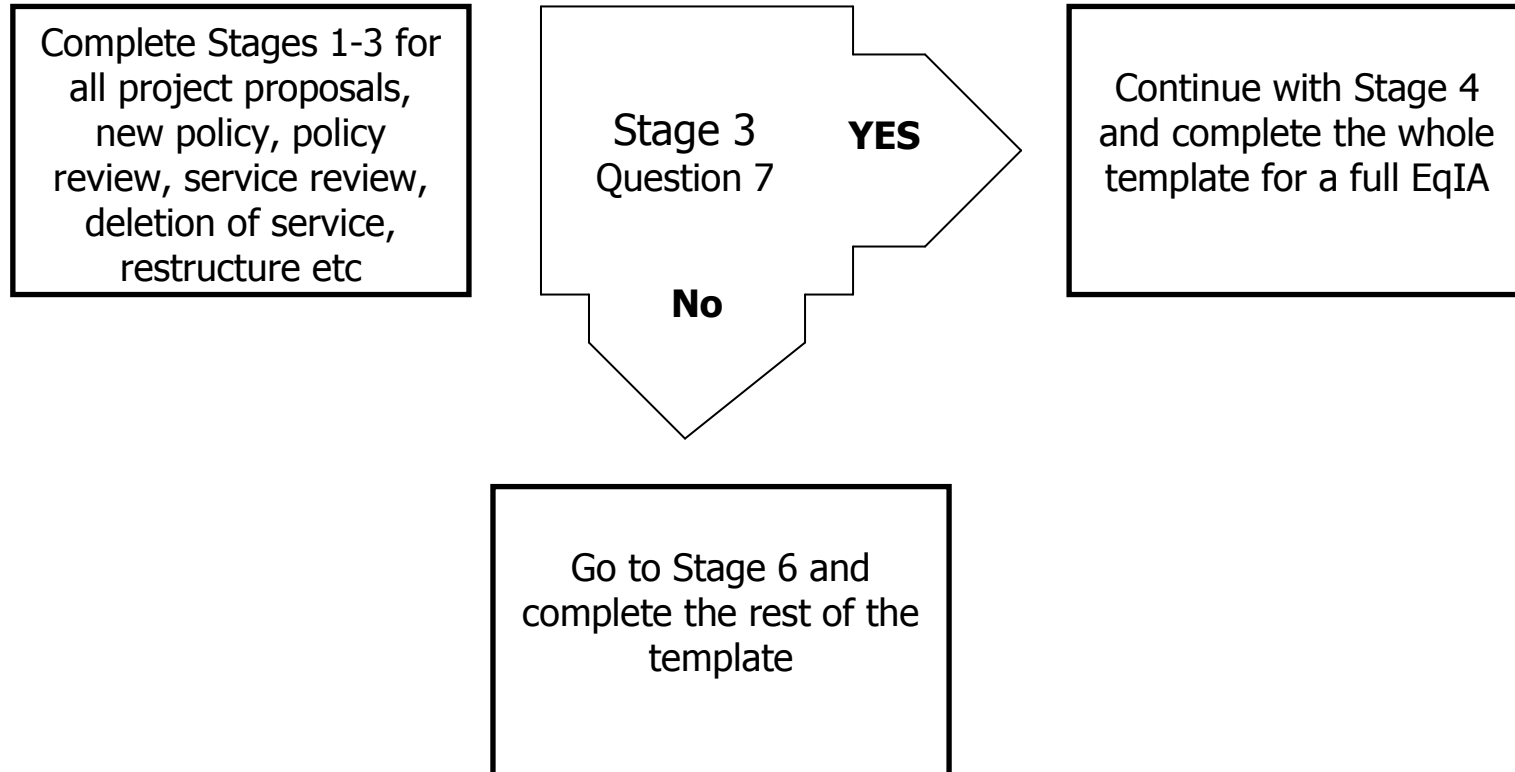# Equality Impact Assessment Template

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.

