

## Fit-for-purpose criteria

The 'fit-for-purpose criteria' will help to ensure that the policy or strategy is clear about the outcomes it should achieve and how this will be implemented. To do this effectively the policy or strategy must support the work of the Council and its overall direction and vision in the Corporate Plan. It must be easy to understand and accessible to the people who will need to use it.

The following is some criteria to help you think through whether a policy and strategy is fit-for-purpose:

- Is it clear which Head of Service and/or Group Director is responsible for managing the policy or strategy?
- Is there a clear Policy or Strategy Lead responsible for its development, implementation and review?
- Is it clear what outcomes are intended to be achieved and how it supports the overall direction and vision of the Council?
- Are links to other relevant policy or strategy transparent, so it 'fits in with' the overall direction of the Council and avoids contradictory messages?
- Does it take account of existing or new statutory duty, legislation or guidance relevant to the particular subject matter?
- Does it take account of the wider picture relevant to the particular subject matter?
- What impact assessments need to be carried out, including an Equality Impact Assessment?
- What are the sources of best practice and guidance?
- Is it written in a clear, coherent and succinct style that is easy to follow?
- Does it draw on a quality and relevant evidence base to support assertions?
- Has development been shaped by the involvement and consultation of a range of internal and external stakeholders?
- Is it clear how staff and stakeholders will be kept updated during the development of the policy or strategy?
- Is there a communication plan outlining how the policy or strategy will be disseminated and implemented?

## Appendix 3: Strategy template

The following template sets out the key headings and a description of the content that should be included in a strategy. The template is similar to that of a policy, with the key difference being the provision of detailed information on '*where you are now*', '*where you want to be*' and '*how you will get there*'. The strategy should outline a plan of action either incorporated within the text of the document or as a separate action plan as an appendix.

# SEND Strategy Refresh

[Choose a title that it is simple and clearly conveys the strategy's content.]

V0.1

## Document Control

[This should include document details, version history, approval history, and equality impact assessment record.]

### Document details

|                        |  |
|------------------------|--|
| <b>Name</b>            | <i>SEND Strategy Refresh</i>                                   |
| <b>Version number</b>  | <i>V0.1</i>  |
| <b>Status</b>          | <i>Draft</i>   |
| <b>Author</b>          | <i>Caroline Penfold</i>  |
| <b>Lead officer</b>    | <i>Emma Ferrey</i>   |
| <b>Approved by</b>     | <i>Cabinet</i>   |
| <b>Review date</b>     | <i>October 2018</i>  |
| <b>Supersedes</b>      | <i>SEND Strategy 2015-19 and Post-16 SEND Strategy 2013-15</i> |
| <b>Target audience</b> | <i>Children's &amp; Adults' Services Staff</i>                 |
| <b>Related to</b>      |  |

### Version history

| <b>Version</b> | <b>Status</b>               | <b>Date</b>        | <b>Dissemination/Change</b>  |
|----------------|-----------------------------|--------------------|--|
| <b>V0.1</b>    | <i>1<sup>st</sup> draft</i> | <i>22 May 2017</i> | <i>Schools via e-bulletin, schools' focus group, post-16 focus group, parents' consultation, children and young people consultation.</i> |
| <b>V0.2</b>    |                             |                    |  |

### Approval history

| <b>Version</b> | <b>Status</b> | <b>Date</b> | <b>Approved by</b> |
|----------------|---------------|-------------|--------------------|
|                |               |             |                    |

### Equality Impact Assessment record

| <b>Date</b>     | <b>Completed by</b>                  | <b>Review date</b>  |
|-----------------|--------------------------------------|---------------------|
| <b>May 2017</b> | <b>Pooneeta Mahadeo/ Emma Ferrey</b> | <b>October 2018</b> |

# Contents

## Data:

- The range of SEND, recent trends and likely changes in the future
- Effectiveness of current provision in supporting children and young people with SEND
- Effectiveness of current provision in preparing children and young people for adult life
- The range of SEND which would be met generally by mainstream providers
- The range of SEND which would be met generally by specialist providers
- The range of SEND which would be met generally by highly specialised providers

Addressing gaps in provision

Allocating resources to deliver provision

Support for mainstream schools in meeting the SEND of a wider range of pupils

Changes to the focus of existing specialist places

Creation or expansion of:

- specialist provision attached to mainstream schools
- special schools

Strategic engagement with specialist providers in the non-maintained and independent sector

Collaboration between local authorities

Value for money approaches in special schools and specialist institutions

[Page numbers are not currently available.]

