

## 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)

<b>Type of Decision:</b>	<input checked="" type="radio"/> Cabinet <input type="radio"/> Portfolio holder <input type="radio"/> Other (state)	
<b>Title of Proposal</b>	School Organisation Up-Date Provision for Special Educational Needs	<b>Date EqIA created 25/10/2022</b>
<b>Name and job title of completing/lead Officer</b>	Rajeshree Parmar, Head of School Organisation, Admissions and Attendance	
<b>Directorate/ Service responsible</b>	People Services	
<b>Organisational approval</b>		
<b>EqIA approved by EDI Team</b>	<b>Name Jennifer Rock</b>  <b>Assistant Policy Officer: Equality, Diversity and Inclusion</b>	<b>Signature</b> <input checked="" type="checkbox"/> <b>Tick this box to indicate that you have approved this EqIA</b>  <b>Date of approval: November 3<sup>rd</sup> 2022</b>

**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.

<b>2. Assessing impact</b>																										
You are required to undertake a detailed analysis of the impact of your proposals on groups with protected characteristics. You should refer to <u>borough profile data</u> , <u>equalities data</u> , 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 <b>each</b> 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 <b>each</b> 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	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>																					
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The tables below shows that the number of pupils attending the new ARMS Provisions and Special 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%
Canons High School	1,085	1,197	1,221	1,250	1,262	1,266	1,276	191	17.6%

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

School Name	2016	2017	2018	2019	2020	2021	2022	Last 7 years Difference	
Weald Rise Primary School	694	675	558	464	434	373	375	-319	-46.0%
Kingsley High School	79	78	76	75	85	98	104	25	31.6%
Woodlands School	105	120	122	136	136	132	135	30	28.6%
Alexandra School	77	79	80	80	80	80	80	3	3.9%
Shaftesbury High School	160	162	169	171	163	172	173	13	8.1%

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 within 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
Canons High School	19	23	21	22	21	22	19	0

Source: Spring School Census Returns 2016-2022

EHCP/ Statement								
School Name	2016	2017	2018	2019	2020	2021	2022	Last 7 year Difference
Weald Rise Primary School	4	5	4	6	6	5	7	3
Kingsley High School	79	78	76	71	85	96	103	24
Woodlands School	105	120	122	136	136	132	135	30
Alexandra School	77	79	80	80	80	80	80	3
Shaftesbury High School	157	162	168	170	163	171	173	16

Source: Spring School Census Returns 2016-2022

<b>Gender reassignment</b>	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"/>
<b>Marriage and Civil Partnership</b>	Not applicable in the context of this proposal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Pregnancy and Maternity</b>	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.

<b>Ethnic Origin</b>	<b>Grange Primary School</b>	<b>Pinner Wood School</b>	<b>Stanburn Primary School</b>	<b>Canons High School</b>
Any other ethnic group	28 (5.5%)	19 (2.8%)	58 (7.7%)	136 (10.6%)
Asian Other	189 (36.9%)	63 (9.4%)	120 (15.9%)	219 (17.0%)
Bangladeshi	7 (1.4%)	14 (2.1%)	10 (1.3%)	8 (0.6%)
Black African	29 (5.7%)	48 (7.2%)	15 (2.0%)	149 (11.6%)
Black Caribbean	7 (1.4%)	7 (1.0%)	12 (1.6%)	31 (2.4%)
Black Other	11 (2.1%)	4 (0.6%)	1 (0.1%)	18 (1.4%)
Chinese	2 (0.4%)	3 (0.4%)	5 (0.7%)	4 (0.3%)
Indian	39 (7.6%)	217 (32.5%)	271 (35.9%)	136 (10.6%)
Information not obtained	(0.0%)	(0.0%)	(0.0%)	3 (0.2%)
Mixed Other	15 (2.9%)	23 (3.4%)	43 (5.7%)	44 (3.4%)
Mixed White Asian	7 (1.4%)	14 (2.1%)	14 (1.9%)	23 (1.8%)
Mixed White Black African	7 (1.4%)	3 (0.4%)	3 (0.4%)	13 (1.0%)





Mixed White Black Caribbean	11 (2.1%)	20 (3.0%)	3 (0.4%)	7 (0.5%)
Pakistani	29 (5.7%)	53 (7.9%)	52 (6.9%)	50 (3.9%)
Refused	14 (2.7%)	2 (0.3%)	11 (1.5%)	2 (0.2%)
White British	19 (3.7%)	113 (16.9%)	21 (2.8%)	45 (3.5%)
White Irish	1 (0.2%)	1 (0.1%)	1 (0.1%)	1 (0.1%)
White Irish Traveller	3 (0.6%)	(0.0%)	2 (0.3%)	(0.0%)
White Other	94 (18.4%)	63 (9.4%)	113 (15.0%)	396 (30.7%)
White Roma	(0.0%)	(0.0%)	(0.0%)	4 (0.3%)
<b>Grand Total</b>	<b>512</b>	<b>667</b>	<b>755</b>	<b>1289</b>

Source – Spring School Census 2022

Ethnic Origin	Weald Rise Primary School	Kingsley High School	Woodlands School	Alexandra School	Shaftesbury High School
Any other ethnic group	61 (16.3%)	3 (2.9%)	6 (4.4%)	5 (6.3%)	9 (5.2%)
Asian Other	111 (29.6%)	30 (28.8%)	31 (23.0%)	12 (15.0%)	27 (15.6%)
Bangladeshi	9 (2.4%)	1 (1.0%)	1 (0.7%)	2 (2.5%)	2 (1.2%)
Black African	24 (6.4%)	9 (8.7%)	15 (11.1%)	6 (7.5%)	19 (11.0%)
Black Caribbean	14 (3.7%)	1 (1.0%)	3 (2.2%)	1 (1.3%)	14 (8.1%)
Black Other	1 (0.3%)	1 (1.0%)	6 (4.4%)	1 (1.3%)	2 (1.2%)

