

# Equality & Health Impact Assessment (EqHIA)

## Document control

<b>Title of activity:</b>	<i>Special Educational Needs and Disabilities (SEND) review Implementation</i>
<b>Lead officer:</b>	<i>Pooneeta Mahadeo, School Organisation Manager, Children's services</i>
<b>Approved by:</b>	<i>Trevor Cook, Assistant Director, Children's services</i>
<b>Date completed:</b>	<i>12/04/2021</i>
<b>Scheduled date for review:</b>	<i>2022.</i>

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

# 1. Equality & Health Impact Assessment Checklist

## About your activity

1	Title of activity	<i>Special Educational Needs and Disabilities (SEND) review Implementation</i>		
2	Type of activity	<i>Project</i>		
3	Scope of activity	<i>The scope of the activity is to assess the impact of the proposal to establish an additional resource provision (ARP) at Harris Academy Rainham as part of the objectives set out in the Council's SEND High Needs Strategy (2017-22) The activity will also cover any decisions and processes required for the proposal to be effectively implemented whilst ensuring that it meets all the aims and priorities as set out in the strategy.</i>		
4a	Are you changing, introducing a new, or removing a service, policy, strategy or function?	No	If the answer to <u>any</u> of these questions is 'YES', please continue to question 5.	If the answer to <u>all</u> of the questions (4a, 4b & 4c) is 'NO', please go to question 6.
4b	Does this activity have the potential to impact (either positively or negatively) upon people (9 protected characteristics)?	Yes		
4c	Does the activity have the potential to impact (either positively or negatively) upon any factors which determine people's health and wellbeing?	Yes		
5	If you answered YES:	<b>Please complete the EqHIA in Section 2 of this document.</b> Please see Appendix 1 for Guidance.		
6	If you answered NO:	<p><i>Please provide a clear and robust explanation on why your activity does not require an EqHIA. This is essential in case the activity is challenged under the Equality Act 2010.</i></p> <p><i>Please keep this checklist for your audit trail.</i></p>		

Completed by:	<i>Pooneeta Mahadeo, School Organisation Manager, Children's services</i>
Date:	<i>12/02/2021</i>

## 2. The EqHIA – How will the strategy, policy, plan, procedure and/or service impact on people?

### Background/context:

In 2017, Havering undertook to review its provision for children and young people with high needs. This review led to the development of the High Needs Strategy 2017-2022 for children and young people aged 0-25 years. The Strategy set out a commitment to develop the most inclusive communities which are welcoming and supportive of all; and our aspiration that all children and young people with special educational needs and disabilities (SEND) enjoy their education in the most inclusive environment possible and are supported in participating as fully as they can in the lives of their schools and local community.

The Strategy also recognised that children with Social, Emotional and Mental Health difficulties (SEMH), alongside those with Autistic Spectrum Disorders (ASD) are increasing in numbers and will require specialist intervention supported in a specialist resourced provision.

One of the key changes therefore, proposed was the delivery of an ongoing programme to create more Additional Resourced Provisions (ARPs) in mainstream settings to meet the needs of children with a range of challenging behaviours in a safe and aspirational environment, where they can grow and develop into contributing members of their community.

Since the approval for the creation of these ARPs under the schools expansion programme, 7 ARPs have been established (5 in Primary and 2 in secondary schools) supporting pupils with autistic spectrum disorder and communication & interaction needs, complex needs and hearing impairment.

Havering's Cabinet at its meeting in [September 2019](#) agreed to establish two ARPs containing 20 places each in secondary schools to meet the needs of secondary pupils with Communication and Interaction (mainly ASD) and SEMH needs. One to be delivered in 2020/21 and one to be delivered in 2021/22.

One of these secondary ARPs is being proposed at Harris Academy in Rainham. The unit will be a 20 place specialist provision for pupils diagnosed with Autistic Spectrum Disorder (ASD) to be implemented in September 2022 if approved. This will help meet the growing demand and the priorities as set out in the strategy.

