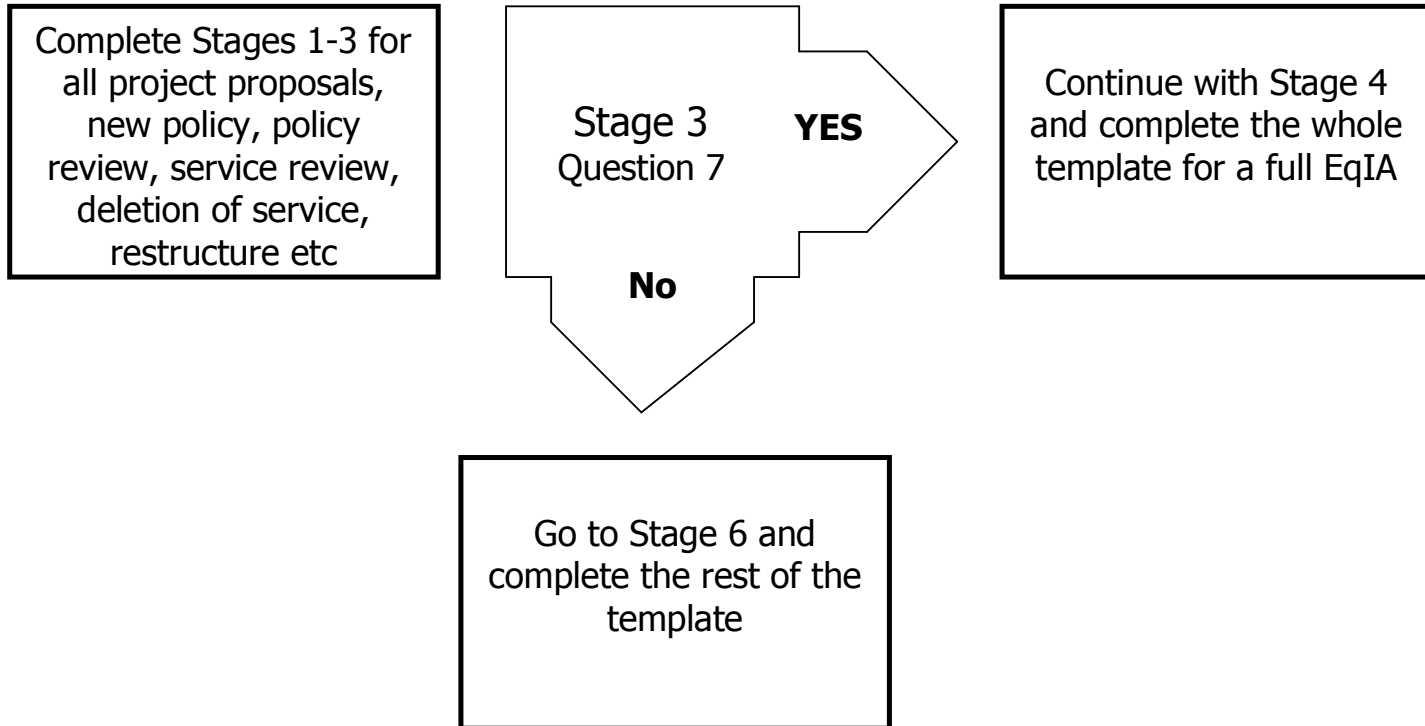


# Equality Impact Assessment Template

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:	<p>Permanent expansion of the following community school: Elmgrove Primary School and Nursery Kenmore Avenue Harrow, HA3 8LU</p> <p>At its meeting on 10 April 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 Darren Aisthorpe, Headteacher of Elmgrove Primary School and Nursery		
Date of assessment:	14 March 2014		
<b>Stage 1: Overview</b>			
<b>1. What are you trying to do?</b>  (Explain proposals e.g. introduction of a new service or	It is proposed to permanently expand Elmgrove 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).		

policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)	<p>Education school expansion statutory processes are being undertaken. In February 2014, the Portfolio Holder for Children and Schools considered the outcome of the consultation about the proposed expansion that was conducted in January 2014 and decided to publish statutory proposals to effect the expansion. The statutory proposals were published from 13 February to 13 March 2014. No comments or objections were received during the representation period. On 10 April 2014, Harrow Cabinet will determine the statutory proposals.</p> <p>The permanent expansion of Elmgrove 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>
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<b>2. Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)</b>	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			

<b>3. Is the responsibility shared with another directorate, authority or organisation? If so:</b>	<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>
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- Who are the partners?
- Who has the overall responsibility?
- How have they been involved in the assessment?

## Stage 2: Evidence / Data Collation

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.

(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>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. 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>Disability (including carers of disabled people)</p>	<p>Elmgrove Primary School and Nursery has specialist resourced provision for children with physical impairment. The proposed new build classroom block at the school would be two-storey. The new block would connect to an existing two-storey block at the school which has a lift in place. The new build classroom block would therefore be accessible.</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</p>

	<p>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 EqlA for data about the profile of pupils attending the school.</p> <p>See Appendix B of this EqlA 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 EqlA for data about the profile of pupils attending the school.</p> <p>See Appendix B of this EqlA for the profile of respondents to the statutory consultation.</p> <p>See Appendix C of this EqlA 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 EqlA 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 EqlA 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 your proposals).

<p>Statutory consultation was held with the school, its community and interested parties about the expansion proposal between 7 January and 28 January 2014.</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>Consultation about the proposal to expand Elmgrove Primary School and Nursery was held between Tuesday 7 January and 28 January 2014. All requirements for consultation in relation to the proposals that were applicable at the time were complied with.</p> <p>Officers and architects attended an open consultation meeting at the school about the expansion proposal to give presentations and answer questions.</p> <p><b>Consultation responses</b></p> <p>158 responses were received to the consultation. Respondents were primarily parents/carers, staff and residents. A number of comments were included with the responses and are summarised in section (d) below. Officer response to the comments is in section (e).</p> <p>The responses made to the first consultation question indicate strong agreement with the Council's approach to creating additional school places in Harrow. The Governing Body also agrees with the approach to creating additional school places in Harrow as outlined in the consultation paper.</p> <p><b>Question 1: "Do you agree with the approach to creating additional school places In Harrow?"</b></p> <table border="1" data-bbox="619 732 1115 943"> <thead> <tr> <th>Response</th> <th>Number</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>135</td> <td>85.44%</td> </tr> <tr> <td>No</td> <td>16</td> <td>10.13%</td> </tr> <tr> <td>Not Sure</td> <td>7</td> <td>4.43%</td> </tr> <tr> <td><b>Total</b></td> <td><b>158</b></td> <td><b>100.00%</b></td> </tr> </tbody> </table> <p>The responses made to the second consultation question indicate strong overall agreement with the Council's proposal to expand Elmgrove Primary School and Nursery including agreement across all the stakeholder groups. The Governing Body agrees in principle with the expansion of Elmgrove to four-form entry and will keep its initial position of support under review as further information emerges. The letter sets out five areas of concern for consideration by officers to provide the Governing Body with additional information and assurance: funding; traffic; building work; the adjacent park; and kitchen. Officers will attend the Governing Body Resources Committee on 3 March to discuss these concerns and to update the governors on other matters.</p> <p><b>Question 2: "Do you agree with the approach to permanently expand Elmgrove Primary School and Nursery?"</b></p> <table border="1" data-bbox="619 1295 1131 1382"> <thead> <tr> <th>Response</th> <th>Number</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>125</td> <td>79.11%</td> </tr> </tbody> </table>	Response	Number	Percentage	Yes	135	85.44%	No	16	10.13%	Not Sure	7	4.43%	<b>Total</b>	<b>158</b>	<b>100.00%</b>	Response	Number	Percentage	Yes	125	79.11%	<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</p>
Response	Number	Percentage																						
Yes	135	85.44%																						
No	16	10.13%																						
Not Sure	7	4.43%																						
<b>Total</b>	<b>158</b>	<b>100.00%</b>																						
Response	Number	Percentage																						
Yes	125	79.11%																						

