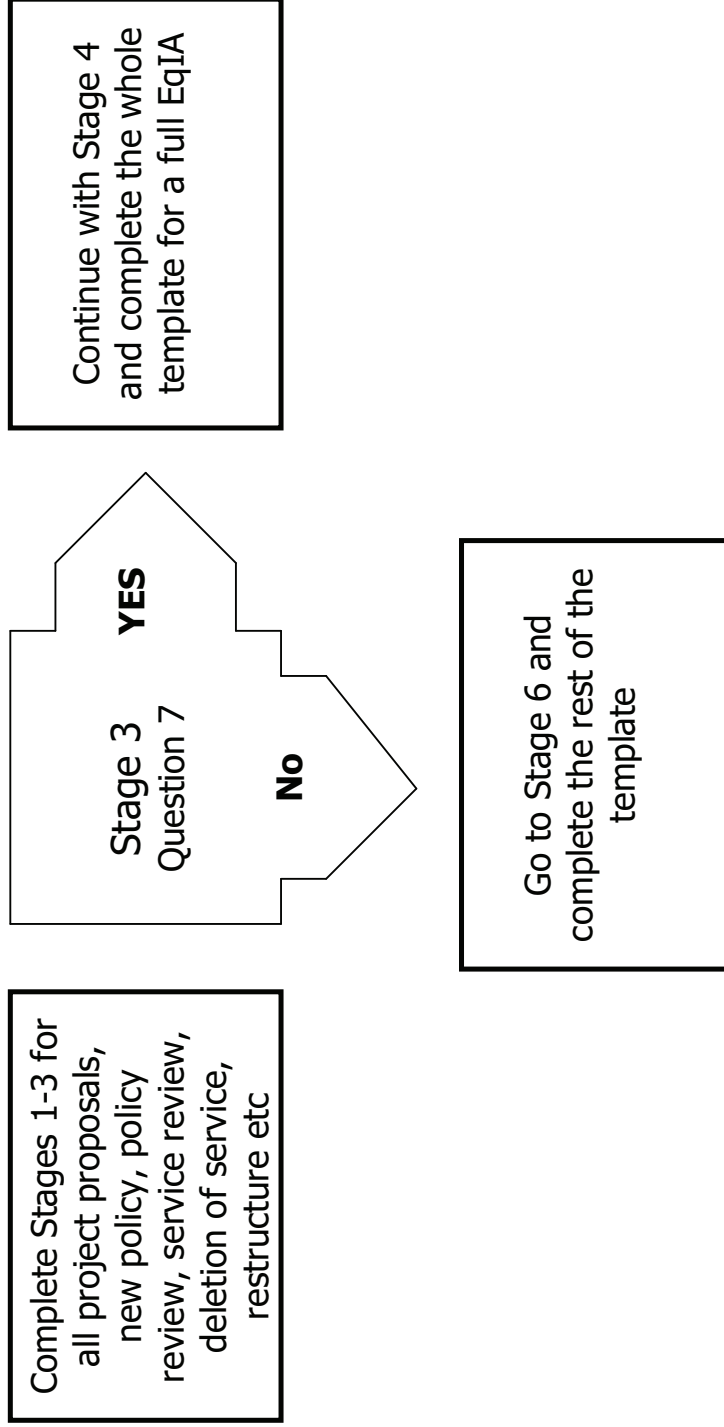
Ethnic Group	Edgware		Kenton East		Kenton West		Queensbury	
	number	%	number	%	number	%	number	%
<b>All usual residents</b>	<b>11,653</b>	<b>100.0</b>	<b>11,138</b>	<b>100.0</b>	<b>11,173</b>	<b>100.0</b>	<b>11,984</b>	<b>100.0</b>
White: English/Welsh/Scottish/Northern Irish/British	1,957	16.8	1,593	14.3	1,987	17.8	1,599	13.3
White: Irish	362	3.1	263	2.4	304	2.7	292	2.4
White: Gypsy or Irish Traveller	18	0.2	6	0.1	8	0.1	7	0.1
White: Other White	1,711	14.7	1,098	9.9	763	6.8	1,100	9.2
Mixed/multiple ethnic groups: White and Black Caribbean	70	0.6	102	0.9	76	0.7	59	0.5
Mixed/multiple ethnic groups: White and Black African	74	0.6	24	0.2	33	0.3	55	0.5
Mixed/multiple ethnic groups: White and Asian	128	1.1	84	0.8	126	1.1	169	1.4
Mixed/multiple ethnic groups: Other Mixed	121	1.0	117	1.1	100	0.9	74	0.6
Asian/Asian British: Indian	3,619	31.1	5,184	46.5	5,330	47.7	5,172	43.2
Asian/Asian British: Pakistani	431	3.7	265	2.4	389	3.5	413	3.4
Asian/Asian British: Bangladeshi	108	0.9	30	0.3	27	0.2	67	0.6
Asian/Asian British: Chinese	171	1.5	47	0.4	83	0.7	80	0.7
Asian/Asian British: Other Asian	1,259	10.8	1,229	11.0	916	8.2	1,757	14.7
Black/African/Caribbean/Black British: African	758	6.5	242	2.2	238	2.1	350	2.9
Black/African/Caribbean/Black British: Caribbean	273	2.3	362	3.3	407	3.6	241	2.0
Black/African/Caribbean/Black British: Other Black	179	1.5	166	1.5	170	1.5	208	1.7
Other ethnic group: Arab	237	2.0	221	2.0	130	1.2	178	1.5
Other ethnic group: Any other ethnic group	177	1.5	105	0.9	86	0.8	163	1.4
<b>Main Ethnic Groups</b>								
White	4,048	34.7	2,960	26.6	3,062	27.4	2,998	25.0
Mixed/multiple ethnic groups	393	3.4	327	2.9	335	3.0	357	3.0
Asian/Asian British	5,588	48.0	6,755	60.6	6,745	60.4	7,489	62.5
Black/African/Caribbean/Black British	1,210	10.4	770	6.9	815	7.3	799	6.7
Other ethnic group	414	3.6	326	2.9	216	1.9	341	2.8

In order to protect against disclosure of personal information, records have been swapped between different geographic areas. Some counts will be affected, particularly small counts at the lowest ge

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## Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process. There is now just one Template. Project Managers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



## Equality Impact Assessment (EqIA) Template

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this assessment.

It will also help you to look at the EqIA Template with Guidance Notes to assist you in completing the EqIA.

Type of Project / Proposal:	Tick ✓	Type of Decision:	Tick ✓
Transformation		Cabinet	✓
Capital		Portfolio Holder	
Service Plan		Corporate Strategic Board	
Other		Other	
Title of Project:	Permanent expansion of the following community school: Newton Farm, Nursery, Infant and Junior School Ravenswood Crescent Harrow, HA2 9JU		
116	At its meeting on 13 March 2014, Harrow Cabinet is recommended to approve the statutory proposals to expand permanently the school by one form of entry (30 pupils), which will fill incrementally from the point of admission into the school.		
Directorate / Service responsible:	Children & Families		
Name and job title of lead officer:	Adrian Parker, Head of Education Strategy and School Organisation Service		
Name & contact details of the other persons involved in the assessment:	Johanna Morgan, Education Lead Officer, School Organisation Chris Melly, Senior Professional, School Organisation Rekha Bhakoo, Headteacher of Newton Farm, Nursery, Infant and Junior School		
Date of assessment:	20 February 2014		
<b>Stage 1: Overview</b>			
1. What are you trying to do? (Explain proposals e.g. introduction of a new service or	It is proposed to permanently expand Newton Farm, Nursery, Infant and Junior School from 1 September 2015 to become a two form of entry school (60 places) from its current one form of entry (30 places).		

<p>policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>	<p>Education school expansion statutory processes are being undertaken. In November 2013, Harrow Cabinet considered the outcome of the statutory consultation about the proposed expansion that was conducted during the autumn term and decided to publish statutory proposals to effect the expansion. On 13 March 2014, Harrow Cabinet will determine the statutory proposals.</p> <p>The permanent expansion of Newton Farm, Nursery, Infant and Junior School is proposed as part of the Primary School Expansion Programme within Harrow Council's School Place Planning Strategy. Cabinet agreed its School Place Planning Strategy in February 2010 to meet the increasing demand for school places that is primarily birth rate driven. In July 2011, Cabinet agreed on a Primary School Expansion Programme as part of the School Place Planning Strategy. The strategy aims to secure sufficient primary school places through the creation of additional permanent places, supplemented by planned bulge classes and contingency bulge classes, opened if required.</p>					
<p>117 Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</p>	Residents / Users	✓	Partners / Schools	✓	Stakeholders	✓
	Staff	✓	Age	✓	Disability	✓
	Gender Reassignment		Marriage and Civil Partnership		Pregnancy and Maternity	
	Race		Religion or Belief		Sex	
	Sexual Orientation		Other			
<p>3. Is the responsibility shared with another directorate, authority or organisation? If so:</p> <ul style="list-style-type: none"> <li>Who are the partners?</li> <li>Who has the overall responsibility?</li> <li>How have they been involved in the assessment?</li> </ul>	<p>There is a statutory responsibility on the local authority to ensure sufficient school places in its area. Children &amp; Families is the lead directorate, though the school expansion programme has to be delivered corporately with the involvement of officers from other directorates e.g. Environment and Enterprise, Finance, Performance, Legal.</p> <p>The school expansion programme will be delivered in partnership between the local authority and schools.</p>					
<p><b>Stage 2: Evidence / Data Collation</b></p>						
<p>4. What evidence / data have you reviewed to assess the potential impact of your proposals? Include the actual data, statistics reviewed in the</p>						

<p>section below. This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys; complaints etc. Where possible include data on the nine Protected Characteristics.</p> <p>(Where you have gaps (data is not available/being collated), you may need to include this as an action to address in your Improvement Action Plan at Stage 7)</p>	<p>The Greater London Authority (GLA) prepares the pupil projections for Harrow Council. The GLA uses a range of information and data to prepare the projections including the number of births, number of pupils in Harrow schools, migration to Harrow and new housing development. Across London the population is growing, and the main reason for this is increasing birth rate. The demand for Reception class places (for pupils reaching 5 years of age) in Harrow schools is increasing:</p> <ul style="list-style-type: none"> <li>• In January 2006 there were 2,224 Reception aged pupils in Harrow schools;</li> <li>• In January 2009 there were 2,571 Reception aged pupils in Harrow schools;</li> <li>• In January 2013 there were 2,879 Reception aged pupils in Harrow schools;</li> <li>• In January 2019 it is projected there will be 3,437 Reception aged pupils in Harrow schools.</li> </ul> <p>In September 2012 there were a total of 2,550 permanent Reception class places in Harrow's primary sector schools. In order to ensure sufficient school places to meet the predicted increased demand in the next few years there is a need to increase the number of permanent school places, in the primary sector initially and in the secondary sector in due course. Phase 1 of the primary school expansion programme was implemented in September 2013 with 8 schools in the borough permanently increasing their Reception intakes. Statutory processes for Phase 2 permanent expansions are under way to permanently expand a further 14 schools by September 2015. Phase 3 is being planned for permanent expansions from September 2016. Full information about the projected demand for school places and the planning to increase school places across Harrow can be viewed in the 21 November 2013 Cabinet papers (item 725 School Expansion Programme Appendix C) at <a href="http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;MId=61433&amp;Ver=4">http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;MId=61433&amp;Ver=4</a></p> <p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>
<p>Age (including carers of young/older people)</p>	<p>It is proposed to build a new two-storey block to create the additional teaching spaces that would be needed at the expanded school. The school is currently single-storey. There are no known requirements for access for any staff or pupils. The school makes mainstream provision and does not have additionally resourced provision for pupils with special educational needs. The new build design includes a specialist classroom on the first floor. Whilst it is possible to move classrooms around to cope with any access issues it is not possible to move specialist rooms so the absence of a lift may cause problems unless there is another way of delivering the specialist activity. Consideration will be given to the provision of a lift for mobility access to the first floor.</p>
<p>Disability (including carers of disabled people)</p>	<p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>

	<p>An increase in children of school age can be expected to include increased numbers of children with disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places. On 18 July 2013, Harrow Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs.</p> <p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p> <p>See Appendix B of this EqIA for the profile of respondents to the statutory consultation.</p>
Gender Reassignment	Not applicable in the context of the expansion of this school.
Marriage / Civil Partnership	Not applicable in the context of the expansion of this school.
Pregnancy and Maternity	Not applicable in the context of the expansion of this school.
Race	<p>This is a community school which draws pupils from its local area and the pupil profile reflects the ethnicity of its area. The January 2013 School Census demonstrates that the school has an ethnically diverse pupil population. See Appendix A of this EqIA for data about the profile of pupils attending the school.</p> <p>See Appendix B of this EqIA for the profile of respondents to the statutory consultation.</p> <p>See Appendix C of this EqIA for the ethnic groups in the main wards from which children attend the school.</p>
Religion and Belief	<p>This is a community school which draws pupils from its local area and the pupil profile reflects the religions and beliefs of its area.</p> <p>See Appendix B of this EqIA for the profile of respondents to the statutory consultation.</p>
Sex / Gender	This is a community school which draws pupils from its local area and the pupil profile reflects the gender of its area. See Appendix A of this EqIA for data about the profile of pupils attending the school.
Sexual Orientation	Not applicable in the context of the expansion of this school.
Socio Economic	Not applicable in the context of the expansion of this school.
<b>5. What consultation have you undertaken on your proposals?</b>	
Who was consulted?	What consultation methods were used?
	What do the results show about the impact on different groups / Protected Characteristics?
	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).



<p>Statutory consultation was held with the schools, their communities and interested parties about the expansion proposal between 16 September and 18 October 2013.</p>	<p>Consultation information was widely distributed including to neighbouring Local Authorities, local MPs, Councillors, Union representatives, Diocesan Bodies, voluntary organisations, and Harrow Youth Parliament. Information was put on the Harrow Council website, together with a facility for online response to the consultations. The Council distributed letters to local residents to inform them of the consultation and to invite them to consultation meetings at the school. Each school distributed information and response forms to their school communities and parents, and arranged open consultation meetings for parents and residents to enable discussion about the proposals.</p>	<p>823 responses were received to the Phase 2 expansion consultations from respondents that included parents/carers, pupils, school staff, governors, residents and organisations. A number of comments were included with the responses given. The responses made to the first consultation question indicate broad agreement with Harrow Council's approach to creating additional school places in Harrow.</p> <p>In relation to the specific consultation question about the proposed expansion of Newton Farm Nursery, Infant and Junior School, the Governing Body has discussed school expansion and identified issues such as health and safety, noise and learning, parking and access into the school as issues for further consideration. The school has requested certain criteria be applied to design work for expansion that incorporate current learning arrangements.</p> <p>A summary of the number of responses to the specific consultation question about the proposed expansion of Newton Farm Nursery, Infant and Junior School is presented in the table:</p> <table border="1" data-bbox="868 745 998 1218"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Not Sure</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>43</td> <td>15</td> <td>7</td> <td>65</td> </tr> <tr> <td>66.2%</td> <td>23.1%</td> <td>10.8%</td> <td></td> </tr> </tbody> </table> <p>Some of the respondents considered that the small size of Newton Farm Nursery, Infant and Junior School was why the school was so successful and therefore an enlargement may risk this. Some respondents considered that there should be more new free schools opened to avoid making existing schools cramped. Other comments were raised about the site being small, and the small playground and small hall which impacted on school assemblies and performances. Other respondents supported the concept of a local school for local families and considered that the expansion would enable more local families to attend the school. A comment was</p>	Yes	No	Not Sure	Total	43	15	7	65	66.2%	23.1%	10.8%		<p>Harrow Cabinet considered the outcomes of the statutory consultations at its meeting on 21 November 2013, and decided to publish statutory proposals to expand the schools.</p> <p>Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. These measures include:</p> <ul style="list-style-type: none"> <li>Transport Assessments at Phase 2 expansion schools and Transport Statements at additional special educational needs places provision. Mott MacDonald, an independent company, has been procured to complete this work by the end of February 2014.</li> <li>Appointment of a Transport and Travel Planner Officer for the expansion projects to develop and implement effective travel strategies in conjunction with the schools.</li> <li>There will be a communication strategy for the Phase 2 expansion school travel planning. An additional Communications Officer has been engaged to give this work a high profile.</li> </ul> <p>The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.</p>
Yes	No	Not Sure	Total												
43	15	7	65												
66.2%	23.1%	10.8%													

		<p>also made about the importance of investing in education and that each school should contribute to the process of increasing capacity. A number of concerns were raised about the use of temporary addresses at the time of application to secure a place at the school. Traffic issues and access to the school were raised, as was the impact for local residents and school during the proposed construction programme.</p>	
<p>6. What other (local, regional, national research, reports, media) data sources that you have used to inform this assessment? List the Title of reports / documents and websites here.</p>		<p>The GLA School Roll Projections Service draws on a range of available national and regional data to inform its projections. A regional approach is an important aspect of meeting the needs of children and young people with special educational needs. Contacts are being developed with free school proposers, and with neighbouring local authorities through the West London Alliance, to inform work to meet the need.</p>	
<p><b>Stage 3: Assessing Potential Disproportionate Impact</b></p>			
<p>7. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?</p>			
121			
Yes			
No	✓	✓	✓
<p><b>YES</b> - If there is a risk of disproportionate adverse Impact on any <b>ONE</b> of the Protected Characteristics, continue with the rest of the template.</p>			
<ul style="list-style-type: none"> <li>▪ <b>Best Practice:</b> You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA</li> <li>▪ It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.</li> </ul>			
<p><b>NO</b> - If you have ticked 'No' to all of the above, then go to <b>Stage 6</b></p> <ul style="list-style-type: none"> <li>▪ Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 7</li> </ul>			

### Stage 4: Collating Additional data / Evidence

8. What additional data / evidence have you considered in relation to your proposals as a result of the analysis at Stage 3? (include this evidence, including any data, statistics, titles of documents and website links here)		Note: Please go to Stage 6.	
9. What further consultation have you undertaken on your proposals as a result of your analysis at Stage 3?			
Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
Note: Please go to Stage 6.			

### Stage 5: Assessing Impact and Analysis

1. What does your evidence tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, or to state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?			
Protected Characteristic	Adverse ✓	Positive ✓	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 7)
Age (including carers of young/older people)	Note: Please go to Stage 6.		
Note: Please go to Stage 6.			

Disability (including carers of disabled people)							
Gender Reassignment							
Marriage and Civil Partnership							
Pregnancy and Maternity							
Race							
Religion or Belief							
Sex							
Sexual orientation							

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<b>13.</b> Please indicate which of the following statements best describes the outcome of your EqIA ( ✓ tick one box only)	
<b>Outcome 1</b> – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality are being addressed.	✓
<b>Outcome 2</b> – Minor adjustments to remove / mitigate adverse impact or advance equality have been identified by the EqIA. <i>List the actions you propose to take to address this in the Improvement Action Plan at Stage 7</i>	
<b>Outcome 3</b> – Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. <b>(Explain this in 13a below)</b>	
<b>Outcome 4</b> – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)	
<b>13a.</b> If your EqIA is assessed as <b>outcome 3 or you have ticked 'yes' in Q12</b> , explain your justification with full reasoning to continue with your proposals.	

## Page 7: Improvement Action Plan

List below any actions you plan to take as a result of this Impact Assessment. This should include any actions identified throughout the EqIA.

Area of potential adverse impact e.g. Race, Disability	Action required to mitigate	How will you know this is achieved? E.g. Performance Measure / Target	Target Date	Lead Officer	Date Action included in Service / Team Plan
Age. Insufficient school places for children in Harrow.	Work has been undertaken to maximise funding from the Government to create additional school places. This has included applications to the Priority School Building Programme and the Targeted Basic Need Programme, as well as work to maximise the annual basic need allocations.	Delivery, affordability and value for money will be monitored by the corporate Programme Board. Key milestones will be reported with RAG ratings to monitor progress.	1 September 2015.	Catherine Doran, Corporate Director Children & Families, through the Programme Board.	1 September 2013

<p>Disability. Mobility access to the first floor of the proposed new building would be restricted if a lift is not provided.</p>	<p>The position about provision of a lift will be considered further. It is understood not to be a legal requirement under building regulations and the available funding is limited and intended for the creation of additional teaching spaces. However, the Disability Discrimination Act and good practice elements to this issue will be considered to identify what may be possible.</p>	<p>The issue will be considered by the Capital Project Team and referred to the Programme Board if necessary.</p>	<p>28 March 2014.</p>	<p>Mark Sperring, Head of Capital Project Team</p>	<p>18 February 2014 (raised at weekly update meeting)</p>
<p>Insufficient education provision to meet the needs of children with special educational needs.</p>	<p>This area of potential adverse impact of the increased number of children in the borough has been considered. Harrow Cabinet agreed its Special School and SEN Placements Planning Framework in July 2013, and successful applications have been made to the Government's Targeted Basic Need Programme for funds to expand the places in Harrow's special schools and to create more additionally resourced provision places in Harrow's mainstream schools.</p>	<p>Completion of the projects to expand Harrow's special schools and to create units for more additionally resourced provision places in Harrow's mainstream schools.</p>	<p>1 September 2015.</p>	<p>Catherine Doran through the Programme Board.</p>	<p>1 March 2013</p>
<p>Residents / Service Users. Many concerns about the impacts of traffic congestion.</p>	<p>Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. See Section 5 above. The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.</p>	<p>Traffic Assessments and School Travel Plans will be submitted as part of the Planning Applications.</p>	<p>18 June 2014.</p>	<p>Mark Sperring, Head of Capital Project Team.</p>	<p>November 2013.</p>

**Stage 8 - Monitoring**

The full impact of the proposals may only be known after they have been implemented. It is therefore important to ensure effective monitoring measures are in place to assess the impact.



<p><b>15.</b> How will you monitor the impact of the proposals once they have been implemented? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>The School Organisation Officer Group, comprised of representatives from relevant corporate departments, meets monthly and will monitor the impact of proposals and the continuing levels of need.</p>
<p><b>16.</b> How will the results of any monitoring be analysed, reported and publicised? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>Regular reports are presented to Cabinet on school organisation matters, including quarterly update reports on the school expansion programme. These reports are published on the Harrow Council website.</p> <p>The School Expansion Stakeholder Reference Group has been established and meets monthly. The School Expansion Stakeholder Reference Group is a cross party representative group to provide advice and guidance on the implementation of the school expansion programme. The meetings are minuted.</p> <p>The Programme Board of senior corporate officers and the constructor meets regularly to monitor the construction programme to ensure appropriate accommodation is provided at the schools for the additional pupils.</p>
<p><b>17.</b> Have you received any complaints or compliments about the proposals being assessed? If so, provide details.</p>	<p>A range of views and comments were received in support and opposed to the expansion proposal (see section 2 in Stage 5 above). 61% of consultation responses agreed with the approach to creating additional school places in Harrow.</p>
<p><b>Stage 9: Public Sector Equality Duty</b></p>	
<p><b>18.</b> How do your proposals contribute towards the Public Sector Equality Duty (PSED) which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.</p>	
<p>(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)</p>	
<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010</p>	<p>Advance equality of opportunity between people from different groups</p>
<p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is</p>	<p>Foster good relations between people from different groups</p>
<p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is</p>	<p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is</p>

promoting equality of opportunity for all children and young people.	promoting equality of opportunity for all children and young people.	promoting equality of opportunity for all children and young people.
<b>Stage 10 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)</b>		
<b>The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.</b>		
19. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?		
The corporate Equality Impact Assessment Quality Assurance Group.		
Signed: (Lead officer completing EqIA)	<i>Chris Melly</i>	Signed: (Chair of DETG) <i>Richard Segalov</i>
Date:	20 <sup>th</sup> February 2014	Date: 21 <sup>st</sup> February 2014
Date EqIA presented at the EqIA Quality Assurance Group	3 <sup>rd</sup> February 2014 (Sample EqIAs presented to inform the EqIAs on all 15 of the Phase 2 expansion schools)	Signature of ETG Chair

October 13 School Census	Newton Farm Nursery, Infant and Junior School
<b>AGE as at 31st August 2013</b>	
3	19.5%
4	11.3%
5	11.7%
6	11.7%
7	11.7%
8	11.7%
9	11.3%
10	11.3%
11	0.0%
<b>Grand Total</b>	<b>266</b>
<b>GENDER</b>	
Female	22%
Male	28%
<b>Grand Total</b>	<b>266</b>
<b>ETHNICITY</b>	
Bangladeshi	0.8%
Indian	24.8%
Asian Other	37.6%
Pakistani	4.1%
Black African	1.5%
Black Caribbean	0.4%
Black Other	0.8%
Chinese	0.4%
Mixed other	2.3%
Mixed White/Asian	1.1%
Mixed White Black African	0.4%
Mixed White Black Caribbean	1.5%
White British	1.5%
Unknown	22.9%
<b>Grand Total</b>	<b>266</b>
<b>SEN</b>	
No SEN	94.7%
School Action	1.1%
School Action Plus	3.8%
Statement of SEN	0.4%
<b>Grand Total</b>	<b>266</b>

Source – Collect export: Final Oct 2013 Schools & academies.xls

### Monitoring information

When completing their responses to the statutory consultations from 16 September 2013 to 18 October 2013, respondents were invited to provide information about how they perceive their social identity to assist with monitoring the effectiveness of the consultation outreach. Anonymous information was requested under the following categories: disability; ethnic group; and religion. The following tables show the responses received under these categories.