## Foreword

In Havering we are committed to developing the most inclusive communities which are welcoming and supportive of all. Our aspiration is that all our children and young people have the best opportunities to achieve and fulfil their potential. For children and young people with special educational needs and disabilities (SEND) we want them to enjoy their education in the most inclusive environment possible and be supported in participating as fully as they can in the lives of their schools and local community. This will support young people to successfully transition into a productive, enjoyable and stable adult life.

## Executive summary

The Strategy will support the re-shaping of both the provision and the funding formula for support to pupils with SEND aged 0-25 years.

Re-shaping of provision will include

- Re-designating special schools where possible/ necessary to better reflect their intake
- Expanding provision in our special schools where necessary
- Develop the new free school for children and young people with SEMH (social, emotional and mental health difficulties). This would be for pupils aged from 3 – 16 years, and who are at the more complex end of the SEMH spectrum.
- Reviewing how alternative provision is provided, in line with government guidance regarding schools' responsibilities for educating excluded pupils
- Developing sufficient, high quality ARP provision (particularly important if special schools are re-designated)
- Investing in workforce training to ensure staff across all schools: mainstream, ARP and special, feel confident in supporting pupils with additional needs to achieve.

Funding formula re-calibration will include:

- Ensuring schools and academies have sufficient funding in their delegated budget to enable them to support pupils' SEND where required. A proposal to increase the hourly rate (to, for example, £14 per hour) would mean that the £6,000 buys 11 rather than 12 hours with the cost of the additional hour falling to the high needs budget. This cost would be approx. £550k.
- Additional funding to schools that take in disproportionately high numbers of children with SEN. This would be helped by implementing the point above but we would revisit the formula used in our "SEN Headroom" factor.
- Realistic and consistent funding levels for schools with ARPs, both SEN and Emotional and Behavioural (SEMH).
- A review of special school funding to include matrix levels
- Additional funding to address high needs in early years
- Monitoring of increasing costs of residential and independent school placements
- Cost of developing local provision, e.g. Corbets Tey @ The Avelon, that will eventually reduce the costs of external provision
- A review of post 16 SEN costs up to 25.

## Introduction

### Purpose

The Strategy Refresh is requested by central government as part of the consultation on funding formulas.

The Refresh provides an opportunity to reflect on what has already been delivered from the SEND Strategy, as well as its gaps, as priorities have changed and shifted.

The SEND Strategy highlighted the need for more ARPs within mainstream schools and this policy is being successfully implemented in a number of schools. However, more provision is required, both within existing categories and under new and emerging categories such as social, emotional and mental health. The strategy refresh will provide a longer term vision, incorporating the development of new, specialist provision, re-designation of special schools, increase in ARPs, workforce development to better support increasing complexity of need at all types of institution and clear, data-led analysis to bid for additional provision/ funding. All of which will enable Havering to develop provision which can meet need, is well-regarded by parents and pupils and which delivers high quality provision.

## Vision

Havering's vision is to ensure that every child and young person will go to a good or outstanding education provision, have access to the best teaching and benefit from settings and schools and other providers working in partnership with each other to share the best practice as they continue to improve.

We expect all provision to be aspirational in supporting pupils with SEND to gain appropriate qualifications, alongside building their social and employability skills, and then onto becoming an active and contributing member of their community. We want to support young people (and their parents) to aspire to a life which is as independent as possible and which includes some form of work, whatever this might look like for each young adult, depending on their need.

## Aims, objectives and outcome

[The description of the future is described in the vision; strategic aims and objectives. Define In order to achieve this vision we will:

- Re-designate special schools where possible/ necessary to better reflect their intake
- Expand provision in our special schools where necessary
- Develop a new free school for children and young people with SEMH (social, emotional and mental health difficulties). This would be for pupils aged from 3 – 16 years, and who are at the more complex end of the SEMH spectrum.
- Review how alternative provision is provided, in line with government guidance regarding schools' responsibilities for educating excluded pupils
- Develop sufficient, high quality ARP provision (particularly important if special schools are re-designated)
- Invest in workforce training to ensure staff across all schools: mainstream, ARP and special, feel confident in supporting pupils with additional needs to achieve.
- Ensure schools and academies have sufficient funding in their delegated budget to enable them to support pupils' SEND where required. A proposal to increase the hourly rate (to, for example, £14 per hour) would mean that the £6,000 buys 11 rather than 12 hours with the cost of the additional hour falling to the high needs budget. This cost would be approx. £550k.
- Re-assess additional funding to schools that take in disproportionately high numbers of children with SEN. This would be helped by implementing the point above but we would revisit the formula used in our "SEN Headroom" factor.
- Implement realistic and consistent funding levels for schools with ARPs, both SEN and Emotional and Behavioural (SEMH).
- Review special school funding to include matrix levels
- Re-assess additional funding to address high needs in early years
- Monitor of increasing costs of residential and independent school placements
- Invest to save – weighing up the cost of developing local provision, e.g. Corbets Tey @ The Avelon, that will eventually reduce the costs of external provision
- Review post 16 SEN costs up to 25.

