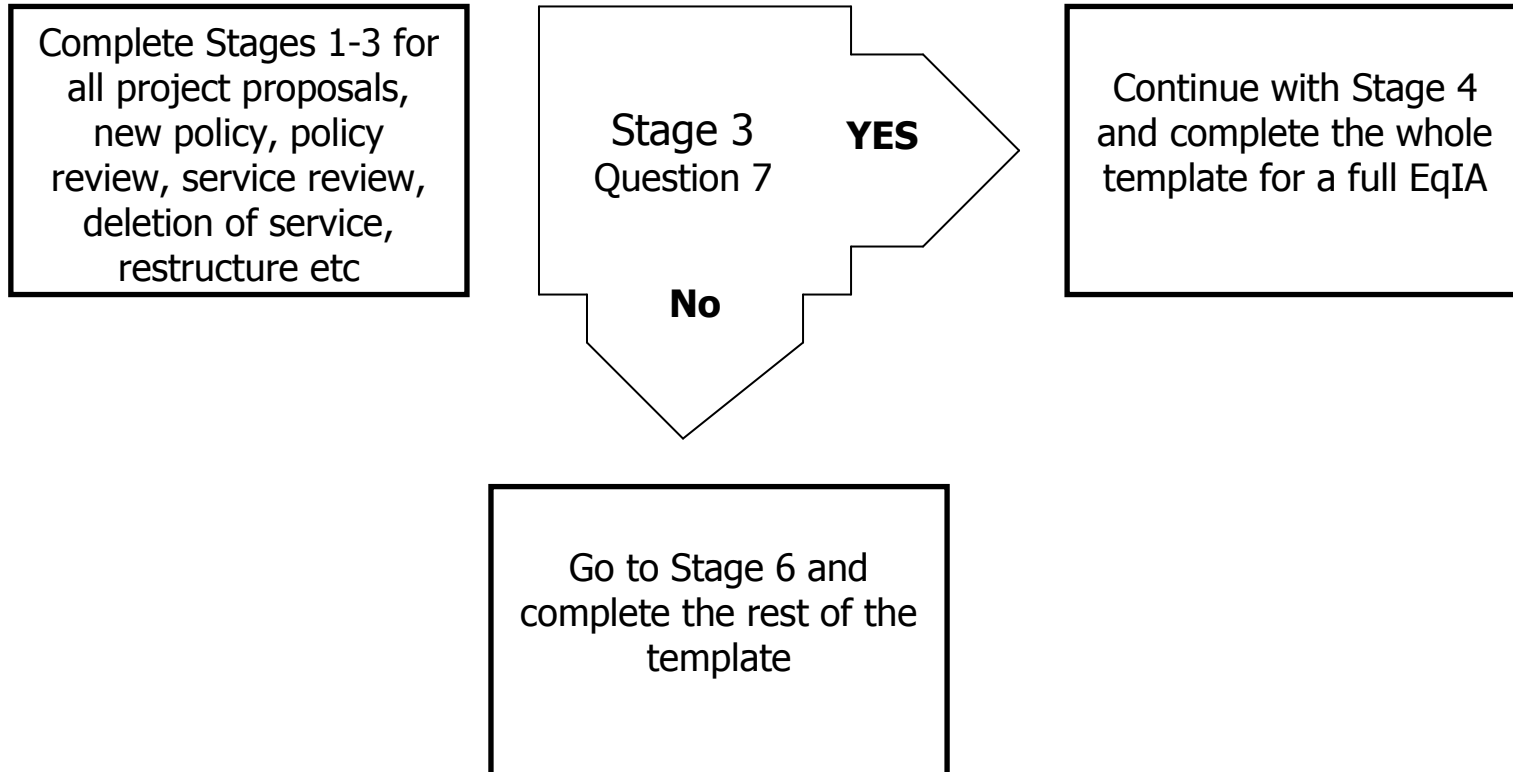


# Equality Impact Assessment Template

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	Implementing school expansion programme	<input type="checkbox"/>	Other		<input type="checkbox"/>
Title of Project:		<p>Permanent expansion of the following community school:                      Grimsdyke School                      Sylvia Avenue                      Pinner, HA5 4QE</p> <p>At its meeting on 15 January 2015, 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:		Johanna Morgan, Education Lead School Organisation			
Name & contact details of the other persons involved in the assessment:		Chris Melly, Senior Professional, School Organisation Gwenda Caroli, Headteacher of Grimsdyke School			
Date of assessment:		7 November 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 policy, policy review, changing criteria, reduction / removal)		It is proposed to permanently expand Grimsdyke School from 1 September 2015 to become a three form of entry school (90 places) from its current two forms of entry (60 places).  Education school expansion statutory processes are being undertaken. On 22			

of service, restructure, deletion of posts etc)

October 2014, the Corporate Director of Children and Families, under delegated authority and following consultation with the Portfolio Holder for Children, Schools and Young People, considered the outcome of the consultation about the proposed expansion and decided to publish statutory proposals to effect the expansion. The statutory proposals were published from 3 November to 1 December 2014.

