

# Equality & Health Impact Assessment (EqHIA)

## Document control

<b>Title of activity:</b>	Specification for new special Free School on Balgores site-free school presumption process
<b>Lead officer:</b>	Pooneeta Mahadeo, School Organisation Manager, Learning & Achievement, People
<b>Approved by:</b>	Trevor Cook, Assistant Director of Education, Learning & Achievement, Children's Services
<b>Version Number</b>	<b>V0.1</b>
<b>Date and Key Changes Made</b>	12 March 2024
<b>Scheduled date for next review:</b>	September 2027

<b>Did you seek advice from the Corporate Policy &amp; Diversity team?</b>	Yes
<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? See Publishing Checklist.</b>	No

# 1. Equality & Health Impact Assessment Checklist

Please complete the following checklist to determine whether or not you will need to complete an EqHIA and ensure you keep this section for your audit trail. If you have any questions, please contact [READI@havering.gov.uk](mailto:READI@havering.gov.uk) for advice from either the Corporate Diversity or Public Health teams. Please refer to [this Guidance](#) on how to complete this form.

## About your activity

1	Title of activity	Specification for new special Free School on Balgores site- free school presumption process		
2	Type of activity	Project		
3	Scope of activity	The scope of the EQHIA is to assess the impact of the proposal to implement a new special school in Havering. The new special school is required in order to meet the demand for special school places generated but the increasing numbers of children and young people with SEND.		
4a	Are you changing, introducing a new, or removing a service, policy, strategy or function?	Yes	If the answer to <u>either</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 from different backgrounds?	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	<i>Please use the <a href="#">Screening tool</a> before you answer this question.</i>	
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:	N/A		

Completed by:	Pooneeta Mahadeo, School Organisation Manager, Learning & Achievement, People
Date:	12/02/2024

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

### Background/context:

The London Councils briefing [Delivering transport services for children with Special Educational Needs](#) from 2022 stated that survey returns from 28 London local authorities revealed that overall spend on SEN transport services will increase by 37% over 4 years. Furthermore the briefing stated that in 2021, London had 72,000 children and young people on an Education, Health and Care Plan (EHCP) – an increase of 97% since 2010 and 75% since the introduction of the Children’s and Families Act in 2014.

The London Councils briefing [Managing falling school rolls in London](#) from 2024 states that London has been grappling with a steady increase in the number of children identified with SEND in recent years. In the last year alone, the number of children with an Education, Health and Care Plan (EHCPs) in London has increased by 9% from January 2022 to January 2023.

Nationally, Department for Education statistics show that in January 2023 the [number of pupils in schools in England with SEND Education Health Care Plans](#) increased by 9.5% on the previous year.

This all underpins the fact that there is a national increase in children with special educational needs, which in turn leads to an increase in demand for specialist school places to accommodate the educational needs of pupils with SEND.

Havering’s Cabinet approved the draft Children and Young People Education Place Planning Plan 2023-2027 at its meeting on 8 March 2023 and recommended that it should be circulated for wider consultation. A consultation survey was undertaken by the School Organisation Team from Monday 20 March 2023 to Monday 15 May 2023. The survey was to gather views from education providers, parents and other stakeholders, concerning proposals that will help address the needs identified in the plan, including ways to meet increased demand for school places and to improve the quality of education in the borough.

The survey was structured on the need to understand the following:

- Views on sufficiency of early years, primary, secondary, Post 16, SEND and alternative provision in the borough.
- The important elements/principles that parents and other education stakeholders would like the local authority to consider when a decision is being made on the commissioning and delivery of early years, primary, secondary, Post 16, SEND and alternative provision places.
- Options on how the future projected demand for early years, primary, secondary, Post 16, SEND and alternative provision places could be delivered.

Two different survey questionnaires were issued; one for parents and another for all other stakeholders. For the stakeholder survey, additional questions were added regarding the education vision, future priorities over the plan period and demographic trends. In total 427 responses were received. In response to the consultation on the

CYPEPPP, the majority of parents and stakeholders (64%) agreed that we need a new special school in Havering. The Children and Young People Education Place Planning Plan 2023-2027 was finalised in August 2023.

All Local Authorities including Havering have a statutory duty to provide sufficient schools places to all children that live in the borough.

Our vision is for children and young people with special educational needs and disabilities (SEND) 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.

Our lack of special school places mean that some children who really need these places, are either supported inappropriately in mainstream, have to go to out-of-borough special schools (if we can find places), or as a last resort are on part-time timetables or are out of school with tutors or alternative provision. The number of children going to out-of-borough schools has increased, although these places are becoming harder to find due to similar pressures across the whole system. Where we do find places, we then need to provide transport and this is currently costing in excess of £3m. The numbers of complaints regarding lack of special school places are significantly increasing.

Given the scale of the increase in children and young people with SEND projected, additional SEND provision will be needed in Havering in order to meet the needs of its residents. Not only are the numbers of children and young people with SEND increasing, but the complexity of their SEND needs are also becoming more severe.

As such, it is proposed that Havering build a new 300 place special school on the playing Field off Balgores Lane, to the rear of Gidea Park Library.

