

Equality Impact Assessment (EqIA)



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	School Organisation Up-Date Provision for Special Educational Needs	Date EqIA created 23/5/22
Name and job title of completing/lead Officer	Rajeshree Parmar, Head of School Organisation, Admissions and Attendance	
Directorate/ Service responsible	People Services	
Organisational approval		
EqIA approved by EDI Team	Name Shumaila Dar, Head of EDI	Signature <input checked="" type="checkbox"/> Tick this box to indicate that you have approved this EqIA Date of approval 09/06/22

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?

To increase special school provision from September 2022 as an interim arrangement and the creation of permanent additional ARMs units in accordance with the SEND Strategy and the associated capital programme.

b) Summarise the impact of your proposal on groups with protected characteristics

The proposal should positively impact on groups with protected characteristics as we are creating additional SEND school places.

c) Summarise any potential negative impact(s) identified and mitigating actions

There are no potential negative impacts.

2. Assessing impact																																																																				
<p>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.</p>		<p>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</p>																																																																		
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																																																															
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Age	<p>SEND provision is required to meet the needs of all young people from 0-25. The demand on places for young people with SEND is increasing.</p> <table border="1"> <thead> <tr> <th colspan="7">Number of pupils in Harrow Primary Schools 2016-2022</th> </tr> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>22,017</td> <td>22,461</td> <td>22,542</td> <td>22,842</td> <td>22,851</td> <td>22,554</td> <td>22,460</td> </tr> </tbody> </table> <p>Source: Spring School Census Returns 2016-2022 Includes pupils who are sole or dual main registrations.</p> <table border="1"> <thead> <tr> <th colspan="7">Number of pupils in Harrow Secondary Schools 2016-2022</th> </tr> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>12,573</td> <td>12,885</td> <td>13,131</td> <td>13,835</td> <td>14,486</td> <td>15,058</td> <td>15,477</td> </tr> </tbody> </table> <p>Source: Spring School Census Returns 2016-2022 Includes pupils who are sole or dual main registrations.</p> <table border="1"> <thead> <tr> <th colspan="7">Number of pupils in Harrow Special Schools 2016-2022</th> </tr> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>421</td> <td>441</td> <td>447</td> <td>462</td> <td>464</td> <td>482</td> <td>492</td> </tr> </tbody> </table> <p>Source: Spring School Census Returns 2016-2022 Includes pupils who are sole or dual main registrations.</p>	Number of pupils in Harrow Primary Schools 2016-2022							2016	2017	2018	2019	2020	2021	2022	22,017	22,461	22,542	22,842	22,851	22,554	22,460	Number of pupils in Harrow Secondary Schools 2016-2022							2016	2017	2018	2019	2020	2021	2022	12,573	12,885	13,131	13,835	14,486	15,058	15,477	Number of pupils in Harrow Special Schools 2016-2022							2016	2017	2018	2019	2020	2021	2022	421	441	447	462	464	482	492	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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The table below shows that the number of pupils attending the schools referred to in the Cabinet Report.

School Name	2016	2017	2018	2019	2020	2021	2022	Last 7 years Difference	
Grange Primary School	635	600	591	601	612	538	512	-123	-19.4%
Pinner Wood School	596	610	581	637	665	666	667	71	11.9%
Stanburn Primary School	774	798	812	797	783	753	755	-19	-2.5%
Weald Rise Primary School	694	675	558	464	434	373	375	-319	-46.0%
Canons High School	1085	1197	1221	1250	1262	1266	1276	191	17.6%
Kingsley High School	79	78	76	75	85	98	104	25	31.6%

Source: Spring School Census Returns 2016-2022
Includes pupils who are sole or dual main registrations.

Disability

We are creating additional SEND places in special schools and mainstream schools to allow residents the opportunity to send their child to a local provision. This is a positive step to allow young people to remain their community and reduce travel times for young people who need specialist provision.

SEND provision is required to meet the needs of all young people from 0-25. The demand on places for young people with SEND is increasing.



Primary Schools (Current and Main-Dual Enrolment Status)						
EHCP/Statement						
2016	2017	2018	2019	2020	2021	2022
325	331	371	409	436	488	533

Source: Spring School Census Returns 2016-2022

Secondary Schools (Current and Main-Dual Enrolment Status, Yr7-Yr13)						
EHCP/Statement						
2016	2017	2018	2019	2020	2021	2022
247	260	257	253	290	306	342

Source: Spring School Census Returns 2016-2022

Special Schools (All Enrolment Status)						
EHCP/Statement						
2016	2017	2018	2019	2020	2021	2022
418	439	446	457	464	479	491

Source: Spring School Census Returns 2016-2022

EHCP/ Statement								
School Name	2016	2017	2018	2019	2020	2021	2022	Last 7 year Difference
Grange Primary School	2	5	5	10	9	12	20	18
Pinner Wood School	5	5	5	4	6	9	11	6
Stanburn Primary School	8	7	6	8	12	12	19	11
Weald Rise Primary School	4	5	4	6	6	5	7	3

	Canons High School	19	23	21	22	21	22	19	0					
	Kingsley High School	79	78	76	71	85	96	103	24					
Source: Spring School Census Returns 2016-2022														
Gender reassignment	This data is not held, and this data is not applicable in the context of this proposal.										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marriage and Civil Partnership	Not applicable in the context of this proposal.										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pregnancy and Maternity	Not applicable in the context of this proposal.										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Race/
Ethnicity**

The positive implications of the inclusive approach to young people from all races are not impacted by the proposed change. By creating additional local capacity will we secure diversity in the provision of schools and increase choice for parental preference. Young people will be able to access the additional provision based on an assessment of their need. Race and Ethnicity is not a criterion by which their needs are assessed. School places at special schools are assessed by educational and health needs.