71 representations in relation to the statutory proposals were received by Harrow Council by the closing date of the representation period on 1 December 2014. Many representations stated a consultation document had not been received. The majority of the representations refer to the existing traffic congestion and anti-social driving behaviour in the area of the school and object to the proposed expansion of Grimsdyke School on the basis of the increased traffic congestion issues that will result. These representations and officer comment will be reported to Harrow Cabinet when determining the statutory proposals on 15 January 2015.

The permanent expansion of Grimsdyke 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.

<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			

**3. Is the responsibility shared with another directorate, authority or organisation? If so:**

- Who are the partners?

There is a statutory responsibility on the local authority to ensure sufficient school places in its area. Children & Families is the lead directorate, though the school

<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 is delivered in partnership between the local authority and schools.</p>
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## 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 2013 there were 2,879 Reception aged pupils in Harrow schools;</li> <li>• In January 2014 there were 3,030 Reception aged pupils in Harrow schools;</li> <li>• In January 2016 it is projected there will be 3,463 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. To ensure sufficient school places to meet the increased demand, temporary additional Reception classes have been opened since 2009. In order to meet the actual and 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. Additional places are also required to meet increased demand for provision to meet special educational need. Phase 1 of the primary school expansion programme was implemented in September 2013 with 8 schools in the borough permanently increasing their Reception intakes. In September 2015, when all the Phase 2 schools are expanded, there will be 3,240 permanent Reception places. In order to ensure sufficient school places to meet the predicted increased demand by September 2016, Harrow needs to increase the number of permanent Reception places by at least a further 300 places to a total of 3,540. The Phase 3 proposals, that include Grimsdyke School, aim to ensure sufficient school places at the right time and in the right location to meet the</p>
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	<p>increased demand up to 2016/17. Full information about the projected demand for school places and the planning to increase school places across Harrow can be viewed in the 17 July 2014 Cabinet papers (item 21 School Expansion Programme Appendix B) at <a href="http://www.harrow.gov.uk/www2/ieListDocuments.aspx?CId=249&amp;MId=62354&amp;Ver=4">http://www.harrow.gov.uk/www2/ieListDocuments.aspx?CId=249&amp;MId=62354&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>Grimsdyke School has one child currently in a wheelchair and one with limited mobility. This was discussed with the Architect during site scoping work and provision for a lift has been included in site scoping design options for consideration. The school makes mainstream provision and does not have additionally resourced provision for pupils with special educational needs. Currently, any accessibility issues would 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 would be considered to see whether any access issues could 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 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. Following successful applications in accordance with this framework to the Government's Targeted Basic Need Programme, 151 additional new SEN school places will be provided from 2015.</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> <p>Consultations about expansion proposals at schools in the School Expansion Programme have identified concerns from residents about emergency services being unable to respond to urgent resident needs during school drop off and collection times. This is recognised as a potential issue and traffic mitigation measures, and the school travel plan work to reduce car use, will reduce the risk of this eventuality arising.</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	This is a community school which draws pupils from its local area and the pupil profile reflects the ethnicity of its area. The Provisional October 2014 School Census data demonstrates that the school has an

	<p>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	<p>Not applicable in the context of the expansion of this school.</p>
Socio Economic	<p>Not applicable in the context of the expansion of this school.</p>

**5. 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).
<p>Statutory consultation was held with the school, its community of parents, staff and governors, local residents and interested parties about the expansion proposal between 16 September and 20 October 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</p>	<p>Consultation about the proposal to expand Grimsdyke School was held between Tuesday 16 September 2014 and Monday 20 October 2014.</p> <p>Officers attended an open consultation meeting on 14 October 2014 at the school about the expansion proposal to give a presentation and answer questions.</p> <p><b>Consultation responses</b></p> <p>57 responses were received to the consultation. Respondents were primarily parents/carers and residents. Responses from organisations are set out below under 'Other responses to the consultation'. A number of comments were included with the responses and the three main themes are summarised below together with officer response to the themes.</p> <p>Two questions were asked in the consultation. They were:</p> <ul style="list-style-type: none"> <li>• "Do you agree with the approach to creating additional school places in Harrow?"</li> </ul>	<p>On 22 October 2014, the Corporate Director of Children and Families, under delegated authority and following consultation with the Portfolio Holder for Children, Schools and Young People, considered the outcome of the consultation about the proposed expansion and decided to publish statutory proposals to effect the expansion.</p> <p>Additional resource has been committed to ensure an appropriate profile to all the</p>