Link to the Corporate Plan – the refresh of the strategy will support the following outcomes:

- Improve the educational attainment of all our children and young people
- Encourage residents to play an active part in their communities through volunteering
- Increase the number of residents in paid employment
- Continue to work with health partners to integrate our social care and health services to produce better outcomes for local people
- Ensure that feedback from children and their families, adults and carers is sought and acted upon in order to improve the quality of interventions
- Focus resources where they deliver best value.
- Continue to work with other boroughs in Local London to make the case for devolution and to secure better funding and resources for Havering

### Key actions

Changes will be driven through the Learning and Achievement Division, focussing on:

- workforce development
- improving data collection, consistency and usage
- better and earlier planning for increasing complexity of need and increasing numbers

A full action plan will be part of the final draft of the Strategy Refresh, available in September 2017.

### Measures of performance

These will be included in the action plan in September 2017 (see Key Actions above)

### Timescales

The Strategy will be applicable until October/ November 2022.

### Related documents

To be confirmed in draft final Strategy (available in September 2017)

### Consultation

Consultation with pupils through Advocacy for All.

Consultation with parents through Positive Parents.

Consultation with schools through survey in e-bulletin and focus group of pre-16 providers

Consultation with post-16 providers through a small focus group.

## Authorisation and communication

The strategy has been authorised by Corporate Management Team (CMT). It will be communicated to all those with a stake in it or involved in its implementation by dissemination through schools, post-16 institutions, Positive Parents, youth groups and will be available on the Local Offer website.

## Implementation and monitoring

The action plan will outline measures to monitor the successful implementation of the Strategy.

### Action plan

A full action plan will be part of the final draft of the Strategy Refresh, available in September 2017.

Monitoring actions and performance

The implementation of the strategy and monitoring of such will sit with the SEND Board.

## Evaluation and review

The strategy will be reviewed annually via the SEND Board and through stakeholder feedback through the Local Offer.

## Further information

Further information can be sought from Trevor Cook, Caroline Penfold, David Allen or Emma Ferrey as part of the SEND Review Steering Group.

## Appendix 1: Equality Impact Assessment

[Attach the EIA carried out as part of the development of the strategy.]