### Who will be affected by the activity?

This includes but is not limited to:

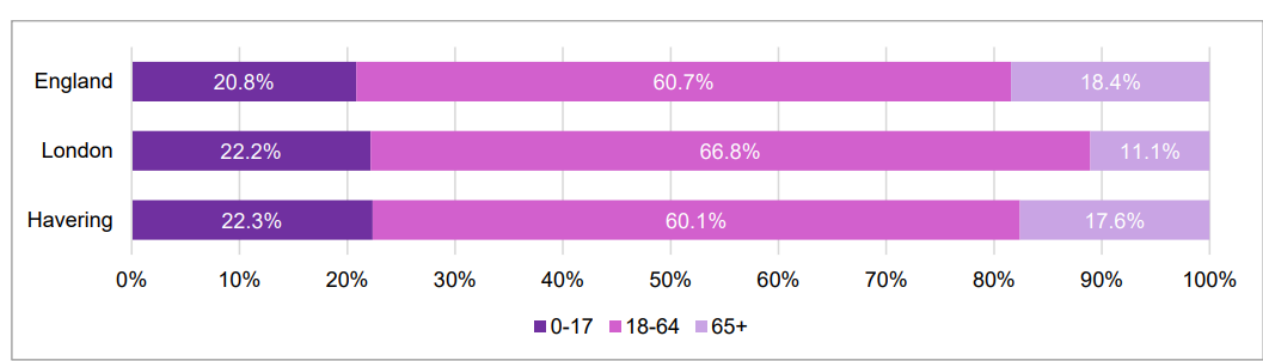
- Parents/carers of pupils resident in Havering (particularly those with SEND)
- Pupils attending a Havering school or College (particularly those with SEND)
- All Education providers
- Havering residents especially those who are residents near the site of the proposed new special school
- All voluntary organisations who provide alternative education in the borough
- All Governing body members of maintained schools
- Local Governing members of academies
- Members of Academy Trust boards

**Protected Characteristic - Age:** Consider the full range of age groups

<i>Please tick (✓) the relevant box:</i>		<p><b>Overall impact:</b></p> <p>The number of people that live in Havering has increased over the last decade from 237,232 in 2011 to 262,052 in 2021.</p> <p>The number of children aged under 18 has seen an increase of 15.2% (from 50,827 to 58,550), greatly outpacing the 4.8% and 3.9% increases in London and England, respectively.</p> <p>The number of households with dependent children (i.e. families) in Havering has increased in the last decade by 28%.</p> <p>Havering now has a higher proportion of children aged 0-17 (22.3%) than 80% of local authorities in England. This increase is slightly lower than the latest ONS projections (2018). The ONS predicts that the 0-17 population will grow to 61,350 by 2031.</p> <p>All of the above demonstrates the marked growth in the number of children and young people in the borough.</p> <p>The proposal to build a new special Free School on the Balgores site will have a positive impact on children and young people of school age living in Havering.</p> <p>The new special school will support the effective delivery of the Local Authority’s Children’s Services vision for every child in the borough “to enable all children and families in the borough to lead happy, healthy lives, where all children get a good start in life and live in a borough where families and communities look after themselves and each other.</p>
<b>Positive</b>	✓	
<b>Neutral</b>		
<b>Negative</b>		

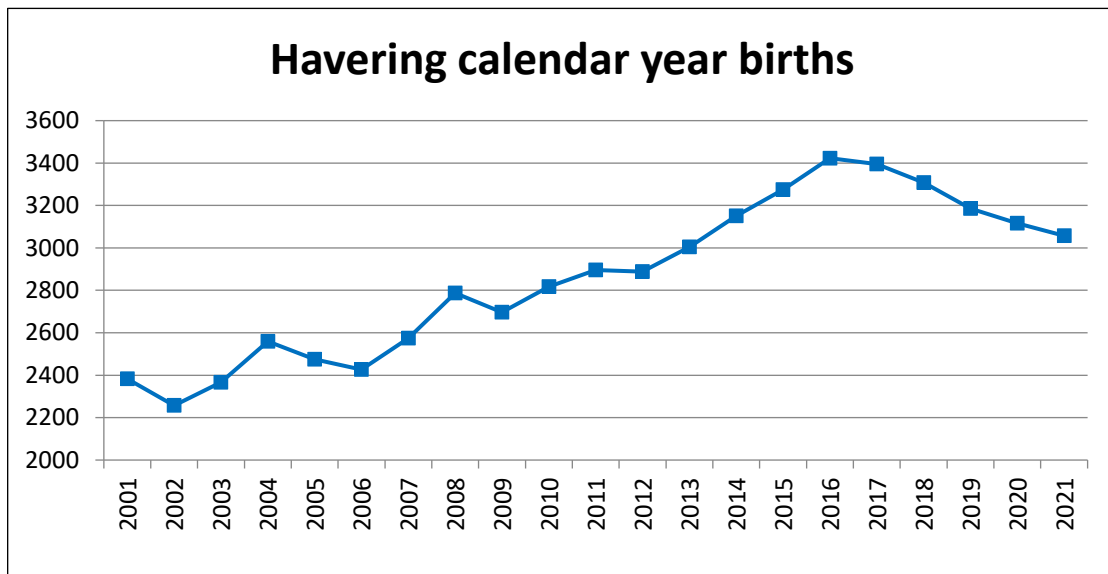
**Evidence:**

**Figure 3:** Comparing Havering aged 0-17, 18-64 & 65+ populations to London and England



Source: Office for National Statistics (ONS), Census 2021

The Children & Young People Education Place Planning Plan highlights that ‘In Havering, we have seen an increase of 52% in the number of births between calendar years 2002 to 2016. This includes a 19% increase in the birth rate from 2012 to 2016. However since the birth rate peaked in 2016, we have seen a year on year reduction in the birth rate in Havering, with the birth rate decreasing by 11% between 2016 to 2021.’