<b>Respondents by Disability</b>	<b>Number</b>	<b>Percentage</b>
Not Disabled	709	85.11%
Yes, affecting mobility	19	2.28%
Yes, affecting hearing	4	0.48%
Yes, affecting vision	5	0.60%
Yes, a learning disability	0	0.00%
Yes, mental ill-health	2	0.24?%
Yes, another form of disability	3	0.36%
Not Stated	91	10.92%%

<b>Ethnic Group</b>	<b>Number</b>	<b>% of total response</b>
Asian Or Asian British	202	24.54%
Black or Black British	13	1.58%
Other Ethnic Group	12	1.46%
Mixed ethnic background	7	0.85%
White	234	28.43%
Did Not Specify	355	43.13%

<b>Respondents by Religion</b>	<b>Number</b>	<b>Percentage</b>
Buddhism	9	1.09%
Christianity	227	27.58%
Hinduism	208	25.27%
Islam	107	13.00%
Jainism	19	2.31%
Judaism	9	1.09%
Sikh	6	0.73%
Zoroastrian	0	0%
Other	24	2.92%
No Religion	61	7.41%
Not Stated	153	18.59%

**KS201EW - Ethnic group** **South West Primary Planning Area**

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**Appendix C**

Population - All usual residents  
Units - Persons  
Date - 2011

**Main Wards for the South West Primary Planning Area**  
(Over 40% of pupils in these Wards attend schools in the planning area)

Ethnic Group	Harrow on the Hill		Raymers Lane		Roxbourne		Roxeth		West Harrow	
	number	%	number	%	number	%	number	%	number	%
<b>All usual residents</b>	<b>12,270</b>	<b>100.0</b>	<b>11,124</b>	<b>100.0</b>	<b>12,828</b>	<b>100.0</b>	<b>11,663</b>	<b>100.0</b>	<b>10,373</b>	<b>100.0</b>
White: English/Welsh/Scottish/Northern Irish/British	4,224	34.4	2,954	26.6	3,182	24.8	2,701	23.2	3,351	32.3
White: Irish	404	3.3	208	1.9	241	1.9	334	2.9	365	3.5
White: Gypsy or Irish Traveller	11	0.1	10	0.1	13	0.1	23	0.2	1	0.0
White: Other White	1,174	9.6	668	6.0	887	6.9	878	7.5	873	8.4
Mixed/multiple ethnic groups: White and Black Caribbean	157	1.3	103	0.9	194	1.5	135	1.2	97	0.9
Mixed/multiple ethnic groups: White and Black African	68	0.6	21	0.2	72	0.6	66	0.6	44	0.4
Mixed/multiple ethnic groups: White and Asian	259	2.1	119	1.1	173	1.3	225	1.9	199	1.9
Mixed/multiple ethnic groups: Other Mixed	162	1.3	118	1.1	140	1.1	138	1.2	125	1.2
Asian/Asian British: Indian	2,339	19.1	3,096	27.8	2,383	18.6	2,301	19.7	2,343	22.6
Asian/Asian British: Pakistani	344	2.8	392	3.5	447	3.5	415	3.6	378	3.6
Asian/Asian British: Bangladeshi	40	0.3	130	1.2	99	0.8	116	1.0	56	0.5
Asian/Asian British: Chinese	200	1.6	140	1.3	80	0.6	122	1.0	131	1.3
Asian/Asian British: Other Asian	1,423	11.6	2,306	20.7	2,836	22.1	2,529	21.7	1,235	11.9
Black/African/Caribbean/Black British: African	413	3.4	210	1.9	827	6.4	498	4.3	364	3.5
Black/African/Caribbean/Black British: Caribbean	415	3.4	258	2.3	518	4.0	511	4.4	300	2.9
Black/African/Caribbean/Black British: Other Black	211	1.7	120	1.1	392	3.1	321	2.8	202	1.9
Other ethnic group: Arab	237	1.9	111	1.0	179	1.4	174	1.5	180	1.7
Other ethnic group: Any other ethnic group	189	1.5	160	1.4	165	1.3	176	1.5	129	1.2
<b>Main Ethnic Groups</b>										
White	5,813	47.4	3,840	34.5	4,323	33.7	3,936	33.7	4,590	44.2
Mixed/multiple ethnic groups	646	5.3	361	3.2	579	4.5	564	4.8	465	4.5
Asian/Asian British	4,346	35.4	6,064	54.5	5,845	45.6	5,483	47.0	4,143	39.9
Black/African/Caribbean/Black British	1,039	8.5	588	5.3	1,737	13.5	1,330	11.4	866	8.3
Other ethnic group	426	3.5	271	2.4	344	2.7	350	3.0	309	3.0

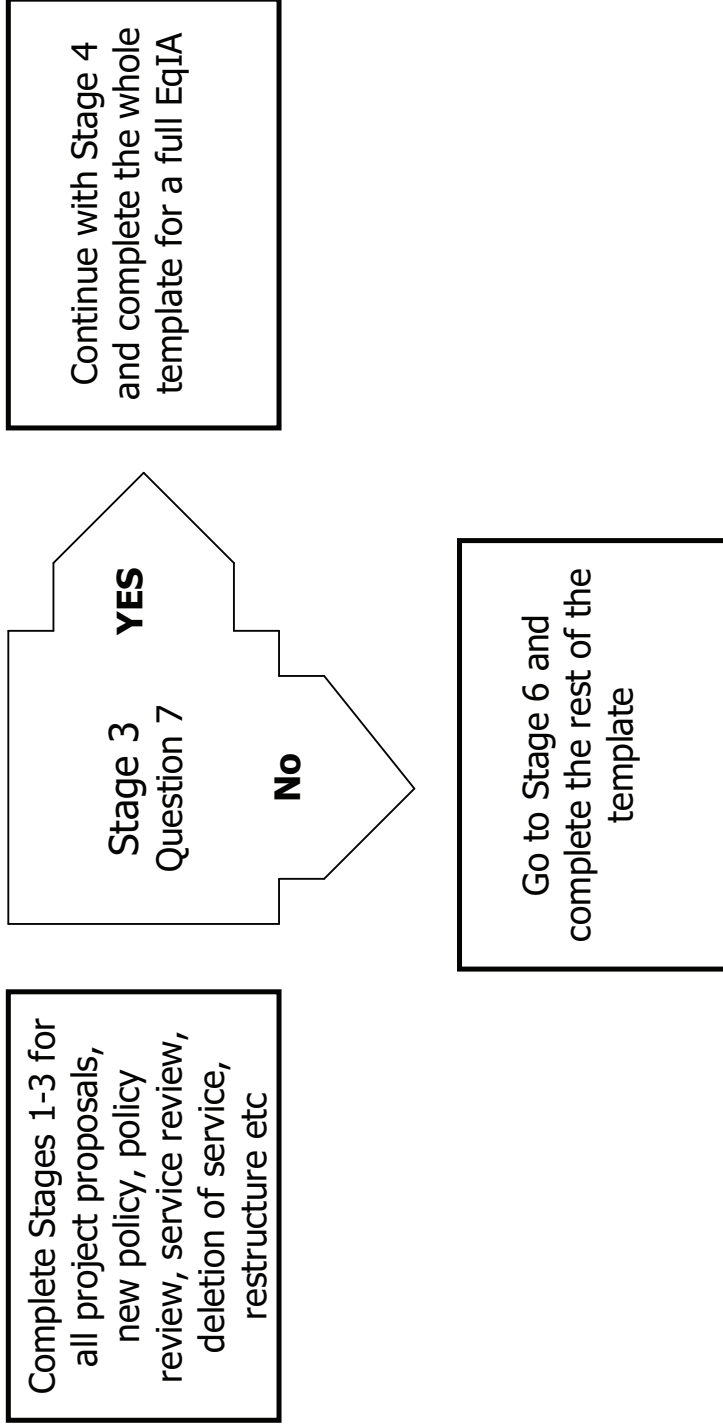
In order to protect against disclosure of personal information, records have been swapped between different geographic areas. Some counts will be affected, particularly small counts at the lowest geographies.

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## Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process. There is now just one Template. Project Managers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



## Equality Impact Assessment (EqIA) Template

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this assessment.

It will also help you to look at the EqIA Template with Guidance Notes to assist you in completing the EqIA.

Type of Project / Proposal:	Tick ✓	Type of Decision:	Tick ✓
Transformation		Cabinet	✓
Capital		Portfolio Holder	
Service Plan		Corporate Strategic Board	
Other		Other	
<p>Title of Project:</p> <p style="text-align: center;">134</p>			
<p>Permanent expansion of the following community school:                      Norbury School                      Welldon Crescent                      Harrow, HA1 1QQ</p>			
<p>At its meeting on 13 March 2014, Harrow Cabinet is recommended to approve the statutory proposals to expand permanently the school by one form of entry (30 pupils), which will fill incrementally from the point of admission into the school.</p>			
Directorate / Service responsible:	Children & Families		
Name and job title of lead officer:	Adrian Parker, Head of Education Strategy and School Organisation Service		
Name & contact details of the other persons involved in the assessment:	Johanna Morgan, Education Lead Officer, School Organisation Chris Melly, Senior Professional, School Organisation Lou Browning, Headteacher of Norbury School		
Date of assessment:	20 February 2014		
<b>Stage 1: Overview</b>			
<p><b>1. What are you trying to do?</b>                      (Explain proposals e.g. introduction of a new service or</p>			
<p>It is proposed to permanently expand Norbury School from 1 September 2014 to become a three form of entry school (90 places) from its current two forms of entry (60 places).</p>			

<p>policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>	<p>Education school expansion statutory processes are being undertaken. In November 2013, Harrow Cabinet considered the outcome of the statutory consultation about the proposed expansion that was conducted during the autumn term and decided to publish statutory proposals to effect the expansion. On 13 March 2014, Harrow Cabinet will determine the statutory proposals.</p> <p>The permanent expansion of Norbury School is proposed as part of the Primary School Expansion Programme within Harrow Council's School Place Planning Strategy. Cabinet agreed its School Place Planning Strategy in February 2010 to meet the increasing demand for school places that is primarily birth rate driven. In July 2011, Cabinet agreed on a Primary School Expansion Programme as part of the School Place Planning Strategy. The strategy aims to secure sufficient primary school places through the creation of additional permanent places, supplemented by planned bulge classes and contingency bulge classes, opened if required.</p>					
<p>135 Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</p>	Residents / Users	✓	Partners / Schools	✓	Stakeholders	✓
	Staff	✓	Age	✓	Disability	✓
	Gender Reassignment		Marriage and Civil Partnership		Pregnancy and Maternity	
	Race		Religion or Belief		Sex	
	Sexual Orientation		Other			
<p>3. Is the responsibility shared with another directorate, authority or organisation? If so:</p> <ul style="list-style-type: none"> <li>Who are the partners?</li> <li>Who has the overall responsibility?</li> <li>How have they been involved in the assessment?</li> </ul>	<p>There is a statutory responsibility on the local authority to ensure sufficient school places in its area. Children &amp; Families is the lead directorate, though the school expansion programme has to be delivered corporately with the involvement of officers from other directorates e.g. Environment and Enterprise, Finance, Performance, Legal.</p> <p>The school expansion programme will be delivered in partnership between the local authority and schools.</p>					
<p><b>Stage 2: Evidence / Data Collation</b></p>						
<p>4. What evidence / data have you reviewed to assess the potential impact of your proposals? Include the actual data, statistics reviewed in the section below. This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the</p>						

<p>involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys; complaints etc. Where possible include data on the nine Protected Characteristics. (Where you have gaps (data is not available/being collated), you may need to include this as an action to address in your Improvement Action Plan at Stage 7)</p>	<p>The Greater London Authority (GLA) prepares the pupil projections for Harrow Council. The GLA uses a range of information and data to prepare the projections including the number of births, number of pupils in Harrow schools, migration to Harrow and new housing development. Across London the population is growing, and the main reason for this is increasing birth rate. The demand for Reception class places (for pupils reaching 5 years of age) in Harrow schools is increasing:</p> <ul style="list-style-type: none"> <li>• In January 2006 there were 2,224 Reception aged pupils in Harrow schools;</li> <li>• In January 2009 there were 2,571 Reception aged pupils in Harrow schools;</li> <li>• In January 2013 there were 2,879 Reception aged pupils in Harrow schools;</li> <li>• In January 2019 it is projected there will be 3,437 Reception aged pupils in Harrow schools.</li> </ul> <p>In September 2012 there were a total of 2,550 permanent Reception class places in Harrow's primary sector schools. In order to ensure sufficient school places to meet the predicted increased demand in the next few years there is a need to increase the number of permanent school places, in the primary sector initially and in the secondary sector in due course. Phase 1 of the primary school expansion programme was implemented in September 2013 with 8 schools in the borough permanently increasing their Reception intakes. Statutory processes for Phase 2 permanent expansions are under way to permanently expand a further 14 schools by September 2015. Phase 3 is being planned for permanent expansions from September 2016. Full information about the projected demand for school places and the planning to increase school places across Harrow can be viewed in the 21 November 2013 Cabinet papers (item 725 School Expansion Programme Appendix C) at <a href="http://www.harrow.gov.uk/www2/ieListDocuments.aspx?CId=249&amp;MIId=61433&amp;Ver=4">http://www.harrow.gov.uk/www2/ieListDocuments.aspx?CId=249&amp;MIId=61433&amp;Ver=4</a></p>
<p>Age (including carers of young/older people)</p>	<p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p> <p>The first floor of the building does not have lift access currently. There are no known requirements for access for any staff or pupils. The school makes mainstream provision and does not have additionally resourced provision for pupils with special educational needs. Accessibility issues would have to be dealt with by the school under a management principle of meeting needs at a ground floor level should there be access issues. This issue will be considered to see whether it can be addressed as part of the building works if the expansion proceeds.</p> <p>An increase in children of school age can be expected to include increased numbers of children with disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage</p>
<p>Disability (including carers of disabled people)</p>	<p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p> <p>The first floor of the building does not have lift access currently. There are no known requirements for access for any staff or pupils. The school makes mainstream provision and does not have additionally resourced provision for pupils with special educational needs. Accessibility issues would have to be dealt with by the school under a management principle of meeting needs at a ground floor level should there be access issues. This issue will be considered to see whether it can be addressed as part of the building works if the expansion proceeds.</p> <p>An increase in children of school age can be expected to include increased numbers of children with disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage</p>

	<p>of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places. On 18 July 2013, Harrow Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs.</p> <p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p> <p>See Appendix B of this EqIA for the profile of respondents to the statutory consultation.</p>
Gender Reassignment	Not applicable in the context of the expansion of this school.
Marriage / Civil Partnership	Not applicable in the context of the expansion of this school.
Pregnancy and Maternity	Not applicable in the context of the expansion of this school.
Race	<p>This is a community school which draws pupils from its local area and the pupil profile reflects the ethnicity of its area. The January 2013 School Census demonstrates that the school has an ethnically diverse pupil population. See Appendix A of this EqIA for data about the profile of pupils attending the school.</p> <p>See Appendix B of this EqIA for the profile of respondents to the statutory consultation.</p> <p>See Appendix C of this EqIA for the ethnic groups in the main wards from which children attend the school.</p>
Religion and Belief	<p>This is a community school which draws pupils from its local area and the pupil profile reflects the religions and beliefs of its area.</p> <p>See Appendix B of this EqIA for the profile of respondents to the statutory consultation.</p>
Sex / Gender	<p>This is a community school which draws pupils from its local area and the pupil profile reflects the gender of its area. See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>
Sexual Orientation	Not applicable in the context of the expansion of this school.
Socio Economic	Not applicable in the context of the expansion of this school.
<b>5. What consultation have you undertaken on your proposals?</b>	
Who was consulted?	<p>What consultation methods were used?</p>
Statutory consultation was held with the	<p>823 responses were received to the Phase 2 expansion consultations from respondents that included</p>
	<p>What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).</p>
	<p>Harrow Cabinet considered the outcomes of the statutory consultations at its meeting on 21 November 2013, and decided to</p>



<p>schools, their communities and interested parties about the expansion proposal between 16 September and 18 October 2013.</p>	<p>including to neighbouring Local Authorities, local MPs, Councillors, Union representatives, Diocesan Bodies, voluntary organisations, and Harrow Youth Parliament. Information was put on the Harrow Council website, together with a facility for online response to the consultations. The Council distributed letters to local residents to inform them of the consultation and to invite them to consultation meetings at the school. Each school distributed information and response forms to their school communities and parents, and arranged open consultation meetings for parents and residents to enable discussion about the proposals.</p>	<p>parents/carers, pupils, school staff, governors, residents and organisations. A number of comments were included with the responses given. The responses made to the first consultation question indicate broad agreement with Harrow Council's approach to creating additional school places in Harrow.</p> <p>In relation to the specific consultation question about the proposed expansion of Norbury School, the Governing Body of Norbury School strongly and enthusiastically supports the proposal to expand Norbury School but has some concerns:</p> <ul style="list-style-type: none"> <li>• about plans to accommodate 30 extra children in September 2014 without the building works being completed;</li> <li>• to be involved in design planning meetings and to have its suggestions considered;</li> <li>• to be kept fully informed and consulted in the management of construction and refurbishment processes;</li> <li>• Harrow Council to review traffic management options to ensure the safety of children and the community surrounding the school.</li> </ul> <p>The Governors felt that the new build would improve the site and play space and that they would be able to timetable the school day around some of these issues. The Governors concluded their response by stating that there is strong support for rebuild and expansion.</p> <p>A summary of the number of responses to the specific consultation question about the proposed expansion of Norbury School is presented in the table:</p> <table border="1" data-bbox="1112 808 1242 1291"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Not Sure</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>56</td> <td>12</td> <td>9</td> <td>77</td> </tr> <tr> <td>72.7%</td> <td>15.6%</td> <td>11.7%</td> <td>100.0%</td> </tr> </tbody> </table> <p>A number of comments were made by respondents about the location of the school in a busy area close to the town centre and the about the impact on nearby roads and local residents. Traffic issues are highlighted with many comments about traffic congestion and</p>	Yes	No	Not Sure	Total	56	12	9	77	72.7%	15.6%	11.7%	100.0%	<p>publish statutory proposals to expand the schools.</p> <p>Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. These measures include:</p> <ul style="list-style-type: none"> <li>• Transport Assessments at Phase 2 expansion schools and Transport Statements at additional special educational needs places provision. Mott MacDonald, an independent company, has been procured to complete this work by the end of February 2014.</li> <li>• Appointment of a Transport and Travel Planner Officer for the expansion projects to develop and implement effective travel strategies in conjunction with the schools.</li> <li>• There will be a communication strategy for the Phase 2 expansion projects to raise the profile of school travel planning. An additional Communications Officer has been engaged to give this work a high profile.</li> </ul> <p>The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.</p>
Yes	No	Not Sure	Total												
56	12	9	77												
72.7%	15.6%	11.7%	100.0%												

		<p>inconsiderate behaviour by drivers and concerns about the safety of children. Comments are made about the small school site area and the need to ensure the new build is available soon enough and to high quality. A number of comments were made in support of the expansion to make sure every child in the local community has access to school placement.</p> <p>The school have added the following points to this EqIA in relation to concerns during the build programme:</p> <ul style="list-style-type: none"> <li>• accommodation - a concern both for space and health and safety based on the reduction of fire escapes during the build: losing 4 major escapes and putting more children into this area because we have bulged three times and have more children in junior school now, which is where the build will happen.</li> <li>• due to the above the LA need to be aware of the potential use of mobiles in order to have greater health and safety during the build and keep year 6 away from the building disruption.</li> </ul>	<p>These concerns are being considered by the project team to ensure that any necessary health and safety issues are addressed during the build programme.</p>
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What other (local, regional, national research, reports, media) data sources that you have used to inform this assessment?  
 List the Title of reports / documents and websites here.

The GLA School Roll Projections Service draws on a range of available national and regional data to inform its projections.  
 A regional approach is an important aspect of meeting the needs of children and young people with special educational needs. Contacts are being developed with free school proposers, and with neighbouring local authorities through the West London Alliance, to inform work to meet the need.

**Stage 3: Assessing Potential Disproportionate Impact**

7. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?

	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes									
No	✓	✓	✓	✓	✓	✓	✓	✓	✓



**YES** - If there is a risk of disproportionate adverse Impact on any **ONE** of the Protected Characteristics, continue with the rest of the template.

- **Best Practice:** You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA
- It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.

**NO** - If you have ticked 'No' to all of the above, then go to **Stage 6**

- Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 7

#### Stage 4: Collating Additional data / Evidence

8. What additional data / evidence have you considered in relation to your proposals as a result of the analysis at Stage 3?  
(include this evidence, including any data, statistics, titles of documents and website links here)

Note: Please go to Stage 6.

140 What further consultation have you undertaken on your proposals as a result of your analysis at Stage 3?

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
Note: Please go to Stage 6.			

#### Stage 5: Assessing Impact and Analysis

10. What does your evidence tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?

Protected Characteristic	Adverse ✓	Positive ✓	Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  <b>Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 9</b>	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 7)
Age (including carers of young/older people)			Note: Please go to Stage 6.	
Disability (including carers of disabled people)				
Gender Reassignment				
Marriage and Civil Partnership				
Pregnancy and Maternity				

Race																			
Religion or Belief																			
Sex																			
Sexual orientation																			
<p><b>11. Cumulative Impact</b> – Considering what else is happening within the Council and Harrow as a whole, could your proposals have a cumulative impact on a particular Protected Characteristic?</p>										Yes	No								
<p>142 If yes, which Protected Characteristics could be affected and what is the potential impact?</p>										Note: Please go to Stage 6.									
<p><b>11a. Any Other Impact</b> – Considering what else is happening within the Council and Harrow as a whole (for example national/local policy, austerity, welfare reform, unemployment levels, community tensions, levels of crime) could your proposals have an impact on individuals/service users socio economic, health or an impact on community cohesion?</p>										Yes	No								
<p>If yes, what is the potential impact and how likely is to happen?</p>										Note: Please go to Stage 6.									
<p><b>12.</b> Is there any evidence or concern that the potential adverse impact identified may result in a Protected Characteristic being disadvantaged? (Please refer to the Corporate Guidelines for guidance on the definitions of discrimination, harassment and victimisation and other prohibited conduct under the Equality Act) available on Harrow HUB/Equalities and Diversity/Policies and Legislation</p>																			
	Age (including	Disability (including	Gender Reassignment	Marriage and Civil	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation										

	carers)	carers)	Partnership		
Yes					
No					
<p>If you have answered "yes" to any of the above, set out what justification there may be for this in Q12a below - link this to the aims of the proposal and whether the disadvantage is proportionate to the need to meet these aims. (You are encouraged to seek legal advice, if you are concerned that the proposal may breach the equality legislation or you are unsure whether there is objective justification for the proposal)</p> <p>If the analysis shows the potential for serious adverse impact or disadvantage (or potential discrimination) but you have identified a potential justification for this, this information must be presented to the decision maker for a final decision to be made on whether the disadvantage is proportionate to achieve the aims of the proposal.</p> <ul style="list-style-type: none"> <li>▪ If there are adverse effects that are not justified and cannot be mitigated, you should not proceed with the proposal. <b>(select outcome 4)</b></li> <li>▪ If the analysis shows unlawful conduct under the equalities legislation, you should not proceed with the proposal. <b>(select outcome 4)</b></li> </ul>					
<b>Stage 6: Decision</b>					
13. Please indicate which of the following statements best describes the outcome of your EqIA ( ✓ tick one box only)					
<b>Outcome 1</b> – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality are being addressed.					
1	4	3			✓
<p><b>Outcome 2</b> – Minor adjustments to remove / mitigate adverse impact or advance equality have been identified by the EqIA. <i>List actions you propose to take to address this in the Improvement Action Plan at Stage 7</i></p> <p><b>Outcome 3</b> – Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. <b>(Explain this in 13a below)</b></p> <p><b>Outcome 4</b> – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)</p>					
<p><b>13a.</b> If your EqIA is assessed as <b>outcome 3 or you have ticked 'yes' in Q12</b>, explain your justification with full reasoning to continue with your proposals.</p>					

### Stage 7: Improvement Action Plan

14. List below any actions you plan to take as a result of this Impact Assessment. This should include any actions identified throughout the EqIA.

Area of potential	How will you know	Target Date	Lead Officer	Date Action
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adverse impact e.g. Race, Disability	Action required to mitigate	this is achieved? E.g. Performance Measure / Target	included in Service / Team Plan
Age. Insufficient school places for children in Harrow.	Work has been undertaken to maximise funding from the Government to create additional school places. This has included applications to the Priority School Building Programme and the Targeted Basic Need Programme, as well as work to maximise the annual basic need allocations.	Delivery, affordability and value for money will be monitored by the corporate Programme Board. Key milestones will be reported with RAG ratings to monitor progress.	Catherine Doran, Corporate Director Children & Families, through the Programme Board.  1 September 2015.  1 September 2013

<p>Disability. Mobility access to the first floor of the building is restricted by the absence of a lift and some steps.</p> <p>Insufficient education provision to meet the needs of children with special educational needs.</p>	<p>The position about provision to address access issues will be considered further. It is understood not to be a legal requirement and the available funding is limited and intended for the creation of additional teaching spaces. However, the Disability Discrimination Act and the good practice elements to this issue will be considered to identify what may be possible.</p> <p>This area of potential adverse impact of the increased number of children in the borough has been considered. Harrow Cabinet agreed its Special School and SEN Placements Planning Framework in July 2013, and successful applications have been made to the Government's Targeted Basic Need Programme for funds to expand the places in Harrow's special schools and to create more additionally resourced provision places in Harrow's mainstream schools.</p>	<p>The issue will be considered by the Capital Project Team and referred to the Programme Board if necessary.</p> <p>Completion of the projects to expand Harrow's special schools and to create units for more additionally resourced provision places in Harrow's mainstream schools.</p>	<p>28 March 2014.</p> <p>1 September 2015.</p>	<p>Mark Sperring, Head of Capital Project Team</p> <p>Catherine Doran through the Programme Board.</p>	<p>18 February 2014 (raised at weekly update meeting)</p> <p>1 March 2013</p>
<p>Residents / Service Users. Many concerns about the impacts of traffic congestion.</p>	<p>Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. See Section 5 above. The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.</p>	<p>Traffic Assessments and School Travel Plans will be submitted as part of the Planning Applications.</p>	<p>18 June 2014.</p>	<p>Mark Sperring, Head of Capital Project Team.</p>	<p>November 2013.</p>

**Stage 8 - Monitoring**

The full impact of the proposals may only be known after they have been implemented. It is therefore important to ensure effective monitoring measures are in place to assess the impact.



<p><b>15.</b> How will you monitor the impact of the proposals once they have been implemented? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>The School Organisation Officer Group, comprised of representatives from relevant corporate departments, meets monthly and will monitor the impact of proposals and the continuing levels of need.</p>
<p><b>16.</b> How will the results of any monitoring be analysed, reported and publicised? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>Regular reports are presented to Cabinet on school organisation matters, including quarterly update reports on the school expansion programme. These reports are published on the Harrow Council website.</p> <p>The School Expansion Stakeholder Reference Group has been established and meets monthly. The School Expansion Stakeholder Reference Group is a cross party representative group to provide advice and guidance on the implementation of the school expansion programme. The meetings are minuted.</p> <p>The Programme Board of senior corporate officers and the constructor meets regularly to monitor the construction programme to ensure appropriate accommodation is provided at the schools for the additional pupils.</p>
<p><b>17.</b> Have you received any complaints or compliments about the proposals being assessed? If so, provide details.</p>	<p>A range of views and comments were received in support and opposed to the expansion proposal (see section 2 in Stage 5 above). 61% of consultation responses agreed with the approach to creating additional school places in Harrow.</p>
<p><b>Stage 9: Public Sector Equality Duty</b></p>	
<p><b>18.</b> How do your proposals contribute towards the Public Sector Equality Duty (PSED) which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.</p>	
<p>(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)</p>	
<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010</p>	<p>Advance equality of opportunity between people from different groups</p>
<p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is</p>	<p>Foster good relations between people from different groups</p>
<p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is</p>	<p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is</p>

promoting equality of opportunity for all children and young people.	promoting equality of opportunity for all children and young people.	promoting equality of opportunity for all children and young people.
<b>Stage 10 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)</b>		
<b>The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.</b>		
19. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?		
The corporate Equality Impact Assessment Quality Assurance Group.		
Signed: (Lead officer completing EqIA)	<i>Chris Melly</i>	Signed: (Chair of DETG) <i>Richard Segalov</i>
Date:	20 <sup>th</sup> February 2014	Date: 21 <sup>st</sup> February 2014
Date EqIA presented at the EqIA Quality Assurance Group	3 <sup>rd</sup> February 2014 (Sample EqIAs presented to inform the EqIAs on all 15 of the Phase 2 expansion schools)	Signature of ETG Chair

October 13 School Census	Norbury School
<b>AGE as at 31st August 2013</b>	
3	9%
4	16%
5	11%
6	16%
7	16%
8	10%
9	11%
10	11%
11	0%
<b>Grand Total</b>	<b>569</b>
<b>GENDER</b>	
Female	50%
Male	56%
<b>Grand Total</b>	<b>569</b>
<b>ETHNICITY</b>	
Indian	14.2%
Asian Other	13.7%
Pakistani	6.7%
Black African	8.1%
Black Caribbean	2.1%
Black Other	1.6%
Chinese	0.9%
Mixed other	2.5%
Mixed White/Asian	0.9%
Mixed White Black African	0.5%
Mixed White Black Caribbean	2.3%
Any Other Ethnic minority	4.6%
Refused	1.8%
White British	4.4%
White Irish	0.2%
White Irish Traveller	0.2%
White Other	9.1%
Unknown	26.4%
<b>Grand Total</b>	<b>569</b>
<b>SEN</b>	
No SEN	82.8%
School Action	10.4%
School Action Plus	5.3%
Statement of SEN	1.6%
<b>Grand Total</b>	<b>569</b>

Source: Collect export: Final Oct 2013 Schools & academies.xls

### Monitoring information

When completing their responses to the statutory consultations from 16 September 2013 to 18 October 2013, respondents were invited to provide information about how they perceive their social identity to assist with monitoring the effectiveness of the consultation outreach. Anonymous information was requested under the following categories: disability; ethnic group; and religion. The following tables show the responses received under these categories.

