

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

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

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

Equality Impact Assessment (EqIA)

Type of Decision:	<input checked="" type="radio"/> Cabinet <input type="radio"/> Portfolio holder <input type="radio"/> Other (state)	
Title of Proposal	SEND Strategy ARMS provision	Date EqIA created 29 September 2021
Name and job title of completing/lead Officer	Rajeshree Parmar, Head of School Organisation, Admissions and Attendance	
Directorate/ Service responsible		
Organisational approval		
EqIA approved by Directorate Equalities Champion	Name Johanna Morgan	Signature <input checked="" type="checkbox"/> Tick this box to indicate that you have approved this EqIA Date of approval 1 October 2021

1. Summary of proposal, impact on groups with protected characteristics and mitigating actions

(to be completed **after** you have completed sections 2 - 5)

a) What is your proposal?

In line with the key priority, to reduce out borough placements, Harrow is progressing 2 main strands of development:

- A 'Whole System Shift' model
- Further expansion of the additional resourced mainstream school (ARMS) provision

A 'Whole System Shift' is a strategic and cultural approach across all Harrow's special and mainstream schools to develop the education provision on offer in Harrow as a continuum of provision so the finite numbers of special school places are prioritised for children and young people with the greatest complexity of need.

In September 2020, Cabinet delegated authority to the Corporate Director People Services, following consultation with the Portfolio Holders for Resources and Children, Young People & Schools, to:

- a. identify schools, including academy schools, to receive capital funding for projects required for SEND education provision in accordance with the SEND Strategy.
- b. For any maintained/community schools identified, to undertake a procurement process and award the contracts.

Three primary schools and one secondary school are working with the Local Authority to create additional Additional Resourced Mainstream School (ARMS) provision.

1. Grange Primary School
2. Pinner Wood School
3. Stanburn Primary School
4. Canons High School

Name	Need	Number of places
Grange Primary School	MLD	12
Grange nursery	Complex needs	12 part-time places (6 FTE)
Stanburn Primary School	MLD	12
Pinner Wood	MLD	12
Canons High School	MLD	12

b) Summarise the impact of your proposal on groups with protected characteristics
This will have a positive impact on pupils with SEND in the disability characteristic group as this proposal provides access to local provision at a mainstream school. For families with children with disabilities enabling their children to access local provision is seen as positive and it increases their choice of provision available to them.

c) Summarise any potential negative impact(s) identified and mitigating actions
There are no negative impacts. The is already full as demand for places is high in additional resourced provisions.

2. Assessing impact					
You are required to undertake a detailed analysis of the impact of your proposals on groups with protected characteristics. You should refer to borough profile data , equalities data , service user information, consultation responses and any other relevant data/evidence to help you assess and explain what impact (if any) your proposal(s) will have on each group. Where there are gaps in data, you should state this in the boxes below and what action (if any), you will take to address this in the future.		What does the evidence tell you about the impact your proposal may have on groups with protected characteristics? Click the relevant box to indicate whether your proposal will have a positive impact, negative (minor, major), or no impact			
Protected characteristic	For each protected characteristic, explain in detail what the evidence is suggesting and the impact of your proposal (if any). Click the appropriate box on the right to indicate the outcome of your analysis.	Positive impact	Negative impact		No impact
			Minor	Major	
Age	The provision is for primary and secondary aged pupils. The provision is enhancing the offer of local provision available to Harrow Residents there is no negative impact on this characteristic. Data on pupils aged 5-10 with EHCPs shows that there has been a consistent increase over the last 15 years. There has also increase in the number of pupils aged 11-15 with EHCPs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<p>The proposed provision is for Children with Moderate Learning Difficulties (MLD). This will allow the LA to release provision in special schools for more complex needs. The demand for specialist provision has been increasing over a number of years and the projections are showing that the demand will continue to increase. The proposed planned provisions will aide the LA in meeting future growing demand for specialist places.</p> <p>The percentages below are for the four main primary needs of EHCP pupils in Harrow Schools.</p> <p>10.8 percent of Harrow's current EHCPs have a primary need of MLD.</p> <p>14.3 percent of Harrow's current EHCPs have a primary need of Severe Learning Difficulties (SLD).</p> <p>27 percent of Harrow's current EHCPs have a primary need of Autistic Spectrum Disorder (ASD).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>24 percent of Harrow's current EHCPs have a primary need of Speech, Communication and Language Needs (SCLN).</p> <p>The percentages of these needs in Special Schools in Harrow are as follows:</p> <p>36.1 percent have a primary need of SLD</p> <p>22.6 percent have a primary need of ASD</p> <p>14.1 percent have a primary need of MLD</p> <p>10.4 percent have a primary need of SCLN</p>				
Gender reassignment	Not applicable in the context of SEND provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marriage and Civil Partnership	Not applicable in the context of SEND provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pregnancy and Maternity	Not applicable in the context of SEND provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Race/ Ethnicity	This proposed planned provisions will be opened at mainstream schools and can only be accessed via Educational Health Care Plan (EHCP). This provision is therefore for pupils with an EHCP who have this identified need. EHCP's are not issued based on race/ ethnicity is as assessment of educational and health care needs so there is no negative impact on this characteristic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Religion or belief	The proposed planned provisions will be opened at mainstream schools accessed via an EHCP. There is no criteria related to faith, religion or belief of the pupil and their right to access the provision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Sex	Not applicable in the context of SEND provision at a mainstream school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sexual Orientation	Not applicable in the context of SEND provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2.1 Cumulative impact – considering what else is happening within the Council and Harrow as a whole, could your proposals have a cumulative impact on groups with protected characteristics?

Yes No

If you clicked the Yes box, which groups with protected characteristics could be affected and what is the potential impact? Include details in the space below

2.2 Any other impact - considering what else is happening nationally/locally (national/local/regional policies, socio-economic factors etc), could your proposals have an impact on individuals/service users, or other groups?

Yes No

If you clicked the Yes box, Include details in the space below

3. Actions to mitigate/remove negative impact

Only complete this section if your assessment (in section 2) suggests that your proposals may have a negative impact on groups with protected characteristics. If you have not identified any negative impacts, please complete sections 4 and 5.

In the table below, please state what these potential negative impact (s) are, mitigating actions and steps taken to ensure that these measures will address and remove any negative impacts identified and by when. Please also state how you will monitor the impact of your proposal once implemented.

State what the negative impact(s) are for each group, identified in section 2. In addition, you should also consider and state potential risks associated with your proposal.	Measures to mitigate negative impact (provide details, including details of and additional consultation undertaken/to be carried out in the future). If you are unable to identify measures to mitigate impact, please state so and provide a brief explanation.	What action (s) will you take to assess whether these measures have addressed and removed any negative impacts identified in your analysis? Please provide details. If you have previously stated that you are unable to identify measures to mitigate impact please state below.	Deadline date	Lead Officer

4. Public Sector Equality Duty

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

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

3. Foster good relations between people from different groups

Include details in the space below

The Local Authority has published its SEND strategy to promote the opportunities for pupils with SEND, to expand their choices of local places and meet the growing demand for specialist places. This proposal has a positive impact on the community and has already been welcomed by the residents and school community. It increases the range of provision available and reduces the need for pupils to travel long distances to provision outside the borough. This also has a positive impact for residents as it reduces the drain on Council's funds.

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

Outcome 1

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

Outcome 2

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

Outcome 3

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

Include details here