Council website, together with a facility for online response to the consultation. The Council distributed a letter to local residents to inform them of the consultation and to invite them to the consultation meeting at the school. The school distributed information and response forms to its parents, staff and governors and arranged an open consultation meeting for parents and residents to enable discussion about the proposal.

- “Do you agree with the proposal to permanently expand Grimsdyke School?”

Both questions offered the option to respond ‘Yes’, ‘No’, or ‘Not Sure’ to each question. Opportunity was given for comments to be added after each question if the respondent wished to do so.

The following tables provide overall responses to the consultation questions.

The overall responses to Question 1 were:

**Question 1: “Do you agree with the approach to creating additional school places in Harrow?”**

Response	Number	Percentage
Yes	29	50.88%
No	14	24.56%
Not Sure	14	24.56%
<b>Total</b>	<b>57</b>	<b>100.00%</b>

The overall responses to Question 2 were:

**Question 2: “Do you agree with the proposal to permanently expand Grimsdyke School?”**

Response	Number	Percentage
Yes	17	29.82%
No	32	56.14%
Not Sure	8	14.04%
No Response	0	0%
<b>Total</b>	<b>57</b>	<b>100.00%</b>

**Analysis of comments received**

The responses made to the first consultation question indicate agreement with the Council’s approach to creating additional school places in Harrow with only a quarter of respondents disagreeing with the approach.

Over half the respondents to the second consultation question disagree with the Council’s proposal to expand Grimsdyke School.

The response level of 57 needs to be viewed in the context of some hundreds of response forms distributed to parents, staff and local residents. Also the publicising of the online consultation response portal on the Harrow Council website.

school expansion projects in particular.

- Transport Assessments are undertaken at each of the schools proposed for expansion. The assessments 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. The assessments take account of the consultation responses received.
- A School Travel Plan Advisor for the expansion projects has been working with schools to develop and implement effective travel strategies. 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

		<p><b>Other responses to the consultation</b></p> <p><u>Governing Body</u>  The formal response by the Governing Body of Grimsdyke School to the statutory consultation is as follows: “The full Governing Body of Grimsdyke School discussed the proposed expansion of Grimsdyke School on Tuesday 14th October. We are in agreement that Grimsdyke School should be expanded to three form entry from 2015 providing that we are provided with a building that will meet the needs of the school as discussed with the Architects. The full Governing Body has some concern around traffic etc. as well.”</p> <p><u>Hatch End Association</u>  Hatch End Association responded</p> <ul style="list-style-type: none"> <li>• agreeing with the approach to creating additional school places in Harrow</li> <li>• Not sure about the proposal to permanently expand Grimsdyke School.</li> </ul> <p>The Association commented “The Hatch End Association support the expansion of the school on the condition that the traffic congestion problems are solved. The school has single road access through Colburn Avenue with congestion at present but would be unsustainable with a 50% increase in school numbers.”</p> <p>Four emails were received from residents in the generic email account <a href="mailto:SchoolReorganisation@harrow.gov.uk">SchoolReorganisation@harrow.gov.uk</a> about the proposed expansion. These emails expressed concerns about the insufficient road infrastructure around the school for the volume of traffic, unsafe driving practices, inconsiderate parking and antisocial behaviour by drivers towards residents. The authors were encouraged to respond to the consultation via the Harrow Council website so all the consultation responses could be collated together.</p> <p><b>Officer response to the consultation comments</b>  The three main themes in consultation comments relate to:</p> <ul style="list-style-type: none"> <li>• Harrow’s approach should be to create new schools</li> <li>• school site and building issues relating to an expanded school;</li> <li>• traffic and congestion issues.</li> </ul> <p><b>Harrow’s approach should be to create new schools</b>  Sites for new schools in Harrow are very limited and there cannot be enough new schools to go more than a comparatively small way to meet the increased demand for school places. New schools also need to be proposed in the Government’s Free School Programme to establish new state-funded schools which are not in the control of local authorities. Free schools are an important element of the school expansion programme in Harrow and Avanti House and the Jubilee Academy are already open</p>	<p>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.</p> <ul style="list-style-type: none"> <li>• The Transport Assessment and School Travel Plans are submitted as part of the planning applications.</li> <li>• There is a communication strategy for the 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.</li> <li>• Parking enforcement officers visit the areas of all schools in Harrow and issue tickets when applicable. Two automatic number plate recognition CCTV cars have been introduced to reinforce enforcement work. They are dedicated to schools exclusively.</li> </ul>
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in Harrow, and three further successful applications were announced by the Government on 30 September 2014 to be opening in 2016. Harrow Council will continue to support this programme in the interests of Harrow residents and to help meet the demand for additional school places.