<b>Respondents by Disability</b>	<b>Number</b>	<b>Percentage</b>
Not Disabled	709	85.11%
Yes, affecting mobility	19	2.28%
Yes, affecting hearing	4	0.48%
Yes, affecting vision	5	0.60%
Yes, a learning disability	0	0.00%
Yes, mental ill-health	2	0.24?%
Yes, another form of disability	3	0.36%
Not Stated	91	10.92%%

<b>Ethnic Group</b>	<b>Number</b>	<b>% of total response</b>
Asian Or Asian British	202	24.54%
Black or Black British	13	1.58%
Other Ethnic Group	12	1.46%
Mixed ethnic background	7	0.85%
White	234	28.43%
Did Not Specify	355	43.13%

<b>Respondents by Religion</b>	<b>Number</b>	<b>Percentage</b>
Buddhism	9	1.09%
Christianity	227	27.58%
Hinduism	208	25.27%
Islam	107	13.00%
Jainism	19	2.31%
Judaism	9	1.09%
Sikh	6	0.73%
Zoroastrian	0	0%
Other	24	2.92%
No Religion	61	7.41%
Not Stated	153	18.59%

**KS201EW - Ethnic group** **Central Primary Planning Area**

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**Appendix C**

Population - All usual residents

Units - Persons

Date - 2011

**Main Wards for the Central Primary Planning Area**

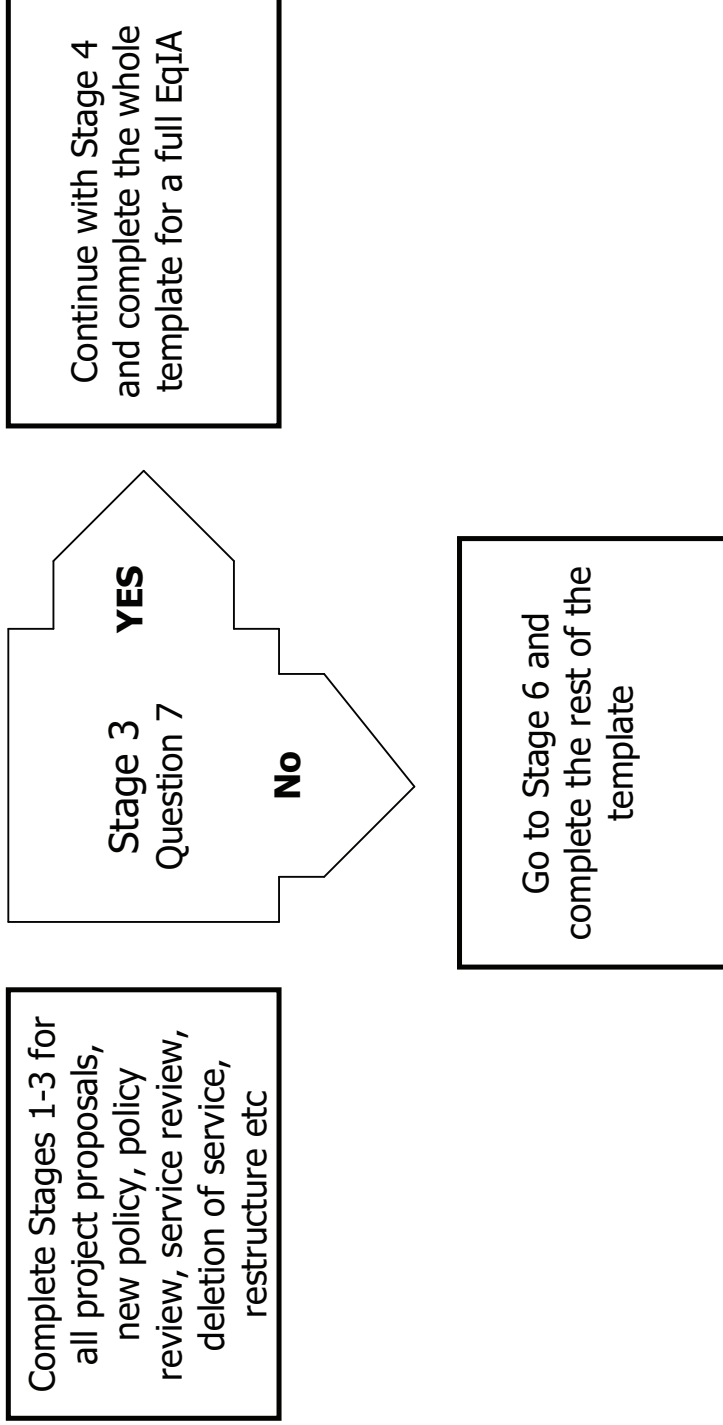
(Over 40% of pupils in these Wards attend schools in the planning area)

Ethnic Group	Greenhill	Headstone North	Headstone South	Marlborough	Wealdstone
	number	number	number	number	number
	%	%	%	%	%
<b>All usual residents</b>	<b>12,420</b>	<b>10,093</b>	<b>11,135</b>	<b>12,259</b>	<b>11,394</b>
	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
White: English/Welsh/Scottish/Northern Irish/British	3,191	3,949	3,468	2,815	2,857
White: Irish	401	302	361	541	617
White: Gypsy or Irish Traveller	2	1	12	10	22
White: Other White	1,559	530	998	1,177	771
Mixed/multiple ethnic groups: White and Black Caribbean	124	75	145	175	192
Mixed/multiple ethnic groups: White and Black African	69	26	62	68	60
Mixed/multiple ethnic groups: White and Asian	202	177	246	159	115
Mixed/multiple ethnic groups: Other Mixed	186	101	172	181	121
Asian/Asian British: Indian	3,212	2,684	2,681	2,924	2,272
Asian/Asian British: Pakistani	524	346	472	662	489
Asian/Asian British: Bangladeshi	49	34	56	113	100
Asian/Asian British: Chinese	242	136	104	110	105
Asian/Asian British: Other Asian	1,116	969	1,040	1,322	1,454
Black/African/Caribbean/Black British: African	464	196	347	621	630
Black/African/Caribbean/Black British: Caribbean	362	234	392	614	660
Black/African/Caribbean/Black British: Other Black	281	110	223	334	398
Other ethnic group: Arab	253	85	215	234	298
Other ethnic group: Any other ethnic group	183	138	141	199	233
	1.5	1.4	1.3	1.6	2.0
	3.7	1.9	3.1	5.1	5.5
	2.9	2.3	3.5	5.0	5.8
	2.3	1.1	2.0	2.7	3.5
	2.0	0.8	1.9	1.9	2.6
	1.5	1.4	1.3	1.6	2.0
	41.5	47.4	43.5	37.1	37.4
<b>Main Ethnic Groups</b>					
White	5,153	4,782	4,839	4,543	4,267
Mixed/multiple ethnic groups	581	379	625	583	488
Asian/Asian British	5,143	4,169	4,353	5,131	4,420
Black/African/Caribbean/Black British	1,107	540	962	1,569	1,688
Other ethnic group	436	223	356	433	531
	3.5	2.2	3.2	3.5	4.7

In order to protect against disclosure of personal information, records have been swapped between different geographic areas. Some counts will be affected, particularly small counts at the lowest geographies.

## Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process. There is now just one Template. Project Managers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.





## Equality Impact Assessment (EqIA) Template

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this assessment.

It will also help you to look at the EqIA Template with Guidance Notes to assist you in completing the EqIA.

Type of Project / Proposal:	Tick ✓	Type of Decision:	Tick ✓
Transformation		Cabinet	✓
Capital		Portfolio Holder	
Service Plan		Corporate Strategic Board	
Other		Other	
<p>Title of Project:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">152</div> <p>Permanent expansion of the following community school:                      Pinner Wood School                      Latimer Gardens                      Pinner, HA5 3RA</p> <p>At its meeting on 13 March 2014, Harrow Cabinet is recommended to approve the statutory proposals to expand permanently the school by one form of entry (30 pupils), which will fill incrementally from the point of admission into the school.</p>			
Directorate / Service responsible:		Children & Families	
Name and job title of lead officer:		Adrian Parker, Head of Education Strategy and School Organisation Service	
Name & contact details of the other persons involved in the assessment:		Johanna Morgan, Education Lead Officer, School Organisation Chris Melly, Senior Professional, School Organisation Deb Spruce, Headteacher of Pinner Wood School	
Date of assessment:		20 February 2014	
Stage 1: Overview			
1. What are you trying to do? (Explain proposals e.g. introduction of a new service or		It is proposed to permanently expand Pinner Wood School from 1 September 2014 to become a three form of entry school (90 places) from its current two forms of entry (60 places).	

<p>policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>	<p>Education school expansion statutory processes are being undertaken. In November 2013, Harrow Cabinet considered the outcome of the statutory consultation about the proposed expansion that was conducted during the autumn term and decided to publish statutory proposals to effect the expansion. On 13 March 2014, Harrow Cabinet will determine the statutory proposals.</p> <p>The permanent expansion of Pinner Wood School is proposed as part of the Primary School Expansion Programme within Harrow Council's School Place Planning Strategy. Cabinet agreed its School Place Planning Strategy in February 2010 to meet the increasing demand for school places that is primarily birth rate driven. In July 2011, Cabinet agreed on a Primary School Expansion Programme as part of the School Place Planning Strategy. The strategy aims to secure sufficient primary school places through the creation of additional permanent places, supplemented by planned bulge classes and contingency bulge classes, opened if required.</p>							
<p>153 Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</p>	Residents / Users	/	Service	✓	Partners / Schools	✓	Stakeholders	✓
	Staff			✓	Age	✓	Disability	✓
	Gender Reassignment				Marriage and Civil Partnership		Pregnancy and Maternity	
	Race				Religion or Belief		Sex	
	Sexual Orientation				Other			
<p>3. Is the responsibility shared with another directorate, authority or organisation? If so:</p> <ul style="list-style-type: none"> <li>Who are the partners?</li> <li>Who has the overall responsibility?</li> <li>How have they been involved in the assessment?</li> </ul>	<p>There is a statutory responsibility on the local authority to ensure sufficient school places in its area. Children &amp; Families is the lead directorate, though the school expansion programme has to be delivered corporately with the involvement of officers from other directorates e.g. Environment and Enterprise, Finance, Performance, Legal.</p> <p>The school expansion programme will be delivered in partnership between the local authority and schools.</p>							
<p><b>Stage 2: Evidence / Data Collation</b></p>								
<p>4. What evidence / data have you reviewed to assess the potential impact of your proposals? Include the actual data, statistics reviewed in the</p>								

<p>section below. This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys; complaints etc. Where possible include data on the nine Protected Characteristics.</p> <p>(Where you have gaps (data is not available/being collated), you may need to include this as an action to address in your Improvement Action Plan at Stage 7)</p>	<p>The Greater London Authority (GLA) prepares the pupil projections for Harrow Council. The GLA uses a range of information and data to prepare the projections including the number of births, number of pupils in Harrow schools, migration to Harrow and new housing development. Across London the population is growing, and the main reason for this is increasing birth rate. The demand for Reception class places (for pupils reaching 5 years of age) in Harrow schools is increasing:</p> <ul style="list-style-type: none"> <li>• In January 2006 there were 2,224 Reception aged pupils in Harrow schools;</li> <li>• In January 2009 there were 2,571 Reception aged pupils in Harrow schools;</li> <li>• In January 2013 there were 2,879 Reception aged pupils in Harrow schools;</li> <li>• In January 2019 it is projected there will be 3,437 Reception aged pupils in Harrow schools.</li> </ul> <p>In September 2012 there were a total of 2,550 permanent Reception class places in Harrow's primary sector schools. In order to ensure sufficient school places to meet the predicted increased demand in the next few years there is a need to increase the number of permanent school places, in the primary sector initially and in the secondary sector in due course. Phase 1 of the primary school expansion programme was implemented in September 2013 with 8 schools in the borough permanently increasing their Reception intakes. Statutory processes for Phase 2 permanent expansions are under way to permanently expand a further 14 schools by September 2015. Phase 3 is being planned for permanent expansions from September 2016. Full information about the projected demand for school places and the planning to increase school places across Harrow can be viewed in the 21 November 2013 Cabinet papers (item 725 School Expansion Programme Appendix C) at <a href="http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;MId=61433&amp;Ver=4">http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;MId=61433&amp;Ver=4</a></p> <p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>
<p>Age (including carers of young/older people)</p>	
<p>Disability (including carers of disabled people)</p>	<p>An increase in children of school age can be expected to include increased numbers of children with disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places. On 18 July 2013, Harrow Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs.</p>

	See Appendix A of this EqIA for data about the profile of pupils attending the school. See Appendix B of this EqIA for the profile of respondents to the statutory consultation.
Gender Reassignment	Not applicable in the context of the expansion of this school.
Marriage / Civil Partnership	Not applicable in the context of the expansion of this school.
Pregnancy and Maternity	Not applicable in the context of the expansion of this school.
Race	This is a community school which draws pupils from its local area and the pupil profile reflects the ethnicity of its area. The January 2013 School Census demonstrates that the school has an ethnically diverse pupil population. See Appendix A of this EqIA for data about the profile of pupils attending the school. See Appendix B of this EqIA for the profile of respondents to the statutory consultation. See Appendix C of this EqIA for the ethnic groups in the main wards from which children attend the school.
Religion and Belief	This is a community school which draws pupils from its local area and the pupil profile reflects the religions and beliefs of its area. See Appendix B of this EqIA for the profile of respondents to the statutory consultation.
Sex / Gender	This is a community school which draws pupils from its local area and the pupil profile reflects the gender of its area. See Appendix A of this EqIA for data about the profile of pupils attending the school.
Sexual Orientation	Not applicable in the context of the expansion of this school.
Socio Economic	Not applicable in the context of the expansion of this school.
What consultation have you undertaken on your proposals?	
Who was consulted?	What consultation methods were used?
Who do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
Statutory consultation was held with the schools, their communities and interested parties about the expansion proposal between 16	823 responses were received to the Phase 2 expansion consultations from respondents that included parents/carers, pupils, school staff, governors, residents and organisations. A number of comments were included with the responses given. The responses made to the first consultation question indicate broad agreement with Harrow Council's approach to creating additional school places in Harrow. Harrow Cabinet considered the outcomes of the statutory consultations at its meeting on 21 November 2013, and decided to publish statutory proposals to expand the schools. Measures are being put in place to



September and 18 October 2013.

Diocesan Bodies, voluntary organisations, and Harrow Youth Parliament. Information was put on the Harrow Council website, together with a facility for online response to the consultations. The Council distributed letters to local residents to inform them of the consultation and to invite them to consultation meetings at the school. Each school distributed information and response forms to their school communities and parents, and arranged open consultation meetings for parents and residents to enable discussion about the proposals.

In relation to the specific consultation question about the proposed expansion of Pinner Wood School, the Pinner Wood Governing Body are in principle in agreement regarding expansion to three form entry as of September 2014. However the Governing Body expressed the following concerns which are:

- That admissions may not fill all the places and we would be left with an issue of transient pupils in a 'revolving door' scenario. There is also concern that some pupils may be travelling across the borough to reach the school or from out of Borough. Pupils travelling long distances to school can have an impact on attendance figures through being late, especially if reliant on public transport. This also introduces additional workload on the school if the pupils have SEN as money has to be recouped by the school from the Borough involved.
- There is much concern from the school and the local community regarding traffic and parking issues. There is already not enough on site staff parking and with the additional classes this will continue to worsen. Traffic issues at pick up and drop off times will also increase and be detrimental to our relationship with our neighbours. A conversation has already begun with the school, LA traffic department and the architects. We hope that this will continue and will provide insightful solutions to alleviate these problems worsening.

A summary of the number of responses to the specific consultation question about the proposed expansion of Pinner Wood School is presented in the table:

Yes	No	Not Sure	Total
9	19	6	34
26.5%	55.9%	17.6%	100.0%

A number of comments were made about the traffic congestion and parking issues in a residential area that already experiences considerable disruption from school related traffic. Suggestions were made that new schools should be opened and school size should be maintained. A larger school might create additional pressure on the school and concerns were expressed about additional buildings on the playing field. Other respondents acknowledged the need to increase the number of school places and considered that the proposal to return the school to the former size was logical.

address the traffic and congestion issues arising from the creation of additional school places. These measures include:

- Transport Assessments at Phase 2 expansion schools and Transport Statements at additional special educational needs places provision. Mott MacDonald, an independent company, has been procured to complete this work by the end of February 2014.
- Appointment of a Transport and Travel Planner Officer for the expansion projects to develop and implement effective travel strategies in conjunction with the schools.
- There will be a communication strategy for the Phase 2 expansion projects to raise the profile of school travel planning. An additional Communications Officer has been engaged to give this work a high profile.

The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.

		<p>The reticence and concern in the responses to the proposal to expand Pinner Wood School were noted in the report to Cabinet on 23 November 2013. The level of response to the consultation was not high despite information being sent to all the parents of children attending the school and to 140 local addresses as well as to a range of organisations. The concerns raised need to continue to be considered with the school and its community. A specialist company has been contracted to undertake a Traffic Assessment around the school site to inform the school travel plan and traffic planning.</p>	
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<p><b>6. What other (local, regional, national research, reports, media) data sources that you have used to inform this assessment?</b> List the Title of reports / documents and websites here.</p>	<p>The GLA School Roll Projections Service draws on a range of available national and regional data to inform its projections. A regional approach is an important aspect of meeting the needs of children and young people with special educational needs. Contacts are being developed with free school proposers, and with neighbouring local authorities through the West London Alliance, to inform work to meet the need.</p>
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**Stage 3: Assessing Potential Disproportionate Impact**

**7. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact any of the Protected Characteristics?**

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	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes									
No	✓	✓	✓	✓	✓	✓	✓	✓	✓

**YES** - If there is a risk of disproportionate adverse Impact on any **ONE** of the Protected Characteristics, continue with the rest of the template.

- **Best Practice:** You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA
- It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.

**NO** - If you have ticked 'No' to all of the above, then go to **Stage 6**

- Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 7

#### Stage 4: Collating Additional data / Evidence

8. What additional data / evidence have you considered in relation to your proposals as a result of the analysis at Stage 3?  
(include this evidence, including any data, statistics, titles of documents and website links here)

Note: Please go to Stage 6.

15  
88 What further consultation have you undertaken on your proposals as a result of your analysis at Stage 3?

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
Note: Please go to Stage 6.			

#### Stage 5: Assessing Impact and Analysis

10. What does your evidence tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?



Protected Characteristic	Adverse ✓	Positive ✓	Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 9	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 7)
Age (including carers of young/older people)			Note: Please go to Stage 6.	
Disability (including carers of disabled people)				
Gender Reassignment				
Marriage and Civil Partnership				
Pregnancy and Maternity				



	carers)	carers)	Partnership		
Yes					
No					

If you have answered "yes" to any of the above, set out what justification there may be for this in Q12a below - link this to the aims of the proposal and whether the disadvantage is proportionate to the need to meet these aims. (You are encouraged to seek legal advice, if you are concerned that the proposal may breach the equality legislation or you are unsure whether there is objective justification for the proposal)

If the analysis shows the potential for serious adverse impact or disadvantage (or potential discrimination) but you have identified a potential justification for this, this information must be presented to the decision maker for a final decision to be made on whether the disadvantage is proportionate to achieve the aims of the proposal.

- If there are adverse effects that are not justified and cannot be mitigated, you should not proceed with the proposal. **(select outcome 4)**
- If the analysis shows unlawful conduct under the equalities legislation, you should not proceed with the proposal. **(select outcome 4)**

**Stage 6: Decision**

**13.** Please indicate which of the following statements best describes the outcome of your EqIA ( ✓ tick one box only)

**Outcome 1** – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality are being addressed.

**Outcome 2** – Minor adjustments to remove / mitigate adverse impact or advance equality have been identified by the EqIA. *List actions you propose to take to address this in the Improvement Action Plan at Stage 7*

**Outcome 3** – Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. **(Explain this in 13a below)**

**Outcome 4** – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)

**13a.** If your EqIA is assessed as **outcome 3 or you have ticked 'yes' in Q12**, explain your justification with full reasoning to continue with your proposals.

**Stage 7: Improvement Action Plan**

**14.** List below any actions you plan to take as a result of this Impact Assessment. This should include any actions identified throughout the EqIA.

Area of potential	How will you know	Target Date	Lead Officer	Date Action
-------------------	-------------------	-------------	--------------	-------------

adverse impact e.g. Race, Disability	Action required to mitigate	this is achieved? E.g. Performance Measure / Target	included in Service / Team Plan
Age. Insufficient school places for children in Harrow.	Work has been undertaken to maximise funding from the Government to create additional school places. This has included applications to the Priority School Building Programme and the Targeted Basic Need Programme, as well as work to maximise the annual basic need allocations.	Delivery, affordability and value for money will be monitored by the corporate Programme Board. Key milestones will be reported with RAG ratings to monitor progress.	Catherine Doran, Corporate Director Children & Families, through the Programme Board. 1 September 2015.
Disability. Insufficient education provision to meet the needs of children with special educational needs.	This area of potential adverse impact of the increased number of children in the borough has been considered. Harrow Cabinet agreed its Special School and SEN Placements Planning Framework in July 2013, and successful applications have been made to the Government's Targeted Basic Need Programme for funds to expand the places in Harrow's special schools and to create more additionally resourced provision places in Harrow's mainstream schools.	Completion of the projects to expand Harrow's special schools and to create units for more additionally resourced provision places in Harrow's mainstream schools.	Catherine Doran through the Programme Board. 1 March 2013
Residents / Service Users. Many concerns about the impacts of traffic congestion.	Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. See Section 5 above. The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.	Traffic Assessments and School Travel Plans will be submitted as part of the Planning Applications.	Mark Sperring, Head of Capital Project Team. 18 June 2014. November 2013.

## Stage 8 - Monitoring

The full impact of the proposals may only be known after they have been implemented. It is therefore important to ensure effective monitoring measures are in place to assess the impact.

<p><b>15.</b> How will you monitor the impact of the proposals once they have been implemented? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>The School Organisation Officer Group, comprised of representatives from relevant corporate departments, meets monthly and will monitor the impact of proposals and the continuing levels of need.</p>
<p><b>16.</b> How will the results of any monitoring be analysed, reported and publicised? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>Regular reports are presented to Cabinet on school organisation matters, including quarterly update reports on the school expansion programme. These reports are published on the Harrow Council website.</p> <p>The School Expansion Stakeholder Reference Group has been established and meets monthly. The School Expansion Stakeholder Reference Group is a cross party representative group to provide advice and guidance on the implementation of the school expansion programme. The meetings are minuted.</p> <p>The Programme Board of senior corporate officers and the constructor meets regularly to monitor the construction programme to ensure appropriate accommodation is provided at the schools for the additional pupils.</p>
<p><b>17.</b> Have you received any complaints or compliments about the proposals being assessed? If so, provide details.</p>	<p>A range of views and comments were received in support and opposed to the expansion proposal (see section 2 in Stage 5 above). 61% of consultation responses agreed with the approach to creating additional school places in Harrow.</p>

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## Stage 9: Public Sector Equality Duty

<p><b>18.</b> How do your proposals contribute towards the Public Sector Equality Duty (PSED) which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.</p> <p>(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)</p>	
<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited</p>	<p>Advance equality of opportunity between people from different groups</p> <p>Foster good relations between people from different groups</p>

by the Equality Act 2010	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.
<b>Stage 10 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)</b>			
<b>The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.</b>			
19. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?	The corporate Equality Impact Assessment Quality Assurance Group.		
Signed: (Lead officer completing EqIA)	<i>Chris Melly</i>	Signed: (Chair of DETG)	<i>Richard Segalov</i>
Date:	20 <sup>th</sup> February 2014	Date:	21 <sup>st</sup> February 2014
Date EqIA presented at the EqIA Quality Assurance Group	3 <sup>rd</sup> February 2014 (Sample EqIAs presented to inform the EqIAs on all 15 of the Phase 2 expansion schools)		



<b>October 13 School Census</b>	<b>Pinner Wood School</b>
<b>AGE as at 31st August 2013</b>	
3	9.7%
4	16.4%
5	11.6%
6	11.6%
7	16.8%
8	11.2%
9	11.4%
10	11.2%
11	0.0%
<b>Grand Total</b>	<b>535</b>
<b>GENDER</b>	
Female	48%
Male	52%
<b>Grand Total</b>	<b>535</b>
<b>ETHNICITY</b>	
Bangladeshi	0.7%
Indian	9.3%
Asian Other	12.1%
Pakistani	5.8%
Black African	7.5%
Black Caribbean	4.9%
Black Other	1.5%
Chinese	0.7%
Mixed other	2.8%
Mixed White/Asian	2.6%
Mixed White Black African	0.9%
Mixed White Black Caribbean	0.9%
Any Other Ethnic minority	2.1%
Refused	0.2%
White British	13.3%
White Irish	0.6%
White Other	8.8%
Unknown	25.2%
<b>Grand Total</b>	<b>535</b>
<b>SEN</b>	
No SEN	72.5%
School Action	16.4%
School Action Plus	10.1%
Statement of SEN	0.9%
<b>Grand Total</b>	<b>535</b>

Source: Collect export: Final Oct 2013 Schools & academies.xls

### Monitoring information

When completing their responses to the statutory consultations from 16 September 2013 to 18 October 2013, respondents were invited to provide information about how they perceive their social identity to assist with monitoring the effectiveness of the consultation outreach. Anonymous information was requested under the following categories: disability; ethnic group; and religion. The following tables show the responses received under these categories.

<b>Respondents by Disability</b>	<b>Number</b>	<b>Percentage</b>
Not Disabled	709	85.11%
Yes, affecting mobility	19	2.28%
Yes, affecting hearing	4	0.48%
Yes, affecting vision	5	0.60%
Yes, a learning disability	0	0.00%
Yes, mental ill-health	2	0.24?%
Yes, another form of disability	3	0.36%
Not Stated	91	10.92%%

<b>Ethnic Group</b>	<b>Number</b>	<b>% of total response</b>
Asian Or Asian British	202	24.54%
Black or Black British	13	1.58%
Other Ethnic Group	12	1.46%
Mixed ethnic background	7	0.85%
White	234	28.43%
Did Not Specify	355	43.13%

<b>Respondents by Religion</b>	<b>Number</b>	<b>Percentage</b>
Buddhism	9	1.09%
Christianity	227	27.58%
Hinduism	208	25.27%
Islam	107	13.00%
Jainism	19	2.31%
Judaism	9	1.09%
Sikh	6	0.73%
Zoroastrian	0	0%
Other	24	2.92%
No Religion	61	7.41%
Not Stated	153	18.59%

**KS201EW - Ethnic group** **North West Primary Planning Area**

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**Appendix C**

Population - All usual residents

Units - Persons

Date - 2011

**Main Wards for the North West Primary Planning Area**

(Over 40% of pupils in these Wards attend schools in the planning area)

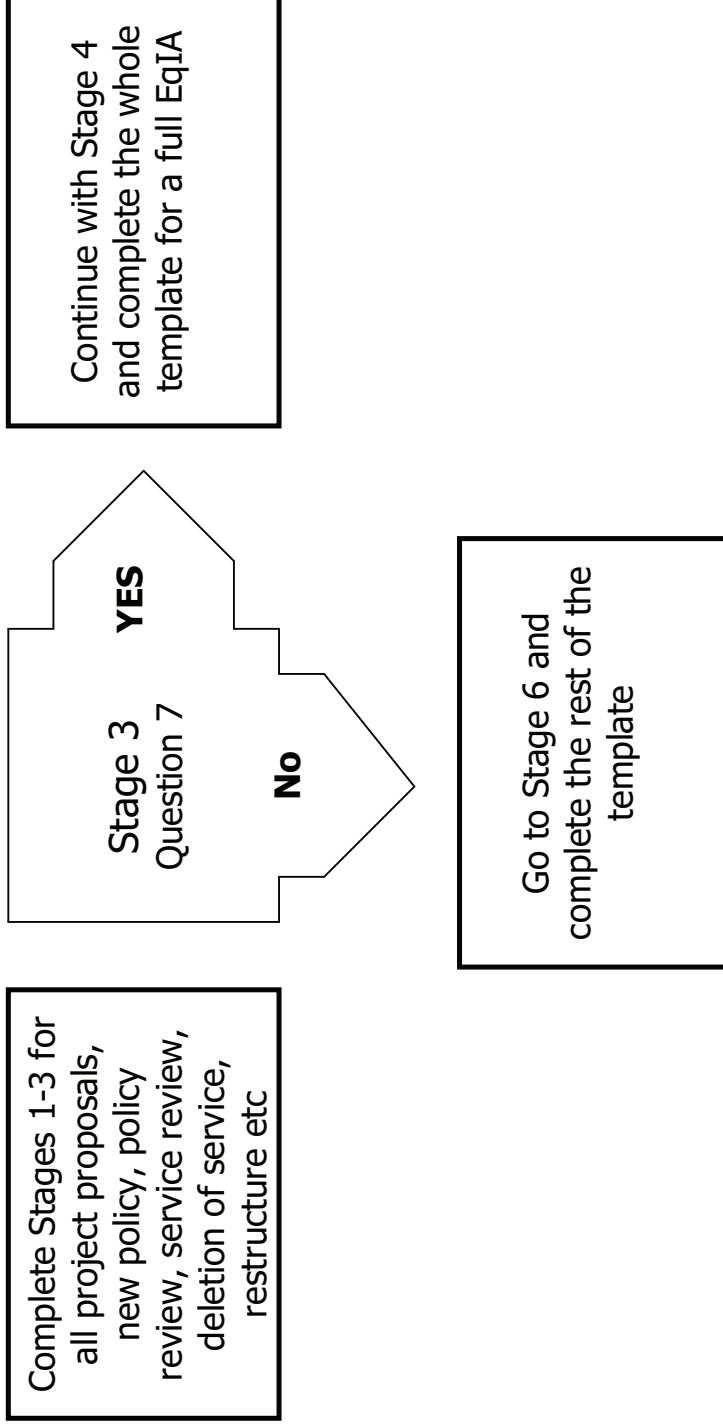
Ethnic Group	Harrow Weald	Hatch End	Headstone North	Pinner	Pinner South
	number	number	number	number	number
	%	%	%	%	%
<b>All usual residents</b>	<b>11,376</b>	<b>10,693</b>	<b>10,093</b>	<b>10,026</b>	<b>10,411</b>
	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
White: English/Welsh/Scottish/Northern Irish/British	4,633	5,114	3,949	5,192	5,370
White: Irish	608	271	302	320	265
White: Gypsy or Irish Traveller	2	3	1	4	5
White: Other White	637	670	530	697	549
Mixed/multiple ethnic groups: White and Black Caribbean	170	78	75	82	83
Mixed/multiple ethnic groups: White and Black African	50	30	26	45	31
Mixed/multiple ethnic groups: White and Asian	173	143	177	153	167
Mixed/multiple ethnic groups: Other Mixed	123	141	101	96	104
Asian/Asian British: Indian	2,120	2,580	2,684	1,739	1,975
Asian/Asian British: Pakistani	290	222	346	279	262
Asian/Asian British: Bangladeshi	79	28	34	52	46
Asian/Asian British: Chinese	84	71	136	98	132
Asian/Asian British: Other Asian	975	638	969	582	977
Black/African/Caribbean/Black British: African	476	229	196	256	154
Black/African/Caribbean/Black British: Caribbean	342	157	234	136	81
Black/African/Caribbean/Black British: Other Black	236	93	110	108	77
Other ethnic group: Arab	197	106	85	87	43
Other ethnic group: Any other ethnic group	181	119	138	100	90
	1.6	1.1	1.1	1.0	0.9
	4.2	2.1	1.9	2.6	1.5
	8.6	6.0	9.6	5.8	9.4
	0.7	0.7	1.3	1.0	1.3
	0.7	0.7	1.3	1.0	1.3
	0.3	0.3	0.3	0.4	0.3
	1.5	1.3	1.8	1.5	1.6
	1.1	1.3	1.0	1.0	1.0
	18.6	24.1	26.6	17.3	19.0
	2.5	2.1	3.4	2.8	2.5
	0.7	0.3	0.3	0.5	0.4
	0.7	0.7	1.3	1.0	1.3
	8.6	6.0	9.6	5.8	9.4
	4.2	2.1	1.9	2.6	1.5
	3.0	1.5	2.3	1.4	0.8
	2.1	0.9	1.1	1.1	0.7
	1.7	1.0	0.8	0.9	0.4
	1.6	1.1	1.4	1.0	0.9
	51.7	56.7	47.4	62.0	59.4
	4.5	3.7	3.8	3.8	3.7
	31.2	33.1	41.3	27.4	32.6
	9.3	4.5	5.4	5.0	3.0
	3.3	2.1	2.2	1.9	1.3
	6.058	6.058	4.782	6.213	6.189
	392	392	379	376	385
	3,539	3,539	4,169	2,750	3,392
	479	479	540	500	312
	225	225	223	187	133

In order to protect against disclosure of personal information, records have been swapped between different geographic areas. Some counts will be affected, particularly small counts at the lowest geographies.

