

Equality & Health Impact Assessment (EqHIA)

Document control

Title of activity:	Proposal to establish a new designated SEND unit for pupils with Communication and Interaction needs At St Edward's Church Of England Voluntary Aided Primary School.
Lead officer:	<i>Pooneeta Mahadeo, School Organisation Manager, Learning & Achievement, Children services</i>
Approved by:	<i>Trevor Cook, Assistant Director of Education</i>
Date completed:	<i>21 October 2021</i>
Scheduled date for review:	<i>December 2023</i>

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

1. Equality & Health Impact Assessment Checklist

About your activity

1	Title of activity	<i>Proposal to establish a new designated SEND unit for pupils with Communication and Interaction needs At St Edward's Church Of England Voluntary Aided Primary School.</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 implement a SEND unit at St Edward's Church Of England Voluntary Aided Primary School. 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?	No		
5	If you answered YES:	Please complete the EqHIA in Section 2 of this document. 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:		Pooneeta Mahadeo, School Organisation Manager, Learning & Achievement, Children services		
Date:		21 October 2021		

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

Background/context:

The London Borough of Havering's vision is for children and young people with special educational needs and disabilities (SEND), and other additional needs, 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, throughout childhood and into adulthood.

The Council's High Needs Strategy 2017-22, sets out ambitious and realistic objectives to ensure Havering's provision is the first choice for children and young people with high needs and their families. It provides details of our local offer and the changes that will be implemented to ensure that the needs of children and young people with SEND are met.

The Strategy also recognises 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 proposed in the Havering High Needs Strategy 2017-2022 is the delivery of an on-going programme to create more Additional Resourced Provisions (ARPs) in mainstream settings.

As at January 2021 there were 1869 children and young people resident in Havering with an education health care plan or statement of SEND. Our SEND projections show that we expect the number of primary school pupils with an education health care plan of communication and interaction needs to increase from 357 in 2020/21 to 487 in 2022/23.

The proposed SEND unit (ARP) at St Edward's Church Of England Voluntary Aided Primary School will help meet the growing demand for SEND places as well as meeting the priorities as set out in the strategy.

Who will be affected by the activity?

- Children with an EHCP
- Parents/carers of children with an EHCP
- Pupils who attend St Edward's Church Of England Voluntary Aided Primary School
- Parents/carers of pupils at St Edward's Church Of England Voluntary Aided Primary School
- Teachers and other staff St Edward's Church Of England Voluntary Aided Primary School
- The governing body of St Edward's Church Of England Voluntary Aided Primary School
- Early Years Providers
- Other primary schools in the borough

Protected Characteristic - Age: Consider the full range of age groups	
<i>Please tick (✓) the relevant box:</i>	
Positive	✓
Neutral	
Negative	
<p>Overall impact: The proposed SEND unit at St Edward's Church Of England Voluntary Aided Primary School is part of the programme arising out of the Havering High Needs Strategy 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>Evidence: As at January 2021 there were 1869 children and young people resident in Havering with an education health care plan or statement of SEND, as recorded on the annual SEN 2 return. This figure is an increase from 1693 a year earlier. 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>Sources used:</p> <ul style="list-style-type: none"> • SEN 2 return • Havering SEND projections 	

Protected Characteristic - Disability: Consider the full range of disabilities; including physical mental, sensory and progressive conditions	
<i>Please tick (✓) the relevant box:</i>	
Positive	✓
Neutral	
Negative	
<p>Overall impact: The overall impact is positive as the commissioning of this new SEND unit will enable pupils with an EHCP of Communication and Interaction Needs to access education within a local mainstream primary school whilst receiving the additional support required via the SEND unit.</p> <p>The SEND unit 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>The establishment of the SEND unit will help meet the demand for places from pupils with Communication and Interaction needs, therefore helping to better meet the needs of pupils who have SEND.</p>	
<p>Evidence: The number of primary school pupils with an Education Health Care Plan (EHCP) of Communication and Interaction needs will increase from 357 in 2020/21 to 487 in 2022/23.</p>	
<p>Sources used:</p> <ul style="list-style-type: none"> • Havering SEND projections 	

Protected Characteristic - Sex/gender: Consider both men and women	
<i>Please tick (✓) the relevant box:</i>	
Positive	✓
Neutral	
Negative	
<p>Overall impact: Overall, the implementation of this SEND unit will impact equally upon all the children with Communication and Interaction needs, although national trends indicate that almost three-quarters of children with SEND in primary schools are male.</p>	

Evidence:
About 151 girls and 429 boys attending a Havering primary school are identified as having an EHCP of SEND.