No	23	14.56%
Not Sure	9	5.70%
No Response	1	0.63%
<b>Total</b>	<b>158</b>	<b>100.00%</b>

The Harrow East MP completed a consultation response form and sent a cover letter with remarks to complement the response. The MP is fully in agreement with the wider strategy being implemented by Harrow Council to meet the demand for more school places for its residents. The MP considers the expansion plans are sound and that the school can competently continue to operate whilst expansion work is carried out.

The Environment and Enterprise Directorate of Harrow Council responded and commented that the Mayor's London Plan cites the need to improve London's skills base, improve employment opportunities and remove barriers to employment, and identifies learning and skills as two key priorities. The Elmgrove expansion offers an excellent opportunity to provide employment and training opportunities for young people (and older residents) during the construction phase.

**Themed analysis of comments received**

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

- Shortage of parking and inconsiderate parking behaviour
- Pressure on roads, traffic congestion and dangerous driving behaviour
- A four forms of entry primary school is too big
- Primary education should be small scale
- New schools should be built
- High quality education standards should be maintained
- Good for the community and will give more places in local schools

The comments made by respondents to the second question include the following main themes (additional to those that were the same as made to the first question):

- Access difficulties for residents and to the school because there is only one road in and out
- The school has limited space currently for existing pupil numbers
- Expansion would be detrimental to education and welfare
- More children would benefit from the high standards of teaching, learning and leadership
- Support to all children, including those with special needs, must be maintained

**Officer response to the consultation comments**

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

Officer responses to the consultation comments are given below under five main headings that encompass the themes. It should be noted that proportionately more written comments were made by those not agreeing with the proposed expansion than by those that agreed.

**Traffic and congestion issues**

The concerns expressed about traffic congestion, parking and road safety in the area are fully recognised. Increased traffic and congestion at the start and end of the school day is a characteristic of many schools and has been the major consistent theme of concern in the consultation responses about expansion proposals in the school expansion programme consultations. To minimise the impact of the additional pupils attending the schools proposed for expansion in Phase 2 of the school expansion programme, including this proposal, a cross-council approach is being implemented. This approach brings officers together from Children and Families, Enterprise and Environment and Communications to co-ordinate work.

Additional resource is being committed to ensure an appropriate profile to all the Phase 2 school expansion projects in particular.

- Transport Assessments are being undertaken at each of the schools proposed for expansion. The assessments will provide an independent view of the proposals by reviewing baseline information about current traffic volumes and current issues and make recommendations about any impact as well as setting out any actions required. This assessment will take account of the consultation responses already received.
- Appointment of a Transport and Travel Planner Officer for the expansion projects to develop and implement effective travel strategies in conjunction with the schools. This position also coordinates inputs and actions from other council departments to assist the change process. This is a key role in influencing and engaging with all stakeholders to change attitudes to travel through the review and the development of School Travel Plans in order to minimise the use of private car travel to the school, particularly by parents. This role also liaises with the Highways, Traffic Management and Enforcement teams to ensure that any necessary engineering work and enforcement action, including Safer Neighbourhood Teams, is provided in line with the travel plans developed. This officer is also involved in the pre-planning engagement activities and input into the planning applications.
- There is a communication strategy for the Phase 2 expansion projects which includes raising the profile of school travel planning. An additional Communications Officer has been appointed to give communication and engagement work a high profile

This proposal would require a building programme, for which planning permission would be needed. If an application is submitted, a decision on this would be a matter



for the Planning Committee. This committee would consider highways and traffic concerns and the impact of the development on the local area. Residents and parents who believe they would be impacted by the development are entitled to make representations to the planning committee during the statutory planning consent timescales.