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## Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process. There is now just one Template. Project Managers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



## Equality Impact Assessment (EqIA) Template

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this assessment.

It will also help you to look at the EqIA Template with Guidance Notes to assist you in completing the EqIA.

Type of Project / Proposal:	Tick ✓	Type of Decision:	Tick ✓
Transformation		Cabinet	✓
Capital		Portfolio Holder	
Service Plan		Corporate Strategic Board	
Other		Other	
Title of Project:	Permanent expansion of the following community school: Priestmead Primary School and Nursery Hartford Avenue Kenton, HA3 8SZ		
170	At its meeting on 13 March 2014, Harrow Cabinet is recommended to approve the statutory proposals to expand permanently the school by one form of entry (30 pupils), which will fill incrementally from the point of admission into the school.		
Directorate / Service responsible:	Children & Families		
Name and job title of lead officer:	Adrian Parker, Head of Education Strategy and School Organisation Service		
Name & contact details of the other persons involved in the assessment:	Johanna Morgan, Education Lead Officer, School Organisation Chris Melly, Senior Professional, School Organisation Tara Gratton, Headteacher of Priestmead Primary School and Nursery		
Date of assessment:	23 January 2014		
Stage 1: Overview			
1. What are you trying to do? (Explain proposals e.g. introduction of a new service or	It is proposed to permanently expand Priestmead Primary School and Nursery from 1 September 2015 to become a four form of entry school (120 places) from its current three forms of entry (90 places).		



<p>policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>	<p>Education school expansion statutory processes are being undertaken. In November 2013, Harrow Cabinet considered the outcome of the statutory consultation about the proposed expansion that was conducted during the autumn term and decided to publish statutory proposals to effect the expansion. On 13 March 2014, Harrow Cabinet will determine the statutory proposals.</p> <p>The permanent expansion of Priestmead Primary School and Nursery is proposed as part of the Primary School Expansion Programme within Harrow Council's School Place Planning Strategy. Cabinet agreed its School Place Planning Strategy in February 2010 to meet the increasing demand for school places that is primarily birth rate driven. In July 2011, Cabinet agreed on a Primary School Expansion Programme as part of the School Place Planning Strategy. The strategy aims to secure sufficient primary school places through the creation of additional permanent places, supplemented by planned bulge classes and contingency bulge classes, opened if required.</p>					
<p>171 Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</p>	Residents / Service Users	✓	Partners / Schools	✓	Stakeholders	✓
	Staff	✓	Age	✓	Disability	✓
	Gender Reassignment		Marriage and Civil Partnership		Pregnancy and Maternity	
	Race		Religion or Belief		Sex	
	Sexual Orientation		Other			
<p>3. Is the responsibility shared with another directorate, authority or organisation? If so:</p> <ul style="list-style-type: none"> <li>Who are the partners?</li> <li>Who has the overall responsibility?</li> <li>How have they been involved in the assessment?</li> </ul>	<p>There is a statutory responsibility on the local authority to ensure sufficient school places in its area. Children &amp; Families is the lead directorate, though the school expansion programme has to be delivered corporately with the involvement of officers from other directorates e.g. Environment and Enterprise, Finance, Performance, Legal.</p> <p>The school expansion programme will be delivered in partnership between the local authority and schools.</p>					
<p><b>Stage 2: Evidence / Data Collation</b></p>						
<p>4. What evidence / data have you reviewed to assess the potential impact of your proposals? Include the actual data, statistics reviewed in the</p>						

<p>section below. This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys; complaints etc. Where possible include data on the nine Protected Characteristics.</p> <p>(Where you have gaps (data is not available/being collated), you may need to include this as an action to address in your Improvement Action Plan at Stage 7)</p>	<p>The Greater London Authority (GLA) prepares the pupil projections for Harrow Council. The GLA uses a range of information and data to prepare the projections including the number of births, number of pupils in Harrow schools, migration to Harrow and new housing development. Across London the population is growing, and the main reason for this is increasing birth rate. The demand for Reception class places (for pupils reaching 5 years of age) in Harrow schools is increasing:</p> <ul style="list-style-type: none"> <li>• In January 2006 there were 2,224 Reception aged pupils in Harrow schools;</li> <li>• In January 2009 there were 2,571 Reception aged pupils in Harrow schools;</li> <li>• In January 2013 there were 2,879 Reception aged pupils in Harrow schools;</li> <li>• In January 2019 it is projected there will be 3,437 Reception aged pupils in Harrow schools.</li> </ul> <p>In September 2012 there were a total of 2,550 permanent Reception class places in Harrow's primary sector schools. In order to ensure sufficient school places to meet the predicted increased demand in the next few years there is a need to increase the number of permanent school places, in the primary sector initially and in the secondary sector in due course. Phase 1 of the primary school expansion programme was implemented in September 2013 with 8 schools in the borough permanently increasing their Reception intakes. Statutory processes for Phase 2 permanent expansions are under way to permanently expand a further 14 schools by September 2015. Phase 3 is being planned for permanent expansions from September 2016. Full information about the projected demand for school places and the planning to increase school places across Harrow can be viewed in the 21 November 2013 Cabinet papers (item 725 School Expansion Programme Appendix C) at <a href="http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;MId=61433&amp;Ver=4">http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;MId=61433&amp;Ver=4</a></p> <p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>
<p>Age (including carers of young/older people)</p>	<p>An increase in children of school age can be expected to include increased numbers of children with disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places. On 18 July 2013, Harrow Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs.</p>
<p>Disability (including carers of disabled people)</p>	<p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>

	See Appendix A of this EqIA for data about the profile of pupils attending the school. See Appendix B of this EqIA for the profile of respondents to the statutory consultation.
Gender Reassignment	Not applicable in the context of the expansion of this school.
Marriage / Civil Partnership	Not applicable in the context of the expansion of this school.
Pregnancy and Maternity	Not applicable in the context of the expansion of this school.
Race	This is a community school which draws pupils from its local area and the pupil profile reflects the ethnicity of its area. The January 2013 School Census demonstrates that the school has an ethnically diverse pupil population. See Appendix A of this EqIA for data about the profile of pupils attending the school. See Appendix B of this EqIA for the profile of respondents to the statutory consultation. See Appendix C of this EqIA for the ethnic groups in the main wards from which children attend the school.
Religion and Belief	This is a community school which draws pupils from its local area and the pupil profile reflects the religions and beliefs of its area. See Appendix B of this EqIA for the profile of respondents to the statutory consultation.
Sex / Gender	This is a community school which draws pupils from its local area and the pupil profile reflects the gender of its area. See Appendix A of this EqIA for data about the profile of pupils attending the school.
Sexual Orientation	Not applicable in the context of the expansion of this school.
Socio Economic	Not applicable in the context of the expansion of this school.
What consultation have you undertaken on your proposals?	
Who was consulted?	What consultation methods were used?
Statutory consultation was held with the schools, their communities and interested parties about the expansion proposal between 16	Consultation information was widely distributed including to neighbouring Local Authorities, local MPs, Councillors, Union representatives, Diocesan Bodies,
What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).	What do the results show about the impact on different groups / Protected Characteristics?
Harrow Cabinet considered the outcomes of the statutory consultations at its meeting on 21 November 2013, and decided to publish statutory proposals to expand the schools. Measures are being put in place to	823 responses were received to the Phase 2 expansion consultations from respondents that included parents/carers, pupils, school staff, governors, residents and organisations. A number of comments were included with the responses given. The Governing Body of Priestmead Primary School and Nursery agrees with the approach to creating additional school places in Harrow. The Governors are well aware of the shortfall of school places, and

September and 18 October 2013.

voluntary organisations, and Harrow Youth Parliament. Information was put on the Harrow Council website, together with a facility for online response to the consultations. The Council distributed letters to local residents to inform them of the consultation and to invite them to consultation meetings at the school. Each school distributed information and response forms to their school communities and parents, and arranged open consultation meetings for parents and residents to enable discussion about the proposals.

agree that it is the responsibility of the school to support the creation of more school places to educate the young people of Harrow.

In relation to the specific consultation question about the proposed expansion of Priestmead Primary School and Nursery, the Governing Body agrees on the permanent expansion of the school via an initial bulge class from September 2014 provided that:

- The issue of our extreme lack of toilets is addressed and dealt with, the size of our very small kitchen for providing hot school meals is considered and dealt with and the safety matters relating to the service road are dealt with.
- Concerns raised about traffic and parking problems at school starting and finishing times need to be addressed by the Local Authority as Governors, parents and local residents have raised them.
- The governors are keen to understand how additional space will be provided for the two bulges classes that will be accommodated before the Priority School Building Programme building works are completed and to see detailed plans submitted for the approval of the Headteacher and the Governing Body.
- The Governing Body has separately raised its concerns about safety issues surrounding the service road between Harford Avenue & Ivanhoe Drive which has an entrance to the Junior playground immediately adjacent to one end of it. The governors would very much like this issue to be included in any responses or discussions appertaining to the proposed expansion consultation. There is concern for the safety of children arising from vehicular speed and parking in front of the gates.

A summary of the number of responses to the specific consultation question about the proposed expansion of Priestmead Primary School and Nursery is presented in the table:

Yes	No	Not Sure	Total
79	19	16	114
69.3%	16.7%	14.0%	100.0%

A few comments suggested opening new schools as the site was not sufficiently large to expand the school. The recent changes of headteacher were identified as a reason not to expand this school.

address the traffic and congestion issues arising from the creation of additional school places. These measures include:

- Transport Assessments at Phase 2 expansion schools and Transport Statements at additional special educational needs places provision. Mott MacDonald, an independent company, has been procured to complete this work by the end of February 2014.
- Appointment of a Transport and Travel Planner Officer for the expansion projects to develop and implement effective travel strategies in conjunction with the schools.
- There will be a communication strategy for the Phase 2 expansion projects to raise the profile of school travel planning. An additional Communications Officer has been engaged to give this work a high profile.

The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.



	Comments about the existing traffic challenges were made and the greater impact on the local area with an expansion. A number of comments were in support of the expansion as long as the education standards are preserved.	
<p>6. What other (local, regional, national research, reports, media) data sources that you have used to inform this assessment? List the Title of reports / documents and websites here.</p>	<p>The GLA School Roll Projections Service draws on a range of available national and regional data to inform its projections. A regional approach is an important aspect of meeting the needs of children and young people with special educational needs. Contacts are being developed with free school proposers, and with neighbouring local authorities through the West London Alliance, to inform work to meet the need.</p>	
<b>Stage 3: Assessing Potential Disproportionate Impact</b>		
7. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?		
Yes		
No	✓	✓
175		
<p><b>S -</b> If there is a risk of disproportionate adverse Impact on any <b>ONE</b> of the Protected Characteristics, continue with the rest of the template.</p> <ul style="list-style-type: none"> <li>▪ <b>Best Practice:</b> You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA</li> <li>▪ It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.</li> </ul> <p><b>NO</b> - If you have ticked 'No' to all of the above, then go to <b>Stage 6</b></p> <ul style="list-style-type: none"> <li>▪ Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 7</li> </ul>		
<b>Stage 4: Collating Additional data / Evidence</b>		
8. What additional data / evidence have you considered in relation to your proposals as a result of the analysis at Stage 3?	Note: Please go to Stage 6.	

(include this evidence, including any data, statistics, titles of documents and website links here)

9. What further consultation have you undertaken on your proposals as a result of your analysis at Stage 3?

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
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Note: Please go to Stage 6.

### Stage 5: Assessing Impact and Analysis

10. What does your evidence tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?

Protected characteristic	Adverse	Positive	Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  <b>Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 9</b>	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 7)
Age (including carers of young/older people)	✓	✓	<b>Note: Please go to Stage 6.</b>	
Disability (including carers of disabled)				

people)									
Gender Reassignment									
Marriage and Civil Partnership									
Pregnancy and Maternity									
Race									
177									
Religion or Belief									
Sex									
Sexual orientation									
<b>11. Cumulative Impact – Considering what else is happening within the</b>								<b>Yes</b>	<b>No</b>



<p>Council and Harrow as a whole, could your proposals have a cumulative impact on a particular Protected Characteristic?</p> <p>If yes, which Protected Characteristics could be affected and what is the potential impact?</p>	<p>Note: Please go to Stage 6.</p>								
<p><b>11a. Any Other Impact</b> – Considering what else is happening within the Council and Harrow as a whole (for example national/local policy, austerity, welfare reform, unemployment levels, community tensions, levels of crime) could your proposals have an impact on individuals/service users socio economic, health or an impact on community cohesion?</p> <p>If yes, what is the potential impact and how likely is to happen?</p>	Yes			No	<p>Note: Please go to Stage 6.</p>				
<p><b>12.</b> Is there any evidence or concern that the potential adverse impact identified may result in a Protected Characteristic being disadvantaged? (Please refer to the Corporate Guidelines for guidance on the definitions of discrimination, harassment and victimisation and other prohibited conduct under the Equality Act) available on Harrow HUB/Equalities and Diversity/Policies and Legislation</p>	<p>If you have answered "yes" to any of the above, set out what justification there may be for this in Q12a below - link this to the aims of the proposal and whether the disadvantage is proportionate to the need to meet these aims. (You are encouraged to seek legal advice, if you are concerned that the proposal may breach the equality legislation or you are unsure whether there is objective justification for the proposal)</p> <p>If the analysis shows the potential for serious adverse impact or disadvantage (or potential discrimination) but you have identified a potential justification for this, this information must be presented to the decision maker for a final decision to be made on whether the disadvantage is proportionate to achieve the aims of the proposal.</p> <ul style="list-style-type: none"> <li>▪ If there are adverse effects that are not justified and cannot be mitigated, you should not proceed with the proposal. <b>(select outcome 4)</b></li> <li>▪ If the analysis shows unlawful conduct under the equalities legislation, you should not proceed with the proposal. <b>(select outcome 4)</b></li> </ul>								
<p>178</p>	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
<p><b>Stage 6: Decision</b></p>									
<p><b>13.</b> Please indicate which of the following statements best describes the outcome of your EqIA ( ✓ tick one box only)</p>									
<p><b>Outcome 1</b> – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and</p>									<p>✓</p>

all opportunities to advance equality are being addressed.	
<b>Outcome 2</b> – Minor adjustments to remove / mitigate adverse impact or advance equality have been identified by the EqIA. <i>List the actions you propose to take to address this in the Improvement Action Plan at Stage 7</i>	
<b>Outcome 3</b> – Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. <b>(Explain this in 13a below)</b>	
<b>Outcome 4</b> – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)	
<b>13a.</b> If your EqIA is assessed as <b>outcome 3 or you have ticked 'yes' in Q12</b> , explain your justification with full reasoning to continue with your proposals.	

### Stage 7: Improvement Action Plan

14. List below any actions you plan to take as a result of this Impact Assessment. This should include any actions identified throughout the EqIA.				
Area of potential adverse impact e.g. Race, Disability	Action required to mitigate	How will you know this is achieved? E.g. Performance Measure / Target	Target Date	
			Lead Officer	
			Service / Team Plan	
Age. Insufficient school places for children in Harrow.	Work has been undertaken to maximise funding from the Government to create additional school places. This has included applications to the Priority School Building Programme and the Targeted Basic Need Programme, as well as work to maximise the annual basic need allocations.	Delivery, affordability and value for money will be monitored by the corporate Programme Board. Key milestones will be reported with RAG ratings to monitor progress.	1 September 2015.	Catherine Doran, Corporate Director Children & Families, through the Programme Board.
			1 September 2013	

<p>Disability. Insufficient education provision to meet the needs of children with special educational needs.</p>	<p>This area of potential adverse impact of the increased number of children in the borough has been considered. Harrow Cabinet agreed its Special School and SEN Placements Planning Framework in July 2013, and successful applications have been made to the Government's Targeted Basic Need Programme for funds to expand the places in Harrow's special schools and to create more additionally resourced provision places in Harrow's mainstream schools.</p>	<p>Completion of the projects to expand Harrow's special schools and to create units for more additionally resourced provision places in Harrow's mainstream schools.</p>	<p>1 September 2015.</p>	<p>Catherine Doran through the Programme Board.</p> <p>1 March 2013</p>
<p>Residents / Service Users. Many concerns about the impacts of traffic congestion.</p>	<p>Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. See Section 5 above. The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.</p>	<p>Traffic Assessments and School Travel Plans will be submitted as part of the Planning Applications.</p>	<p>18 June 2014.</p>	<p>Mark Sperring, Head of Capital Project Team.</p> <p>November 2013.</p>

### Stage 8 - Monitoring

The full impact of the proposals may only be known after they have been implemented. It is therefore important to ensure effective monitoring measures are in place to assess the impact.

<p><b>15.</b> How will you monitor the impact of the proposals once they have been implemented? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? (<i>Also Include in Improvement Action Plan at Stage 7</i>)</p>	<p>The School Organisation Officer Group, comprised of representatives from relevant corporate departments, meets monthly and will monitor the impact of proposals and the continuing levels of need.</p>
<p><b>16.</b> How will the results of any monitoring be analysed, reported and publicised? (<i>Also Include in Improvement Action Plan at Stage 7</i>)</p>	<p>Regular reports are presented to Cabinet on school organisation matters, including quarterly update reports on the school expansion programme. These reports are published on the Harrow Council website. The School Expansion Stakeholder Reference Group has been established and meets monthly. The School Expansion Stakeholder</p>

	<p>Reference Group is a cross party representative group to provide advice and guidance on the implementation of the school expansion programme. The meetings are minuted.</p> <p>The Programme Board of senior corporate officers and the constructor meets regularly to monitor the construction programme to ensure appropriate accommodation is provided at the schools for the additional pupils.</p> <p>A range of views and comments were received in support and opposed to the expansion proposal (see section 2 in Stage 5 above).</p> <p>61% of consultation responses agreed with the approach to creating additional school places in Harrow.</p>	
<p><b>17.</b> Have you received any complaints or compliments about the proposals being assessed? If so, provide details.</p>		
<p><b>Stage 9: Public Sector Equality Duty</b></p>		
<p><b>18.</b> How do your proposals contribute towards the Public Sector Equality Duty (PSED) which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.</p> <p>(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)</p>	<p>Advance equality of opportunity between people from different groups</p> <p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.</p>	<p>Foster good relations between people from different groups</p> <p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.</p>
<p><b>19.</b> Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?</p>		
<p>The corporate Equality Impact Assessment Quality Assurance Group.</p>		
<p><b>Stage 10 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)</b></p> <p><b>The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.</b></p>		
<p>The corporate Equality Impact Assessment Quality Assurance Group.</p>		

Signed: (Lead officer completing EqIA)	<i>Chris Melly</i>	Signed: (Chair of DETG)	<i>Richard Segalov</i>
Date:	20 <sup>th</sup> February 2014	Date:	21 <sup>st</sup> February 2014
Date EqIA presented at the EqIA Quality Assurance Group	3 <sup>rd</sup> February 2014 (Sample EqIAs presented to inform the EqIAs on all 15 of the Phase 2 expansion schools)	Signature of ETG Chair	

<b>October 13 School Census</b>	<b>Priestmead Primary School and Nursery</b>
<b>AGE as at 31st August 2013</b>	
3	7.0%
4	12.6%
5	13.8%
6	13.3%
7	13.6%
8	13.3%
9	13.2%
10	13.2%
11	0.0%
<b>Grand Total</b>	<b>690</b>
<b>GENDER</b>	
Female	60%
Male	69%
<b>Grand Total</b>	<b>690</b>
<b>ETHNICITY</b>	
Bangladeshi	0.4%
Indian	38.1%
Asian Other	18.4%
Pakistani	5.5%
Black African	2.9%
Black Caribbean	2.8%
Black Other	0.9%
Chinese	0.3%
Mixed other	1.6%
Mixed White/Asian	2.0%
Mixed White Black African	0.3%
Mixed White Black Caribbean	0.3%
Any Other Ethnic minority	2.6%
Refused	0.1%
White British	1.7%
White Other	4.5%
Unknown	17.5%
<b>Grand Total</b>	<b>690</b>
<b>SEN</b>	
No SEN	92.6%
School Action	1.3%
School Action Plus	4.1%
Statement of SEN	2.0%
<b>Grand Total</b>	<b>690</b>

Source: Collect export: Final Oct 2013 Schools & academies.xls



### Monitoring information

When completing their responses to the statutory consultations from 16 September 2013 to 18 October 2013, respondents were invited to provide information about how they perceive their social identity to assist with monitoring the effectiveness of the consultation outreach. Anonymous information was requested under the following categories: disability; ethnic group; and religion. The following tables show the responses received under these categories.

<b>Respondents by Disability</b>	<b>Number</b>	<b>Percentage</b>
Not Disabled	709	85.11%
Yes, affecting mobility	19	2.28%
Yes, affecting hearing	4	0.48%
Yes, affecting vision	5	0.60%
Yes, a learning disability	0	0.00%
Yes, mental ill-health	2	0.24?%
Yes, another form of disability	3	0.36%
Not Stated	91	10.92%%

<b>Ethnic Group</b>	<b>Number</b>	<b>% of total response</b>
Asian Or Asian British	202	24.54%
Black or Black British	13	1.58%
Other Ethnic Group	12	1.46%
Mixed ethnic background	7	0.85%
White	234	28.43%
Did Not Specify	355	43.13%

<b>Respondents by Religion</b>	<b>Number</b>	<b>Percentage</b>
Buddhism	9	1.09%
Christianity	227	27.58%
Hinduism	208	25.27%
Islam	107	13.00%
Jainism	19	2.31%
Judaism	9	1.09%
Sikh	6	0.73%
Zoroastrian	0	0%
Other	24	2.92%
No Religion	61	7.41%
Not Stated	153	18.59%

**KS201EW - Ethnic group**      **South East Primary Planning Area**

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**Appendix C**

Population - All usual residents  
Units - Persons  
Date - 2011

**Main Wards for the South East Primary Planning Area**

(Over 40% of pupils in these Wards attend schools in the planning area)

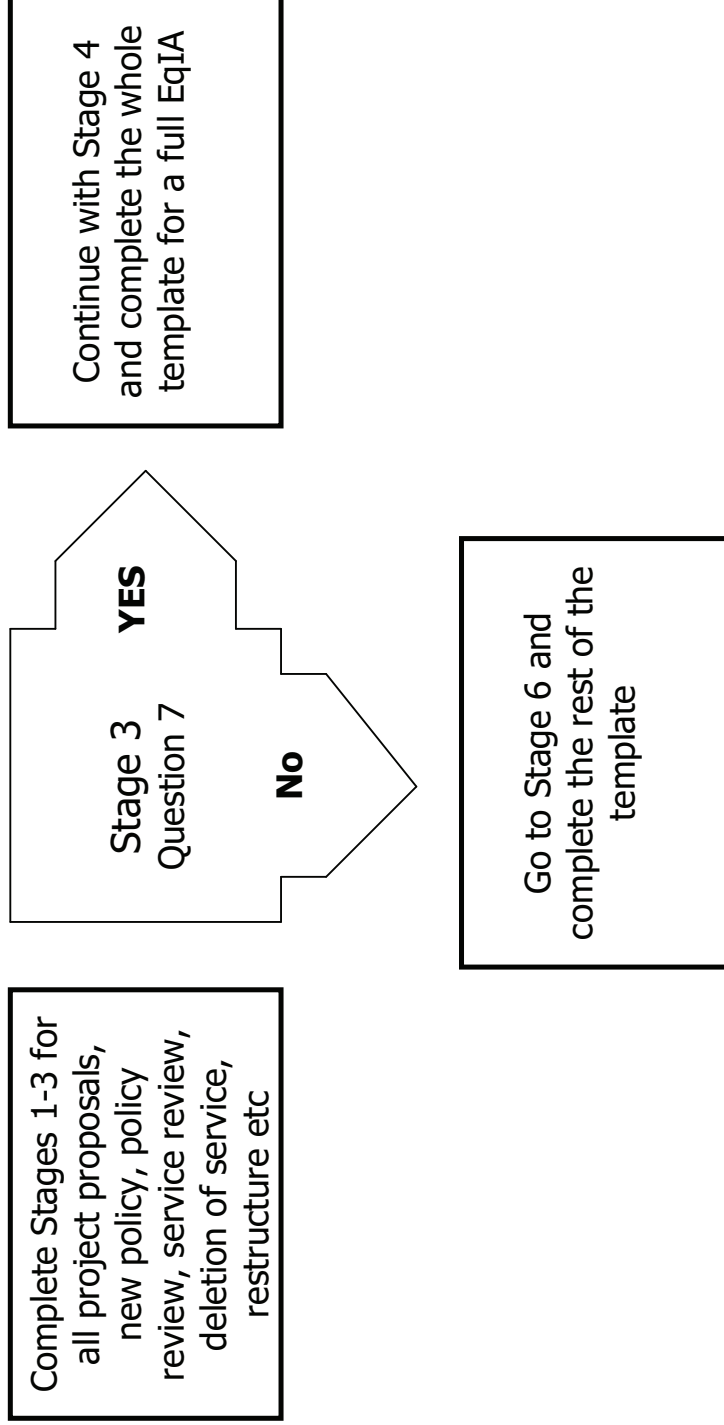
Ethnic Group	Edgware		Kenton East		Kenton West		Queensbury	
	number	%	number	%	number	%	number	%
<b>All usual residents</b>	<b>11,653</b>	<b>100.0</b>	<b>11,138</b>	<b>100.0</b>	<b>11,173</b>	<b>100.0</b>	<b>11,984</b>	<b>100.0</b>
White: English/Welsh/Scottish/Northern Irish/British	1,957	16.8	1,593	14.3	1,987	17.8	1,599	13.3
White: Irish	362	3.1	263	2.4	304	2.7	292	2.4
White: Gypsy or Irish Traveller	18	0.2	6	0.1	8	0.1	7	0.1
White: Other White	1,711	14.7	1,098	9.9	763	6.8	1,100	9.2
Mixed/multiple ethnic groups: White and Black Caribbean	70	0.6	102	0.9	76	0.7	59	0.5
Mixed/multiple ethnic groups: White and Black African	74	0.6	24	0.2	33	0.3	55	0.5
Mixed/multiple ethnic groups: White and Asian	128	1.1	84	0.8	126	1.1	169	1.4
Mixed/multiple ethnic groups: Other Mixed	121	1.0	117	1.1	100	0.9	74	0.6
Asian/Asian British: Indian	3,619	31.1	5,184	46.5	5,330	47.7	5,172	43.2
Asian/Asian British: Pakistani	431	3.7	265	2.4	389	3.5	413	3.4
Asian/Asian British: Bangladeshi	108	0.9	30	0.3	27	0.2	67	0.6
Asian/Asian British: Chinese	171	1.5	47	0.4	83	0.7	80	0.7
Asian/Asian British: Other Asian	1,259	10.8	1,229	11.0	916	8.2	1,757	14.7
Black/African/Caribbean/Black British: African	758	6.5	242	2.2	238	2.1	350	2.9
Black/African/Caribbean/Black British: Caribbean	273	2.3	362	3.3	407	3.6	241	2.0
Black/African/Caribbean/Black British: Other Black	179	1.5	166	1.5	170	1.5	208	1.7
Other ethnic group: Arab	237	2.0	221	2.0	130	1.2	178	1.5
Other ethnic group: Any other ethnic group	177	1.5	105	0.9	86	0.8	163	1.4
<b>Main Ethnic Groups</b>								
White	4,048	34.7	2,960	26.6	3,062	27.4	2,998	25.0
Mixed/multiple ethnic groups	393	3.4	327	2.9	335	3.0	357	3.0
Asian/Asian British	5,588	48.0	6,755	60.6	6,745	60.4	7,489	62.5
Black/African/Caribbean/Black British	1,210	10.4	770	6.9	815	7.3	799	6.7
Other ethnic group	414	3.6	326	2.9	216	1.9	341	2.8

In order to protect against disclosure of personal information, records have been swapped between different geographic areas. Some counts will be affected, particularly small counts at the lowest ge

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## Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process. There is now just one Template. Project Managers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



## Equality Impact Assessment (EqIA) Template

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this assessment.