- Sources used:**
- School Census

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

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

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.
 - School 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>		Overall impact: The overall impact is neutral because the special educational needs of all pupils will be met irrespective of their religious belief or none.
Positive		
Neutral	✓	
Negative		

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

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>		Overall impact: The overall impact is neutral because the special educational needs of all pupils will be met irrespective of their sexual orientation.
Positive		

Neutral	<input checked="" type="checkbox"/>	
Negative	<input type="checkbox"/>	
Evidence:		
Sources used:		

Protected Characteristic - Gender reassignment: 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>		Overall impact: The overall impact is neutral because the special educational needs of all pupils will be met irrespective of their previous or current gender identity.
Positive	<input type="checkbox"/>	
Neutral	<input checked="" type="checkbox"/>	
Negative	<input type="checkbox"/>	
Evidence:		
Sources used:		

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

Protected Characteristic - Pregnancy, maternity and paternity: Consider those who are pregnant and those who are undertaking maternity or paternity leave		
<i>Please tick (✓) the relevant box:</i>		Overall impact: The overall impact is for this group is neutral.
Positive	<input type="checkbox"/>	
Neutral	<input checked="" type="checkbox"/>	
Negative	<input type="checkbox"/>	
Evidence:		
Sources used:		

Socio-economic status: Consider those who are from low income or financially excluded backgrounds	
<i>Please tick (✓) the relevant box:</i>	
Positive	✓
Neutral	
Negative	
<p>Overall impact: 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 implementation of this specialist provision as it will address the risk factors for SEND pupils with Communication and Interaction needs.</p>	
<p>Evidence: A report published by Joseph Rowntree Foundation states 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, schools and early years leaders.</p> <p>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.</p>	
<p>Sources used: Havering Data Intelligence Hub- Special Educational Needs and Disability (SEND) Needs Assessment –Deep dive for 2016/17</p>	

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.	
<i>Please tick (✓) all the relevant boxes that apply:</i>	
Positive	✓
Neutral	
Negative	
<p>Overall impact: The overall impact on health and wellbeing is positive particularly for SEND pupils living in the borough</p> <p>Do you consider that a more in-depth HIA is required as a result of this brief assessment? Please tick (✓) the relevant box</p> <p style="text-align: right;">Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	
<p>Evidence: In Havering we are committed to developing the most inclusive communities which are welcoming and supportive of all. Our aspiration for all our children and young people are the same and this is that they should all have the best opportunities to achieve and fulfil their potential. Our aim for children and young people with special educational needs (SEN) is even more ambitious in that 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. The local specialist provisions will ensure that all children can have their needs met in a school as close to home possible. This is to ensure that they are in the right school at the right time so that they may participate fully in the lives of their schools and make the most of their learning opportunities. The implementation of specialist SEND provision will support schools and families to help children and young people remain and develop into participative members of their local schools and community.</p>	
<p>Sources:</p> <ul style="list-style-type: none"> The Havering High Needs Strategy 2017-2022 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>	➔	Proceed with implementation of your activity
	2. The EqHIA identified some <u>negative impact</u> which still needs to be <u>addressed</u>	➔	COMPLETE SECTION 4: Complete action plan 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	➔	Stop and remove the activity or revise the activity thoroughly . Complete an EqHIA on the revised proposal.

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 implementation of the SEND unit will mean the addition of places in a local provision that meets the needs of their children with SEND.</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>	None	None	Monitoring will occur through the Children and Adult Disabilities' (CAD) team who oversee the management of the SEND units/additional resourced provision to ensure that the models, funding and styles 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	Sept 2022- December 2023	Caroline Penfold

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: October 2022

Lead Officer conducting the review: Pooneeta Mahadeo

Please submit the completed form via e-mail to 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 checked="" type="checkbox"/> NO <input type="checkbox"/>	Access to services/facilities/amenities YES <input checked="" 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 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 checked="" 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 checked="" type="checkbox"/> Availability of education opportunities <input checked="" 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