The Plan details how we will ensure sufficiency of early years, primary, secondary, SEND, post 16 and alternative provision places for years to come.

**Sources used:**

- Children & Young People Education Place Planning Plan (CYPEPPP)
- Birth data received from the ONS.
- Population projections produced by the GLA
- Historic pupil data obtained from the school census
- SEN2 data
- School Roll Projections
- Consultation survey report on the CYPEPPP
- Census 2021

**Protected Characteristic - Disability:** Consider the full range of disabilities; including physical, mental, sensory, progressive conditions and learning difficulties. Also consider neurodivergent conditions e.g. dyslexia and autism.

<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b> In Havering an estimated 38,449 residents reported having a disability in 2021. This is an age-standardised proportion (ASP) of 15.3%, which is slightly lower than London (15.6%) and lower than England (17.7%). In Havering, an ASP of 6.6% reported that their day-to-day activities were limited a lot and 8.7% reported their day-to-day activities were limited a little, due to a disability.
<b>Positive</b>	<input checked="" type="checkbox"/>	
<b>Neutral</b>	<input type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	

29,742 households in Havering had at least one person with a disability. Of these households, 6,181 had two or more members with a disability.

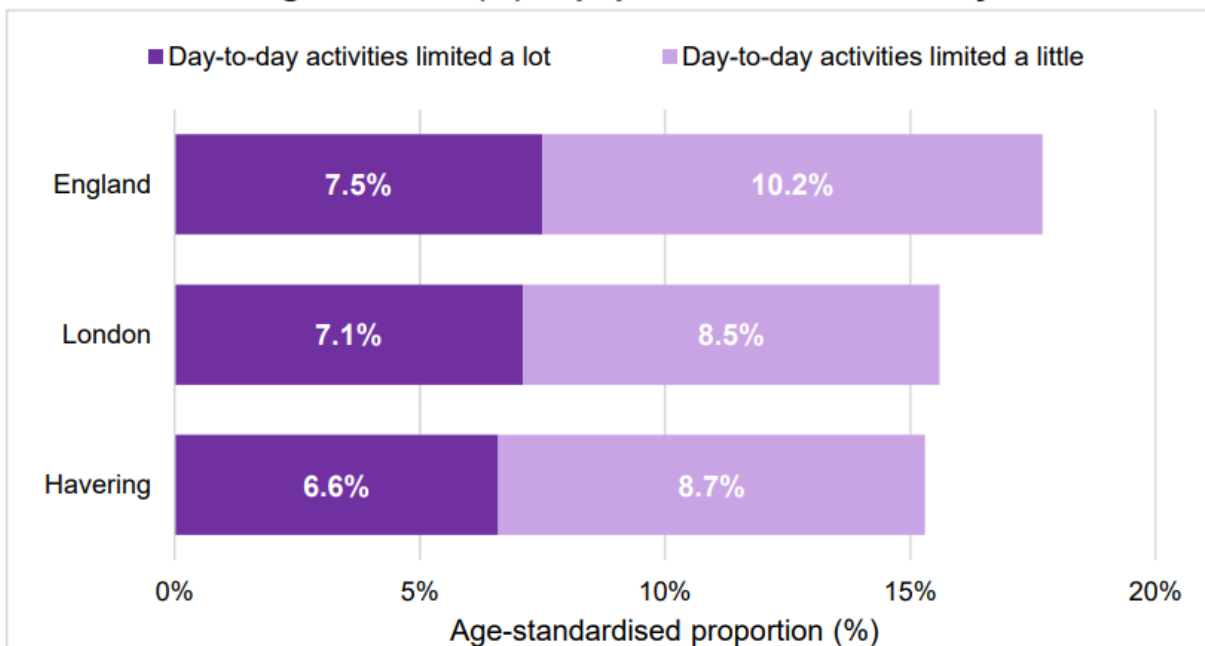
The proposal to build a new special Free School on the Balgores site will have a positive impact on children and young people with SEND living in Havering.

Children with SEND living in Havering will have more special school places available to meet their educational needs. Making appropriate local provision available is positive for children with special educational needs.

Furthermore, Havering's Draft SEND and Alternative Provision Strategy (final version to be published, March 2024) emphasises the local authority's vision to ensure children and young people with SEND can access the help and support they need to thrive and achieve within their local communities. They can go to local education provision that meets their needs, access services and play an active role in the community close to where they live.

**Evidence:**

**Figure 4: ASP (%) of population with a disability**



Source: Office for National Statistics (ONS), Census 2021; Produced by: Havering PHI

The CYPEPPP shows that there is an increase in the number of children resident in Havering with an EHCP, with the increase projected to continue:

**Projections for Havering pupils with an EHCP attending a Havering or out borough Primary, Secondary, Special school and Post 16 provision at the end of the academic year**

Academic year	Cognition and Learning	Communication and Interaction	SEMH	Physical and/or Sensory	Totals
2020/21	544	905	272	173	<b>1894</b>
2021/22	574	1057	312	195	<b>2138</b>
2022/23	562	1251	385	204	<b>2402</b>
2023/24	592	1354	381	205	<b>2533</b>
2024/25	621	1525	418	215	<b>2779</b>
2025/26	631	1702	438	227	<b>2998</b>
2026/27	645	1891	452	246	<b>3234</b>
2027/28	655	2082	451	264	<b>3452</b>

With the continued growth of children with an EHCP, it is not sustainable to continue placing them in a mainstream setting and therefore it is essential that we implement further specialist SEND places via the new special school.