It will also help you to look at the EqIA Template with Guidance Notes to assist you in completing the EqIA.

Type of Project / Proposal:	Tick ✓	Type of Decision:	Tick ✓
Transformation		Cabinet	✓
Capital		Portfolio Holder	
Service Plan		Corporate Strategic Board	
Other		Other	
<p>Title of Project:</p> <p style="text-align: center;">100</p>			
<p>Permanent expansion of the following voluntary aided school:                      St John Fisher Catholic Primary School                      Melrose Road                      Pinner, HA5 5RA</p> <p>At its meeting on 13 March 2014, Harrow Cabinet is recommended to approve the statutory proposals to expand permanently the school by one form of entry (30 pupils), which will fill incrementally from the point of admission into the school.</p>			
<p>Directorate / Service responsible:</p> <p>Children &amp; Families</p>			
<p>Name and job title of lead officer:</p> <p>Adrian Parker, Head of Education Strategy and School Organisation Service</p>			
<p>Name &amp; contact details of the other persons involved in the assessment:</p> <p>Johanna Morgan, Education Lead Officer, School Organisation                      Chris Melly, Senior Professional, School Organisation                      Anne Lyons, Headteacher of St John Fisher Catholic Primary School</p>			
<p>Date of assessment:</p> <p>21 February 2014</p>			
Stage 1: Overview			
<p><b>1.</b> What are you trying to do?                      (Explain proposals e.g. introduction of a new service or</p>			
<p>It is proposed to permanently expand St John Fisher Catholic Primary School from 1 September 2015 to become a three form of entry school (90 places) from its current two forms of entry (60 places).</p>			

<p>policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>	<p>Education school expansion statutory processes are being undertaken. In November 2013, Harrow Cabinet considered the outcome of the statutory consultation about the proposed expansion that was conducted during the autumn term and decided to publish statutory proposals to effect the expansion. On 13 March 2014, Harrow Cabinet will determine the statutory proposals.</p> <p>The permanent expansion of St John Fisher Catholic Primary School is proposed as part of the Primary School Expansion Programme within Harrow Council's School Place Planning Strategy. Cabinet agreed its School Place Planning Strategy in February 2010 to meet the increasing demand for school places that is primarily birth rate driven. In July 2011, Cabinet agreed on a Primary School Expansion Programme as part of the School Place Planning Strategy. The strategy aims to secure sufficient primary school places through the creation of additional permanent places, supplemented by planned bulge classes and contingency bulge classes, opened if required. Part of the approach is to create additional places at voluntary aided schools.</p>					
<p>189</p> <p>2. Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</p>	Residents / Service Users	✓	Partners / Schools	✓	Stakeholders	✓
	Staff	✓	Age	✓	Disability	✓
	Gender Reassignment		Marriage and Civil Partnership		Pregnancy and Maternity	
	Race		Religion or Belief		Sex	
	Sexual Orientation		Other			
<p>3. Is the responsibility shared with another directorate, authority or organisation? If so:</p> <ul style="list-style-type: none"> <li>Who are the partners?</li> <li>Who has the overall responsibility?</li> <li>How have they been involved in the assessment?</li> </ul>	<p>There is a statutory responsibility on the local authority to ensure sufficient school places in its area. Children &amp; Families is the lead directorate, though the school expansion programme has to be delivered corporately with the involvement of officers from other directorates e.g. Environment and Enterprise, Finance, Performance, Legal.</p> <p>The school expansion programme will be delivered in partnership between the local authority and schools.</p>					
<p><b>Stage 2: Evidence / Data Collation</b></p>						



<p><b>4. What evidence / data have you reviewed to assess the potential impact of your proposals? Include the actual data, statistics reviewed in the section below. This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys; complaints etc. Where possible include data on the nine Protected Characteristics.</b></p> <p><b>(Where you have gaps (data is not available/being collated), you may need to include this as an action to address in your Improvement Action Plan at Stage 7)</b></p>	<p>The Greater London Authority (GLA) prepares the pupil projections for Harrow Council. The GLA uses a range of information and data to prepare the projections including the number of births, number of pupils in Harrow schools, migration to Harrow and new housing development. Across London the population is growing, and the main reason for this is increasing birth rate. The demand for Reception class places (for pupils reaching 5 years of age) in Harrow schools is increasing:</p> <ul style="list-style-type: none"> <li>• In January 2006 there were 2,224 Reception aged pupils in Harrow schools;</li> <li>• In January 2009 there were 2,571 Reception aged pupils in Harrow schools;</li> <li>• In January 2013 there were 2,879 Reception aged pupils in Harrow schools;</li> <li>• In January 2019 it is projected there will be 3,437 Reception aged pupils in Harrow schools.</li> </ul> <p>In September 2012 there were a total of 2,550 permanent Reception class places in Harrow's primary sector schools. In order to ensure sufficient school places to meet the predicted increased demand in the next few years there is a need to increase the number of permanent school places, in the primary sector initially and in the secondary sector in due course. Phase 1 of the primary school expansion programme was implemented in September 2013 with 8 schools in the borough permanently increasing their Reception intakes. Statutory processes for Phase 2 permanent expansions are under way to permanently expand a further 14 schools by September 2015. Phase 3 is being planned for permanent expansions from September 2016. Full information about the projected demand for school places and the planning to increase school places across Harrow can be viewed in the 21 November 2013 Cabinet papers (item 725 School Expansion Programme Appendix C) at <a href="http://www.harrow.gov.uk/www2/ie/ListDocuments.aspx?CId=249&amp;MId=61433&amp;Ver=4">http://www.harrow.gov.uk/www2/ie/ListDocuments.aspx?CId=249&amp;MId=61433&amp;Ver=4</a></p> <p>The Governing Body of St John Fisher Catholic Primary School looked at the data provided by the Local Authority giving details of applications to St John Fisher for the past two years. The school asked local parishes, particularly those without schools, for their Baptism figures and the number of children in their First Communion classes who do not attend a Catholic school. The school asked for information about the schools their primary age children do attend. This information indicates a need for additional primary Catholic places.</p> <p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>
<p><b>190_e (including carers of young/older people)</b></p>	<p>An increase in children of school age can be expected to include increased numbers of children with Disability (including carers of</p>

disabled people)	<p>disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places. On 18 July 2013, Harrow Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs.</p> <p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p> <p>See Appendix B of this EqIA for the profile of respondents to the statutory consultation.</p>
Gender Reassignment	Not applicable in the context of the expansion of this school.
Marriage / Civil Partnership	Not applicable in the context of the expansion of this school.
Pregnancy and Maternity	Not applicable in the context of the expansion of this school.
Race	<p>This is a voluntary aided school which draws pupils from its parish and other parishes in its local area. See Appendix A of this EqIA for data about the profile of pupils attending the school.</p> <p>See Appendix B of this EqIA for the profile of respondents to the statutory consultation.</p> <p>See Appendix C of this EqIA for the ethnic groups in the main wards from which children attend schools in the North West Primary Planning Area .</p>
Religion and Belief	<p>This is a voluntary aided school which draws pupils from its local area and the pupil profile reflects the local population holding Catholic religious belief.</p> <p>See Appendix B of this EqIA for the profile of respondents to the statutory consultation.</p>
Sex / Gender	This is a voluntary aided school which draws pupils from its local area and the pupil profile reflects the local population holding Catholic religious belief. See Appendix A of this EqIA for data about the profile of pupils attending the school.
Sexual Orientation	Not applicable in the context of the expansion of this school.
Socio Economic	Not applicable in the context of the expansion of this school.
<b>5. What consultation have you undertaken on your proposals?</b>	
Who was consulted?	<p>What consultation methods were used?</p> <p>What do the results show about the impact on different groups / Protected Characteristics?</p> <p>What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising</p>

			your proposals).															
<p>Statutory consultation was held with the school community and interested parties about the expansion proposal between 16 September and 18 October 2013.</p>	<p>Consultation information was widely distributed including to neighbouring Local Authorities, local MPs, Councillors, Union representatives, Diocesan Bodies, voluntary organisations, and Harrow Youth Parliament. Information was put on the Harrow Council website, together with a facility for online response to the consultations. The Council distributed letters to local residents to inform them of the consultation and to invite them to consultation meetings at the school. The school distributed information and response forms to its school community and parents, and arranged open consultation meetings for parents and residents to enable discussion about the proposal.</p>	<p>823 responses were received to the Phase 2 expansion consultations from respondents that included parents/carers, pupils, school staff, governors, residents and organisations. A number of comments were included with the responses given. The responses made to the first consultation question indicate broad agreement with Harrow Council's approach to creating additional school places in Harrow.</p> <p>A summary of the responses to the proposal to permanently expand St John Fisher Catholic Primary School is presented in the table:</p> <p><b>Q: Do you agree with the proposal to permanently expand St John Fisher School?</b></p> <table border="1" data-bbox="545 722 639 1339"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> <th>Not Sure</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Parents</td> <td>11</td> <td>32</td> <td>7</td> <td>50</td> </tr> <tr> <td>Residents</td> <td>1</td> <td>6</td> <td>2</td> <td>9</td> </tr> </tbody> </table> <p>The responses to the consultation received by Harrow Council about St John Fisher Catholic Primary School were forwarded to the Governing Body for consideration and are included in the table above and the information below. The level of response to the consultation was not high considering information was sent to all the parents of children attending the school and to 200 local addresses as well as to a range of organisations. A number of comments were made in the responses to the consultation. The overriding reason from residents was parking and traffic. Parents reasons were: Reduced playground space; Building works disruption; Changing nature of the school; Not enough Catholic children; Hall too small for whole school to meet; Sense of community damaged; School will become a victim of its own success; Not enough after school care provision; Less places for extra curricular activities; Health and Safety of our children could not be guaranteed; Year groups too large.</p> <p>The Governing Body gave careful consideration to the views in the consultations, from parents currently attending the school, residents, the parish and the Diocese of Westminster and every argument for and against was carefully discussed before a decision was made. The Governing Body decided to move forward with the expansion of the school. In coming to this decision the Governing Body considered a number of factors:</p> <ol style="list-style-type: none"> <li>1. <u>Meeting the Needs of the Catholic Community:</u> The Governing Body looked at the data provided by the Local Authority giving details of</li> </ol>		Yes	No	Not Sure	Total	Parents	11	32	7	50	Residents	1	6	2	9	<p>The Governing Body considered the outcomes of the statutory consultation and decided to publish statutory proposals to expand the school.</p> <p>Measures are being put in place by Harrow Council to address the traffic and congestion issues arising from the creation of additional school places. These measures include:</p> <ul style="list-style-type: none"> <li>• Transport Assessments at Phase 2 expansion schools and Transport Statements at additional special educational needs places provision. Mott MacDonald, an independent company, has been procured to complete this work by the end of February 2014.</li> <li>• Appointment of a Transport and Travel Planner Officer for the expansion projects to develop and implement effective travel strategies in conjunction with the schools.</li> <li>• There will be a communication strategy for the Phase 2 expansion projects to raise the profile of school travel planning. An additional Communications Officer has been engaged to give this work a high profile.</li> </ul>
	Yes	No	Not Sure	Total														
Parents	11	32	7	50														
Residents	1	6	2	9														

<p>The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.</p>	<p>applications to St John Fisher for the past two years. We asked local parishes, particularly those without schools, for their Baptism figures and the number of children in their First Communion classes who do not attend a Catholic school. We asked for information about the schools their primary age children do attend. This information indicates a need for additional primary Catholic places.</p> <p>2. <u>Playspace:</u> Our play space has been increased on a number of occasions. Our new Reception building has the capacity to accommodate three classes and has its own dedicated play area for all our Reception pupils which is completely enclosed and set up for that age range. The mobile classroom will be demolished, thereby giving more play space and greater flexibility when designating areas for PE and games. We have timetabled playtimes for the past year which has been a great success. Parents should note that of the six Catholic primary schools in Harrow only St George's has more play space than us.</p> <p>3. <u>Traffic and Parking:</u> This is challenging for any school whatever its location. We work hard and will continue to do so in encouraging children and parents to walk to school. We will continue to work with the residents to implement solutions and will communicate regularly to ensure we are the best neighbours possible.</p> <p>4. <u>Building Process:</u> The Governing Body believe that we can manage the disruption caused during the building process, in such a way so as to not harm the efficient education of the current pupils. We are acutely aware that standards cannot be allowed to slip for any of our pupils and we will ensure they do not.</p> <p>5. <u>Staffing Structure:</u> We discussed some ways in which the staffing structure might develop. A benefit could be having more than one caretaker so that there is onsite security and safety at all times. Three classes in one year group might give the opportunity for increased staffing over and above the one teacher to thirty pupils. A middle management tier would give promotion opportunities to more staff and encourage them to remain at the school for longer before seeking senior leadership roles in other schools.</p> <p>6. <u>Out of School Care:</u> We discussed the need for increased childcare and the facilities needed to provide this. A bigger staff group provides more workers for childcare. An additional building would give possible areas for developing our childcare facilities.</p>
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	<p>7. <u>Retaining the School's Welcoming Environment</u>: We discussed how an increase in the school's capacity might impact on the welcoming environment provided to pupils and parents. Although this is difficult to gauge, we were able to draw on experience from the last major expansion when we increased from a one to two form entry school and it was felt that we successfully retained and developed the welcoming atmosphere at the school during this time.</p> <p>Whilst the Governing Body realise there are many hurdles to consider and overcome, the opportunity to increase the number of places for Harrow Catholic children cannot be ignored as it is unlikely to be offered again.</p>																			
<p>6. What other (local, regional, national research, reports, media) data sources that you have used to inform this assessment? List the Title of reports / documents and websites here.</p>	<p>The GLA School Roll Projections Service draws on a range of available national and regional data to inform its projections.</p> <p>A regional approach is an important aspect of meeting the needs of children and young people with special educational needs. Contacts are being developed with free school proposers, and with neighbouring local authorities through the West London Alliance, to inform work to meet the need.</p>																			
<p><b>Stage 3: Assessing Potential Disproportionate Impact</b></p>																				
<p>7. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?</p>																				
Yes																				
No	<table border="1"> <thead> <tr> <th data-bbox="925 489 993 630">Age (including carers)</th> <th data-bbox="925 630 993 787">Disability (including carers)</th> <th data-bbox="925 787 993 945">Gender Reassignment</th> <th data-bbox="925 945 993 1102">Marriage and Civil Partnership</th> <th data-bbox="925 1102 993 1260">Pregnancy and Maternity</th> <th data-bbox="925 1260 993 1417">Race</th> <th data-bbox="925 1417 993 1575">Religion and Belief</th> <th data-bbox="925 1575 993 1732">Sex</th> <th data-bbox="925 1732 993 1890">Sexual Orientation</th> </tr> </thead> <tbody> <tr> <td data-bbox="925 630 993 787">✓</td> <td data-bbox="925 787 993 945">✓</td> <td data-bbox="925 945 993 1102">✓</td> <td data-bbox="925 1102 993 1260">✓</td> <td data-bbox="925 1260 993 1417">✓</td> <td data-bbox="925 1417 993 1575">✓</td> <td data-bbox="925 1575 993 1732">✓</td> <td data-bbox="925 1732 993 1890">✓</td> <td data-bbox="925 1890 993 2051">✓</td> </tr> </tbody> </table>	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation												
✓	✓	✓	✓	✓	✓	✓	✓	✓												

**YES** - If there is a risk of disproportionate adverse Impact on any **ONE** of the Protected Characteristics, continue with the rest of the template.

- **Best Practice:** You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA
- It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.

**NO** - If you have ticked 'No' to all of the above, then go to **Stage 6**

- Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 7

#### Stage 4: Collating Additional data / Evidence

8. What additional data / evidence have you considered in relation to your proposals as a result of the analysis at Stage 3?  
(include this evidence, including any data, statistics, titles of documents and website links here)

Note: Please go to Stage 6.

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What further consultation have you undertaken on your proposals as a result of your analysis at Stage 3?

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
Note: Please go to Stage 6.			

#### Stage 5: Assessing Impact and Analysis

10. What does your evidence tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?



Protected Characteristic	Adverse ✓	Positive ✓	Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  <b>Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 9</b>	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 7)
Age (including carers of young/older people)			Note: Please go to Stage 6.	
Disability (including carers of disabled people)				
Gender Reassignment				
Marriage and Civil Partnership				
Pregnancy and Maternity				



	carers)	carers)	Partnership		
Yes					
No					
<p>If you have answered "yes" to any of the above, set out what justification there may be for this in Q12a below - link this to the aims of the proposal and whether the disadvantage is proportionate to the need to meet these aims. (You are encouraged to seek legal advice, if you are concerned that the proposal may breach the equality legislation or you are unsure whether there is objective justification for the proposal)</p> <p>If the analysis shows the potential for serious adverse impact or disadvantage (or potential discrimination) but you have identified a potential justification for this, this information must be presented to the decision maker for a final decision to be made on whether the disadvantage is proportionate to achieve the aims of the proposal.</p> <ul style="list-style-type: none"> <li>▪ If there are adverse effects that are not justified and cannot be mitigated, you should not proceed with the proposal. <b>(select outcome 4)</b></li> <li>▪ If the analysis shows unlawful conduct under the equalities legislation, you should not proceed with the proposal. <b>(select outcome 4)</b></li> </ul>					
<b>Stage 6: Decision</b>					
<p><b>13.</b> Please indicate which of the following statements best describes the outcome of your EqIA ( ✓ tick one box only)</p> <p><b>Outcome 1</b> – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality are being addressed.</p> <p>→ <b>Outcome 2</b> – Minor adjustments to remove / mitigate adverse impact or advance equality have been identified by the EqIA. <i>List actions you propose to take to address this in the Improvement Action Plan at Stage 7</i></p> <p><b>Outcome 3</b> – Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. <b>(Explain this in 13a below)</b></p> <p><b>Outcome 4</b> – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)</p> <p><b>13a.</b> If your EqIA is assessed as <b>outcome 3 or you have ticked 'yes' in Q12</b>, explain your justification with full reasoning to continue with your proposals.</p>					
					✓

### Stage 7: Improvement Action Plan

**14.** List below any actions you plan to take as a result of this Impact Assessment. This should include any actions identified throughout the EqIA.

Area of potential	How will you know	Target Date	Lead Officer	Date Action
-------------------	-------------------	-------------	--------------	-------------

adverse impact e.g. Race, Disability	Action required to mitigate	this is achieved? E.g. Performance Measure / Target	included in Service / Team Plan
Age. Insufficient school places for children in Harrow.	Work has been undertaken to maximise funding from the Government to create additional school places. This has included applications to the Priority School Building Programme and the Targeted Basic Need Programme, as well as work to maximise the annual basic need allocations.	Delivery, affordability and value for money will be monitored by the corporate Programme Board. Key milestones will be reported with RAG ratings to monitor progress.	Catherine Doran, Corporate Director Children & Families, through the Programme Board. 1 September 2015.
Disability. Insufficient education provision to meet the needs of children with special educational needs.	This area of potential adverse impact of the increased number of children in the borough has been considered. Harrow Cabinet agreed its Special School and SEN Placements Planning Framework in July 2013, and successful applications have been made to the Government's Targeted Basic Need Programme for funds to expand the places in Harrow's special schools and to create more additionally resourced provision places in Harrow's mainstream schools.	Completion of the projects to expand Harrow's special schools and to create units for more additionally resourced provision places in Harrow's mainstream schools.	Catherine Doran through the Programme Board. 1 March 2013
Residents / Service Users. Many concerns about the impacts of traffic congestion.	Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. See Section 5 above. The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.	Traffic Assessments and School Travel Plans will be submitted as part of the Planning Applications.	Mark Sperring, Head of Capital Project Team. 18 June 2014. November 2013.

## Stage 8 - Monitoring

The full impact of the proposals may only be known after they have been implemented. It is therefore important to ensure effective monitoring measures are in place to assess the impact.

<p><b>15.</b> How will you monitor the impact of the proposals once they have been implemented? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>The School Organisation Officer Group, comprised of representatives from relevant corporate departments, meets monthly and will monitor the impact of proposals and the continuing levels of need.</p>
<p><b>16.</b> How will the results of any monitoring be analysed, reported and publicised? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>Regular reports are presented to Cabinet on school organisation matters, including quarterly update reports on the school expansion programme. These reports are published on the Harrow Council website.</p> <p>The School Expansion Stakeholder Reference Group has been established and meets monthly. The School Expansion Stakeholder Reference Group is a cross party representative group to provide advice and guidance on the implementation of the school expansion programme. The meetings are minuted.</p> <p>The Programme Board of senior corporate officers and the constructor meets regularly to monitor the construction programme to ensure appropriate accommodation is provided at the schools for the additional pupils.</p>
<p><b>17.</b> Have you received any complaints or compliments about the proposals being assessed? If so, provide details.</p>	<p>A range of views and comments were received in support and opposed to the expansion proposal (see section 2 in Stage 5 above). 61% of consultation responses agreed with the approach to creating additional school places in Harrow.</p>
<p><b>Stage 9: Public Sector Equality Duty</b></p>	
<p><b>18.</b> How do your proposals contribute towards the Public Sector Equality Duty (PSED) which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.</p>	
<p>(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)</p>	
<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited</p>	<p>Advance equality of opportunity between people from different groups</p> <p>Foster good relations between people from different groups</p>

by the Equality Act 2010	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.
<b>Stage 10 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)</b>			
<b>The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.</b>			
19. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?	The corporate Equality Impact Assessment Quality Assurance Group.		
Signed: (Lead officer completing EqIA)	<i>Chris Melly</i>	Signed: (Chair of DETG)	<i>Richard Segalov</i>
Date:	20 <sup>th</sup> February 2014	Date:	21 <sup>st</sup> February 2014
Date EqIA presented at the EqIA Quality Assurance Group	3 <sup>rd</sup> February 2014 (Sample EqIAs presented to inform the EqIAs on all 15 of the Phase 2 expansion schools)		



October 13 School Census	St. John Fisher Catholic Primary School
<b>AGE as at 31st August 2013</b>	
3	0.0%
4	14.2%
5	14.4%
6	15.3%
7	13.2%
8	14.2%
9	14.2%
10	14.4%
11	0.2%
<b>Grand Total</b>	<b>431</b>
<b>GENDER</b>	
Female	38%
Male	42%
<b>Grand Total</b>	<b>431</b>
<b>ETHNICITY</b>	
Indian	1.6%
Asian Other	10.9%
Black African	1.4%
Black Caribbean	3.0%
Black Other	0.2%
Mixed other	3.0%
Mixed White/Asian	4.2%
Mixed White Black African	0.7%
Mixed White Black Caribbean	2.6%
Any Other Ethnic minority	1.9%
Refused	0.2%
White British	38.7%
White Irish	9.7%
White Other	8.1%
Unknown	13.7%
<b>Grand Total</b>	<b>431</b>
<b>SEN</b>	
No SEN	79.4%
School Action	13.9%
School Action Plus	4.4%
Statement of SEN	2.3%
<b>Grand Total</b>	<b>431</b>

Source: Collect export: Final Oct 2013 Schools & academies.xls

### Monitoring information

When completing their responses to the statutory consultations from 16 September 2013 to 18 October 2013, respondents were invited to provide information about how they perceive their social identity to assist with monitoring the effectiveness of the consultation outreach. Anonymous information was requested under the following categories: disability; ethnic group; and religion. The following tables show the responses received under these categories.

<b>Respondents by Disability</b>	<b>Number</b>	<b>Percentage</b>
Not Disabled	709	85.11%
Yes, affecting mobility	19	2.28%
Yes, affecting hearing	4	0.48%
Yes, affecting vision	5	0.60%
Yes, a learning disability	0	0.00%
Yes, mental ill-health	2	0.24?%
Yes, another form of disability	3	0.36%
Not Stated	91	10.92%%

<b>Ethnic Group</b>	<b>Number</b>	<b>% of total response</b>
Asian Or Asian British	202	24.54%
Black or Black British	13	1.58%
Other Ethnic Group	12	1.46%
Mixed ethnic background	7	0.85%
White	234	28.43%
Did Not Specify	355	43.13%

<b>Respondents by Religion</b>	<b>Number</b>	<b>Percentage</b>
Buddhism	9	1.09%
Christianity	227	27.58%
Hinduism	208	25.27%
Islam	107	13.00%
Jainism	19	2.31%
Judaism	9	1.09%
Sikh	6	0.73%
Zoroastrian	0	0%
Other	24	2.92%
No Religion	61	7.41%
Not Stated	153	18.59%

**KS201EW - Ethnic group** **North West Primary Planning Area**

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**Appendix C**

Population - All usual residents

Units - Persons

Date - 2011

**Main Wards for the North West Primary Planning Area**

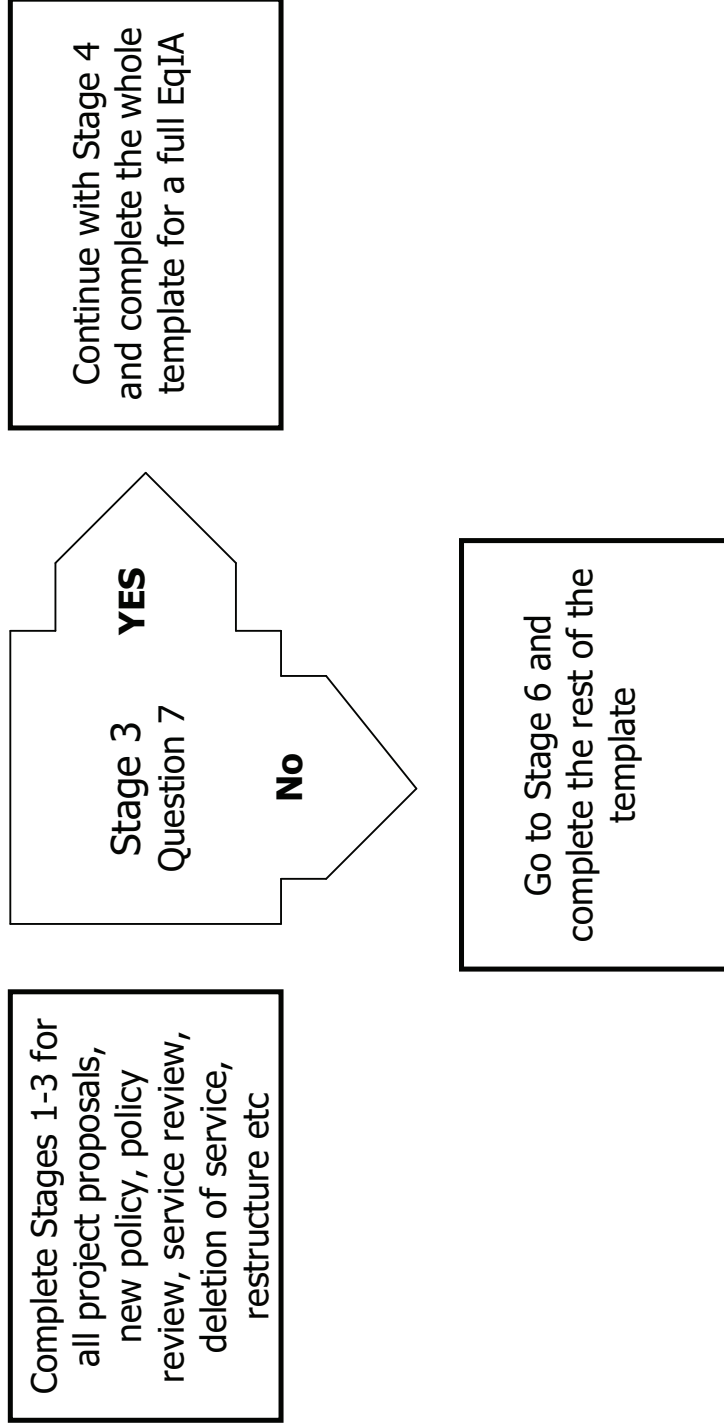
(Over 40% of pupils in these Wards attend schools in the planning area)

Ethnic Group	Harrow Weald	Hatch End	Headstone North	Pinner	Pinner South
	number	number	number	number	number
	%	%	%	%	%
<b>All usual residents</b>	<b>11,376</b>	<b>10,693</b>	<b>10,093</b>	<b>10,026</b>	<b>10,411</b>
	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
White: English/Welsh/Scottish/Northern Irish/British	4,633	5,114	3,949	5,192	5,370
White: Irish	608	271	302	320	265
White: Gypsy or Irish Traveller	2	3	1	4	5
White: Other White	637	670	530	697	549
Mixed/multiple ethnic groups: White and Black Caribbean	170	78	75	82	83
Mixed/multiple ethnic groups: White and Black African	50	30	26	45	31
Mixed/multiple ethnic groups: White and Asian	173	143	177	153	167
Mixed/multiple ethnic groups: Other Mixed	123	141	101	96	104
Asian/Asian British: Indian	2,120	2,580	2,684	1,739	1,975
Asian/Asian British: Pakistani	290	222	346	279	262
Asian/Asian British: Bangladeshi	79	28	34	52	46
Asian/Asian British: Chinese	84	71	136	98	132
Asian/Asian British: Other Asian	975	638	969	582	977
Black/African/Caribbean/Black British: African	476	229	196	256	154
Black/African/Caribbean/Black British: Caribbean	342	157	234	136	81
Black/African/Caribbean/Black British: Other Black	236	93	110	108	77
Other ethnic group: Arab	197	106	85	87	43
Other ethnic group: Any other ethnic group	181	119	138	100	90
	1.6	1.1	1.1	1.0	0.9
	4.2	1.1	1.9	2.6	1.5
	8.6	0.7	9.6	5.8	9.4
	0.7	1.3	1.3	1.0	1.3
	0.7	0.7	0.7	0.5	0.4
	2.5	0.3	3.4	2.8	2.5
	18.6	24.1	26.6	17.3	19.0
	1.1	1.3	1.0	1.0	1.0
	1.5	1.3	1.8	1.5	1.6
	0.4	0.3	0.3	0.4	0.3
	1.5	1.3	1.8	1.5	1.6
	1.1	1.3	1.0	1.0	1.0
	40.7	47.8	39.1	51.8	51.6
	5.3	2.5	3.0	3.2	2.5
	0.0	0.0	0.0	0.0	0.0
	5.6	6.3	5.3	7.0	5.3
	1.5	0.7	0.7	0.8	0.8
	51.7	56.7	47.4	62.0	59.4
	4.5	3.7	3.8	3.8	3.7
	31.2	33.1	41.3	27.4	32.6
	9.3	4.5	5.4	5.0	3.0
	3.3	2.1	2.2	1.9	1.3
	6.058	6.058	4.782	6.213	6.189
	392	392	379	376	385
	3,539	3,539	4,169	2,750	3,392
	479	479	540	500	312
	225	225	223	187	133

In order to protect against disclosure of personal information, records have been swapped between different geographic areas. Some counts will be affected, particularly small counts at the lowest geographies.

## Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process. There is now just one Template. Project Managers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



## Equality Impact Assessment (EqIA) Template

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this assessment.

It will also help you to look at the EqIA Template with Guidance Notes to assist you in completing the EqIA.

Type of Project / Proposal:	Tick ✓	Type of Decision:	Tick ✓
Transformation		Cabinet	✓
Capital		Portfolio Holder	
Service Plan		Corporate Strategic Board	
Other		Other	
Title of Project:	Permanent expansion of the following community school: Whitchurch First School and Nursery Wemborough Road Stanmore, HA7 2EQ		
206	At its meeting on 13 March 2014, Harrow Cabinet is recommended to approve the statutory proposals to expand permanently the school by one form of entry (30 pupils), which will fill incrementally from the point of admission into the school.		
Directorate / Service responsible:	Children & Families		
Name and job title of lead officer:	Adrian Parker, Head of Education Strategy and School Organisation Service		
Name & contact details of the other persons involved in the assessment:	Johanna Morgan, Education Lead Officer, School Organisation Chris Melly, Senior Professional, School Organisation Anne Winstrom, Headteacher of Whitchurch First School and Nursery		
Date of assessment:	20 February 2014		
<b>Stage 1: Overview</b>			
1. What are you trying to do? (Explain proposals e.g. introduction of a new service or	It is proposed to permanently expand Whitchurch First School and Nursery from 1 September 2015 to become a four form of entry school (120 places) from its current three forms of entry (90 places).		

<p>policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>	<p>Education school expansion statutory processes are being undertaken. In November 2013, Harrow Cabinet considered the outcome of the statutory consultation about the proposed expansion that was conducted during the autumn term and decided to publish statutory proposals to effect the expansion. On 13 March 2014, Harrow Cabinet will determine the statutory proposals.</p> <p>The permanent expansion of Whitchurch First School and Nursery is proposed as part of the Primary School Expansion Programme within Harrow Council's School Place Planning Strategy. Cabinet agreed its School Place Planning Strategy in February 2010 to meet the increasing demand for school places that is primarily birth rate driven. In July 2011, Cabinet agreed on a Primary School Expansion Programme as part of the School Place Planning Strategy. The strategy aims to secure sufficient primary school places through the creation of additional permanent places, supplemented by planned bulge classes and contingency bulge classes, opened if required.</p>					
<p>207 Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</p>	Residents / Service Users	✓	Partners / Schools	✓	Stakeholders	✓
	Staff	✓	Age	✓	Disability	✓
	Gender Reassignment		Marriage and Civil Partnership		Pregnancy and Maternity	
	Race		Religion or Belief		Sex	
	Sexual Orientation		Other			
<p>3. Is the responsibility shared with another directorate, authority or organisation? If so:</p> <ul style="list-style-type: none"> <li>Who are the partners?</li> <li>Who has the overall responsibility?</li> <li>How have they been involved in the assessment?</li> </ul>	<p>There is a statutory responsibility on the local authority to ensure sufficient school places in its area. Children &amp; Families is the lead directorate, though the school expansion programme has to be delivered corporately with the involvement of officers from other directorates e.g. Environment and Enterprise, Finance, Performance, Legal.</p> <p>The school expansion programme will be delivered in partnership between the local authority and schools.</p>					
<p><b>Stage 2: Evidence / Data Collation</b></p>						
<p>4. What evidence / data have you reviewed to assess the potential impact of your proposals? Include the actual data, statistics reviewed in the</p>						



<p>section below. This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys; complaints etc. Where possible include data on the nine Protected Characteristics.</p> <p>(Where you have gaps (data is not available/being collated), you may need to include this as an action to address in your Improvement Action Plan at Stage 7)</p>	<p>The Greater London Authority (GLA) prepares the pupil projections for Harrow Council. The GLA uses a range of information and data to prepare the projections including the number of births, number of pupils in Harrow schools, migration to Harrow and new housing development. Across London the population is growing, and the main reason for this is increasing birth rate. The demand for Reception class places (for pupils reaching 5 years of age) in Harrow schools is increasing:</p> <ul style="list-style-type: none"> <li>• In January 2006 there were 2,224 Reception aged pupils in Harrow schools;</li> <li>• In January 2009 there were 2,571 Reception aged pupils in Harrow schools;</li> <li>• In January 2013 there were 2,879 Reception aged pupils in Harrow schools;</li> <li>• In January 2019 it is projected there will be 3,437 Reception aged pupils in Harrow schools.</li> </ul> <p>In September 2012 there were a total of 2,550 permanent Reception class places in Harrow's primary sector schools. In order to ensure sufficient school places to meet the predicted increased demand in the next few years there is a need to increase the number of permanent school places, in the primary sector initially and in the secondary sector in due course. Phase 1 of the primary school expansion programme was implemented in September 2013 with 8 schools in the borough permanently increasing their Reception intakes. Statutory processes for Phase 2 permanent expansions are under way to permanently expand a further 14 schools by September 2015. Phase 3 is being planned for permanent expansions from September 2016. Full information about the projected demand for school places and the planning to increase school places across Harrow can be viewed in the 21 November 2013 Cabinet papers (item 725 School Expansion Programme Appendix C) at <a href="http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;MIId=61433&amp;Ver=4">http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;MIId=61433&amp;Ver=4</a></p> <p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>
<p>Age (including carers of young/older people)</p> <p>208</p>	<p>An increase in children of school age can be expected to include increased numbers of children with disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places. On 18 July 2013, Harrow Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs.</p>
<p>Disability (including carers of disabled people)</p>	<p>An increase in children of school age can be expected to include increased numbers of children with disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places. On 18 July 2013, Harrow Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs.</p>

	See Appendix A of this EqIA for data about the profile of pupils attending the school. See Appendix B of this EqIA for the profile of respondents to the statutory consultation.
Gender Reassignment	Not applicable in the context of the expansion of this school.
Marriage / Civil Partnership	Not applicable in the context of the expansion of this school.
Pregnancy and Maternity	Not applicable in the context of the expansion of this school.
Race	This is a community school which draws pupils from its local area and the pupil profile reflects the ethnicity of its area. The January 2013 School Census demonstrates that the school has an ethnically diverse pupil population. See Appendix A of this EqIA for data about the profile of pupils attending the school. See Appendix B of this EqIA for the profile of respondents to the statutory consultation. See Appendix C of this EqIA for the ethnic groups in the main wards from which children attend the school.
Religion and Belief	This is a community school which draws pupils from its local area and the pupil profile reflects the religions and beliefs of its area. See Appendix B of this EqIA for the profile of respondents to the statutory consultation.
Sex / Gender	This is a community school which draws pupils from its local area and the pupil profile reflects the gender of its area. See Appendix A of this EqIA for data about the profile of pupils attending the school.
Sexual Orientation	Not applicable in the context of the expansion of this school.
Socio Economic	Not applicable in the context of the expansion of this school.

209 What consultation have you undertaken on your proposals?

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
Statutory consultation was held with the schools, their communities and interested parties about the expansion proposal between 16 September and 18 October 2013.	Consultation information was widely distributed including to neighbouring Local Authorities, local MPs, Councillors, Union representatives, Diocesan Bodies, voluntary organisations, and Harrow Youth Parliament. Information	823 responses were received to the Phase 2 expansion consultations from respondents that included parents/carers, pupils, school staff, governors, residents and organisations. A number of comments were included with the responses given. The responses made to the first consultation question indicate broad agreement with Harrow Council's approach to creating additional school places in	Harrow Cabinet considered the outcomes of the statutory consultations at its meeting on 21 November 2013, and decided to publish statutory proposals to expand the schools.  Measures are being put in place to address the traffic and congestion issues arising from the creation of

	<p>was put on the Harrow Council website, together with a facility for online response to the consultations. The Council distributed letters to local residents to inform them of the consultation and to invite them to consultation meetings at the school. Each school distributed information and response forms to their school communities and parents, and arranged open consultation meetings for parents and residents to enable discussion about the proposals.</p>	<p>Harrow.</p> <p>The Governing Body of Whitchurch First School and Nursery considers that the generic issue of school expansion is not an ideal solution; they would prefer to see new builds that increase the numbers of schools. This is generally believed would be a much better long-term solution. The Governing Body proposes exploring an expansion to 5 or 6 forms of entry and the development of high school provision subject to Whitchurch Playing Fields forming part of the solution and the agreement of Whitchurch Junior School. To sum up the Governing Body of Whitchurch First School and Nursery is prepared to go ahead with the proposal for primary expansions bearing in mind the caveats listed in its response.</p> <p>In relation to the specific consultation question about the proposed expansion of the Whitchurch schools, the Governing Body states it is aware that this solution would seem to be the only one on the table and that, since the government are prepared to fund this, in all likelihood it will go ahead. The Governing Body makes other general points and issues specific to the Whitchurch schools, including:</p> <ul style="list-style-type: none"> <li>• Maximising the budget spent on the actual building and the additional resources for the school.</li> <li>• Some detailed design points arising from the site feasibility study work and current issues at the school.</li> <li>• Potential 'hidden' and non-communicated costs to the school that need to be borne in mind in planning the programme.</li> <li>• Guaranteed start date and end date for the building works.</li> <li>• The current standard of accommodation at the school to continue and be upheld and improved upon.</li> </ul> <p>A summary of the number of responses to the specific consultation question about the proposed expansion of</p>	<p>additional school places. These measures include:</p> <ul style="list-style-type: none"> <li>• Transport Assessments at Phase 2 expansion schools and Transport Statements at additional special educational needs places provision. Mott MacDonald, an independent company, has been procured to complete this work by the end of February 2014.</li> <li>• Appointment of a Transport and Travel Planner Officer for the expansion projects to develop and implement effective travel strategies in conjunction with the schools.</li> <li>• There will be a communication strategy for the Phase 2 expansion projects to raise the profile of school travel planning. An additional Communications Officer has been engaged to give this work a high profile.</li> </ul> <p>The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.</p>
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the Whitchurch schools is presented in the table:

Yes	No	Not Sure	Total
41	17	8	66
62.1%	25.8%	12.1%	

A number of comments not in support of the proposal included reference to the need to maintain the existing school size and the already overstretched facilities including the playspace. Comment was made about the lack of planning by the Council to secure additional school places while agreeing the development of housing and the current traffic levels. A respondent in support of the proposals felt that as an outstanding school they should be expanded and another felt that this was positive planning ahead. Others were in support as long as the appropriate spaces were created and the standards remain high with an increase in school size. A few comments were made about the traffic congestion in the area.

The GLA School Roll Projections Service draws on a range of available national and regional data to inform its projections.

A regional approach is an important aspect of meeting the needs of children and young people with special educational needs. Contacts are being developed with free school proposers, and with neighbouring local authorities through the West London Alliance, to inform work to meet the need.

### Stage 3: Assessing Potential Disproportionate Impact

7. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?

	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes									
No	✓	✓	✓	✓	✓	✓	✓	✓	✓



**YES** - If there is a risk of disproportionate adverse Impact on any **ONE** of the Protected Characteristics, continue with the rest of the template.

- **Best Practice:** You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA
- It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.

**NO** - If you have ticked 'No' to all of the above, then go to **Stage 6**

- Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 7

#### Stage 4: Collating Additional data / Evidence

8. What additional data / evidence have you considered in relation to your proposals as a result of the analysis at Stage 3?  
(include this evidence, including any data, statistics, titles of documents and website links here)

Note: Please go to Stage 6.

9. What further consultation have you undertaken on your proposals as a result of your analysis at Stage 3?

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
Note: Please go to Stage 6.			

#### Stage 5: Assessing Impact and Analysis

10. What does your evidence tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?

Protected Characteristic	Adverse ✓	Positive ✓	Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 9	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 7)
Age (including carers of young/older people)			Note: Please go to Stage 6.	
Disability (including carers of disabled people)				
Gender Reassignment				
Marriage and Civil Partnership				
Pregnancy and Maternity				



Race																			
Religion or Belief																			
Sex																			
Sexual orientation																			
<p><b>11. Cumulative Impact</b> – Considering what else is happening within the Council and Harrow as a whole, could your proposals have a cumulative impact on a particular Protected Characteristic?</p> <p>214</p>				Yes	No	<p>Note: Please go to Stage 6.</p>													
<p>If yes, which Protected Characteristics could be affected and what is the potential impact?</p>				Yes	No	<p>Note: Please go to Stage 6.</p>													
<p><b>11a. Any Other Impact</b> – Considering what else is happening within the Council and Harrow as a whole (for example national/local policy, austerity, welfare reform, unemployment levels, community tensions, levels of crime) could your proposals have an impact on individuals/service users socio economic, health or an impact on community cohesion?</p>				Yes	No	<p>Note: Please go to Stage 6.</p>													
<p>If yes, what is the potential impact and how likely is to happen?</p>																			
<p><b>12.</b> Is there any evidence or concern that the potential adverse impact identified may result in a Protected Characteristic being disadvantaged? (Please refer to the Corporate Guidelines for guidance on the definitions of discrimination, harassment and victimisation and other prohibited conduct under the Equality Act) available on Harrow HUB/Equalities and Diversity/Policies and Legislation</p>																			
	Age (including	Disability (including	Gender Reassignment	Marriage and Civil	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation										

	carers)	carers)	Partnership		
Yes					
No					

If you have answered "yes" to any of the above, set out what justification there may be for this in Q12a below - link this to the aims of the proposal and whether the disadvantage is proportionate to the need to meet these aims. (You are encouraged to seek legal advice, if you are concerned that the proposal may breach the equality legislation or you are unsure whether there is objective justification for the proposal)

If the analysis shows the potential for serious adverse impact or disadvantage (or potential discrimination) but you have identified a potential justification for this, this information must be presented to the decision maker for a final decision to be made on whether the disadvantage is proportionate to achieve the aims of the proposal.

- If there are adverse effects that are not justified and cannot be mitigated, you should not proceed with the proposal. **(select outcome 4)**
- If the analysis shows unlawful conduct under the equalities legislation, you should not proceed with the proposal. **(select outcome 4)**

**Stage 6: Decision**

13. Please indicate which of the following statements best describes the outcome of your EqIA ( ✓ tick one box only)

**Outcome 1** – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality are being addressed.

**Outcome 2** – Minor adjustments to remove / mitigate adverse impact or advance equality have been identified by the EqIA. *List actions you propose to take to address this in the Improvement Action Plan at Stage 7*

**Outcome 3** – Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. **(Explain this in 13a below)**

**Outcome 4** – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)

**13a.** If your EqIA is assessed as **outcome 3 or you have ticked 'yes' in Q12**, explain your justification with full reasoning to continue with your proposals.

**Stage 7: Improvement Action Plan**

14. List below any actions you plan to take as a result of this Impact Assessment. This should include any actions identified throughout the EqIA.

Area of potential	How will you know	Target Date	Lead Officer	Date Action
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adverse impact e.g. Race, Disability	Action required to mitigate	this is achieved? E.g. Performance Measure / Target	included in Service / Team Plan
Age. Insufficient school places for children in Harrow.	Work has been undertaken to maximise funding from the Government to create additional school places. This has included applications to the Priority School Building Programme and the Targeted Basic Need Programme, as well as work to maximise the annual basic need allocations.	Delivery, affordability and value for money will be monitored by the corporate Programme Board. Key milestones will be reported with RAG ratings to monitor progress.	1 September 2015.  Catherine Doran, Corporate Director Children & Families, through the Programme Board.  1 September 2013
Disability. Insufficient education provision to meet the needs of children with special educational needs.	This area of potential adverse impact of the increased number of children in the borough has been considered. Harrow Cabinet agreed its Special School and SEN Placements Planning Framework in July 2013, and successful applications have been made to the Government's Targeted Basic Need Programme for funds to expand the places in Harrow's special schools and to create more additionally resourced provision places in Harrow's mainstream schools.	Completion of the projects to expand Harrow's special schools and to create units for more additionally resourced provision places in Harrow's mainstream schools.	1 September 2015.  Catherine Doran through the Programme Board.  1 March 2013
Residents / Service Users. Many concerns about the impacts of traffic congestion.	Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. See Section 5 above. The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.	Traffic Assessments and School Travel Plans will be submitted as part of the Planning Applications.	18 June 2014.  Mark Sperring, Head of Capital Project Team.  November 2013.

## Stage 8 - Monitoring

The full impact of the proposals may only be known after they have been implemented. It is therefore important to ensure effective monitoring measures are in place to assess the impact.

<p><b>15.</b> How will you monitor the impact of the proposals once they have been implemented? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>The School Organisation Officer Group, comprised of representatives from relevant corporate departments, meets monthly and will monitor the impact of proposals and the continuing levels of need.</p>
<p><b>16.</b> How will the results of any monitoring be analysed, reported and publicised? <i>(Also Include in Improvement Action Plan at Stage 7)</i></p>	<p>Regular reports are presented to Cabinet on school organisation matters, including quarterly update reports on the school expansion programme. These reports are published on the Harrow Council website.</p> <p>The School Expansion Stakeholder Reference Group has been established and meets monthly. The School Expansion Stakeholder Reference Group is a cross party representative group to provide advice and guidance on the implementation of the school expansion programme. The meetings are minuted.</p> <p>The Programme Board of senior corporate officers and the constructor meets regularly to monitor the construction programme to ensure appropriate accommodation is provided at the schools for the additional pupils.</p>
<p><b>17.</b> Have you received any complaints or compliments about the proposals being assessed? If so, provide details.</p>	<p>A range of views and comments were received in support and opposed to the expansion proposal (see section 2 in Stage 5 above). 61% of consultation responses agreed with the approach to creating additional school places in Harrow.</p>
<p><b>Stage 9: Public Sector Equality Duty</b></p>	
<p><b>18.</b> How do your proposals contribute towards the Public Sector Equality Duty (PSED) which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.</p> <p>(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)</p>	
<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited</p>	<p>Foster good relations between people from different groups</p>

by the Equality Act 2010	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.
<b>Stage 10 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)</b>			
<b>The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.</b>			
19. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?	The corporate Equality Impact Assessment Quality Assurance Group.		
Signed: (Lead officer completing EqIA)	<i>Chris Melly</i>	Signed: (Chair of DETG)	<i>Richard Segalov</i>
Date:	20 <sup>th</sup> February 2014	Date:	21 <sup>st</sup> February 2014
Date EqIA presented at the EqIA Quality Assurance Group	3 <sup>rd</sup> February 2014 (Sample EqIAs presented to inform the EqIAs on all 15 of the Phase 2 expansion schools)		

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October 13 School Census	Whitchurch First School and Nursery
<b>AGE as at 31st August 2013</b>	
3	15.9%
4	27.5%
5	28.1%
6	28.4%
7	0%
8	0%
9	0%
10	0%
11	0%
<b>Grand Total</b>	<b>327</b>
<b>GENDER</b>	
Female	29%
Male	32%
<b>Grand Total</b>	<b>327</b>
<b>ETHNICITY</b>	
Bangladeshi	1.5%
Indian	21.4%
Asian Other	7.3%
Pakistani	3.4%
Black African	6.7%
Black Caribbean	1.5%
Black Other	0.3%
Mixed other	2.8%
Mixed White/Asian	0.6%
Mixed White Black African	0.3%
Mixed White Black Caribbean	0.3%
Any Other Ethnic minority	7.3%
White British	2.4%
White Other	8.6%
Unknown	35.5%
<b>Grand Total</b>	<b>327</b>
<b>SEN</b>	
No SEN	91.4%
School Action	4.0%
School Action Plus	3.1%
Statement of SEN	1.5%
<b>Grand Total</b>	<b>327</b>

Source – Collect export: Final Oct 2013 Schools & academies.xls



### Monitoring information

When completing their responses to the statutory consultations from 16 September 2013 to 18 October 2013, respondents were invited to provide information about how they perceive their social identity to assist with monitoring the effectiveness of the consultation outreach. Anonymous information was requested under the following categories: disability; ethnic group; and religion. The following tables show the responses received under these categories.

<b>Respondents by Disability</b>	<b>Number</b>	<b>Percentage</b>
Not Disabled	709	85.11%
Yes, affecting mobility	19	2.28%
Yes, affecting hearing	4	0.48%
Yes, affecting vision	5	0.60%
Yes, a learning disability	0	0.00%
Yes, mental ill-health	2	0.24?%
Yes, another form of disability	3	0.36%
Not Stated	91	10.92%%

<b>Ethnic Group</b>	<b>Number</b>	<b>% of total response</b>
Asian Or Asian British	202	24.54%
Black or Black British	13	1.58%
Other Ethnic Group	12	1.46%
Mixed ethnic background	7	0.85%
White	234	28.43%
Did Not Specify	355	43.13%

<b>Respondents by Religion</b>	<b>Number</b>	<b>Percentage</b>
Buddhism	9	1.09%
Christianity	227	27.58%
Hinduism	208	25.27%
Islam	107	13.00%
Jainism	19	2.31%
Judaism	9	1.09%
Sikh	6	0.73%
Zoroastrian	0	0%
Other	24	2.92%
No Religion	61	7.41%
Not Stated	153	18.59%

**KS201EW - Ethnic group** **North East Primary Planning Area**

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**Appendix C**

Population - All usual residents  
Units - Persons  
Date - 2011

**Main Wards for the North East Primary Planning Area**

(Over 40% of pupils in these Wards attend schools in the planning area)

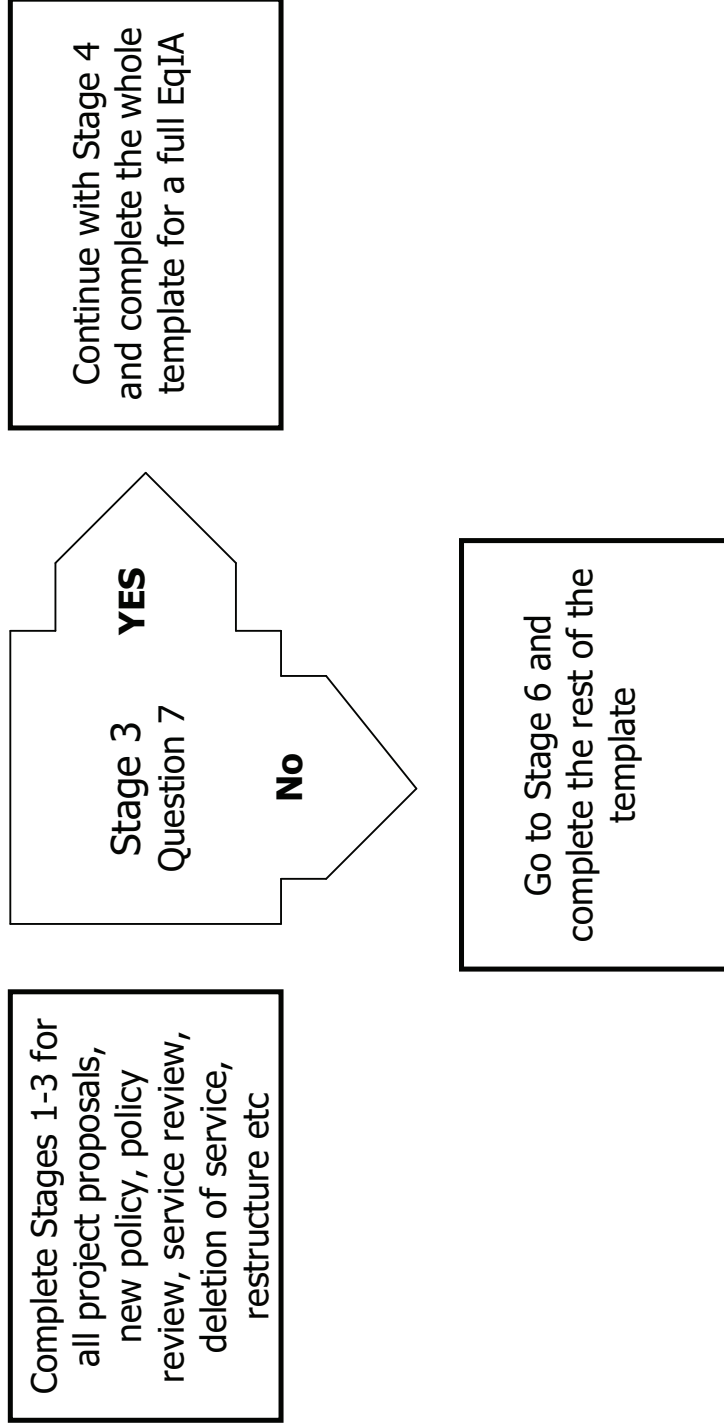
Ethnic Group	Belmont		Canons		Stanmore Park	
	number	%	number	%	number	%
<b>All usual residents</b>	<b>11,343</b>	<b>100.0</b>	<b>12,471</b>	<b>100.0</b>	<b>11,229</b>	<b>100.0</b>
White: English/Welsh/Scottish/Northern Irish/British	3,436	30.3	4,990	40.0	5,263	46.9
White: Irish	371	3.3	229	1.8	277	2.5
White: Gypsy or Irish Traveller	8	0.1	8	0.1	7	0.1
White: Other White	873	7.7	1,210	9.7	825	7.3
Mixed/multiple ethnic groups: White and Black Caribbean	50	0.4	60	0.5	117	1.0
Mixed/multiple ethnic groups: White and Black African	52	0.5	48	0.4	55	0.5
Mixed/multiple ethnic groups: White and Asian	125	1.1	162	1.3	113	1.0
Mixed/multiple ethnic groups: Other Mixed	122	1.1	130	1.0	113	1.0
Asian/Asian British: Indian	3,893	34.3	2,959	23.7	2,245	20.0
Asian/Asian British: Pakistani	312	2.8	273	2.2	192	1.7
Asian/Asian British: Bangladeshi	44	0.4	52	0.4	52	0.5
Asian/Asian British: Chinese	130	1.1	238	1.9	125	1.1
Asian/Asian British: Other Asian	913	8.0	832	6.7	645	5.7
Black/African/Caribbean/Black British: African	310	2.7	567	4.5	376	3.3
Black/African/Caribbean/Black British: Caribbean	208	1.8	139	1.1	202	1.8
Black/African/Caribbean/Black British: Other Black	142	1.3	164	1.3	235	2.1
Other ethnic group: Arab	202	1.8	179	1.4	162	1.4
Other ethnic group: Any other ethnic group	152	1.3	231	1.9	225	2.0
<b>Main Ethnic Groups</b>						
White	4,688	41.3	6,437	51.6	6,372	56.7
Mixed/multiple ethnic groups	349	3.1	400	3.2	398	3.5
Asian/Asian British	5,292	46.7	4,354	34.9	3,259	29.0
Black/African/Caribbean/Black British	660	5.8	870	7.0	813	7.2
Other ethnic group	354	3.1	410	3.3	387	3.4

In order to protect against disclosure of personal information, records have been swapped between different geographic areas. Some counts will be affected, particularly small counts at the lowest geographies.

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## Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process. There is now just one Template. Project Managers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



## Equality Impact Assessment (EqIA) Template

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this assessment.