Complete Stages 1-3 for all project proposals, new policy, policy review, service review, deletion of service, restructure etc

Stage 3
Question 7

YES

No

Continue with Stage 4 and complete the whole template for a full EqIA

Go to Stage 6 and complete the rest of the 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	Strategy	✓	Other		

Title of Project:	Special Educational Needs and Disability Strategy. At its meeting on 23 April 2015, Harrow Cabinet is recommended to approve the Special Educational Need and Disability Strategy 2015 – 2020.
Directorate / Service responsible:	Children & Families
Name and job title of lead officer:	Roger Rickman, Divisional Director Special Needs Services
Name & contact details of the other persons involved in the assessment:	Johanna Morgan, Education Lead School Organisation Pauline Nixon, consultant
Date of assessment:	18 March 2015

Stage 1: Overview

1. What are you trying to do? (Explain proposals e.g. introduction of a new service or policy, policy review, changing criteria, reduction / removal of service, restructure, deletion of posts etc)	The draft Harrow Special Educational Needs and Disability (SEND) Strategy 2015 – 2020 describes the partners' collective vision and aspirations for children and young people with special educational needs and provides a framework for partners to collaborate to deliver shared priorities for the next five years and setting out how they will be implemented. Based on the local and national context and the data analysis, the following strategic priority areas have been identified for the next five years: Strategic Priority 1. Review in-borough specialist provision in the context of a changing demographic profile, school organisational changes and other

	developments				
	Strategic Priority 2.	Review current provision and need for children, young people and young adults with social, behaviour and mental health needs to ensure continuum of provision and support. (previously SEBD)			
	Strategic Priority 3.	Improve local opportunities for post 19 day provision working in partnership with other agencies			
	Strategic Priority 4.	Improve attainment of children and young people with SEN across Early Years Foundation Stage and all Key Stages.			
	Strategic Priority 5.	Ensure appropriate skilled and qualified staff in early years settings, colleges and schools for current and future needs.			
	Strategic Priority 6.	Embed the current SEND reforms and any further associated developments, and develop the Governance model.			
	The Implementation Plan for each strategic Priority Area is being developed.				

	Residents / Service Users	✓	Partners / Schools	✓	Stakeholders	✓
2. Who are the main people / Protected Characteristics that may be affected by your proposals? (✓ all that apply)	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? • Who has the overall responsibility? • How have they been involved in the assessment?	There is a statutory responsibility on the local authority to ensure access to high quality provision for vulnerable children and their families. Children & Families is the lead directorate. Harrow Council and its partners, including schools, colleges, health and voluntary sector, are ambitious for all children and young people and are committed to supporting them to achieve their best outcomes. For children and young people with special educational needs aged 0-25, this requires partners, to work together to ensure that there is high quality, integrated and inclusive education, and support that is flexible and responsive.

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)

Age (including carers of young/older people)	The Strategy has a focus from 0-25 years to ensure that there is this range of provision. The implementation of the SEND Strategy will be related to the evolving Early Years Strategy, 14-25 Strategy, the Alternative Provision Strategy and the Narrowing the Gap Strategy. An engagement response has proposed the Strategy Group include looking at the encouragement and impact of using home online learning portals, especially in special schools, which is already been used by some special schools? (e.g. Woodlands). This encourages parents to be more informed of the strategies and resources that special schools use, as SEN pupils are less able to articulate what they learnt at school to their parents. This would also improve parents' ability to support their young person's post-16 aspirations). It is proposed that the Task and Finish Group Priority Area 4 include this within scope of the priority. See Appendix A of this EqIA for data in relation to the overall SEN population profile.
Disability (including carers of disabled people)	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. The SEND Strategy considers key data in relation to the overall population profile, the SEN trends and the attainment and achievement of pupils that will impact on SEND provision. See Appendix A of this EqIA for data in relation to the overall SEN population profile.
Gender Reassignment	Not applicable in the context of the Special Educational Needs and Disability (SEND) Strategy.
Marriage / Civil Partnership	Not applicable in the context of the Special Educational Needs and Disability (SEND) Strategy.

Pregnancy and Maternity	Not applicable in the context of the Special Educational Needs and Disability (SEND) Strategy.
Race	An engagement response has proposed the Strategy Group include looking at how some ethnic groups view their capacity and parent contribution to their child's education? e.g. how can we support more families from ethnic backgrounds to support their SEN child. It is proposed that the Task and Finish Group Priority Area 4 include this within scope of the priority.
	See Appendix A of this EqIA for data in relation to the overall SEN population profile.
	See Appendix B of this EqIA for data about the ethnic profile of the borough.
Religion and Belief	The Special Educational Needs and Disability (SEND) Strategy is applicable to those of any religion and belief.
Sex / Gender	The Special Educational Needs and Disability (SEND) Strategy is applicable regardless of gender.
Sexual Orientation	Not applicable in the context of the Special Educational Needs and Disability (SEND) Strategy.
Socio Economic	Not applicable in the context of the Special Educational Needs and Disability (SEND) Strategy.