In response to the consultation on the CYPEPPP, the majority of parents and stakeholders (64%) agreed that we need a new special school in Havering.

**Sources used:**

- Children & Young People Education Place Planning Plan
- SEND school roll projections
- School Census data
- Consultation survey report on the draft CYPEPPP
- Havering’s Draft SEND and Alternative Provision Strategy (final version to be published, March 2024)
- Census 2021
- [Census 2021 Briefing #9: Health Disability and Unpaid Care](#)

<b>Protected Characteristic – Sex / gender: Consider both men and women</b>	
<i>Please tick (✓) the relevant box:</i>	<b>Overall impact:</b>
<b>Positive</b>	✓ Havering has 135,668 females (52%) and 126,384 males (48%) in the borough. 93.67% of Havering residents identify as the same gender as when they were born.
<b>Neutral</b>	
<b>Negative</b>	The overall impact of this proposal is positive for both males and females. The majority of our education provision from early years right through to post 16 including special schools and alternative provision is largely co-educational. The new special school will also be co-educational.



**Evidence:**



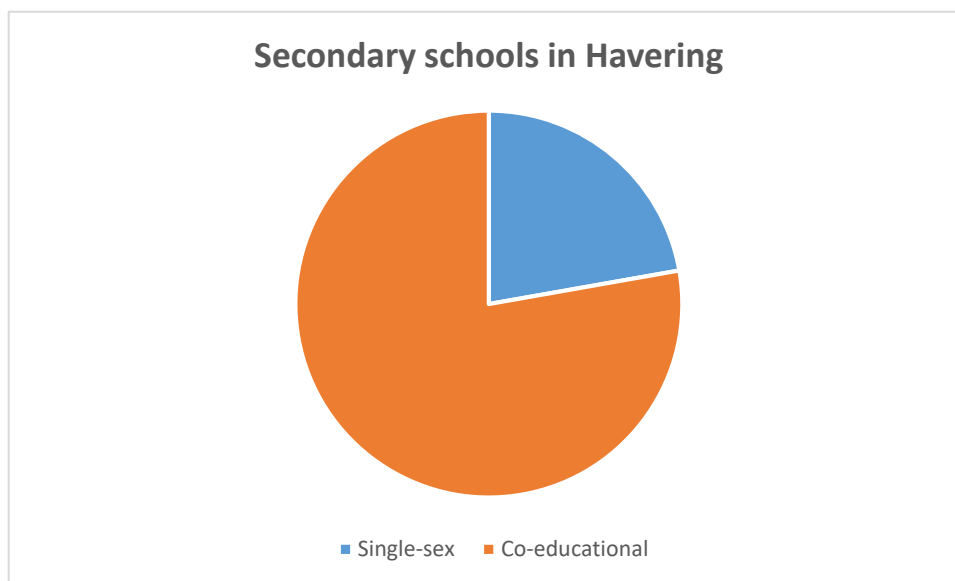
Population by sex for Havering (2021)



Gender Identity	Number	Percentage
Gender identity the same as sex registered at birth	196,462	93.67%
Gender identity different from sex registered at birth but no specific identity given	528	0.25%
Trans woman	228	0.11%
Trans man	212	0.10%
Non-binary	60	0.03%
All other gender identities	39	0.02%
Not answered	12,201	5.82%
Total	209,730	100.00%

Source: Office for National Statistics (ONS), Census 2021; Produced by: Havering PHI

All our early years, primary, special and post-16 provision are co-educational. 4 out of the 18 secondary schools in the borough are single sex, (two boys and two girls):



None of the commissioning options proposed for the creation of additional places included the expansion or establishment of a single sex school.

There was a small number responses received during the Children & Young People Education Place Planning Plan consultation regarding single sex schools or co-educational provision- most of these referenced the fewer school sixth form options available to boys in Havering.

Sixth form provision does not need to be local and students can travel at 16+ to access the post 16 setting of their choice/best suited to their needs. As such, having two less school sixth forms available to boys in Havering is not expected to be a barrier.

In any case, the sixth form provision at the new special free school will also be co-educational.