It will also help you to look at the EqIA Template with Guidance Notes to assist you in completing the EqIA.

Type of Project / Proposal:	Tick ✓	Type of Decision:	Tick ✓
Transformation		Cabinet	✓
Capital		Portfolio Holder	
Service Plan		Corporate Strategic Board	
Other		Other	
<p>Title of Project:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">224</div> <p>Permanent expansion of the following community school:                      Whitchurch Junior School                      Wemborough Road                      Stanmore, HA7 2EQ</p> <p>At its meeting on 13 March 2014, Harrow Cabinet is recommended to approve the statutory proposals to expand permanently the school by one form of entry (30 pupils), which will fill incrementally from the point of admission into the school.</p>			
Directorate / Service responsible:	Children & Families		
Name and job title of lead officer:	Adrian Parker, Head of Education Strategy and School Organisation Service		
Name & contact details of the other persons involved in the assessment:	Johanna Morgan, Education Lead Officer, School Organisation Chris Melly, Senior Professional, School Organisation Tara Gratton, Headteacher of Whitchurch Junior School		
Date of assessment:	20 February 2014		
Stage 1: Overview			
<p><b>1. What are you trying to do?</b>                      (Explain proposals e.g. introduction of a new service or</p>			
<p>It is proposed to permanently expand Whitchurch Junior School from 1 September 2017 to become a four form of entry school (120 places) from its current three forms of entry (90 places).</p>			

<p>policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)</p>	<p>Education school expansion statutory processes are being undertaken. In November 2013, Harrow Cabinet considered the outcome of the statutory consultation about the proposed expansion that was conducted during the autumn term and decided to publish statutory proposals to effect the expansion. On 13 March 2014, Harrow Cabinet will determine the statutory proposals.</p> <p>The permanent expansion of Whitechurch Junior School is proposed as part of the Primary School Expansion Programme within Harrow Council's School Place Planning Strategy. Cabinet agreed its School Place Planning Strategy in February 2010 to meet the increasing demand for school places that is primarily birth rate driven. In July 2011, Cabinet agreed on a Primary School Expansion Programme as part of the School Place Planning Strategy. The strategy aims to secure sufficient primary school places through the creation of additional permanent places, supplemented by planned bulge classes and contingency bulge classes, opened if required.</p>					
<p>225 Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</p>	Residents / Service Users	✓	Partners / Schools	✓	Stakeholders	✓
	Staff	✓	Age	✓	Disability	✓
	Gender Reassignment		Marriage and Civil Partnership		Pregnancy and Maternity	
	Race		Religion or Belief		Sex	
	Sexual Orientation		Other			
<p>3. Is the responsibility shared with another directorate, authority or organisation? If so:</p> <ul style="list-style-type: none"> <li>Who are the partners?</li> <li>Who has the overall responsibility?</li> <li>How have they been involved in the assessment?</li> </ul>	<p>There is a statutory responsibility on the local authority to ensure sufficient school places in its area. Children &amp; Families is the lead directorate, though the school expansion programme has to be delivered corporately with the involvement of officers from other directorates e.g. Environment and Enterprise, Finance, Performance, Legal.</p> <p>The school expansion programme will be delivered in partnership between the local authority and schools.</p>					
<p><b>Stage 2: Evidence / Data Collation</b></p>						
<p>4. What evidence / data have you reviewed to assess the potential impact of your proposals? Include the actual data, statistics reviewed in the</p>						



<p>section below. This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys; complaints etc. Where possible include data on the nine Protected Characteristics.</p> <p>(Where you have gaps (data is not available/being collated), you may need to include this as an action to address in your Improvement Action Plan at Stage 7)</p>	<p>The Greater London Authority (GLA) prepares the pupil projections for Harrow Council. The GLA uses a range of information and data to prepare the projections including the number of births, number of pupils in Harrow schools, migration to Harrow and new housing development. Across London the population is growing, and the main reason for this is increasing birth rate. The demand for Reception class places (for pupils reaching 5 years of age) in Harrow schools is increasing:</p> <ul style="list-style-type: none"> <li>• In January 2006 there were 2,224 Reception aged pupils in Harrow schools;</li> <li>• In January 2009 there were 2,571 Reception aged pupils in Harrow schools;</li> <li>• In January 2013 there were 2,879 Reception aged pupils in Harrow schools;</li> <li>• In January 2019 it is projected there will be 3,437 Reception aged pupils in Harrow schools.</li> </ul> <p>In September 2012 there were a total of 2,550 permanent Reception class places in Harrow's primary sector schools. In order to ensure sufficient school places to meet the predicted increased demand in the next few years there is a need to increase the number of permanent school places, in the primary sector initially and in the secondary sector in due course. Phase 1 of the primary school expansion programme was implemented in September 2013 with 8 schools in the borough permanently increasing their Reception intakes. Statutory processes for Phase 2 permanent expansions are under way to permanently expand a further 14 schools by September 2015. Phase 3 is being planned for permanent expansions from September 2016. Full information about the projected demand for school places and the planning to increase school places across Harrow can be viewed in the 21 November 2013 Cabinet papers (item 725 School Expansion Programme Appendix C) at <a href="http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;MIId=61433&amp;Ver=4">http://www.harrow.gov.uk/www2/feListDocuments.aspx?CId=249&amp;MIId=61433&amp;Ver=4</a></p> <p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>
<p>Age (including carers of young/older people)</p> <p>226</p>	<p>An increase in children of school age can be expected to include increased numbers of children with disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places. On 18 July 2013, Harrow Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs.</p>
<p>Disability (including carers of disabled people)</p>	<p>An increase in children of school age can be expected to include increased numbers of children with disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places. On 18 July 2013, Harrow Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs.</p>

	See Appendix A of this EqIA for data about the profile of pupils attending the school. See Appendix B of this EqIA for the profile of respondents to the statutory consultation.
Gender Reassignment	Not applicable in the context of the expansion of this school.
Marriage / Civil Partnership	Not applicable in the context of the expansion of this school.
Pregnancy and Maternity	Not applicable in the context of the expansion of this school.
Race	This is a community school which draws pupils from its local area and the pupil profile reflects the ethnicity of its area. The January 2013 School Census demonstrates that the school has an ethnically diverse pupil population. See Appendix A of this EqIA for data about the profile of pupils attending the school. See Appendix B of this EqIA for the profile of respondents to the statutory consultation. See Appendix C of this EqIA for the ethnic groups in the main wards from which children attend the school.
Religion and Belief	This is a community school which draws pupils from its local area and the pupil profile reflects the religions and beliefs of its area. See Appendix B of this EqIA for the profile of respondents to the statutory consultation.
Sex / Gender	This is a community school which draws pupils from its local area and the pupil profile reflects the gender of its area. See Appendix A of this EqIA for data about the profile of pupils attending the school.
Sexual Orientation	Not applicable in the context of the expansion of this school.
Economic	Not applicable in the context of the expansion of this school.

227 What consultation have you undertaken on your proposals?

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
Statutory consultation was held with the schools, their communities and interested parties about the expansion proposal between 16 September and 18 October 2013.	Consultation information was widely distributed including to neighbouring Local Authorities, local MPs, Councillors, Union representatives, Diocesan Bodies, voluntary organisations, and Harrow Youth Parliament. Information	823 responses were received to the Phase 2 expansion consultations from respondents that included parents/carers, pupils, school staff, governors, residents and organisations. A number of comments were included with the responses given. The responses made to the first consultation question indicate broad agreement with Harrow Council's approach to creating additional school places in	Harrow Cabinet considered the outcomes of the statutory consultations at its meeting on 21 November 2013, and decided to publish statutory proposals to expand the schools.  Measures are being put in place to address the traffic and congestion issues arising from the creation of

was put on the Harrow Council website, together with a facility for online response to the consultations. The Council distributed letters to local residents to inform them of the consultation and to invite them to consultation meetings at the school. Each school distributed information and response forms to their school communities and parents, and arranged open consultation meetings for parents and residents to enable discussion about the proposals.

Harrow.

The Governing Body of Whitchurch Junior School agrees with the approach to creating additional school places in Harrow. The governors are well aware of the shortfall of school places, and agree that it is the responsibility of the school to support the creation of more school places to educate the young people of Harrow.

In relation to the specific consultation question about the proposed expansion of the Whitchurch schools, the Governing Body of Whitchurch Junior School agrees on the permanent expansion of Whitchurch Junior School, when the school is satisfied that the plans presented have been agreed by the Headteacher and Governing Body of Whitchurch Junior School. During the feasibility meetings held at Whitchurch parents raised the question of traffic and parking. The school also has concerns that need to be addressed about new builds and expansion.

A summary of the number of responses to the specific consultation question about the proposed expansion of the Whitchurch schools is presented in the table:

Yes	No	Not Sure	Total
41	17	8	66
62.1%	25.8%	12.1%	100%

A number of comments not in support of the proposal included reference to the need to maintain the existing school size and the already overstretched facilities including the playspace. Comment was made about the lack of planning by the Council to secure additional school places while agreeing the development of housing and the current traffic levels. A respondent in support of the proposals felt that as an outstanding school they should be expanded and another felt that this was positive planning ahead. Others were in support as long as the appropriate spaces were created and the standards remain high with an increase in school size. A few comments were made about the traffic congestion in the area.

additional school places. These measures include:

- Transport Assessments at Phase 2 expansion schools and Transport Statements at additional special educational needs places provision. Mott MacDonald, an independent company, has been procured to complete this work by the end of February 2014.
  - Appointment of a Transport and Travel Planner Officer for the expansion projects to develop and implement effective travel strategies in conjunction with the schools.
  - There will be a communication strategy for the Phase 2 expansion projects to raise the profile of school travel planning. An additional Communications Officer has been engaged to give this work a high profile.
- The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.

6. What other (local, regional, national research, reports, media) data sources that you have used to inform this assessment?  
List the Title of reports / documents and websites here.

The GLA School Roll Projections Service draws on a range of available national and regional data to inform its projections.  
A regional approach is an important aspect of meeting the needs of children and young people with special educational needs. Contacts are being developed with free school proposers, and with neighbouring local authorities through the West London Alliance, to inform work to meet the need.

### Stage 3: Assessing Potential Disproportionate Impact

7. Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?

	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes									
No	✓	✓	✓	✓	✓	✓	✓	✓	✓

**YES** - If there is a risk of disproportionate adverse impact on any **ONE** of the Protected Characteristics, continue with the rest of the template.

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**Best Practice:** You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA  
It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.

**NO** - If you have ticked 'No' to all of the above, then go to **Stage 6**

Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 7

### Stage 4: Collating Additional data / Evidence

8. What additional data / evidence have you considered in relation to your proposals as a result of the analysis at Stage 3?

(include this evidence, including any data, statistics, titles of documents and website links here)

Note: Please go to Stage 6.

9. What further consultation have you undertaken on your proposals as a result of your analysis at Stage 3?



Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
Note: Please go to Stage 6.			
<b>Stage 5: Assessing Impact and Analysis</b>			
<b>10.</b> What does your evidence tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?			
Protected Characteristic	Adverse ✓  Positive ✓	Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  <b>Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 9</b>	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 7)
230 Age (including carers of young/older people)		Note: Please go to Stage 6.	
Disability (including carers of disabled people)			

Gender Reassignment										
Marriage and Civil Partnership										
Pregnancy and Maternity										
Race										
Religion or Belief										
Sex										
Sexual orientation										
<b>11. Cumulative Impact</b> – Considering what else is happening within the Council and Harrow as a whole, could your proposals have a cumulative impact on a particular Protected Characteristic?									Yes	No
If yes, which Protected Characteristics could be affected and what is the potential impact?									Note: Please go to Stage 6.	

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		Yes	No					
<p><b>11a. Any Other Impact</b> – Considering what else is happening within the Council and Harrow as a whole (for example national/local policy, austerity, welfare reform, unemployment levels, community tensions, levels of crime) could your proposals have an impact on individuals/service users socio economic, health or an impact on community cohesion?</p>		<p>Note: Please go to Stage 6.</p>						
<p>If yes, what is the potential impact and how likely is to happen?</p>								
<p><b>12.</b> Is there any evidence or concern that the potential adverse impact identified may result in a Protected Characteristic being disadvantaged? (Please refer to the Corporate Guidelines for guidance on the definitions of discrimination, harassment and victimisation and other prohibited conduct under the Equality Act) available on Harrow HUB/Equalities and Diversity/Policies and Legislation</p>								
Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes								
No								
<p>If you have answered "yes" to any of the above, set out what justification there may be for this in Q12a below - link this to the aims of the proposal and whether the disadvantage is proportionate to the need to meet these aims. (You are encouraged to seek legal advice, if you are concerned that the proposal may breach the equality legislation or you are unsure whether there is objective justification for the proposal)</p>								
<p>232 If the analysis shows the potential for serious adverse impact or disadvantage (or potential discrimination) but you have identified a potential justification for this, this information must be presented to the decision maker for a final decision to be made on whether the disadvantage is proportionate to achieve the aims of the proposal.</p>								
<ul style="list-style-type: none"> <li>▪ If there are adverse effects that are not justified and cannot be mitigated, you should not proceed with the proposal. <b>(select outcome 4)</b></li> <li>▪ If the analysis shows unlawful conduct under the equalities legislation, you should not proceed with the proposal. <b>(select outcome 4)</b></li> </ul>								
<p><b>Stage 6: Decision</b></p>								
<p><b>13.</b> Please indicate which of the following statements best describes the outcome of your EqIA ( ✓ tick one box only)</p>								
<p><b>Outcome 1</b> – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality are being addressed.</p>								
<p><b>Outcome 2</b> – Minor adjustments to remove / mitigate adverse impact or advance equality have been identified by the EqIA. <i>List the actions you propose to take to address this in the Improvement Action Plan at Stage 7</i></p>								
<p><b>Outcome 3</b> – Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse</p>								

impact and/or plans to monitor the impact. <b>(Explain this in 13a below)</b>	
<b>Outcome 4</b> – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)	
<b>13a.</b> If your EqIA is assessed as <b>outcome 3 or you have ticked 'yes' in Q12</b> , explain your justification with full reasoning to continue with your proposals.	

Stage 7: Improvement Action Plan			
14. List below any actions you plan to take as a result of this Impact Assessment. This should include any actions identified throughout the EqIA.			
Area of potential adverse impact e.g. Race, Disability	Action required to mitigate	How will you know this is achieved? E.g. Performance Measure / Target	Date Action included in Service / Team Plan
Age. Insufficient school places for children in Harrow.	Work has been undertaken to maximise funding from the Government to create additional school places. This has included applications to the Priority School Building Programme and the Targeted Basic Need Programme, as well as work to maximise the annual basic need allocations.	Delivery, affordability and value for money will be monitored by the corporate Programme Board. Key milestones will be reported with RAG ratings to monitor progress.	1 September 2015.  Catherine Doran, Corporate Director Children & Families, through the Programme Board.

<p>Disability. Insufficient education provision to meet the needs of children with special educational needs.</p>	<p>This area of potential adverse impact of the increased number of children in the borough has been considered. Harrow Cabinet agreed its Special School and SEN Placements Planning Framework in July 2013, and successful applications have been made to the Government's Targeted Basic Need Programme for funds to expand the places in Harrow's special schools and to create more additionally resourced provision places in Harrow's mainstream schools.</p>	<p>Completion of the projects to expand Harrow's special schools and to create units for more additionally resourced provision places in Harrow's mainstream schools.</p>	<p>1 September 2015.</p>	<p>Catherine Doran through the Programme Board.</p>	<p>1 March 2013</p>
<p>Residents / Service Users. Many concerns about the impacts of traffic congestion.</p>	<p>Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. See Section 5 above. The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.</p>	<p>Traffic Assessments and School Travel Plans will be submitted as part of the Planning Applications.</p>	<p>18 June 2014.</p>	<p>Mark Sperring, Head of Capital Project Team.</p>	<p>November 2013.</p>

**Stage 8 - Monitoring**

The full impact of the proposals may only be known after they have been implemented. It is therefore important to ensure effective monitoring measures are in place to assess the impact.

**15.** How will you monitor the impact of the proposals once they have been implemented? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? (*Also Include in Improvement Action Plan at Stage 7*)

**16.** How will the results of any monitoring be analysed, reported and publicised? (*Also Include in Improvement Action Plan at Stage 7*)

The School Organisation Officer Group, comprised of representatives from relevant corporate departments, meets monthly and will monitor the impact of proposals and the continuing levels of need.

Regular reports are presented to Cabinet on school organisation matters, including quarterly update reports on the school expansion programme. These reports are published on the Harrow Council website.  
The School Expansion Stakeholder Reference Group has been established and meets monthly. The School Expansion Stakeholder

	<p>Reference Group is a cross party representative group to provide advice and guidance on the implementation of the school expansion programme. The meetings are minuted.</p> <p>The Programme Board of senior corporate officers and the constructor meets regularly to monitor the construction programme to ensure appropriate accommodation is provided at the schools for the additional pupils.</p> <p>A range of views and comments were received in support and opposed to the expansion proposal (see section 2 in Stage 5 above). 61% of consultation responses agreed with the approach to creating additional school places in Harrow.</p>	
<p><b>17.</b> Have you received any complaints or compliments about the proposals being assessed? If so, provide details.</p>		
<p><b>Stage 9: Public Sector Equality Duty</b></p>		
<p><b>18.</b> How do your proposals contribute towards the Public Sector Equality Duty (PSED) which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.</p>		
<p>(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)</p>		
<p>235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000</p>	<p>Advance equality of opportunity between people from different groups</p>	<p>Foster good relations between people from different groups</p>
<p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.</p>	<p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.</p>	<p>By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.</p>
<p><b>Stage 10 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)</b></p>		
<p><b>The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.</b></p>		
<p><b>19.</b> Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action Plan?</p>	<p>The corporate Equality Impact Assessment Quality Assurance Group.</p>	

Signed: (Lead officer completing EqIA)	<i>Chris Melly</i>	Signed: (Chair of DETG)	<i>Richard Segalov</i>
Date:	20 <sup>th</sup> February 2014	Date:	21 <sup>st</sup> February 2014
Date EqIA presented at the EqIA Quality Assurance Group	3 <sup>rd</sup> February 2014 (Sample EqIAs presented to inform the EqIAs on all 15 of the Phase 2 expansion schools)	Signature of ETG Chair	

October 13 School Census	Whitchurch Junior School
<b>AGE as at 31st August 2013</b>	
3	0.0%
4	0.0%
5	0.0%
6	0.0%
7	25.4%
8	24.9%
9	24.6%
10	25.1%
11	0.0%
<b>Grand Total</b>	<b>370</b>
<b>GENDER</b>	
Female	33%
Male	36%
<b>Grand Total</b>	<b>370</b>
<b>ETHNICITY</b>	
Bangladeshi	1.4%
Indian	35.1%
Asian Other	14.6%
Pakistani	3.8%
Black African	4.6%
Black Caribbean	3.8%
Black Other	0.5%
Chinese	0.5%
Mixed other	6.5%
Mixed White/Asian	1.1%
Mixed White Black African	0.5%
Mixed White Black Caribbean	0.3%
Any Other Ethnic minority	10.3%
White British	6.8%
White Irish	0.3%
White Other	5.4%
Unknown	4.6%
<b>Grand Total</b>	<b>370</b>
<b>SEN</b>	
No SEN	81.6%
School Action	12.2%
School Action Plus	4.3%
Statement of SEN	1.9%
<b>Grand Total</b>	<b>370</b>

Source – Collect export: Final Oct 2013 Schools & academies.xls



## Appendix B

### Monitoring information

When completing their responses to the statutory consultations from 16 September 2013 to 18 October 2013, respondents were invited to provide information about how they perceive their social identity to assist with monitoring the effectiveness of the consultation outreach. Anonymous information was requested under the following categories: disability; ethnic group; and religion. The following tables show the responses received under these categories.

<b>Respondents by Disability</b>	<b>Number</b>	<b>Percentage</b>
Not Disabled	709	85.11%
Yes, affecting mobility	19	2.28%
Yes, affecting hearing	4	0.48%
Yes, affecting vision	5	0.60%
Yes, a learning disability	0	0.00%
Yes, mental ill-health	2	0.24?%
Yes, another form of disability	3	0.36%
Not Stated	91	10.92%%

<b>Ethnic Group</b>	<b>Number</b>	<b>% of total response</b>
Asian Or Asian British	202	24.54%
Black or Black British	13	1.58%
Other Ethnic Group	12	1.46%
Mixed ethnic background	7	0.85%
White	234	28.43%
Did Not Specify	355	43.13%

<b>Respondents by Religion</b>	<b>Number</b>	<b>Percentage</b>
Buddhism	9	1.09%
Christianity	227	27.58%
Hinduism	208	25.27%
Islam	107	13.00%
Jainism	19	2.31%
Judaism	9	1.09%
Sikh	6	0.73%
Zoroastrian	0	0%
Other	24	2.92%
No Religion	61	7.41%
Not Stated	153	18.59%

**KS201EW - Ethnic group** **North East Primary Planning Area**

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**Appendix C**

Population - All usual residents  
Units - Persons  
Date - 2011

**Main Wards for the North East Primary Planning Area**

(Over 40% of pupils in these Wards attend schools in the planning area)

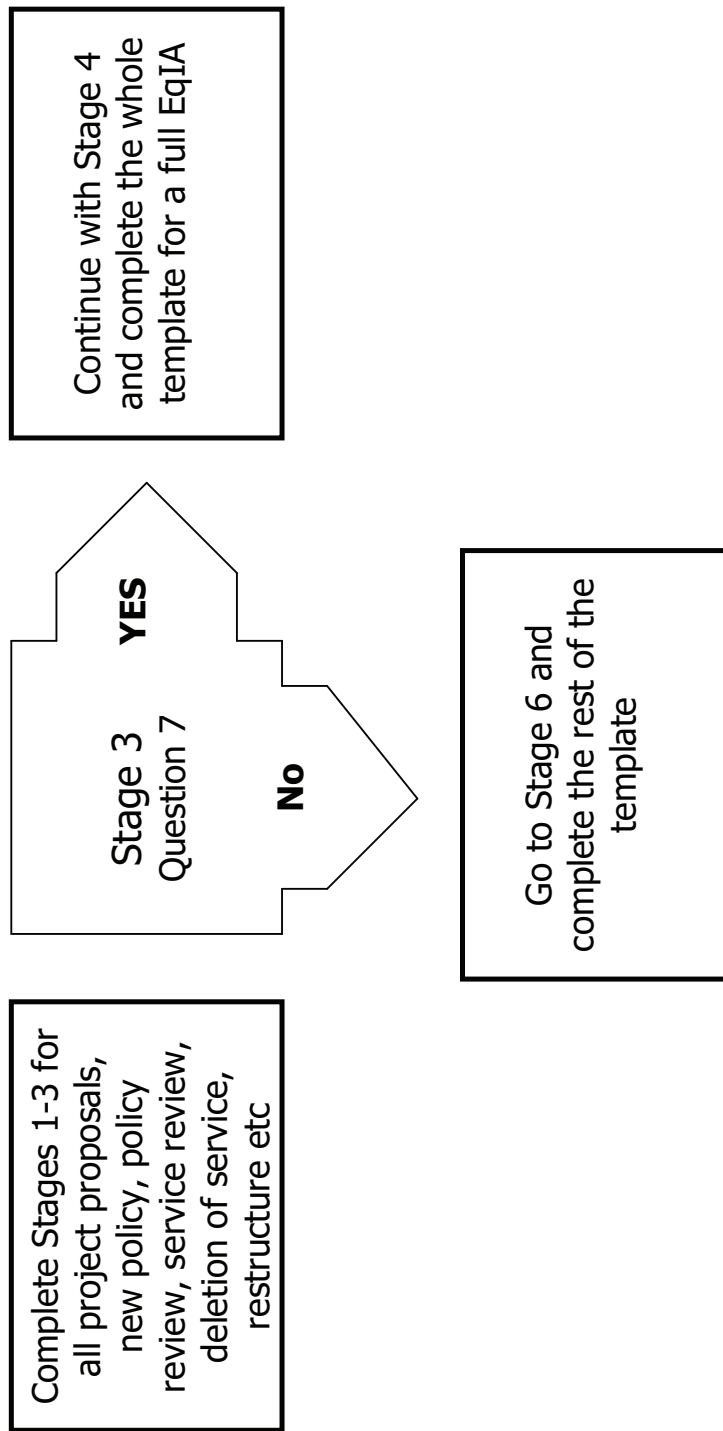
Ethnic Group	Belmont		Canons		Stanmore Park	
	number	%	number	%	number	%
<b>All usual residents</b>	<b>11,343</b>	<b>100.0</b>	<b>12,471</b>	<b>100.0</b>	<b>11,229</b>	<b>100.0</b>
White: English/Welsh/Scottish/Northern Irish/British	3,436	30.3	4,990	40.0	5,263	46.9
White: Irish	371	3.3	229	1.8	277	2.5
White: Gypsy or Irish Traveller	8	0.1	8	0.1	7	0.1
White: Other White	873	7.7	1,210	9.7	825	7.3
Mixed/multiple ethnic groups: White and Black Caribbean	50	0.4	60	0.5	117	1.0
Mixed/multiple ethnic groups: White and Black African	52	0.5	48	0.4	55	0.5
Mixed/multiple ethnic groups: White and Asian	125	1.1	162	1.3	113	1.0
Mixed/multiple ethnic groups: Other Mixed	122	1.1	130	1.0	113	1.0
Asian/Asian British: Indian	3,893	34.3	2,959	23.7	2,245	20.0
Asian/Asian British: Pakistani	312	2.8	273	2.2	192	1.7
Asian/Asian British: Bangladeshi	44	0.4	52	0.4	52	0.5
Asian/Asian British: Chinese	130	1.1	238	1.9	125	1.1
Asian/Asian British: Other Asian	913	8.0	832	6.7	645	5.7
Black/African/Caribbean/Black British: African	310	2.7	567	4.5	376	3.3
Black/African/Caribbean/Black British: Caribbean	208	1.8	139	1.1	202	1.8
Black/African/Caribbean/Black British: Other Black	142	1.3	164	1.3	235	2.1
Other ethnic group: Arab	202	1.8	179	1.4	162	1.4
Other ethnic group: Any other ethnic group	152	1.3	231	1.9	225	2.0
<b>Main Ethnic Groups</b>						
White	4,688	41.3	6,437	51.6	6,372	56.7
Mixed/multiple ethnic groups	349	3.1	400	3.2	398	3.5
Asian/Asian British	5,292	46.7	4,354	34.9	3,259	29.0
Black/African/Caribbean/Black British	660	5.8	870	7.0	813	7.2
Other ethnic group	354	3.1	410	3.3	387	3.4

In order to protect against disclosure of personal information, records have been swapped between different geographic areas. Some counts will be affected, particularly small counts at the lowest geographies.

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## Equality Impact Assessment Template

The Council has revised and simplified its Equality Impact Assessment process. There is now just one Template. Project Managers will need to complete **Stages 1-3** to determine whether a full EqIA is required and the need to complete the whole template.



## Equality Impact Assessment (EqIA) Template

In order to carry out this assessment, it is important that you have completed the EqIA E-learning Module and read the Corporate Guidelines on EqIAs. Please refer to these to assist you in completing this assessment.

It will also help you to look at the EqIA Template with Guidance Notes to assist you in completing the EqIA.

Type of Project / Proposal:	Tick ✓	Type of Decision:	Tick ✓
Transformation		Cabinet	✓
Capital		Portfolio Holder	
Service Plan		Corporate Strategic Board	
Other		Other	
<p>Title of Project:</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">242</div> <p>Permanent expansion of: Whitefriars Community School Whitefriars Avenue Harrow, HA3 5RQ</p> <p>At its meeting on 13 March 2014, Harrow Cabinet is recommended to approve the statutory proposals to permanently expand and to extend the age range of the school to create an all-through school.</p>			
Directorate / Service responsible:	Children & Families		
Name and job title of lead officer:	Adrian Parker, Head of Education Strategy and School Organisation Service		
Name & contact details of the other persons involved in the assessment:	Johanna Morgan, Education Lead Officer, School Organisation Chris Melly, Senior Professional, School Organisation Chris Spruce, Executive Headteacher of Whitefriars Community School		
Date of assessment:	27 January 2014		
Stage 1: Overview			
<p><b>1. What are you trying to do?</b> (Explain proposals e.g. introduction of a new service or</p>			
<p>It is proposed to permanently expand and to extend the age range of Whitefriars Community School from 1 September 2015 to become an all-through school with</p> <ul style="list-style-type: none"> <li>- three forms of entry (90 places) in the primary phase from its current two</li> </ul>			

policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)

forms of entry (60 places).

- five forms of entry (150 places) in the secondary phase, and 75 sixth form places.

Education school expansion statutory processes are being undertaken. In December 2013, Harrow Cabinet considered the outcome of the statutory consultation about the proposed expansion and extension of the age range that was conducted during the autumn term and decided to publish statutory proposals to effect the expansion. On 13 March 2014, Harrow Cabinet will determine the statutory proposals.