### Who will be affected by the activity?

- Children and young people with an Education Health Care Plan (EHCP)
- Parents/carers of children & Young people with an EHCP
- Pupils who attend Harris Academy Rainham
- Parents/carers of pupils at Harris Academy Rainham
- Teachers and other staff at Harris Academy Rainham
- The governing body of Harris Academy Rainham
- Other secondary schools in the borough
- Harris Federation

<b>Protected Characteristic - 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> The establishment of this ARP 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. This would impact positively on all children identified with Communication and Interaction needs.</p>	
<p><b>Evidence:</b> Our January 2021 SEND2 data shows that we have 1850 from Reception age to 25years who have an Education Health Care plan or statement of special educational need who live in Havering. This figure is up by 167 from January 2020. In addition to the increasing numbers, we are also seeing an increase in children presenting with more complex needs and as a consequence being sent out of borough due to lack of support and local provision.</p>	
<p><b>Sources used:</b> January 2021 SEND2 Return 2020/21 SEND Projections</p>	

<b>Protected Characteristic - 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> 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. The overall impact is therefore positive as the implementation of this ARP will enable this. The ARP provision 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.</p>	
<p><b>Evidence:</b> Forecasts for Havering resident secondary aged pupils with an Education Health Care Plan or a statement of Communication and Interaction needs are expected to rise significantly in the next few years. The forecasts shows over 50% expected increase in this type of need, for secondary aged pupils in mainstream schools from 197 in 2019/20 to 309 in 2022/23. The majority of the increase is expected to be secondary pupils with a primary need of ASD.</p>	
<p><b>Sources used:</b> 2020/21 SEND Projections Havering's Commissioning Plan for Education Provision 2019/20– 2022/23</p>	

<b>Protected Characteristic - Sex/gender:</b> Consider both men and women	
<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> Overall, the expansion of this ARP will impact equally upon all the children with Autistic Spectrum Disorder, although national trends indicate that more than two-thirds of children with SEND are male.</p>	
<p><b>Evidence:</b> About 282 males and 107 females have an EHCP in our secondary phase.</p>	
<p><b>Sources used:</b> January 2021 Census</p>	

**Protected Characteristic - Ethnicity/race:** Consider the impact on different ethnic groups and nationalities

<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b> The implementation of this ARP will impact positively on all children with Autistic Spectrum Disorder, their parents and carers in line with the proportion of their ethnic group in the population as a whole.
<b>Positive</b>	✓	
<b>Neutral</b>		
<b>Negative</b>		

**Evidence:** 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. 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.

**Sources used:**  
 Havering Data Intelligence Hub- Special Educational Needs and Disability (SEND) Needs Assessment –Deep dive for 2016/17.  
 January 2021 Census

**Protected Characteristic - Religion/faith:** Consider people from different religions or beliefs including those with no religion or belief

<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b> The overall impact is neutral because the special educational needs of all pupils will be met irrespective of their religious belief or none.
<b>Positive</b>		
<b>Neutral</b>	✓	
<b>Negative</b>		

**Evidence:** The SEN strategy review identified as a priority, the need to commission a provision that will meet the demand of pupils with Autistic Spectrum Disorder

**Sources used:** Havering High Needs Strategy 2017-2022

**Protected Characteristic - Sexual orientation:** Consider people who are heterosexual, lesbian, gay or bisexual

<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b> The overall impact is neutral because the special educational needs of all pupils will be met irrespective of their sexual orientation.
<b>Positive</b>		
<b>Neutral</b>	✓	
<b>Negative</b>		

**Evidence:** The SEN strategy review identified as a priority, the need to commission a provision that will meet the demand of pupils with Communication and Interaction needs.

**Sources used:** Havering High Needs Strategy 2017-2022

<b>Protected Characteristic - 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>Overall impact:</b> The overall impact is neutral because the special educational needs of all pupils will be met irrespective of their previous or current gender identity.	
<b>Positive</b>		
<b>Neutral</b>		✓
<b>Negative</b>		
<b>Evidence:</b> The SEN strategy review identified as a priority, the need to commission a provision that will meet the demand of pupils with Autistic Spectrum Disorder.		
<b>Sources used:</b> Havering High Needs Strategy 2017-2022		

<b>Protected Characteristic - Marriage/civil partnership:</b> Consider people in a marriage or civil partnership		
<i>Please tick (✓) the relevant box:</i>	<b>Overall impact:</b> The overall impact is neutral.	
<b>Positive</b>		
<b>Neutral</b>		✓
<b>Negative</b>		
<b>Evidence:</b>		

<b>Protected Characteristic - 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>Overall impact:</b> The overall impact is for this group is neutral.	
<b>Positive</b>		
<b>Neutral</b>		✓
<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> 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 creation of this specialist provision as it will in addition; address the risk factors for SEND pupils with Autistic Spectrum Disorder.	
<b>Positive</b>		✓
<b>Neutral</b>		
<b>Negative</b>		

**Evidence:** 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.  
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.

**Sources used:** Havering Data Intelligence Hub- Special Educational Needs and Disability (SEND) Needs Assessment –Deep dive for 2016/17

**Health & Wellbeing Impact:** Consider both short and long-term impacts of the activity on a person’s physical and mental health, particularly for disadvantaged, vulnerable or at-risk groups. Can health and wellbeing be positively promoted through this activity? Please use the Health and Wellbeing Impact Tool in Appendix 2 to help you answer this question.