**Sources used:**

- School Census data
- Consultation survey report on the draft CYPEPPP
- [Census 2021 Briefing #6: Sexual Orientation and Gender Identity](#)
- [Havering Data Intelligence Hub](#)
- Census 2021

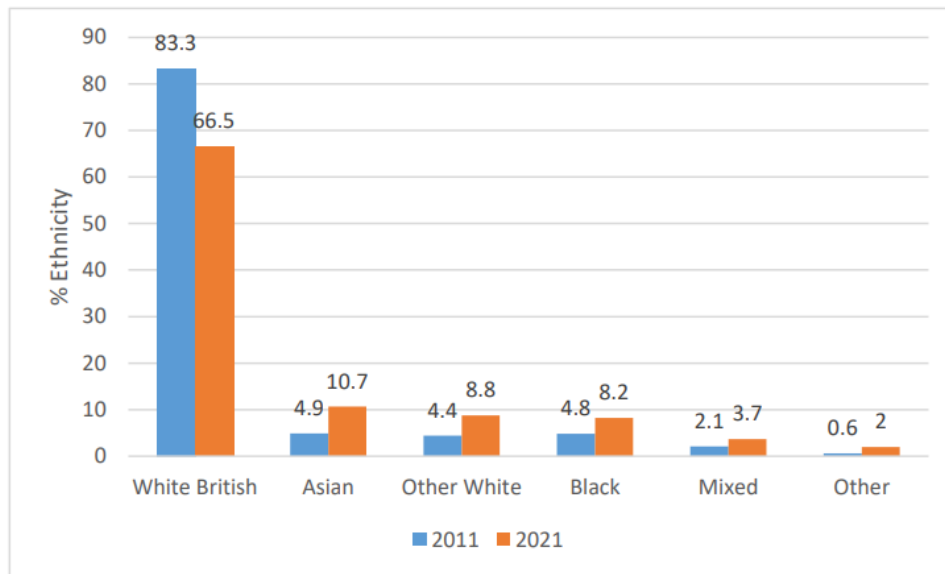
**Protected Characteristic – Ethnicity / race / nationalities:** Consider the impact on different minority ethnic groups and nationalities

<i>Please tick (✓) the relevant box:</i>		<p><b>Overall impact:</b></p> <p>According to the Census 2021, London remains the most ethnically diverse region of England and saw an 8.1% percentage point decrease in people who identified as White British from 44.9% in 2011 to 36.8% in 2021. Havering also followed this trend with a 16.8% percentage point decrease from 83.3% in 2011 to 66.5% in 2021. Havering and Bromley are the least diverse London Boroughs with both having a White British population of 66.5%. This compares with 74.4% for England, but is significantly higher than the 36.8% figure for London.</p> <p>The other main ethnic groups in Havering have increase between the Census 2011 and Census 2021; Asian has increased to 10.7% from 4.9%, Other White doubled from 4.4% in 2011 to 8.8% in 2021. Black has increased from 4.8% to 8.2% in 2021, Mixed from 2.1% to 3.7% in 2021 and Other from 0.6 to 2% in 2021.</p> <p>All of this demonstrates the wide demographic changes Havering has seen over the last decade. While White British remains the most common ethnic group in Havering, there is increasing ethnic diversity within the borough.</p> <p>The overall impact on this protected characteristic is neutral. National legislation determines that education establishments including schools cannot discriminate on ethnicity or racial grounds.</p>
<b>Positive</b>		
<b>Neutral</b>	✓	
<b>Negative</b>		

Creating additional school places via the new special school will enable us to meet our vision of ensuring that every child has access to a good local school providing an opportunity for every young person in the borough to thrive, thereby securing outcomes that are above the national average.

**Evidence:**

**Figure 1 – Havering population in 2011 and 2021 by main ethnic group**



Source: Office for National Statistics (ONS), Census 2011 & 2021; Produced by: Havering PHI

All our education provision is fully inclusive. Ethnicity or race is not a factor when considering the commissioning of education provision.

**Sources used:**

- Census 2021
- [Census 2021 – Topic Summary – Demography and Migration](#)
- School Census data

**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 religion question is voluntary in the Census, but 94.5% of usual residents answered the question in 2021. The most commonly reported religion in Havering is Christian, with 52.2% of the total population in 2021 describing themselves as Christian. This is a reduction from 65.6% in 2011. No religion was the second most common response, with 30.6% identifying in this category, up from 22.6% in 2011. Other religions accounted for 11.7% of the total Havering population, which is
<b>Positive</b>		
<b>Neutral</b>	✓	
<b>Negative</b>		

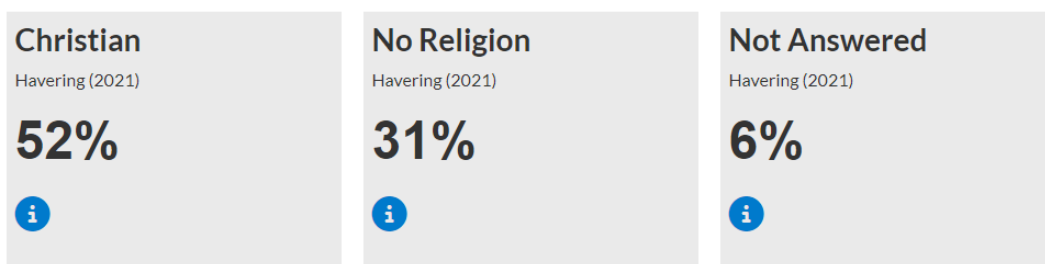
an increase from 5.1% in 2011.

The overall impact on people from different religions or beliefs including those with no religion or belief is neutral. National legislation determines that schools cannot discriminate on religion grounds. However, it should be recognised that faith schools are their own admission authority but are still expected to comply with the School Admissions Code.