# Action plan

| Corporate goal and strategic outcome   | Strategy objective  | Project/Action  | Outcome   | Resources  | Timescale | Lead officer   | Impact on other services and organisation                       |
|--|---|---|---|--|-----------|--|---|
| <ul style="list-style-type: none"> <li>- Improve the educational attainment of all our children and young people</li> <li>- Encourage residents to play an active part in their communities through volunteering</li> <li>- Increase the number of residents in paid employment</li> <li>- Continue to work with health partners to integrate our social care and health services to produce better outcomes for local people</li> <li>- Ensure that feedback from children and their families, adults and carers is sought and acted upon in order to improve the quality of interventions</li> <li>- Focus resources where they deliver best value.</li> <li>- Continue to work with other boroughs in Local London to make the case for devolution and to secure better funding and resources for Havering</li> </ul> | <i>Pupils placed appropriately</i>                              | <i>Workforce development</i>  | <i>Pupils gain appropriate qualifications</i>   | <i>Staff in schools and colleges. Appropriate training courses/ providers.</i>                   | 2022      | <i>Lisa Harvey</i>   | <i>School improvement</i>                                       |
|  | <i>Support young people into positive adulthood</i>             | <i>Develop volunteering scheme for SEND</i>   | <i>Disabled adults are an integral part of their community, improving their wellbeing</i>         | <i>Havering Volunteer Centre support</i>   | 2018      | <i>Crina Popa</i>  | <i>Adults' services</i>   |
|  | <i>Prepare young people for work</i>                            | <i>Increase work experience opportunities</i>                                       | <i>Disabled adults more able to participate in some kind of employment</i>                        | <i>Staff time to build employer relationships. Resources for job coaches</i>                     | 2022      | <i>Crina Popa</i>  | <i>Adults' services</i>   |
|  | <i>Incorporate health &amp; care duties into Refresh</i>        | <i>Cross-discipline working through PfA Team and others</i>                         | <i>CYP less likely to have severe health needs as pro-active support maintains better health</i>  | <i>Sufficient health provision across ages &amp; stages Staff - to work closely together</i>     | Ongoing   | <i>Crina Popa/ Lisa Harvey</i>   | <i>NELFT<br/>Havering CCG<br/>CAD Team<br/>Adults' services</i> |
|  | <i>Regular evaluation of Refreshed Strategy</i>                 | <i>Ongoing &amp; regular meetings with parents &amp; consultation with CYP</i>      | <i>Parents &amp; CYP feel listened to and provision of choice id delivered across the borough</i> | <i>Staff time to attend consultations/ meetings</i>  | Ongoing   | <i>Caroline Penfold/ CAD Team</i>  | <i>Commissioning Team<br/>Positive Parents Advocacy for All</i> |
|  | <i>Better planning of complexities of need across provision</i> | <i>Re-designate special schools, increase ARPs, develop workforce in mainstream</i> | <i>Clear pathways depending on levels of need whilst still allowing for parental choice</i>       | <i>Resources for developing new provisions/ places &amp; improving current provision/ places</i> | Ongoing   | <i>Caroline Penfold/ CAD Team/ School Provision &amp; Commissioning Team</i> |   |
|  | <i>Join up with B&amp;D and Redbridge where appropriate</i>     | <i>Collaborate on SEND Review</i>   | <i>Economies of scale achieved where resources can be shared.</i>                                 | <i>Staff time to attend meetings.</i>  | Ongoing   | <i>Caroline Penfold</i>  |   |

| Ref.  | Description  | 2013/14<br>Outturn<br>(End-of-year) | 2014/15<br>Target | Link to Corporate goal and Strategic outcome |
|---|--|-------------------------------------|-------------------|--|
| <i>Identify the measures that will be used to assess progress and success; often these will take the form of performance indicators, but could also be significant outputs or benefits to be realised, etc.</i> |  |                                     |                   |  |
|   | Consistent and appropriate placing of pupils from early years through to post-16 | n/k                                 | <b>n/k</b>        | <b>As above</b>                              |
|   | Improved data resulting in better tracking and projections                       | n/k                                 | <b>n/k</b>        | As above                                     |
|   | Fewer exclusions of SEND   | n/k                                 | <b>n/k</b>        | As above                                     |
|   |  |                                     |                   |  |

# Equality Impact Assessment (EIA)

## Document control

|                                   |  |
|-----------------------------------|--|
| <b>Title of activity:</b>         | <i>Special Educational Needs and Disabilities (SEND) Strategy Review</i>           |
| <b>Type of activity:</b>          | <i>Strategy</i>  |
| <b>Lead officer:</b>              | <i>Trevor Cook, Education Provision Commissioning Manager, Children's Services</i> |
| <b>Approved by:</b>               | <i>Tim Aldridge, Director Children's Services</i>                                  |
| <b>Date completed:</b>            | <i>May 2017</i>  |
| <b>Scheduled date for review:</b> | <i>If applicable. Please provide a reason if it does not need to be reviewed</i>   |

The Corporate Policy & Diversity team requires **5 working days** to provide advice on EIAs.

|   |          |
|---|----------|
| <b>Did you seek advice from the Corporate Policy &amp; Diversity team?</b>  | Yes / No |
| <b>Does the EIA contain any confidential or exempt information that would prevent you publishing it on the Council's website?</b> | Yes / No |

## 1. The EIA

### Background/context:

Over the past few years, the government has introduced a number of changes to how children and young people with special educational needs, as well as their families, are supported. The main change has been through the introduction of the Children and Families Act 2014. The Act set out to ensure that local authorities work in partnership with health, social care, schools, colleges and other key partners to ensure that children, young people and their families receive joined-up, high quality and appropriate services.

Last year, the government announced proposals to consult on how funding is given to local authorities and schools to support children and young people with SEND. As part of this, local authorities are required to refresh their SEND Strategy to ensure that it is up to date, reflects current and predicted trends, and provides clarity on how the authority expects different levels of needs to be met and where its current and future gaps in provision are.