*Please tick (✓) all the relevant boxes that apply:*

<b>Positive</b>	<input checked="" type="checkbox"/>
<b>Neutral</b>	<input type="checkbox"/>
<b>Negative</b>	<input type="checkbox"/>

**Overall impact:** The overall impact on health and wellbeing is positive particularly for SEND pupils living in the borough

**Do you consider that a more in-depth HIA is required as a result of this brief assessment?** Please tick (✓) the relevant box  
No

**Evidence:** Current figures shows that the council has 26 children with an EHCP attending an out borough maintained schools with an annual spend of about £422k and about £3.3m at Independent & non-maintained SEND provision which adds pressure to the Council’s High Needs Budget. However, consultations with parents, and children and young people, informed us that families would prefer a local provision available as part of Havering’s local offer. Despite the establishment of seven of these ARPs, feedback from schools, parents/carers, as well as from our own data, there are still insufficient places to meet the growing demand.

The creation of this local specialist ASD provision should reduce the need to place secondary pupils outside of Havering, thereby reducing the cost of out of borough placements whilst helping the local authority develop more secondary school ARPs within the borough.

**Sources used:**

The Havering High Needs Strategy 2017-2022: Two years on Consultation feedback report.

### 3. Outcome of the Assessment

The EqHIA assessment is intended to be used as an improvement tool to make sure the activity maximises the positive impacts and eliminates or minimises the negative impacts. The possible outcomes of the assessment are listed below and what the next steps to take are:

Please tick (✓) what the overall outcome of your assessment was:

✓	1. The EqHIA identified <u>no significant concerns</u> OR the identified <u>negative concerns</u> have already been <u>addressed</u>	➔	<b>Proceed with implementation</b> of your activity
	2. The EqHIA identified some <u>negative impact</u> which still needs to be <u>addressed</u>	➔	<b>COMPLETE SECTION 4:</b> <b>Complete action plan</b> and finalise the EqHIA
	3. The EqHIA identified some <u>major concerns</u> and showed that it is <u>impossible to diminish negative impacts</u> from the activity to an acceptable or even lawful level	➔	<b>Stop and remove</b> the activity or <b>revise</b> the activity <b>thoroughly</b> . <b>Complete an EqHIA on the revised proposal.</b>



## 4. Action Plan

The real value of completing an EqHIA comes from the identifying the actions that can be taken to eliminate/minimise negative impacts and enhance/optimize positive impacts. In this section you should list the specific actions that set out how you will address any negative equality and health & wellbeing impacts you have identified in this assessment. Please ensure that your action plan is: more than just a list of proposals and good intentions; sets ambitious yet achievable outcomes and timescales; and is clear about resource implications.

Protected characteristic / health & wellbeing impact	Identified Negative or Positive impact	Recommended actions to mitigate Negative impact* or further promote Positive impact	Outcomes and monitoring**	Timescale	Lead officer
<p>The EqHIA indicates that the impact of this activity overall will be effectively neutral on some of the protected characteristics because the special educational needs of all pupils will be met</p> <p>The proposal will have a positive impact on parents' mental health and wellbeing because the ARP establishment will mean the addition of places in a local provision and a further opportunity to continue with the progress the school is making with SEND pupils, strengthen the existing approach used in identifying pupils' needs and provide more training for staff working with pupils with learning needs</p> <p>Health and wellbeing will also be promoted, as individual support will be provided in a tailored way to cater for pupils with complex needs to help them learn and enjoy their education in the most inclusive environment possible</p>			<p>Monitoring will occur through the Children and Adult Disabilities' (CAD) team who oversee the management of the ARPs to ensure that the implementation, funding, model and style of operation continues to meet the needs of all children with complex needs and that support is in place to intervene as early as possible</p>	<p>September 2021- December 2022</p>	<p>Caroline Penfold</p>

Add further rows as necessary

\* You should include details of any future consultations and any actions to be undertaken to mitigate negative impacts

\*\* Monitoring: You should state how the impact (positive or negative) will be monitored; what outcome measures will be used; the known (or likely) data source for outcome measurements; how regularly it will be monitored; and who will be monitoring it (if this is different from the lead officer).

## 5. Review

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

**Review:** Annually

**Scheduled date of review:** December 2022

**Lead Officer conducting the review:** Pooneeta Mahadeo

Please submit the completed form via e-mail to [EqHIA@havering.gov.uk](mailto:EqHIA@havering.gov.uk) thank you.