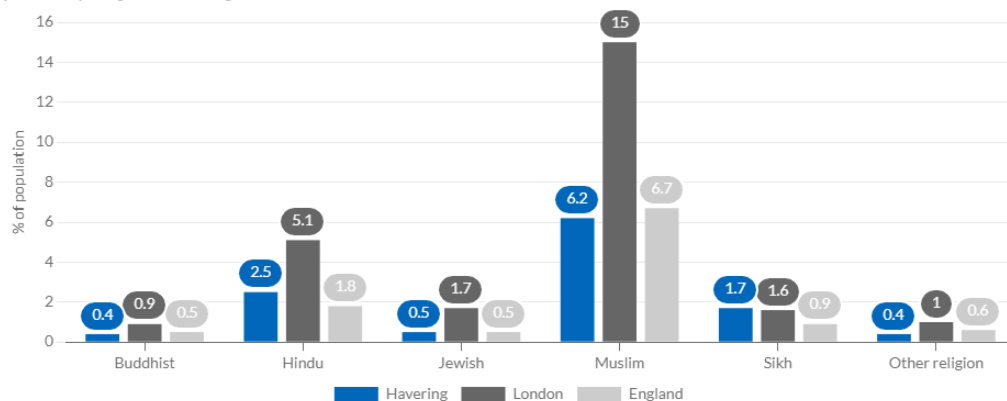
The new special free school will not have a religious character.

## Evidence:

The data below give an insight into religious affiliation. However, it is important to highlight that this question relates more to identity than to an actual measure of practise or belief.



Population by religion (excluding Christian) (2021)



Source: ONS, Census 2021

The diversity across Havering is further demonstrated by the varying school sizes, governance arrangements and the number of voluntary aided schools. In addition, there are a number of Alternative Provision and Independent settings within Havering.

Where faith based schools are concerned, we seek to work collaboratively with our education partners, this includes the Dioceses and other relevant religious organisations.

In response to the consultation on the Children and Young People Education Place Planning Plan, a small number of stakeholders expressed concerns over the limitations of 6th form based religious criteria preventing non-religious or pupils of differing religions from applying for those 6th form places.

The new special free school (including the sixth form provision) will not have a religious character.

**Sources used:**

- School Roll Projections
- School Census data
- Consultation survey report on the draft CYPEPPP
- Census 2021
- [Census 2021 – Topic Summary – Ethnic group, national identity, language and religion](#)
- [Havering Data Intelligence Hub](#)

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

<i>Please tick (✓) the relevant box:</i>		<p><b>Overall impact:</b></p> <p>The Census question on sexual orientation was a voluntary question asked of those aged 16 years and over. The number of people responding was very high with 93% (195,099) of Havering residents answering the question. In total, 91.07% (191,007) of Havering residents identified as straight or heterosexual. In total, 1.95% (4,092) Havering residents identified as one of the LGB+ orientations (“Gay or Lesbian”, “Bisexual” or “Other sexual orientation”). In total, 6.98% (14,631) Havering residents did not answer the question.</p> <p>The overall impact on this protected characteristic is neutral. All our education provision is fully inclusive.</p> <p>Ensuring there is sufficient capacity to meet demand for special school places across the borough will enable us fulfil our statutory duty.</p>
<b>Positive</b>		
<b>Neutral</b>	✓	
<b>Negative</b>		

**Evidence:**

**Figure 1: Detailed breakdown of sexual orientation in Havering for residents aged 16 and over**

Sexual Orientation	Number	Percentage
Straight or Heterosexual	191,007	91.07%
Gay or Lesbian	1,993	0.95%
Bisexual	1,540	0.73%
Pansexual	436	0.21%
Asexual	56	0.03%
Queer	21	0.01%
All other sexual orientations	46	0.02%
Not answered	14,631	6.98%
<b>Total</b>	<b>209,730</b>	<b>100.00%</b>

Source: Office for National Statistics (ONS), Census 2021; Produced by: Havering PHI

81% of our surveyed participants who responded to our equality and diversity monitoring form during the Children and Young People Education Place Planning Plan consultation stated that they were heterosexuals. No issues regarding sexual orientation were raised during the consultation.

Sexual orientation is not considered as a factor when commissioning educational provision or in the determination of sufficiency of education provision.

**Sources used:**

- Census 2021
- [Census 2021 Briefing #6: Sexual Orientation and Gender Identity](#)
- Consultation survey report on the draft CYPEPPP

**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>		<p><b>Overall impact:</b></p> <p>The Census question on gender identity was also a voluntary question, asked of those aged 16 years and over. It was added to provide the first official data on the size of the transgender population in England and Wales. The question asked was “Is the gender you identify with the same as your sex registered at birth?” The number of people responding was very high with 94.2% (197,529) Havering residents answering the question. In total, 93.67% (196,462) Havering residents answered “Yes” and 0.51% (1,067) answered “No”. 5.82% (12,201) Havering residents did not answer the question.</p> <p>The overall impact on this protected characteristic is neutral. All our education provision is fully inclusive</p> <p>Ensuring there is sufficient capacity to meet demand for special school places across the borough will enable us fulfil our statutory duty.</p>
<b>Positive</b>		
<b>Neutral</b>	✓	
<b>Negative</b>		

**Evidence:**

**Figure 3: Detailed breakdown of gender identity in Havering for residents aged 16 and over**

Gender Identity	Number	Percentage
Gender identity the same as sex registered at birth	196,462	93.67%
Gender identity different from sex registered at birth but no specific identity given	528	0.25%
Trans woman	228	0.11%
Trans man	212	0.10%
Non-binary	60	0.03%
All other gender identities	39	0.02%
Not answered	12,201	5.82%
Total	209,730	100.00%

Source: Office for National Statistics (ONS), Census 2021; Produced by: Havering PHI

91% of all respondents who completed the equality monitoring form as part of the Children and Young People Education Place Planning Plan consultation identified that their current gender was the same assigned at birth.