Ethnic Origin	Canons High School	Grange Primary School	Kingsley High School	Pinner Wood School	Stanburn Primary School	Weald Rise Primary School
Any other ethnic group	136 (10.6%)	28 (5.5%)	3 (2.9%)	19 (2.8%)	58 (7.7%)	61 (16.3%)
Asian Other	219 (17.0%)	189 (36.9%)	30 (28.8%)	63 (9.4%)	120 (15.9%)	111 (29.6%)
Bangladeshi	8 (0.6%)	7 (1.4%)	1 (1.0%)	14 (2.1%)	10 (1.3%)	9 (2.4%)
Black African	149 (11.6%)	29 (5.7%)	9 (8.7%)	48 (7.2%)	15 (2.0%)	24 (6.4%)
Black Caribbean	31 (2.4%)	7 (1.4%)	1 (1.0%)	7 (1.0%)	12 (1.6%)	14 (3.7%)
Black Other	18 (1.4%)	11 (2.1%)	1 (1.0%)	4 (0.6%)	1 (0.1%)	1 (0.3%)
Chinese	4 (0.3%)	2 (0.4%)	1 (1.0%)	3 (0.4%)	5 (0.7%)	(0.0%)
Indian	136 (10.6%)	39 (7.6%)	17 (16.3%)	217 (32.5%)	271 (35.9%)	13 (3.5%)
Information not obtained	3 (0.2%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)
Mixed Other	44 (3.4%)	15 (2.9%)	3 (2.9%)	23 (3.4%)	43 (5.7%)	5 (1.3%)
Mixed White Asian	23 (1.8%)	7 (1.4%)	6 (5.8%)	14 (2.1%)	14 (1.9%)	3 0.8%
Mixed White Black African	13 (1.0%)	7 (1.4%)	(0.0%)	3 (0.4%)	3 (0.4%)	4 (1.1%)



	Mixed White Black Caribbean	7 (0.5%)	11 (2.1%)	(0.0%)	20 (3.0%)	3 (0.4%)	2 (0.5%)							
	Pakistani	50 (3.9%)	29 (5.7%)	4 (3.8%)	53 (7.9%)	52 (6.9%)	21 (5.6%)							
	Refused	2 (0.2%)	14 (2.7%)	2 (1.9%)	2 (0.3%)	11 (1.5%)	(0.0%)							
	White British	45 (3.5%)	19 (3.7%)	9 (8.7%)	113 (16.9%)	21 (2.8%)	27 (7.2%)							
	White Irish	1 (0.1%)	1 (0.2%)	(0.0%)	1 (0.1%)	1 (0.1%)	(0.0%)							
	White Irish Traveller	(0.0%)	3 (0.6%)	(0.0%)	(0.0%)	2 (0.3%)	1 (0.3%)							
	White Other	396 (30.7%)	94 (18.4%)	17 (16.3%)	63 (9.4%)	113 (15.0%)	79 (21.1%)							
	White Roma	4 (0.3%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)							
	Grand Total	1289	512	104	667	755	375							
	Source – Spring School Census 2022													
There is no group that will be disproportionately impacted by the proposed changes.														
Religion or belief	This proposal is inclusive of children from all religions and belief. Schools draw pupils from their local area and the pupil profiles reflects the ethnicity of their areas. The positive implications of the inclusive approach to children from all religions and belief are not impacted by the proposed change. School places at special schools are assessed by educational and health needs. This data is not held.										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gender	The proposal for creating additional SEND school places is inclusive of young people of all genders. School places at special schools are assessed by educational and health needs.										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Ethnic Origin	Canons High School	Grange Primary School	Kingsley High School	Pinner Wood School	Stanburn Primary School	Weald Rise Primary School
Female	562 (43.6%)	257 (50.2%)	28 (26.9%)	323 (48.4%)	364 (48.2%)	194 (51.7%)
Male	727 (56.4%)	255 (49.8%)	76 (73.1%)	344 (51.6%)	391 (51.8%)	181 (48.3%)
Grand Total	1289	512	104	667	755	375

Source – Spring School Census 2022

Sexual Orientation

This data is not held, and this data is not applicable in the context of this proposal.

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 needs to ensure it has fair criteria in relation to community school admission and believes that reducing the number of school places at Grange Primary School in Harrow will not negatively impact on the community and schools. It is considered the change will not disadvantage children because there are sufficient places in schools in Harrow as currently the school is not filling to capacity.

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