	Chinese	(0.0%)	1 (1.0%)	(0.0%)	1 (1.3%)	2 (1.2%)				
	Indian	13 (3.5%)	17 (16.3%)	25 (18.5%)	14 (17.5%)	26 (15.0%)				
	Information not obtained	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)				
	Mixed Other	5 (1.3%)	3 (2.9%)	3 (2.2%)	5 (6.3%)	8 (4.6%)				
	Mixed White Asian	3 (0.8%)	6 (5.8%)	2 (1.5%)	1 (1.3%)	3 (1.7%)				
	Mixed White Black African	4 (1.1%)	(0.0%)	2 (1.5%)	2 (2.5%)	1 (0.6%)				
	Mixed White Black Caribbean	2 (0.5%)	(0.0%)	1 (0.7%)	1 (1.3%)	3 (1.7%)				
	Pakistani	21 (5.6%)	4 (3.8%)	12 (8.9%)	3 (3.8%)	12 (6.9%)				
	Refused	(0.0%)	2 (1.9%)	(0.0%)	(0.0%)	1 (0.6%)				
	White British	27 (7.2%)	9 (8.7%)	8 (5.9%)	16 (20.0%)	28 (16.2%)				
	White Irish	(0.0%)	(0.0%)	1 (0.7%)	2 (2.5%)	1 (0.6%)				
	White Irish Traveller	1 (0.3%)	(0.0%)	1 (0.7%)	1 (1.3%)	(0.0%)				
	White Other	79 (21.1%)	17 (16.3%)	18 (13.3%)	7 (8.8%)	15 (8.7%)				
	White Roma	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)				
	<b>Grand Total</b>	<b>375</b>	<b>104</b>	<b>135</b>	<b>80</b>	<b>173</b>				
Source – Spring School Census 2022										
There is no group that will be disproportionately impacted by the proposed changes.										
<b>Religion or belief</b>	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					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

	<p>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.</p> <p>This data is not held.</p>																																																
<p><b>Gender</b></p>	<p>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.</p> <table border="1" data-bbox="405 435 1276 726"> <thead> <tr> <th>Gender</th> <th>Grange Primary School</th> <th>Pinner Wood School</th> <th>Stanburn Primary School</th> <th>Canons High School</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>257 (50.2%)</td> <td>323 (48.4%)</td> <td>364 (48.2%)</td> <td>562 (43.6%)</td> </tr> <tr> <td>Male</td> <td>255 (49.8%)</td> <td>344 (51.6%)</td> <td>391 (51.8%)</td> <td>727 (56.4%)</td> </tr> <tr> <td><b>Grand Total</b></td> <td><b>512</b></td> <td><b>667</b></td> <td><b>755</b></td> <td><b>1289</b></td> </tr> </tbody> </table> <p>Source – Spring School Census 2022</p> <table border="1" data-bbox="405 780 1601 1066"> <thead> <tr> <th>Gender</th> <th>Weald Rise Primary School</th> <th>Kingsley High School</th> <th>Woodlands School</th> <th>Alexandra School</th> <th>Shaftesbury High School</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>194 (51.7%)</td> <td>28 (26.9%)</td> <td>44 (32.6%)</td> <td>26 (32.5%)</td> <td>59 (34.1%)</td> </tr> <tr> <td>Male</td> <td>181 (48.3%)</td> <td>76 (73.1%)</td> <td>91 (67.4%)</td> <td>54 (67.5%)</td> <td>114 (65.9%)</td> </tr> <tr> <td><b>Grand Total</b></td> <td><b>375</b></td> <td><b>104</b></td> <td><b>135</b></td> <td><b>80</b></td> <td><b>173</b></td> </tr> </tbody> </table> <p>Source – Spring School Census 2022</p>	Gender	Grange Primary School	Pinner Wood School	Stanburn Primary School	Canons High School	Female	257 (50.2%)	323 (48.4%)	364 (48.2%)	562 (43.6%)	Male	255 (49.8%)	344 (51.6%)	391 (51.8%)	727 (56.4%)	<b>Grand Total</b>	<b>512</b>	<b>667</b>	<b>755</b>	<b>1289</b>	Gender	Weald Rise Primary School	Kingsley High School	Woodlands School	Alexandra School	Shaftesbury High School	Female	194 (51.7%)	28 (26.9%)	44 (32.6%)	26 (32.5%)	59 (34.1%)	Male	181 (48.3%)	76 (73.1%)	91 (67.4%)	54 (67.5%)	114 (65.9%)	<b>Grand Total</b>	<b>375</b>	<b>104</b>	<b>135</b>	<b>80</b>	<b>173</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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<p><b>Sexual Orientation</b></p>	<p>This data is not held, and this data is not applicable in the context of this proposal.</p>	<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 <b>each</b> 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 a statutory responsibility to provide sufficient school places for its area. The SEND Strategy is designed to improve outcomes for children and young people across Harrow. It focuses on increasing opportunity for residents to send their children to local schools and appropriate and thorough provision mapping, with potential development of more local provision. The projections for special educational needs provision are continuing to rise requiring additional places to be created.

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

Outcome 1

**No change required: the EqlA 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 EqlA 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