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).
To engage with interested parties, the draft Strategy was distributed to a range of stakeholders for their comments and contributions of representatives to the Task and Finish Groups.	Letters enclosing the draft Strategy and draft implementation plan were sent to Headteachers of Harrow schools on 13 February 2015. Headteachers were asked to consider the six priorities and identify staff from their schools with	The focus of the Strategy is on educational provision and outcomes. It has been developed by a representative group from schools and colleges and the local authority established by the Corporate Director Children and Families. The Group reviewed data and identified six Priority Areas (see Stage 1 Section 1 above). Engagement responses have ben considered carefully. Points of clarification have been incorporated into the draft SEND Strategy document and points for further consideration have been proposed for the work of the Task and Finish Groups to ensure that their work incorporates the points accordingly. A key theme in the responses was reference to the need to ensure that there is greater partnership with Health and the need to ensure that there is appropriate provision for early years and early intervention.	Wording in the strategy has been amended to clarify some of the points raised. Governance proposals have been reviewed in the draft Strategy and details are presented in the Cabinet report. Responses for further consideration have been assigned to the relevant Task and Finish Group Priority Area

| appropriate skills or interest who would be able to contribute to the work of the task and finish groups.

Letters and the draft Strategy were sent on 18 February 2015 to Chairs of Governors of Harrow schools.

Special Needs Services wrote to Harrow Parents 4 Disabled Children (HP4DC) and to relevant Adults and Health stakeholders.

Presentations and discussion were held at Harrow Youth Parliament and Governors Forum meetings on 25 February 2015 and with Schools Forum on 10 March 2015. | The Paediatric Therapy Services have provided representatives to be part of the Task and Finish Groups which will contribute to developing relationships with Health. Two representatives from the Private and Voluntary and Independent (PVI) early years sector have expressed their interest to be members of the Task and Finish Groups which will ensure that there is a positive contribution to the work of the groups.

The Governance Structure has been reviewed in the light of the comments from HP4DC and Health. It is proposed that Cabinet receive annual reports on the SEND Strategy and that reports are presented Children's Commissioning Executive. The latter group includes Health representatives. In addition, schools will be up-dates through existing channels including the Headteacher Executive Groups. | to include within scope of the priority.

Representatives from relevant stakeholder groups will be invited to be on Task and Finish Groups. For example, two representatives from the PVI sector and representation from SENDIASS.

The focus of Early Identification and Intervention will be included as part of Priority Area 1 and link across to Priority Area 5 for a skilled workforce. |

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.

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					

11. Cumulative Impact – 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.			
11a. Any Other Impact – 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? If yes, what is the potential impact and how likely is to happen?	Yes		No	
	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	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 the 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 adverse impact e.g.	Action required to mitigate	How will you know this is achieved? E.g.	Target Date	Lead Officer	Date Action included in

Race, Disability		Performance Measure / Target			Service / Team Plan
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 will be addressed by the SEND Strategy. It will build on the Special School and SEN Placements Planning Framework agreed by Cabinet in July 2013. In accordance with this Framework, 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 by September 2015.	1 September 2015.	Chris Spencer, interim Corporate Director Children & Families, through the Programme Board.	Governance arrangements put in place from Autumn 2014.
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. 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.	Traffic Assessment and School Travel Plan will be submitted as part of any Planning Application.	Ongoing.	Head of Children's Capital Project Team.	Cross-directorate approach developed during 2014.

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)*	If the SEND Strategy is to make a difference, there needs to be a forum or mechanism to review the strategy, monitor its implementation and identify new and evolving areas for development. It is proposed that there is SEND Strategy Group established for this purpose. The role of the group will be to ensure that the Strategy develops overtime and is implemented. The Group will also ensure that there are appropriate links with related strategies including 14-25 Strategy, Narrowing the Gap and Alternative Provision Strategy. As the other related strategies and their governance evolves there will need to be a review of arrangements to ensure that they are effective.
16. How will the results of any monitoring be analysed, reported and publicised? *(Also Include in Improvement Action Plan at Stage 7)*	The SEND Strategy Group has representatives from schools, primary and secondary special and mainstream, colleges, and Early Intervention Services. The Governance Structure has been reviewed in the light of the comments from HP4DC and Health. It is proposed that Cabinet receive annual reports on the SEND Strategy and that reports are presented Children's Commissioning Executive. The latter group includes Health representatives. In addition, schools will be up-dates through existing channels including the Headteacher Executive Groups.
17. Have you received any complaints or compliments about the proposals being assessed? If so, provide details.	A key theme in the engagement responses was reference to the need to ensure that there is greater partnership with Health and the need to ensure that there is appropriate provision for early years and early intervention. This is addressed in the proposals for membership of the Task and Finish Groups and representatives for these groups have been proposed by Health colleagues and will be sought from the PVI sector.