Gender reassignment is not considered as a factor when commissioning educational provision or in the determination of sufficiency of education provision.

**Sources used:**

- Census 2021
- [Census 2021 Briefing #6: Sexual Orientation and Gender Identity](#)
- Consultation survey report on the draft CYPEPPP

**Protected Characteristic – Marriage / civil partnership:** Consider people in a marriage or civil partnership

<i>Please tick (✓) the relevant box:</i>		<b>Overall impact:</b>  The overall impact on this protected characteristic is neutral. All our education provision is fully inclusive  Ensuring there is sufficient capacity to meet demand special school places across the borough will enable us fulfil our statutory duty.
<b>Positive</b>	<input type="checkbox"/>	
<b>Neutral</b>	<input checked="" type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	

**Evidence:**

Majority of respondents (62%) who completed the equalities monitoring form as part of the Children and Young People Education Place Planning Plan consultation stated that they were in a marital relationship. 1% stated that they were in a civil partnership.

No issues regarding marriage/civil partnership were raised during the consultation.

<p><b>Sources used:</b></p> <ul style="list-style-type: none"> <li>• Consultation survey report on the draft CYPEPPP</li> </ul>
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**Protected Characteristic - Pregnancy, maternity and paternity:** Consider those who are pregnant and those who are taking maternity or paternity leave

<i>Please tick (✓) the relevant box:</i>		<p><b>Overall impact:</b></p> <p>The overall impact on this protected characteristic is neutral. All of our education provision is fully inclusive</p> <p>Ensuring there is sufficient capacity to meet demand special school places across the borough will enable us fulfil our statutory duty.</p>
<b>Positive</b>	<input type="checkbox"/>	
<b>Neutral</b>	<input checked="" type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	

**Evidence:**

2% of the surveyed participants as part of the Children and Young People Education Place Planning Plan consultation were either pregnant or have given birth in the last 26 weeks. No issues regarding pregnancy, undertaking maternity or paternity leave were raised during the consultation.

Being pregnant or undertaking maternity/ paternity leave is not considered as a factor when commissioning educational provision or in the determination of sufficiency of education provision.

<p><b>Sources used:</b></p> <ul style="list-style-type: none"> <li>• Consultation survey report on the draft CYPEPPP</li> </ul>
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**Socio-economic status:** Consider those who are from low income or financially excluded backgrounds

<i>Please tick (✓) the relevant box:</i>		<p><b>Overall impact:</b></p> <p>59.5% of residents in Havering have a job, an increase from 58.9% in 2011.</p> <p>3.6% of residents are unemployed, which is the fourth lowest rate in London but an improvement from the rate of 5.0% in 2011.</p> <p>21.0% of residents are retired - the highest rate in London, which is in line with or high older person population.</p>
<b>Positive</b>	<input checked="" type="checkbox"/>	
<b>Neutral</b>	<input type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	



The overall impact on those who are from low income or financially excluded backgrounds is positive.

Creating more SEND places to meet demand through implementing the new special school will help us realise our vision to ensure the growing SEND need is met and that every child has access to high quality education.

**Evidence:**

**Table 1 Reasons for economic inactivity, Havering, London and England, 2021**

Reason for economic inactivity	England and Wales	London	Havering
Economically inactive: Long-term sick or disabled	4.2%	3.6%	3.1%
Economically Inactive: Looking after home or family	4.8%	6.0%	5.1%
Economically inactive: Other	3.1%	4.1%	3.0%
Economically inactive: Retired	21.6%	12.9%	21.0%
Economically inactive: Student	5.6%	7.2%	4.6%

Source: Office for National Statistics (ONS), Census 2021; Produced by: Havering Insight Team

Social mobility remains a serious issue and the changes seen in Havering’s population influenced by historically increased births, housing developments and economic migration, mean that the Council's provision of school places, and in particularly SEND places for which there is a growing demand, must also respond to meet the changing needs of residents.

The Joseph Roundtree Foundation report on ‘Special educational needs and their link to poverty’ explores the links between SEND and poverty. The report shows that poverty is both a cause and an effect of SEND.

Therefore, supporting all phases of our education provision to develop a strong strategy and increasing access to only good/outstanding provision will ensure that all children have the best possible start in life, which will enable them achieve and reach their full potential.

**Sources used:**

- Census 2021
- [Census 2021 Briefing #5: Labour Market, Industry and Occupation, and Travel to Work](#)
- Joseph Roundtree Foundation – ‘Special educational needs and their link to poverty’

**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 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:**

In Havering an estimated 219,777 residents had ‘good’ or ‘very good’ health in 2021. This is an age standardised proportion (ASP) of 83.0%, which is higher than London (81.9%) and England (81.7%). However, in Havering, an ASP of 48.2% residents had ‘very good’ health compared to 49% in London.

The overall impact on health and wellbeing is positive.

Havering’s Children and Young People Education Place Planning Plan sets out how we will carry out our statutory duty to ensure there are sufficient school places available for children and young people in the right areas and at the right time to meet demand, whilst maintaining a focus on high quality education, as well as enabling a culture of high performing and financially sustainable schools.