School places are being created as local as possible to where the children live. 90% of Grimsdyke's increased intake of 90 Reception pupils this September live with 0.75 of a mile of the school.

**School site and building issues**

Architects will be engaged to undertake school site scoping and survey work to develop design proposals for the school if it is decided it will be expanded. This work will begin with understanding the current school arrangements and identifying an optimum and affordable design solution for the increased size of school. This work will take account of the comments and issues raised during the consultation and will be undertaken in liaison with the school.

The design proposal will be subject to open pre-planning engagement with the school community and local residents so comments can be taken into account and influence the final design that is submitted in the planning application if the expansion of the school is approved.

**Traffic and congestion issues**

The concerns expressed about traffic congestion, parking and road safety in the area are fully recognised and are the consistent major theme arising from the expansion consultations. To minimise the impact of the additional pupils attending the schools proposed for expansion, 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.

This proposal would require a building programme, for which planning permission would be needed. If an application is submitted, a decision on this will be a matter for the Planning Committee. This committee will consider highways and traffic concerns and the impact of the development on the local area. Residents and parents who believe they are impacted by this decision are entitled to make representations to the planning committee during the statutory planning consent timescales.

**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. Discussions are held 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				
<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.

**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

Disability. Mobility access.	Access issues will be considered throughout the design and construction processes.	As far as possible, the approach is to build towards an accessible school. It may be possible to address any access issues as part of the building works if the expansion proceeds.	1 September 2015.	Russell Eacott, Head of Capital Project Team	18 February 2014 (access issues raised at weekly update meeting)
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, following successful applications to the Government's Targeted Basic Need Programme, new places are being created at special schools and through new additionally resourced provision places in Harrow's mainstream schools from September 2015.	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.	Chris Spencer, 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 Stage 2 Section 5 above.	Traffic Assessment and School Travel Plan will be submitted as part of the Planning Application.	June 2015.	Russell Eacott, 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.

**15.** How will you monitor the impact of the proposals once they have been implemented? What monitoring measures need to be introduced to

The School Organisation Officer Group, comprised of representatives

<p>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>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 5 in Stage 2 above).</p> <p>The responses made to the first consultation question indicate agreement with the Council's approach to creating additional school places in Harrow with only a quarter of respondents disagreeing with the approach.</p> <p>Over half the respondents to the second consultation question disagree with the Council's proposal to expand Grimsdyke School. However, the response level of 57 needs to be viewed in the context of some hundreds of response forms distributed to parents, staff and local residents. Also the publicising of the online consultation response portal on the Harrow Council website.</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><i>(Include all the positive actions of your proposals, for example literature will be available in large print, Braille and community languages, flexible</i></p>	



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.

**Stage 10 - Organisational sign Off (to be completed by Chair of Departmental Equalities Task Group)**

**The completed EqIA needs to be sent to the chair of your Departmental Equalities Task Group (DETG) to be signed off.**

<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>Roger Rickman</i>
Date:	7 <sup>th</sup> November 2014	Date:	21 <sup>st</sup> November 2014
Date EqIA presented at the EqIA Quality Assurance Group	1 <sup>st</sup> December 2014	Signature of ETG Chair	<i>Roger Rickman</i>

October 14 School Census	Grimsdyke School
<b>AGE as at 31st August 2014</b>	
4	19%
5	13%
6	17%
7	12%
8	13%
9	13%
10	13%
<b>Grand Total</b>	<b>479</b>
<b>GENDER</b>	
Female	49%
Male	51%
<b>Grand Total</b>	<b>479</b>
<b>ETHNICITY</b>	
Bangladeshi	0%
Indian	38%
Asian Other	11%
Pakistani	4%
Black African	2%
Black Caribbean	0%
Black Other	0%
Chinese	1%
Mixed other	4%
Mixed White/Asian	3%
Mixed White Black African	1%
Mixed White Black Caribbean	2%
Any Other Ethnic minority	2%
Not Obtained	3%
White British	19%
White Irish	1%
White Irish Traveller	0%
White Other	6%
Refused	1%
<b>Grand Total</b>	<b>479</b>
<b>SEN</b>	
No SEN	96%
School Action	1%
School Action Plus	2%
Statement of SEN	1%
<b>Grand Total</b>	<b>479</b>

Source: Collect export: all schools Blade-Export\_06-11-2014\_pupilonroll.xls

**Monitoring information**

When completing their responses to the consultation, 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.