### Havering's vision

In Havering we are committed to developing the most inclusive communities which are welcoming and supportive of all. Our aspiration is that all our children and young people have the best opportunities to achieve and fulfil their potential. For children and young people with special educational needs and disabilities (SEND) we want them to enjoy their education in the most inclusive environment possible and be supported in participating as fully as they can in the lives of their schools and local community.

Local authorities, schools and other education providers have important responsibilities for children and young people with SEN and disabilities and for those who need alternative provision, as set out in the Children and Families Act 2014.

We recognise that for these responsibilities to be discharged most effectively we have a duty to further develop our strong partnership working with all of our education providers (in particular mainstream and special schools, and alternative provision). We want to work with schools and colleges to develop a shared understanding of where different types of need are best met, and how we can support that development. This vision and shared understanding will be a key part of our published local offer of SEN provision and services.

### Proposed changes

#### *Provision:*

- Re-designating special schools where possible/ necessary to better reflect their intake
- Expanding provision in our special schools where necessary
- Develop the new free school for children and young people with SEMH (social, emotional and mental health difficulties). This would be for pupils aged from 3 – 16 years, and who are at the more complex end of the SEMH spectrum.
- Reviewing how alternative provision is provided, in line with government guidance regarding schools' responsibilities for educating excluded pupils
- Developing sufficient, high quality ARP provision (particularly important if special schools are re-designated)
- Investing in workforce training to ensure staff across all schools: mainstream, ARP and special, feel confident in supporting pupils with additional needs to achieve.

#### *Funding:*

- Ensuring schools and academies have sufficient funding in their delegated budget to enable them to support pupils' SEND where required.
- Funding to schools that recognises those that take in disproportionately high numbers of children with SEN.

- Realistic and consistent funding levels for schools with ARPs, both SEN and Emotional and Behavioural (SEMH).
- A review of special school funding to include matrix levels
- Additional funding to address high needs in early years
- Monitoring of increasing costs of residential and independent school placements
- Cost of developing local provision, e.g. Corbets Tey @ The Avelon, that will eventually reduce the costs of external provision
- A review of post 16 SEN costs up to 25.

\*Expand box as required

|  |                                     |
|--|-------------------------------------|
| <b>Age:</b> Consider the full range of age groups  |                                     |
| <i>Please tick (✓) the relevant box:</i>   |                                     |
| <b>Positive</b>  | <input checked="" type="checkbox"/> |
| <b>Neutral</b>   | <input type="checkbox"/>            |
| <b>Negative</b>  | <input type="checkbox"/>            |
| <p><b>Overall impact:</b><br/> <i>The commissioning of this special free school is part of the programme arising out of the SEND strategy review which seeks to ensure that all children have their special educational needs met as appropriately as possible irrespective of their age. The special free school would impact positively on all children identified with Communication and Interaction, Social, Emotional and Mental Health needs.</i></p>  |                                     |
| <p><b>Evidence:</b><br/>           Our best measure of the prevalence of SEND amongst younger children is the number of children known to the 0-5 Children and Disabilities (CAD) team. There were 372 children in 2015, up from 164 in 2014 and 138 in 2013. The great majority of referrals and most of the growth in referrals relate to communication and interaction issues</p> <p>Currently, there are more than 3400 children with SEND in Havering schools. It's likely that around 1 in 10 children in Havering aged 5 to 16 years (3,093 children) currently have a mental health disorder. This figure can be broken down as follows:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3.5% (1,194) have emotional disorders such as phobias, anxiety, OCD</li> <li><input type="checkbox"/> 5.5% (1,862) have conduct disorders such as aggression and vandalism</li> <li><input type="checkbox"/> 1.5% (505) have hyperkinetic disorders including hyperactivity and ADHD</li> </ul> |                                     |
| <p><b>Sources used:</b></p> <ul style="list-style-type: none"> <li>• Havering Data Intelligence Hub- Special Educational Needs and Disability (SEND) Needs Assessment –Deep dive for 2016/17.</li> </ul>   |                                     |
| <b>Disability:</b> Consider the full range of disabilities; including physical mental, sensory and progressive conditions  |                                     |
| <i>Please tick (✓) the relevant box:</i>   |                                     |
| <b>Positive</b>  | <input checked="" type="checkbox"/> |
| <b>Neutral</b>   | <input type="checkbox"/>            |
| <b>Negative</b>  | <input type="checkbox"/>            |
| <p><b>Overall impact:</b><br/> <i>As part of the council's SEND review and the wider development in creating an inclusive environment better able to meet the needs of vulnerable children is the improvement of the infrastructure when expanding or creating new additional resource provision for SEN pupils.<br/>           The overall impact is therefore positive as the commissioning of this special free school will enable this. The new premises will be DDA compliant and will cater for the full range of conditions with an improved disability access, facilities and specially resourced areas that will provide the appropriate levels support needed.</i></p>   |                                     |