## Appendix 2. Health & Wellbeing Impact Tool

Will the activity/service/policy/procedure affect any of the following characteristics? Please tick/check the boxes below  
The following are a range of considerations that might help you to complete the assessment.

Lifestyle YES <input type="checkbox"/> NO <input type="checkbox"/>	Personal circumstances YES <input type="checkbox"/> NO <input type="checkbox"/>	Access to services/facilities/amenities YES <input type="checkbox"/> NO <input type="checkbox"/>
<input type="checkbox"/> Diet <input type="checkbox"/> Exercise and physical activity <input type="checkbox"/> Smoking <input type="checkbox"/> Exposure to passive smoking <input type="checkbox"/> Alcohol intake <input type="checkbox"/> Dependency on prescription drugs <input type="checkbox"/> Illicit drug and substance use <input type="checkbox"/> Risky Sexual behaviour <input type="checkbox"/> Other health-related behaviours, such as tooth-brushing, bathing, and wound care	<input type="checkbox"/> Structure and cohesion of family unit <input type="checkbox"/> Parenting <input checked="" type="checkbox"/> Childhood development <input checked="" type="checkbox"/> Life skills <input type="checkbox"/> Personal safety <input type="checkbox"/> Employment status <input type="checkbox"/> Working conditions <input type="checkbox"/> Level of income, including benefits <input type="checkbox"/> Level of disposable income <input type="checkbox"/> Housing tenure <input type="checkbox"/> Housing conditions <input checked="" type="checkbox"/> Educational attainment <input type="checkbox"/> Skills levels including literacy and numeracy	<input type="checkbox"/> to Employment opportunities <input type="checkbox"/> to Workplaces <input type="checkbox"/> to Housing <input type="checkbox"/> to Shops (to supply basic needs) <input type="checkbox"/> to Community facilities <input type="checkbox"/> to Public transport <input checked="" type="checkbox"/> to Education <input type="checkbox"/> to Training and skills development <input type="checkbox"/> to Healthcare <input checked="" type="checkbox"/> to Social services <input type="checkbox"/> to Childcare <input type="checkbox"/> to Respite care <input type="checkbox"/> to Leisure and recreation services and facilities
Social Factors YES <input type="checkbox"/> NO <input type="checkbox"/>	Economic Factors YES <input type="checkbox"/> NO <input type="checkbox"/>	Environmental Factors YES <input type="checkbox"/> NO <input type="checkbox"/>
<input type="checkbox"/> Social contact <input type="checkbox"/> Social support <input type="checkbox"/> Neighbourliness <input type="checkbox"/> Participation in the community <input type="checkbox"/> Membership of community groups <input type="checkbox"/> Reputation of community/area <input type="checkbox"/> Participation in public affairs <input type="checkbox"/> Level of crime and disorder <input type="checkbox"/> Fear of crime and disorder <input type="checkbox"/> Level of antisocial behaviour <input type="checkbox"/> Fear of antisocial behaviour <input type="checkbox"/> Discrimination <input type="checkbox"/> Fear of discrimination <input type="checkbox"/> Public safety measures <input type="checkbox"/> Road safety measures	<input type="checkbox"/> Creation of wealth <input type="checkbox"/> Distribution of wealth <input type="checkbox"/> Retention of wealth in local area/economy <input type="checkbox"/> Distribution of income <input type="checkbox"/> Business activity <input type="checkbox"/> Job creation <input type="checkbox"/> Availability of employment opportunities <input type="checkbox"/> Quality of employment opportunities <input type="checkbox"/> Availability of education opportunities <input type="checkbox"/> Quality of education opportunities <input type="checkbox"/> Availability of training and skills development opportunities <input type="checkbox"/> Quality of training and skills development opportunities <input type="checkbox"/> Technological development <input type="checkbox"/> Amount of traffic congestion	<input type="checkbox"/> Air quality <input type="checkbox"/> Water quality <input type="checkbox"/> Soil quality/Level of contamination/Odour <input type="checkbox"/> Noise levels <input type="checkbox"/> Vibration <input type="checkbox"/> Hazards <input type="checkbox"/> Land use <input type="checkbox"/> Natural habitats <input type="checkbox"/> Biodiversity <input type="checkbox"/> Landscape, including green and open spaces <input type="checkbox"/> Townscape, including civic areas and public realm <input type="checkbox"/> Use/consumption of natural resources <input type="checkbox"/> Energy use: CO2/other greenhouse gas emissions <input type="checkbox"/> Solid waste management <input type="checkbox"/> Public transport infrastructure