**Respondents by Disability**

	<b>Number</b>	<b>Percentage</b>
Not Disabled	53	92.98%
Disabled	0	0%
Not Stated	4	7.02%

**Respondents by Ethnic Group**

<b>Ethnic Group</b>	<b>Number</b>	<b>% of total response</b>
Asian or Asian British	17	29.82%
Black or Black British	1	1.75%
Other Ethnic Group	1	1.75%
Mixed ethnic background	0	0%
White	30	52.64%
Did Not Specify	8	14.04%

**Respondents by Religion**

	<b>Number</b>	<b>Percentage</b>
Buddhism	0	0%
Christianity	18	31.58%
Hinduism	8	14.04%
Islam	2	3.51%
Jainism	3	5.26%
Judaism	2	3.51%
Sikh	3	5.26%
Zoroastrian	0	0%
Other	2	3.50%
No Religion	8	14.04%
Not Stated	11	19.30%

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>100.0</b>	<b>10,693</b>	<b>100.0</b>	<b>10,093</b>	<b>100.0</b>	<b>10,026</b>	<b>100.0</b>	<b>10,411</b>	<b>100.0</b>
<b>White: English/Welsh/Scottish/Northern Irish/British</b>	4,633	40.7	5,114	47.8	3,949	39.1	5,192	51.8	5,370	51.6
<b>White: Irish</b>	608	5.3	271	2.5	302	3.0	320	3.2	265	2.5
<b>White: Gypsy or Irish Traveller</b>	2	0.0	3	0.0	1	0.0	4	0.0	5	0.0
<b>White: Other White</b>	637	5.6	670	6.3	530	5.3	697	7.0	549	5.3
<b>Mixed/multiple ethnic groups: White and Black Caribbean</b>	170	1.5	78	0.7	75	0.7	82	0.8	83	0.8
<b>Mixed/multiple ethnic groups: White and Black African</b>	50	0.4	30	0.3	26	0.3	45	0.4	31	0.3
<b>Mixed/multiple ethnic groups: White and Asian</b>	173	1.5	143	1.3	177	1.8	153	1.5	167	1.6
<b>Mixed/multiple ethnic groups: Other Mixed</b>	123	1.1	141	1.3	101	1.0	96	1.0	104	1.0
<b>Asian/Asian British: Indian</b>	2,120	18.6	2,580	24.1	2,684	26.6	1,739	17.3	1,975	19.0
<b>Asian/Asian British: Pakistani</b>	290	2.5	222	2.1	346	3.4	279	2.8	262	2.5
<b>Asian/Asian British: Bangladeshi</b>	79	0.7	28	0.3	34	0.3	52	0.5	46	0.4
<b>Asian/Asian British: Chinese</b>	84	0.7	71	0.7	136	1.3	98	1.0	132	1.3
<b>Asian/Asian British: Other Asian</b>	975	8.6	638	6.0	969	9.6	582	5.8	977	9.4
<b>Black/African/Caribbean/Black British: African</b>	476	4.2	229	2.1	196	1.9	256	2.6	154	1.5
<b>Black/African/Caribbean/Black British: Caribbean</b>	342	3.0	157	1.5	234	2.3	136	1.4	81	0.8
<b>Black/African/Caribbean/Black British: Other Black</b>	236	2.1	93	0.9	110	1.1	108	1.1	77	0.7
<b>Other ethnic group: Arab</b>	197	1.7	106	1.0	85	0.8	87	0.9	43	0.4
<b>Other ethnic group: Any other ethnic group</b>	181	1.6	119	1.1	138	1.4	100	1.0	90	0.9
<b>Main Ethnic Groups</b>										
White	5,880	51.7	6,058	56.7	4,782	47.4	6,213	62.0	6,189	59.4
Mixed/multiple ethnic groups	516	4.5	392	3.7	379	3.8	376	3.8	385	3.7
Asian/Asian British	3,548	31.2	3,539	33.1	4,169	41.3	2,750	27.4	3,392	32.6
Black/African/Caribbean/Black British	1,054	9.3	479	4.5	540	5.4	500	5.0	312	3.0
Other ethnic group	378	3.3	225	2.1	223	2.2	187	1.9	133	1.3

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.