|   |
|---|
| <p><b>Evidence:</b><br/> The total number of pupils with statements or EHC plans attending mainstream primary and secondary schools is projected to increase from 639 in 2015/16 to 771 in 2020/21 (21% increase). The highest increase is in Communication and Interaction needs.<br/> As part of the council's school expansion programme, capital money has been invested and used to improve the provision at 2 of our additionally resourced provisions and the establishment of a new unit in one of our primary schools.</p> |
| <p><b>Sources used:</b></p> <ul style="list-style-type: none"> <li>• Havering's Commissioning Plan for Education Provision 2015/16 – 2019/20</li> <li>• Havering School Planning data pack 2016/17</li> </ul>   |

|  |                                     |   |                                     |   |                |                          |                 |                          |
|--|-------------------------------------|---|-------------------------------------|---|----------------|--------------------------|-----------------|--------------------------|
| <b>Sex/gender:</b> Consider both men and women   |                                     |   |                                     |   |                |                          |                 |                          |
| <p><i>Please tick (✓) the relevant box:</i></p> <table border="1"> <tr> <td><b>Positive</b></td> <td><input checked="" type="checkbox"/></td> <td rowspan="3"> <p><b>Overall impact:</b><br/> <i>Overall, the commissioning of this Special free school will impact equally upon all the children with Communication and Interaction, Social, Emotional and Mental Health needs, although national trends indicate that more than two-thirds of children with SEND are male.</i></p> </td> </tr> <tr> <td><b>Neutral</b></td> <td><input type="checkbox"/></td> </tr> <tr> <td><b>Negative</b></td> <td><input type="checkbox"/></td> </tr> </table> |                                     | <b>Positive</b>   | <input checked="" type="checkbox"/> | <p><b>Overall impact:</b><br/> <i>Overall, the commissioning of this Special free school will impact equally upon all the children with Communication and Interaction, Social, Emotional and Mental Health needs, although national trends indicate that more than two-thirds of children with SEND are male.</i></p> | <b>Neutral</b> | <input type="checkbox"/> | <b>Negative</b> | <input type="checkbox"/> |
| <b>Positive</b>  | <input checked="" type="checkbox"/> | <p><b>Overall impact:</b><br/> <i>Overall, the commissioning of this Special free school will impact equally upon all the children with Communication and Interaction, Social, Emotional and Mental Health needs, although national trends indicate that more than two-thirds of children with SEND are male.</i></p> |                                     |   |                |                          |                 |                          |
| <b>Neutral</b>   | <input type="checkbox"/>            |   |                                     |   |                |                          |                 |                          |
| <b>Negative</b>  | <input type="checkbox"/>            |   |                                     |   |                |                          |                 |                          |
| <p><b>Evidence:</b><br/> About 120 boys and 50 girls are identified with SEND in Year Reception. The number of children with SEND in each year group then increases to around 230 boys and 100 girls in Year 2 to Year 6 and thereafter slowly decreases to 160 boys and 70 girls in Year 11. However, very few children with SEND are formally recorded as such before they enter school.</p>   |                                     |   |                                     |   |                |                          |                 |                          |
| <p><b>Sources used:</b></p> <ul style="list-style-type: none"> <li>• Havering Data Intelligence Hub- Special Educational Needs and Disability (SEND) Needs Assessment –Deep dive for 2016/17.</li> <li>• Office for National Statistics (ONS)</li> </ul>   |                                     |   |                                     |   |                |                          |                 |                          |