This includes both maintained and academy schools.

**Do you consider that a more in-depth HIA is required as a result of this brief assessment?** Please tick (✓) the relevant box

Yes  No

**Evidence:**

**Figure 1: ASP (%) reported health of the population**

Region	Very good health	Good health	Fair health	Bad health	Very bad health
England	47.5%	34.2%	13.0%	4.1%	1.2%
London	49.0%	32.9%	12.6%	4.1%	1.3%
Havering	48.2%	34.8%	12.3%	3.6%	1.1%

Source: Office for National Statistics (ONS), Census 2021; Produced by: Havering PHI

Our vision for Education and Learning is to ensure that every child will go to a school rated by Ofsted as ‘Good’ or better, and provide an opportunity for every young person in the borough to thrive, thereby securing outcomes that are above the national average.

**Sources used:**

- Census 2021
- [Census 2021 Briefing #9: Health Disability and Unpaid Care](#)
- Children and Young People Education Place Planning Plan

### 3. Health & Wellbeing Screening 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 checked="" 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 checked="" type="checkbox"/> Structure and cohesion of family unit <input checked="" type="checkbox"/> Parenting <input checked="" type="checkbox"/> Childhood development <input checked="" type="checkbox"/> Life skills <input type="checkbox"/> Personal safety <input checked="" type="checkbox"/> Employment status <input type="checkbox"/> Working conditions <input checked="" 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 checked="" 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 checked="" type="checkbox"/> NO <input type="checkbox"/>	Economic Factors YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	Environmental Factors YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<input checked="" 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 checked="" type="checkbox"/> Job creation <input checked="" 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 checked="" type="checkbox"/> Noise levels <input type="checkbox"/> Vibration <input type="checkbox"/> Hazards <input checked="" type="checkbox"/> Land use <input type="checkbox"/> Natural habitats <input type="checkbox"/> Biodiversity <input checked="" 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

## 4. 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:

✓	<p>1. The initial screening exercise showed a strong indication that there will be no impacts on people and need to carry out an EqHIA.</p> <p>2. The EqHIA identified <u>no significant concerns</u> OR the identified <u>negative concerns</u> have already been <u>addressed</u></p>	➔	<p><b>Proceed with implementation of your activity</b></p>
	<p>3. The EqHIA identified some <u>negative impact</u> which still needs <u>to be addressed</u></p>	➔	<p><b>COMPLETE SECTION 5:</b>  <b>Complete action plan</b> with measures to mitigate the and finalise the EqHIA</p>
	<p>4. 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</p>	➔	<p><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></p>

## 5. Action Plan

The real value of completing an EqHIA comes from 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 mitigate or reduce any **negative** equality and/or health & wellbeing impacts, identified in this assessment. Please ensure that your action plan is: more than just a list of proposals and good intentions; if required, will amend the scope and direction of the change; 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
Disability	Positive - Children and young people with complex learning disabilities will access the required educational provision	<p>New admissions processes will ensure the children with the most complex needs are prioritised for places at the new school. Identified individual(s) within EHCP team will oversee admissions processes across various provisions to ensure prioritisation.</p> <p>LA staff will closely monitor outcomes of CYP at the school and of provision being made. Support needs for the school will be discussed at the Schools Monitoring Group and</p>	<p>Fewer children out of school, being educated out of borough as no available local specialist provision, on part-time timetables or isolated within alternative inappropriate setting, or achieving poor outcomes in alternative inappropriate setting.</p> <p>Children and young people at the school achieve positive outcomes, monitored via EHCP Annual Review</p>	From opening	Marcus Bennett

		intervention support planned as required.	Process and reporting on school performance.		
Disability	Positive – More young people with complex learning disabilities accessing appropriate education, employment or training post-16.	Have Case Officers from LA work with the school from Year 9 onwards, focusing on Preparing for Adulthood outcomes (PfA), to plan which children/young people will remain on at school into Years 12-14 and where children would be better suited on alternative Education, Employment or Training (EET) routes, meaning fewer children and young people end up not in EET (NEET).	Fewer young people NEET, monitored via SEND dashboard reporting.  Young people will access suitable settings for their identified needs. They will be monitored via the Annual review process or review of their social care plan.	From opening	Marcus Bennett
Disability	Positive – better support for children and young people in mainstream schools who have SEND.	Having schools report the high number of CYP with complex needs as potentially compromising support for those with mild to moderate needs in mainstream. CYP with complex needs being able to access the special school will therefore improve the quality of support for all pupils. LA staff working with mainstream schools to support schools in targeting resources now available on	Better outcomes for children and young people in mainstream schools with mild to moderate SEND, including those supported at SEN Support.  Monitored via the Annual review process or the IEP termly review.	From year 1	Marcus Bennett

		<p>pupils with mild to moderate SEND.</p> <p>If the Local Authority provides more special school places, this will in turn reduce the pressure on schools and other settings that they are experiencing at this time due to the increasing number of pupils with complex needs attending mainstream provisions. The Local Authority will then support these schools and other settings in focusing their resources into early identification of needs within their pupils, enabling earlier intervention for those pupils at SEN Support and preventing those needs escalating due to lack of resources.</p>			
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**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).



## 6. 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:** September 2027

**Scheduled date of review:** September 2027

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