**Size of school and maintaining high education standards**

There is no evidence to suggest that the size of the school affects the ability of the teachers and staff to provide a high quality education to all pupils. A key principle identified by officers and representative primary headteachers in the work to develop expansion proposals was the maintenance of high quality education standards, and all schools, with council support as necessary, will work to ensure high education standards are promoted through the expansions. The governing body and senior leadership team of the school would ensure appropriate structures are in place to manage the increased numbers of pupils and deliver the curriculum. Suitable accommodation and facilities would be provided to accommodate the increased pupil numbers. Revenue funding is based on pupil numbers and the funding for increased numbers of pupils can enable opportunities for schools to be creative in use of resources to promote pupils' learning.

**Space at the school**

Architects would work with the school to ensure the space and facilities at the school meet the requirements for the numbers of pupils. Initial site feasibility work has demonstrated potential developments that offer the required additional accommodation and a number of advantages to the school, including: new larger classrooms for the junior phase; improved circulation in the school; removal of temporary units; new kitchen; new two storey teaching block that would be well-placed strategically for long-term development of the school site in the future.

**Local school places**

Harrow Council is proposing school expansions across the borough to ensure that additional school places are available as close as possible to where the increased demand is. First and second preferences by parents for Reception places at the school are at the proposed increased intake of 120 places.

**Support to children with special needs**

There are no plans to change existing provision for pupils with special educational needs at Elmgrove Primary School and Nursery. The school is a mainstream school that makes appropriate provision for pupils with SEN who attend mainstream schools. The school has specialist resourced provision for children with physical impairment and would continue to build on existing good practice within the school.

6. What other (local, regional, national research, reports, media) data sources that you have used to inform this

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

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.
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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 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.
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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
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		Protected Characteristics?	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				
<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?	Yes		No	
	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?  If yes, what is the potential impact and how likely is to happen?	Note: Please go to Stage 6.
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**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									

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)

<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.	Chris Spencer, Corporate Director Children & Families, through the Programme Board.	1 September 2013

<p>Disability. Mobility access to the first floor of the proposed new build two-storey classroom block.</p> <p>Insufficient education provision to meet the needs of children with special educational needs.</p>	<p>The proposed new build two-storey classroom block at the school would connect to an existing two-storey block at the school which has a lift in place.</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>Access issues will be considered throughout the design and construction processes.</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>1 September 2015.</p>	<p>Mark Sperring, Head of Capital Project Team</p> <p>Chris Spencer, Corporate Director Children &amp; Families, through the Programme Board.</p>	<p>18 February 2014 (access issues 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.</p> <p>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>
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<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>
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<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**

**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>			
<b>19.</b> 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:	14 <sup>th</sup> March 2014	Date:	
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 2013 School Census</b>	<b>Elmgrove Primary School and Nursery</b>
<b>AGE as at 31st August 2013</b>	
3	7.1%
4	12.9%
5	16.9%
6	12.6%
7	12.6%
8	12.7%
9	12.7%
10	12.4%
11	0.0%
<b>Grand Total</b>	<b>715</b>
<b>GENDER</b>	
Female	52%
Male	48%
<b>Grand Total</b>	<b>715</b>
<b>ETHNICITY</b>	
Bangladeshi	0.6%
Indian	12.2%
Asian Other	15.7%
Pakistani	5.5%
Black African	9.4%
Black Caribbean	3.4%
Black Other	0.6%
Chinese	0.3%
Mixed other	3.2%
Mixed White/Asian	1.1%
Mixed White Black African	1.5%
Mixed White Black Caribbean	2.2%
Any Other Ethnic minority	2.7%
Refused	0.6%
White British	6.3%
White Irish	0.3%
White Irish Traveller	0.8%
White Other	15.5%
Unknown	18.3%
<b>Grand Total</b>	<b>715</b>
<b>SEN</b>	
No SEN	76.1%
School Action	17.8%
School Action Plus	3.6%
Statement of SEN	2.5%
<b>Grand Total</b>	<b>715</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%

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.