|   |                                     |  |                                     |  |                |                          |                 |                          |
|---|-------------------------------------|--|-------------------------------------|--|----------------|--------------------------|-----------------|--------------------------|
| <b>Ethnicity/race:</b> Consider the impact on different ethnic groups and nationalities   |                                     |  |                                     |  |                |                          |                 |                          |
| <p><i>Please tick (✓) the relevant box:</i></p> <table border="1"> <tr> <td><b>Positive</b></td> <td><input checked="" type="checkbox"/></td> <td rowspan="3"> <p><b>Overall impact:</b><br/> <i>The new special free school will impact positively on all children with Communication and Interaction, Social, Emotional and Mental Health needs, their parents and carers in line with the proportion of their ethnic group in the population as a whole.</i></p> </td> </tr> <tr> <td><b>Neutral</b></td> <td><input type="checkbox"/></td> </tr> <tr> <td><b>Negative</b></td> <td><input type="checkbox"/></td> </tr> </table> |                                     | <b>Positive</b>  | <input checked="" type="checkbox"/> | <p><b>Overall impact:</b><br/> <i>The new special free school will impact positively on all children with Communication and Interaction, Social, Emotional and Mental Health needs, their parents and carers in line with the proportion of their ethnic group in the population as a whole.</i></p> | <b>Neutral</b> | <input type="checkbox"/> | <b>Negative</b> | <input type="checkbox"/> |
| <b>Positive</b>   | <input checked="" type="checkbox"/> | <p><b>Overall impact:</b><br/> <i>The new special free school will impact positively on all children with Communication and Interaction, Social, Emotional and Mental Health needs, their parents and carers in line with the proportion of their ethnic group in the population as a whole.</i></p> |                                     |  |                |                          |                 |                          |
| <b>Neutral</b>  | <input type="checkbox"/>            |  |                                     |  |                |                          |                 |                          |
| <b>Negative</b>   | <input type="checkbox"/>            |  |                                     |  |                |                          |                 |                          |

|   |
|---|
| <p><b>Evidence:</b></p> <p>The growing number of Asian/Black/Mixed pupils holding statements reflects the changing ethnic diversity of the Borough. The number of Asian/Black or Black British children receiving SEN support is increasing but the proportion is still low in comparison to pupils in mixed or white British ethnic groups. This may be a cultural artefact whereby Asian/ Black families are less willing to have their children ‘labelled’ as having special educational needs.</p> <p>Interestingly, Black or Black British children who have been identified as having special educational needs are more likely to have been issued a Statement historically. The data showing the awarding of an Education, Health and care Plan shows no significant difference so far.</p> |
| <p><b>Sources used:</b></p> <ul style="list-style-type: none"> <li>• Havering Data Intelligence Hub- Special Educational Needs and Disability (SEND) Needs Assessment –Deep dive for 2016/17.</li> <li>• School Census January 2016</li> </ul>  |

|  |                                     |  |
|--|-------------------------------------|--|
| <p><b>Religion/faith:</b> Consider people from different religions or beliefs including those with no religion or belief</p> |                                     |  |
| <p>Please tick (✓) the relevant box:</p>   |                                     | <p><b>Overall impact:</b></p> <p><i>The overall impact is neutral. The SEN strategy review which has identified as a priority, the need to commission a provision that will meet the demand of pupils with Communication and Interaction, Social, Emotional and Mental Health need. It also seeks to ensure that the special educational needs of all pupils will be met irrespective of their religious belief or none.</i></p> |
| <p><b>Positive</b></p>   | <input checked="" type="checkbox"/> |  |
| <p><b>Neutral</b></p>  | <input type="checkbox"/>            |  |
| <p><b>Negative</b></p>   | <input type="checkbox"/>            |  |
| <p><b>Evidence:</b></p>  |                                     |  |
| <p><b>Sources used:</b></p>  |                                     |  |

|  |                                     |   |
|--|-------------------------------------|---|
| <p><b>Sexual orientation:</b> Consider people who are heterosexual, lesbian, gay or bisexual</p> |                                     |   |
| <p>Please tick (✓) the relevant box:</p>   |                                     | <p><b>Overall impact:</b></p> <p><i>The overall impact is neutral. The SEN strategy review which has identified as a priority, the need to commission a provision that will meet the demand for pupils with Communication and Interaction, Social, Emotional and Mental Health need. It also seeks to ensure that the special educational needs of all pupils will be met irrespective of their sexual orientation.</i></p> |
| <p><b>Positive</b></p>   | <input type="checkbox"/>            |   |
| <p><b>Neutral</b></p>  | <input checked="" type="checkbox"/> |   |
| <p><b>Negative</b></p>   | <input type="checkbox"/>            |   |
| <p><b>Evidence:</b></p>  |                                     |   |