The permanent expansion and extension of the age range of Whitefriars Community School is proposed as part of the School Expansion Programme within Harrow Council's School Place Planning Strategy. Cabinet agreed its School Place Planning Strategy in February 2010 to meet the increasing demand for school places that is primarily birth rate driven. In July 2011, Cabinet agreed on a Primary School Expansion Programme as part of the School Place Planning Strategy. The strategy aims to secure sufficient primary school places through the creation of additional permanent places, supplemented by planned bulge classes and contingency bulge classes, opened if required.

In November 2013, Harrow Cabinet agreed its Secondary School Place Planning Strategy to ensure that there are sufficient secondary school places in Harrow. The creation of this all-through school is a strand of the strategy to deliver the secondary places required by September 2018.

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<p><b>2. Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</b></p>	Residents / Service Users	✓	Partners / Schools	✓	Stakeholders	✓
	Staff	✓	Age	✓	Disability	✓
	Gender Reassignment		Marriage and Civil Partnership		Pregnancy and Maternity	
	Race		Religion or Belief		Sex	
<p><b>3. Is the responsibility shared with another directorate, authority or organisation? If so:</b></p> <ul style="list-style-type: none"> <li>• Who are the partners?</li> </ul>	Sexual Orientation		Other			
	<p>There is a statutory responsibility on the local authority to ensure sufficient school places in its area. Children &amp; Families is the lead directorate, though the school</p>					



<ul style="list-style-type: none"> <li>• Who has the overall responsibility?</li> <li>• How have they been involved in the assessment?</li> </ul>	<p>expansion programme has to be delivered corporately with the involvement of officers from other directorates e.g. Environment and Enterprise, Finance, Performance, Legal.</p> <p>The school expansion programme will be delivered in partnership between the local authority and schools.</p>
<p><b>Stage 2: Evidence / Data Collation</b></p> <p><b>4. What evidence / data have you reviewed to assess the potential impact of your proposals? Include the actual data, statistics reviewed in the section below. This can include census data, borough profile, profile of service users, workforce profiles, results from consultations and the involvement tracker, customer satisfaction surveys, focus groups, research interviews, staff surveys; complaints etc. Where possible include data on the nine Protected Characteristics.</b></p> <p>(Where you have gaps (data is not available/being collated), you may need to include this as an action to address in your Improvement Action Plan at Stage 7)</p>	
<p>Age (including carers of young/older people)</p>	<p>The Greater London Authority (GLA) prepares the pupil projections for Harrow Council. The GLA uses a range of information and data to prepare the projections including the number of births, number of pupils in Harrow schools, migration to Harrow and new housing development. Across London the population is growing, and the main reason for this is increasing birth rate. The demand for Reception class places (for pupils reaching 5 years of age) in Harrow schools is increasing:</p> <ul style="list-style-type: none"> <li>• In January 2006 there were 2,224 Reception aged pupils in Harrow schools;</li> <li>• In January 2009 there were 2,571 Reception aged pupils in Harrow schools;</li> <li>• In January 2013 there were 2,879 Reception aged pupils in Harrow schools;</li> <li>• In January 2019 it is projected there will be 3,437 Reception aged pupils in Harrow schools.</li> </ul> <p>In September 2012 there were a total of 2,550 permanent Reception class places in Harrow's primary sector schools. In order to ensure sufficient school places to meet the predicted increased demand in the next few years there is a need to increase the number of permanent school places, in the primary sector initially and in the secondary sector in due course. Phase 1 of the primary school expansion programme was implemented in September 2013 with 8 schools in the borough permanently increasing their Reception intakes. Statutory processes for Phase 2 permanent expansions are under way to permanently expand a further 14 schools by September 2015. Phase 3 is being planned for permanent expansions from September 2016.</p> <p>In September 2013 there were a total of 2,180 permanent Year 7 class places in Harrow's secondary sector schools. The GLA projects a significant increase in the number of pupils in Year 7 in the next few years, with a small deficit of 10 places in 2014/15 to a deficit of 5 forms of entry (150 places) by 2016/17, and this deficit is projected to continue increasing. In order to ensure sufficient school places to meet the</p>

	<p>predicted increased demand in the next few years there is a need to increase the number of permanent school places in the secondary sector.</p> <p>Full information about the projected demand for school places and the planning to increase school places across Harrow can be viewed in the 21 November 2013 Cabinet papers (item 725 School Expansion Programme Appendix C) at <a href="http://www.harrow.gov.uk/www2/ie/ListDocuments.aspx?CId=249&amp;MIId=61433&amp;Ver=4">http://www.harrow.gov.uk/www2/ie/ListDocuments.aspx?CId=249&amp;MIId=61433&amp;Ver=4</a></p> <p>See Appendix A of this EqIA for data about the profile of pupils attending the school.</p>
Disability (including carers of disabled people)	<p>An increase in children of school age can be expected to include increased numbers of children with disability and special educational needs. The total number of statements of special educational need in Harrow has increased by 93 (or 9%) between 2006 and 2011 calendar years. In addition, the percentage of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places. On 18 July 2013, Harrow Cabinet approved the Special School SEN Placements Planning Framework for bringing forward proposals over the next 3-5 years to increase provision for children and young people with special educational needs.</p>
245	See Appendix A of this EqIA for data about the profile of pupils attending the school.
Under Reassignment	Not applicable in the context of the expansion of this school.
Marriage / Civil Partnership	Not applicable in the context of the expansion of this school.
Pregnancy and Maternity	Not applicable in the context of the expansion of this school.
Race	<p>This is a community school which draws pupils from its local area and the pupil profile reflects the ethnicity of its area. The January 2013 School Census demonstrates that the school has an ethnically diverse pupil population. See Appendix A for data about the profile of pupils attending the school. See Appendix B of this EqIA for the profile of respondents to the statutory consultation. See Appendix C of this EqIA for the ethnic groups in the main wards from which children attend the school.</p>
Religion and Belief	<p>This is a community school which draws pupils from its local area and the pupil profile reflects the religions and beliefs of its area. See Appendix B of this EqIA for the profile of respondents to the statutory consultation.</p>
Sex / Gender	This is a community school which draws pupils from its local area and the pupil profile reflects the gender of its area. See Appendix A of this EqIA for data about the profile of pupils attending the school.
Sexual Orientation	If the statutory proposals are approved, Whitefriars Community School will include secondary phase

	<p>students from 2015 onwards. There is increasing awareness nationally of the homo-phobic language and bullying that students can be exposed to socially, including at school, and through social media. This is an issue that the school will need to consider and to ensure that students and staff are supported to be equipped to deal with these issues.</p>		
<p>Socio Economic</p>	<p>Analysis of the Index of Multiple Deprivation, which is a weighted average of seven domains, reveals that Wealdstone, where the school is located, is the most deprived Ward in Harrow. Comparison of data about income deprivation among children between 2007 and 2010 reveals a more extensive cluster of deprivation in the central wards of Wealdstone, Marlborough and Greenhill. (Reference: 'Indices of Deprivation 2010 – Harrow Summary')</p> <p>Investment of £15-£20m in the development of an all-through school in Wealdstone, together with the Barratt Homes development of the former CoArt site, will represent a significant boost to the regeneration of the area. Provision of modern teaching facilities at the school to form a community learning campus will contribute to enhancing socio economic opportunities for the resident population.</p> <p>Though there will be increased employment opportunities in the area arising from the creation of an all-through school with additional school places, there are more immediate issues for jobs arising from the inclusion of the Harrow Teachers' Centre site in the development proposal. Site staff are at risk of redundancy, and work is being done to support the affected staff through this process. The Pupil Referral Unit (PRU) will also need to be relocated and work is being progressed to locate the primary PRU at a primary school and the secondary PRU at a suitable location to meet the needs of the young people.</p>		
<p>246</p>	<p>What consultation have you undertaken on your proposals?</p>		
<p>Who was consulted?</p>	<p>What consultation methods were used?</p>	<p>What do the results show about the impact on different groups / Protected Characteristics?</p>	<p>What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).</p>
<p>Statutory consultation was held with the school, its community and interested parties about the expansion proposal between 4 November and 29 November 2013.</p>	<p>Consultation information was widely distributed including to neighbouring Local Authorities, local MPs, Councillors, Union representatives, Diocesan Bodies, voluntary organisations, and Harrow Youth Parliament.</p>	<p>49 responses were received to the consultation from respondents that included parents/carers, residents, a pupil and the High School Heads Group. A number of comments were included with the responses given. The level of response to the consultation was not high despite information being sent to all the</p>	<p>Harrow Cabinet considered the outcomes of the statutory consultations at its meeting on 12 December 2013, and decided to publish statutory proposals to expand the school and extend the age range.</p>

Information was put on the Harrow Council website, together with a facility for online response to the consultations. The Council distributed letters to local residents to inform them of the consultation and to invite them to consultation meetings at the school. The school distributed information and response forms to its school community and parents, and arranged open consultation meetings for parents and residents to enable discussion about the proposals.

parents of children attending the school and to 1,200 local addresses as well as to a range of organisations. Overall, the responses to the consultation questions indicate support for the proposal, with support from parents and disagreement from residents. A summary of the number of responses is presented in the tables:

Question 1: "Do you agree with the proposal to permanently expand Whitefriars Community School to become a three forms of entry primary school?"

Yes	No	Not Sure	Total
31	13	5	49
63.27%	26.53%	10.20%	100.00%

Question 2: "Do you agree with the proposal to extend the age range of Whitefriars Community School to include secondary school provision?"

Yes	No	Not Sure	Total
26	15	8	49
53.06%	30.61%	16.33%	100.00%

Comments made by respondents in response to the first question include the following main themes:

- The area is already congested and overcrowded;
- Too many schools in one small area;
- The site is too small for the numbers of children;
- Traffic is already a problem in the area and this will be made worse;
- Concerns about the quality of the education at a larger school and at Whitefriars Community School currently;
- The safety of children on already busy roads.

Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. These measures include:

- Transport Assessments at Phase 2 expansion schools and Transport Statements at additional special educational needs places provision. An independent company, Mott MacDonald, has been procured to complete this work by the end of February 2014.

- Appointment of a Transport and Travel Planner Officer for the expansion projects to develop and implement effective travel strategies in conjunction with the schools.

- There will be a communication strategy for the Phase 2 expansion projects to raise the profile of school travel planning. An additional Communications Officer has been engaged to give this work a high profile. The consultation responses



		<p>Comments from respondents in favour of the proposal included:</p> <ul style="list-style-type: none"> <li>• More places are needed to cope with the growing demand, including in good and outstanding schools;</li> <li>• It will be good for the community as long as the school maintains a very good standard.</li> </ul> <p>Comments made by respondents in response to the second question include the following main themes (additional to those that were the same as made to the first question):</p> <ul style="list-style-type: none"> <li>• Concerns about existing traffic to commercial premises in Cecil Road, especially GFL;</li> <li>• There was not enough room for Avanti House, so why is this proposal acceptable?</li> <li>• Anti-social behaviour in the High Street is a problem;</li> <li>• Community gains need to be identified;</li> <li>• Concern about lack of secondary expertise in the 'sponsors' and whether the post-16 numbers are sustainable.</li> <li>• Existing high schools in the vicinity of the school;</li> <li>• Concern that green space would be lost as a result of the development.</li> </ul> <p>Some alternative suggestions were made:</p> <ul style="list-style-type: none"> <li>• Could the Winsor &amp; Newton factory site be used?</li> <li>• All high schools should be expanded to cope with the extra demand.</li> </ul> <p>Comments from respondents in favour of the proposal included:</p> <ul style="list-style-type: none"> <li>• This school should cater for all age ranges due to the growing population;</li> <li>• As long as education standards are kept.</li> </ul> <p>A number of questions were raised by</p>	<p>have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.</p> <p>A sub-group of the School Expansion Stakeholder Reference Group has been established to inform the Council's stakeholder engagement and consultation process and to provide advice and guidance on the development and refinement of proposals for the Whitefriars Community School proposal. The Council is committed to wide ranging consultation and community engagement on the proposals for the Whitefriars Community School and Harrow Teachers' Centre sites. Part of the consultation and engagement will be to identify the opportunities and improvements to the local community that the proposed development would offer in terms of community provision and facilities. There would be impacts and challenges for the local community and this process will provide an opportunity to raise concerns and for solutions to be offered.</p>
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		<p>respondents, including:</p> <ul style="list-style-type: none"> <li>• Will the intake be for children within walking distance of the school?</li> <li>• Will there be serious consideration for ESL?</li> <li>• Will there be Headteachers for each section of the proposed school?</li> <li>• What outdoor space is envisaged?</li> <li>• Will children have a choice of secondary schools?</li> <li>• Will more public transport be provided at essential times?</li> </ul>	
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**6. What other (local, regional, national research, reports, media) data sources that you have used to inform this assessment?**  
 List the Title of reports / documents and websites here.

The GLA School Roll Projections Service draws on a range of available national and regional data to inform its projections.  
 A regional approach is an important aspect of meeting the needs of children and young people with special educational needs. Contacts are being developed with free school proposers, and with neighbouring local authorities through the West London Alliance, to inform work to meet the need.

**Page 3: Assessing Potential Disproportionate Impact**

249 Based on the evidence you have considered so far, is there a risk that your proposals could potentially have a disproportionate adverse impact on any of the Protected Characteristics?

	Age (including carers)	Disability (including carers)	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation
Yes			✓	✓	✓	✓	✓	✓	✓
No	✓	✓	✓	✓	✓	✓	✓	✓	✓



**YES** - If there is a risk of disproportionate adverse Impact on any **ONE** of the Protected Characteristics, continue with the rest of the template.

- **Best Practice:** You may want to consider setting up a Working Group (including colleagues, partners, stakeholders, voluntary community sector organisations, service users and Unions) to develop the rest of the EqIA
- It will be useful to also collate further evidence (additional data, consultation with the relevant communities, stakeholder groups and service users directly affected by your proposals) to further assess the potential disproportionate impact identified and how this can be mitigated.

**NO** - If you have ticked 'No' to all of the above, then go to **Stage 6**

- Although the assessment may not have identified potential disproportionate impact, you may have identified actions which can be taken to advance equality of opportunity to make your proposals more inclusive. These actions should form your Improvement Action Plan at Stage 7

#### Stage 4: Collating Additional data / Evidence

8. What additional data / evidence have you considered in relation to your proposals as a result of the analysis at Stage 3?

(include this evidence, including any data, statistics, titles of documents and website links here)

Note: Please go to Stage 6.

250 What further consultation have you undertaken on your proposals as a result of your analysis at Stage 3?

Who was consulted?	What consultation methods were used?	What do the results show about the impact on different groups / Protected Characteristics?	What actions have you taken to address the findings of the consultation? (This may include further consultation with the affected groups, revising your proposals).
Note: Please go to Stage 6.			

#### Stage 5: Assessing Impact and Analysis

10. What does your evidence tell you about the impact on different groups? Consider whether the evidence shows potential for differential impact, if so state whether this is an adverse or positive impact? How likely is this to happen? How you will mitigate/remove any adverse impact?

Protected Characteristic	Adverse ✓	Positive ✓	Explain what this impact is, how likely it is to happen and the extent of impact if it was to occur.  Note – Positive impact can also be used to demonstrate how your proposals meet the aims of the PSED Stage 9  Note: Please go to Stage 6.	What measures can you take to mitigate the impact or advance equality of opportunity? E.g. further consultation, research, implement equality monitoring etc (Also Include these in the Improvement Action Plan at Stage 7)
Age (including carers of young/older people)				
Disability (including carers of disabled people)				
Gender Reassignment				
Marriage and Civil Partnership				
Pregnancy and Maternity				

Race																				
Religion or Belief																				
Sex																				
Sexual orientation																				
<p><b>11. Cumulative Impact</b> – Considering what else is happening within the Council and Harrow as a whole, could your proposals have a cumulative impact on a particular Protected Characteristic?</p> <p>252</p>																				
<p>If yes, which Protected Characteristics could be affected and what is the potential impact?</p>				Yes	No	Note: Please go to Stage 6.														
<p><b>11a. Any Other Impact</b> – Considering what else is happening within the Council and Harrow as a whole (for example national/local policy, austerity, welfare reform, unemployment levels, community tensions, levels of crime) could your proposals have an impact on individuals/service users socio economic, health or an impact on community cohesion?</p>				Yes	No	Note: Please go to Stage 6.														
<p>If yes, what is the potential impact and how likely is to happen?</p>																				
<p><b>12.</b> Is there any evidence or concern that the potential adverse impact identified may result in a Protected Characteristic being disadvantaged? (Please refer to the Corporate Guidelines for guidance on the definitions of discrimination, harassment and victimisation and other prohibited conduct under the Equality Act) available on Harrow HUB/Equalities and Diversity/Policies and Legislation</p>																				
	Age (including	Disability (including	Gender Reassignment	Marriage and Civil	Pregnancy and Maternity	Race	Religion and Belief	Sex	Sexual Orientation											

	carers)	carers)	Partnership		
Yes					
No					

If you have answered "yes" to any of the above, set out what justification there may be for this in Q12a below - link this to the aims of the proposal and whether the disadvantage is proportionate to the need to meet these aims. (You are encouraged to seek legal advice, if you are concerned that the proposal may breach the equality legislation or you are unsure whether there is objective justification for the proposal)

If the analysis shows the potential for serious adverse impact or disadvantage (or potential discrimination) but you have identified a potential justification for this, this information must be presented to the decision maker for a final decision to be made on whether the disadvantage is proportionate to achieve the aims of the proposal.

- If there are adverse effects that are not justified and cannot be mitigated, you should not proceed with the proposal. **(select outcome 4)**
- If the analysis shows unlawful conduct under the equalities legislation, you should not proceed with the proposal. **(select outcome 4)**

**Stage 6: Decision**

13. Please indicate which of the following statements best describes the outcome of your EqIA ( ✓ tick one box only)

**Outcome 1** – No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality are being addressed. ✓

**Outcome 2** – Minor adjustments to remove / mitigate adverse impact or advance equality have been identified by the EqIA. *List actions you propose to take to address this in the Improvement Action Plan at Stage 7*

**Outcome 3** – Continue with proposals despite having identified potential for adverse impact or missed opportunities to advance equality. In this case, the justification needs to be included in the EqIA and should be in line with the PSED to have 'due regard'. In some cases, compelling reasons will be needed. You should also consider whether there are sufficient plans to reduce the adverse impact and/or plans to monitor the impact. **(Explain this in 13a below)**

**Outcome 4** – Stop and rethink: when there is potential for serious adverse impact or disadvantage to one or more protected groups. (You are encouraged to seek Legal Advice about the potential for unlawful conduct under equalities legislation)

**13a.** If your EqIA is assessed as **outcome 3 or you have ticked 'yes' in Q12**, explain your justification with full reasoning to continue with your proposals.

**Stage 7: Improvement Action Plan**

14. List below any actions you plan to take as a result of this Impact Assessment. This should include any actions identified throughout the EqIA.

Area of potential	How will you know	Target Date	Lead Officer	Date Action

adverse impact e.g. Race, Disability	Action required to mitigate	this is achieved? E.g. Performance Measure / Target	included in Service / Team Plan
Age. Insufficient school places for children in Harrow.	Work has been undertaken to maximise funding from the Government to create additional school places. This has included applications to the Priority School Building Programme and the Targeted Basic Need Programme, as well as work to maximise the annual basic need allocations.	Delivery, affordability and value for money will be monitored by the corporate Programme Board. Key milestones will be reported with RAG ratings to monitor progress.	1 September 2015.  Catherine Doran, Corporate Director Children & Families, through the Programme Board.  1 September 2013
Disability. Insufficient education provision to meet the needs of children with special educational needs.	This area of potential adverse impact of the increased number of children in the borough has been considered. Harrow Cabinet agreed its Special School and SEN Placements Planning Framework in July 2013, and successful applications have been made to the Government's Targeted Basic Need Programme for funds to expand the places in Harrow's special schools and to create more additionally resourced provision places in Harrow's mainstream schools.	Completion of the projects to expand Harrow's special schools and to create units for more additionally resourced provision places in Harrow's mainstream schools.	1 September 2015.  Catherine Doran, Corporate Director Children & Families, through the Programme Board.  1 March 2013
Residents / Service Users. Many concerns about the impacts of traffic congestion.	Measures are being put in place to address the traffic and congestion issues arising from the creation of additional school places. See Section 5 above. The consultation responses have been sent to Mott MacDonald and the Transport and Travel Planner Officer for inclusion in their work.	Traffic Assessments and School Travel Plans will be submitted as part of the Planning Applications.	18 June 2014.  Mark Sperring, Head of Capital Project Team.  November 2013.
Residents / Service Users. Concerns and	The Sub-Group of the School Expansion Stakeholder Reference Group includes resident membership in the stakeholder	The Sub-Group will meet regularly to gather views.	1 September 2015.  Catherine Doran, Corporate Director Children & Families,  December 2013.

aspirations expressed in the consultation about community facilities in the area.	representation.			assists the Portfolio Holder who chairs these meetings.
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**Stage 8 - Monitoring**

The full impact of the proposals may only be known after they have been implemented. It is therefore important to ensure effective monitoring measures are in place to assess the impact.

**15.** How will you monitor the impact of the proposals once they have been implemented? What monitoring measures need to be introduced to ensure effective monitoring of your proposals? How often will you do this? *(Also Include in Improvement Action Plan at Stage 7)*

The School Organisation Officer Group, comprised of representatives from relevant corporate departments, meets monthly and will monitor the impact of proposals and the continuing levels of need.

Regular reports are presented to Cabinet on school organisation matters, including quarterly update reports on the school expansion programme. These reports are published on the Harrow Council website.

255

. How will the results of any monitoring be analysed, reported and publicised? *(Also Include in Improvement Action Plan at Stage 7)*

The School Expansion Stakeholder Reference Group has been established and meets monthly. The School Expansion Stakeholder Reference Group is a cross party representative group to provide advice and guidance on the implementation of the school expansion programme. The meetings are minuted.

The Programme Board of senior corporate officers and the constructor meets regularly to monitor the construction programme to ensure appropriate accommodation is provided at the schools for the additional pupils.

A range of views and comments were received in support and opposed to the expansion proposal (see section 2 in Stage 5 above). 61% of consultation responses agreed with the approach to creating additional school places in Harrow.

**17.** Have you received any complaints or compliments about the proposals being assessed? If so, provide details.

**Stage 9: Public Sector Equality Duty**

**18.** How do your proposals contribute towards the Public Sector Equality Duty (PSED) which requires the Council to have due regard to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.



(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible working hours for parents/carers, IT equipment will be DDA compliant etc)		
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
By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure all children in Harrow have access to a high quality school place, Harrow is promoting equality of opportunity for all children and young people.
<b>Stage 10 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)</b>		
<b>The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.</b>		
19. Which group or committee considered, reviewed and agreed the EqIA and the Improvement Action	The corporate Equality Impact Assessment Quality Assurance Group.	
256	in?	
Signed: (Lead officer completing EqIA)	<i>Chris Melly</i>	<i>Richard Segalov</i>
Date:	30 January 2014	30 <sup>th</sup> January 2014
Date EqIA presented at the EqIA Quality Assurance Group		Signature of ETG Chair

October 2013 School Census	Whitefriars Community School
<b>Age as at 31st August</b>	
3	10.7%
4	12.6%
5	13.1%
6	13.5%
7	12.4%
8	12.4%
9	12.9%
10	12.4%
<b>Grand Total</b>	<b>459</b>
<b>Gender</b>	
Female	50%
Male	50%
<b>Grand Total</b>	<b>459</b>
<b>Ethnicity</b>	
Bangladeshi	3%
Indian	11%
Asian other	23%
Pakistani	3%
Black African	7%
Black Caribbean	4%
Black other	1%
Chinese	1%
Mixed other	2%
Mixed White Asian	2%
Mixed White Black African	1%
Mixed White Black Caribbean	2%
Any other ethnic group	5%
Refused / Unknown	22%
White British	3%
White Irish	0%
White other	10%
<b>Grand Total</b>	<b>459</b>
<b>Special Educational Needs</b>	
No SEN	88%
School Action	4%
School Action Plus	7%
Statement of SEN	1%
<b>Grand Total</b>	<b>459</b>

Source – Collect export: Final Oct 2013 Schools & academies.xls

**Monitoring information**

When completing their responses to the statutory consultations from 16 September 2013 to 18 October 2013, respondents were invited to provide information about how they perceive their social identity to assist with monitoring the effectiveness of the consultation outreach.

Anonymous information was requested under the following categories: disability; ethnic group; and religion. The following tables show the responses received under these categories.

<b>Respondents by Disability</b>	<b>Number</b>	<b>Percentage</b>
Not Disabled	43	87.76%
Yes, affecting mobility	0	0%
Yes, affecting hearing	1	2.04%
Yes, affecting vision	0	0%
Yes, a learning disability	0	0%
Yes, mental ill-health	0	0%
Yes, another form of disability	0	0%
Not Stated	5	10.20%

<b>Ethnic Group</b>	<b>Number</b>	<b>% of total response</b>
Asian Or Asian British	20	40.82%
Black or Black British	2	4.08%
Other Ethnic Group	4	8.16%
Mixed ethnic background	1	2.04%
White	20	40.82%
Did Not Specify	2	4.08%

<b>Respondents by Religion</b>	<b>Number</b>	<b>Percentage</b>
Buddhism	2	4.08%
Christianity	21	42.86%
Hinduism	10	20.41%
Islam	7	14.29%
Jainism	1	2.04%
Judaism	1	2.04%
Sikh	0	0%
Zoroastrian	0	0%
Other	0	0%
No Religion	1	2.04%
Not Stated	6	12.24%

**KS201EW - Ethnic group** **Central Primary Planning Area** **Appendix C**

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Population - All usual residents  
Units - Persons  
Date - 2011

**Main Wards for the Central Primary Planning Area**

(Over 40% of pupils in these Wards attend schools in the planning area)

Ethnic Group	Greenhill		Headstone North		Headstone South		Marlborough		Wealdstone	
	number	%	number	%	number	%	number	%	number	%
<b>All usual residents</b>	<b>12,420</b>	<b>100.0</b>	<b>10,093</b>	<b>100.0</b>	<b>11,135</b>	<b>100.0</b>	<b>12,259</b>	<b>100.0</b>	<b>11,394</b>	<b>100.0</b>
White: English/Welsh/Scottish/Northern Irish/British	3,191	25.7	3,949	39.1	3,468	31.1	2,815	23.0	2,857	25.1
White: Irish	401	3.2	302	3.0	361	3.2	541	4.4	617	5.4
White: Gypsy or Irish Traveller	2	0.0	1	0.0	12	0.1	10	0.1	22	0.2
White: Other White	1,559	12.6	530	5.3	998	9.0	1,177	9.6	771	6.8
Mixed/multiple ethnic groups: White and Black Caribbean	124	1.0	75	0.7	145	1.3	175	1.4	192	1.7
Mixed/multiple ethnic groups: White and Black African	69	0.6	26	0.3	62	0.6	68	0.6	60	0.5
Mixed/multiple ethnic groups: White and Asian	202	1.6	177	1.8	246	2.2	159	1.3	115	1.0
Mixed/multiple ethnic groups: Other Mixed	186	1.5	101	1.0	172	1.5	181	1.5	121	1.1
Asian/Asian British: Indian	3,212	25.9	2,684	26.6	2,681	24.1	2,924	23.9	2,272	19.9
Asian/Asian British: Pakistani	524	4.2	346	3.4	472	4.2	662	5.4	489	4.3
Asian/Asian British: Bangladeshi	49	0.4	34	0.3	56	0.5	113	0.9	100	0.9
Asian/Asian British: Chinese	242	1.9	136	1.3	104	0.9	110	0.9	105	0.9
Asian/Asian British: Other Asian	1,116	9.0	969	9.6	1,040	9.3	1,322	10.8	1,454	12.8
Black/African/Caribbean/Black British: African	464	3.7	196	1.9	347	3.1	621	5.1	630	5.5
Black/African/Caribbean/Black British: Caribbean	362	2.9	234	2.3	392	3.5	614	5.0	660	5.8
Black/African/Caribbean/Black British: Other Black	281	2.3	110	1.1	223	2.0	334	2.7	398	3.5
Other ethnic group: Arab	253	2.0	85	0.8	215	1.9	234	1.9	298	2.6
Other ethnic group: Any other ethnic group	183	1.5	138	1.4	141	1.3	199	1.6	233	2.0
<b>Main Ethnic Groups</b>										
White	5,153	41.5	4,782	47.4	4,839	43.5	4,543	37.1	4,267	37.4
Mixed/multiple ethnic groups	581	4.7	379	3.8	625	5.6	583	4.8	488	4.3
Asian/Asian British	5,143	41.4	4,169	41.3	4,353	39.1	5,131	41.9	4,420	38.8
Black/African/Caribbean/Black British	1,107	8.9	540	5.4	962	8.6	1,569	12.8	1,688	14.8
Other ethnic group	436	3.5	223	2.2	356	3.2	433	3.5	531	4.7

In order to protect against disclosure of personal information, records have been swapped between different geographic areas. Some counts will be affected, particularly small counts at the lowest geographies.

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