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 access to high quality provision for vulnerable children and their families, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure access to high quality provision for vulnerable children and their families, Harrow is promoting equality of opportunity for all children and young people.	By acting to ensure access to high quality provision for vulnerable children and their families, 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.

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)	*Johanna Morgan*	Signed: (Chair of DETG)	*Roger Rickman*
Date:	18th March 2015	Date:	24 March 2015
Date EqIA presented at the EqIA Quality Assurance Group	13th April 2015	Signature of ETG Chair	Mohammed Ilyas

Data Analysis

1. This section highlights key data in relation to the overall population profile, the SEN trends and the attainment and achievement of pupils that will impact on SEND provision.

Population Profile

2. As a borough Harrow is experiencing a considerable growth in the pupil population. The 2011 National Census revealed that Harrow's population is estimated to have increased to 239,100; this figure is 15.6% higher than the 2001 Census showed and is now at the highest recorded level, based on records going back to 1901. The 0-4 age group has increased by 41% between mid 2001 (12,058) and mid 2013 (17,003). There have also been increases across all the statutory school age groups. The 2013 round mid-year population projections for 4-10 year old population projections suggest that this group will continue to rise with a projected increase of 22.1% from 2012 to mid-year 2024 and 15.6% growth in 11-15 from 2012 to 2024. This has had a direct impact on the primary pupil numbers and there has been a 36% increase from 2006 to 2014 of reception pupils. Harrow has a school expansion programme covering primary, secondary and special schools to meet this growth.

3. Harrow is ranked 7th nationally (and in London) for ethnic diversity and 2nd for religious diversity in London. The 2011 Census showed that Harrow's residents were born in approximately 200 different countries and the percentage of Harrow's residents born in the UK is the 6th lowest ranking nationally. The ethnicity profile in schools has also changed over time. The last five years have seen a marked decline in the numbers of White British children in Harrow's schools from 6,334 in 2009-10 to 4,831 in 2013-14. There have been smaller declines in the numbers of Black African (2,640 to 2,560), Black Caribbean (1,308 to 1,180) and Black Other (450 to 416) groups and the small White Irish Traveller group (94 to 78).

4. The Indian (6,023 to 6,483) and Pakistani (1,344 to 1,632) groups have grown but the greatest growth has been in the numbers of White Other (1,939 to 3,665) and Asian Other (5,566 to 7,003) groups. The full impact of the growth and changing demographic profile requires assessment in planning for future capacity of special education provision.

Pupils with special educational needs

5. The analysis of SEND data shows that the proportion of children and young people with SEND is lower in Harrow than nationally and that of other Local Authorities (LAs) similar to Harrow also known as statistical neighbours. Of the school population attending Harrow's schools 982 pupils with a Statement of Special Educational Needs (2.6% of the entire school cohort). This is below both our statistical neighbours (2.8%) and nationally (2.8%).

6. Overall the trend has been of number of statements increasing between 2007 and 2014, with some fluctuation. The actual number of statements has risen from 881 in 2007 to 982 in 2014. The percentage has remained steady with an average of 2.6% over the last eight years (2007-2014). From 2007 to 2014 the increase in the number of statements has remained slightly higher than the increase in the population. 5% of the entire school cohort were classified as School Action Plus and 8% as School Action.

7. The gender split of Statemented and School Action Plus pupils at January 2014 was 70% boys and 30% girls. The overall gender split of the school cohort was 51% boys and 49% girls.

SEND Profile

8. The 2011 Census estimated approximately 1,326 children from 0 to 14 and 2,123 young people aged 15 – 29 years with a long term health problem or disability. The primary need for SEN statements is as follows:

Primary Schools
There has been an increase in the percentage of primary school pupils with the SEN primary needs Speech, Language & Communication Needs; Autistic Spectrum Disorder and Visual Impairment over the last few years. There has been a consistent decline in the percentage of primary school pupils with the SEN primary needs Behaviour, Emotional & Social Difficulties; Moderate Learning Difficulty and Other Difficulty/Disability.

Secondary Schools
There has been an increase in the number of pupils with the following primary needs in Harrow's high schools: Autistic Spectrum Disorder; Speech, Language & Communication Needs; Moderate Learning Difficulty and Visual Impairment. The following primary needs have decreased: Behaviour, Emotional & Social Difficulties; Specific Learning Difficulty and Hearing Impairment.