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|---|-------------------------------------|
| <b>Gender reassignment:</b> Consider people who are seeking, undergoing or have received gender reassignment surgery, as well as people whose gender identity is different from their gender at birth   |                                     |
| <i>Please tick (✓) the relevant box:</i>  |                                     |
| <b>Positive</b>   | <input type="checkbox"/>            |
| <b>Neutral</b>  | <input checked="" type="checkbox"/> |
| <b>Negative</b>   | <input type="checkbox"/>            |
| <b>Overall impact:</b><br><i>The overall impact is neutral. The SEN strategy review which has identified as a priority, the need to commission a provision that will meet the demand for pupils with Communication and Interaction, Social, Emotional and Mental Health need. It also seeks to ensure that the special educational needs of all pupils will be met irrespective of their previous or current gender identity.</i> |                                     |
| <b>Evidence:</b><br><br>The impact on gender reassignment is unknown as this data is not recorded.  |                                     |
| <b>Sources used:</b>  |                                     |

|   |                                     |
|---|-------------------------------------|
| <b>Marriage/civil partnership:</b> Consider people in a marriage or civil partnership   |                                     |
| <i>Please tick (✓) the relevant box:</i>  |                                     |
| <b>Positive</b>   | <input type="checkbox"/>            |
| <b>Neutral</b>  | <input checked="" type="checkbox"/> |
| <b>Negative</b>   | <input type="checkbox"/>            |
| <b>Overall impact:</b><br><i>The overall impact is neutral. The SEN strategy review which has identified as a priority, the need to commission a provision that will meet the demand for pupils with Communication and Interaction, Social, Emotional and Mental Health need. It also seeks to ensure that the special educational needs of all pupils will be met.</i> |                                     |
| <b>Evidence:</b>  |                                     |
| <b>Sources used:</b>  |                                     |

|   |                          |
|---|--------------------------|
| <b>Pregnancy, maternity and paternity:</b> Consider those who are pregnant and those who are undertaking maternity or paternity leave   |                          |
| <i>Please tick (✓) the relevant box:</i>  |                          |
| <b>Positive</b>   | <input type="checkbox"/> |
| <b>Overall impact:</b><br><i>The overall impact is for this group is neutral. The SEN strategy review which has identified as a priority, the need to commission a provision that will meet</i> |                          |

|                      |   |  |
|----------------------|---|--|
| <b>Neutral</b>       | √ | <i>the demand for pupils with Communication and Interaction, Social, Emotional and Mental Health need. It also seeks to ensure that the special educational needs of all pupils will be met.</i> |
| <b>Negative</b>      |   |  |
| <b>Evidence:</b>     |   |  |
| <b>Sources used:</b> |   |  |

|   |   |   |
|---|---|---|
| <b>Socio-economic status:</b> Consider those who are from low income or financially excluded backgrounds  |   |   |
| <i>Please tick (✓) the relevant box:</i>  |   | <b>Overall impact:</b><br><i>The overall impact is positive for children who are from low income or financially excluded backgrounds. The strategy review has identified the need for targeted support for these pupils. Their rate of learning will improve as focus shifts to prevention and early intervention by the commissioning of this specialist provision as it will in addition; address the risk factors for SEND pupils with Communication and Interaction, Social, Emotional and Mental Health needs.</i> |
| <b>Positive</b>   | √ |   |
| <b>Neutral</b>  |   |   |
| <b>Negative</b>   |   |   |
| <b>Evidence:</b><br>A report published by Joseph Rowntree Foundation that poverty is both a cause and an effect of SEND and makes a series of recommendations, including the need to prioritise SEND by Policy-makers, school and early years leaders.<br>1 in 5 children in Havering live in poverty and the prevalence of SEND is highest in those areas with the highest levels of deprivation when compared with the more affluent areas. |   |   |
| <b>Sources used:</b> <ul style="list-style-type: none"> <li>• Havering Data Intelligence Hub- Special Educational Needs and Disability (SEND) Needs Assessment –Deep dive for 2016/17.</li> <li>• Joseph Rowntree Foundation, Special educational needs and their links to poverty, 2016.</li> </ul>  |   |   |

## Action Plan

In this section you should list the specific actions that set out how you will address any negative equality impacts you have identified in this assessment.

| Protected characteristic | Identified negative impact | Action taken to mitigate impact* | Outcomes and monitoring** | Timescale | Lead officer |
|--------------------------|----------------------------|----------------------------------|---------------------------|-----------|--------------|
|                          |                            |                                  |                           |           |              |
|                          |                            |                                  |                           |           |              |
|                          |                            |                                  |                           |           |              |

\* You should include details of any future consultations you will undertake to mitigate negative impacts

\*\* Monitoring: You should state how the negative impact will be monitored; how regularly it will be monitored; and who will be monitoring it (if this is different from the lead officer).

## Review

In this section you should identify how frequently the EIA will be reviewed; the date for next review; and who will be reviewing it