Special Schools
There has been a significant increase in the number of children with the following primary needs in Harrow's special schools: Autistic Spectrum Disorder and Speech, Language & Communication Needs. There has been a decrease in the number of children with the primary needs: Moderate Learning Difficulty and Behaviour, Emotional & Social Difficulties. It should be noted that these figures represent the primary need and the children may have additional learning or health needs.

Attainment and Achievement

9. Harrow schools are successful and 87% or more are judged good or outstanding. All four special schools are judged to be outstanding by OfSTED. In general, pupils in Harrow Schools achieve in line or above National and London performance and this aspiration is relevant for all pupils including pupils with special educational needs. Narrowing the Gap is a priority for Harrow schools. Whilst it is acknowledged that assessing the attainment and achievement of pupils with special educational needs is complex, in accordance with the national Curriculum assessment in some areas, some pupils with SEN's attainment is below National and London. Reducing the gap in their performance is essential to increase their opportunities and this is essential within the SEND Strategy.
Overall the attainment of pupils with Special Educational Needs (SEN), at Key Stage 2 relative to this group nationally, compares well with both national and statistical neighbour averages as can be seen in the tables below. However, the gap in Harrow has increased over the last three years. The most recent results have shown an increase in the gap of 52.1, which is higher than that of Harrow's statistical neighbours (46.2%) and in-line with the national gap (51.9%).

The SEN/non-SEN gap – achieving Level 4 or above in Reading, Writing & Maths in Key Stage 2 tests	2011-12 %	2012-13 %	2013-14 %
Harrow	47.5	48.8	52.1
Statistical Neighbours	51.0	49.9	46.2
England	55.0	53.3	51.9

Source: DfE Statistical First Release

For young people with a Special Educational Need, the gap at GCSE has fluctuated over the last three years. In 2012-13 Harrow's gap (49.1%) was higher than both its statistical neighbours (46.5%) and the national average (47.2%).

Harrow's SEN gap in 2013-14 (provisional) is 47.3%. The 2013-14 national SEN results are yet to be published.

The SEN/non-SEN gap – achieving 5 A*- C GCSE inc. English and Maths	2010-11 %	2011-12 %	2012-13 %
Harrow	51.0	46.3	49.1
Statistical Neighbours	49.8	46.5	46.5
England	47.6	47.0	47.2

Source DfE Statistical First Release

10. The group of young people over statutory school leaving age who are not in education, employment or training (NEETs) includes school leavers with SEND. National data shows us that life chances for children and young people with SEND are disproportionately poor. They have a higher incidence of mental health needs, offending behaviour, and higher levels of financial deprivation. As at September 2014 Harrow's 16-18 cohort consisted of 7,682 young people, of these 2.2% (167) have SEND compared to 3.8% in London and 4.1% nationally. Of the 167 young people with SEND 8.7% were NEET (11.5% in London and 11.1% in England). 31.7% of the 16-18 year olds with SEND were in learning, compared to 39.0% in London and 53.7% nationally.

11. Ensuring that there are relevant pathways for young people from 14-25 is essential for the SEND Strategy to improve these percentages.

KS201EW - Ethnic group

Appendix B

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population	All usual residents
units	Persons
area type	local authorities: county / unitary
area name	Harrow
rural urban	Total

Ethnic Group	**2011**	
	number	**%**
All usual residents	239,056	100.0
White	**100,991**	**42.2**
White: English/Welsh/Scottish/Northern Irish/British	73,826	30.9
White: Irish	7,336	3.1
White: Gypsy or Irish Traveller	181	0.1
White: Other White	19,648	8.2
Mixed/multiple ethnic groups	**9,499**	**4.0**
Mixed/multiple ethnic groups: White and Black Caribbea	2,344	1.0
Mixed/multiple ethnic groups: White and Black African	1,053	0.4
Mixed/multiple ethnic groups: White and Asian	3,417	1.4
Mixed/multiple ethnic groups: Other Mixed	2,685	1.1
Asian/Asian British	**101,808**	**42.6**
Asian/Asian British: Indian	63,051	26.4
Asian/Asian British: Pakistani	7,797	3.3
Asian/Asian British: Bangladeshi	1,378	0.6
Asian/Asian British: Chinese	2,629	1.1
Asian/Asian British: Other Asian	26,953	11.3
Black/African/Caribbean/Black British	**19,708**	**8.2**
Black/African/Caribbean/Black British: African	8,526	3.6
Black/African/Caribbean/Black British: Caribbean	6,812	2.8
Black/African/Caribbean/Black British: Other Black	4,370	1.8
Other ethnic group	**7,050**	**2.9**
Other ethnic group: Arab	3,708	1.6
Other ethnic group: Any other ethnic group	3,342	1.4

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.