

# Equality & Health Impact Assessment (EHIA)

## Document control

<b>Title of activity:</b>	Proposal to establish a SEND unit for young people with Communication and Interaction needs at the Royal Liberty School.
<b>Lead officer:</b>	Pooneeta Mahadeo, School Organisation Manager, Starting Well
<b>Approved by:</b>	Trevor Cook, Assistant Director of Education, Starting Well
<b>Version Number</b>	<b>V0.1</b>
<b>Date and Key Changes Made</b>	11/09/2025
<b>Scheduled date for next review:</b>	

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

Please note that EHIAs are **public** documents and unless they contain confidential or sensitive commercial information must be made available on the Council's [EqHIA webpage](#).

**Please submit the completed form via e-mail to [READI@haverling.gov.uk](mailto:READI@haverling.gov.uk)**  
**Thank you.**

# 1. Equality Health Impact Assessment Checklist

Please complete the following checklist to determine whether or not you will need to complete an EHIA 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	Proposal to establish a Special Education Needs & Disabilities Unit for young people with Communication and Interaction needs at The Royal Liberty School.		
2	Type of activity	Strategy including project descriptions		
3	Scope of activity	The scope of the activity is to assess the impact of the establishment of a SEND unit for young people with Communication and Interaction needs at The Royal Liberty School.		
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' Continue to question 5.  If the answer to <u>all</u> of the questions (4a, 4b & 4c) is 'NO' 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		
5	If you answered YES:	Please complete the EHIA in Section 2 of this document. Please see Appendix 1 for Guidance.		
6	If you answered NO:	<i>Provide an explanation on why your activity does not require an EHIA. This is essential, in case the activity is challenged under the Equality Act 2010.</i>  <i>Keep this checklist for your audit trail.</i>		

Completed by:	Pooneeta Mahadeo, School Organisation Manager, Starting Well
Date:	11/09/2025

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

### Background/context:

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

The Children and Young People Education Place Planning Plan 2023-2027 provides an overarching framework and evidence-base for identifying projects (and allocating funding to those projects) to implement as part of the Council's strategy of ensuring that there are sufficient school places to meet likely future demands. It sets out the council's policy for school organisation and plans to ensure there is sufficient capacity to meet demand for early years, primary, secondary, post-16, special school and alternative education provision across the borough. It also highlights the forecast number of children and young people in Havering and breaks this down to smaller geographical areas (planning areas within these) to show where there may be a need for more or fewer school places.

The corporate plan for Havering 'The Havering you want to be part of', includes the priority to offer inclusive services that raise aspiration and meet the needs of our growing population of children, families, and young adults, including those in our care.

Havering's SEND and Alternative Provision Strategy 2024 – 2028 emphasises the local authority's vision to ensure children, young people, and families have access to the same level of high-quality support and education, wherever they live in Havering. That children and young people with SEND can access the help and support they need to thrive and achieve within their local communities, that 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.

While there are a number of schools operating a Communication and Interaction SEND Unit, additional secondary Communication and Interaction SEND Units are required in order to meet the growing number of secondary school aged pupils with C&I needs.

A new Communication and Interaction SEND Unit at The Royal Liberty School will help meet key objectives from both the corporate and education visions for Havering.

### Who will be affected by the activity?

- All parents/carers of pupils resident in Havering
- All pupils attending a Havering school or College
- All Education providers
- Havering residents especially those who are residents near schools and in areas of population growth and projected demand of school places
- 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
- The Diocese of Brentwood and Chelmsford

Protected Characteristic - Age: Consider the full range of age groups	
If there is an impact on under 18s, how have you / will you ensure their views are gained to inform decision making?	
Please tick (✓) the relevant box:	
Positive	✓
Neutral	
Negative	
<p><b>Overall impact:</b></p> <p>The SEND unit at Royal Liberty will have a positive impact on children and young people of school age living in Havering. This aligns with key priorities in our corporate plan such as “We support residents of all ages to live socially connected, independent and healthy lives. We engage with individuals, families and our partners to help residents reach their full potential” as we are trying to building new specialist education provision sites to cater for increased demand.</p> <p>The SEND and AP Strategy sets out our shared vision and priorities to ensure that all children and young people with SEND achieve ambitious educational, health and care outcomes across ages 0-25 and in Preparing for Adulthood (PfA).</p> <p>The new facility will enable young people with C&amp;I needs to have their needs met through a flexible approach, tailored and adapted to the needs of each individual pupil. It will be for pupils who will require specialist support to enable them to access a mainstream secondary curriculum. It is proposed that the children will split their time between the mainstream school and having bespoke support within the Unit.</p> <p>All of the above will positively impact on the quality of Early Year and school age care available within the borough, having a knock on effect to the parents of those children.</p> <p>The SEND unit will provide new job opportunities, positively impacting on adults of a working age, giving a boost to the local economy.</p>	
<p><b>Evidence:</b></p> <p>The Children and 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.’</p> <p>The Plan details how we will ensure sufficiency of early years, primary, secondary, SEND, post 16 and alternative provision places for years to come.</p> <p>The SEND Code of Practice: 0 to 25 years (2015) cites that “With high aspirations, and the right support, the vast majority of children and young people with SEND can go on to achieve successful long-term outcomes in adult life.” (Chapter 8: Preparing for Adulthood from the Earliest Years).</p>	
<p><b>Sources used:</b></p> <ul style="list-style-type: none"> <li>• Birth data received from the ONS.</li> <li>• School Roll Projections</li> <li>• Consultation survey report on the draft The Children and Young People Education Place Planning Plan 2023-2027</li> <li>• Census 2021</li> <li>• The Havering you want to be part of; Our Corporate Plan for 2024-2027</li> </ul>	

- Havering's SEND and Alternative Provision Strategy 2024 – 2028
- The SEND Code of Practice: 0 to 25 years (2015)

**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.

*Please tick (✓) the relevant box:*

**Positive** ☒

**Neutral** ☐

**Negative** ☐

**Overall impact:**

The project will positively impact those with SEND and their families as the project is to build a new SEND unit, to meet increasing demand and to build inclusion within the community. Making appropriate local provision available is positive for children with special educational needs.

Our Special Educational Needs, Disability (SEND) and Alternative Provision (AP) Strategy 2024 – 2028 outlines a number of proposed actions that will ensure that children, young people with SEND and their families have the right support at the right time including delivering an ongoing programme to create more SEND units in mainstream settings.

There are currently five secondary schools (4 with SEND Units and 1 with a Specially Resourced Provision) totaling 84 places, of which 72 places cater for pupils with Communication and Interaction needs. Given the increasing numbers of Communication and Interaction pupils there is a need for additional secondary SEND Units to support these children within a mainstream school setting whilst receiving support from a specialist unit so that they can receive the best educational offer possible.

**Evidence:**

The Children and Young People Education Place Planning Plan shows that there is an increase in the number of children in Havering within mainstream Primary and Secondary schools with an EHCP.

The number of Havering children and young people with EHCPs has risen by 71% between 2019 and 2024. The biggest growth has been seen among those whose main area of need is communication and interaction, including autism, and social, emotional and mental health needs.

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, through the form of SEND units and special schools, whichever best meets the child's needs.

This aligns to our Vision for Children and Young People with SEND and in Alternative Provision, by working with children and young people with SEND, their families, and those whose role is to support them, we have established a shared vision for a SEND and AP system where every school and setting is confident, skilled, and enabled to effectively support our children with SEND.

**Sources used:**

- Special Educational Needs, Disability (SEND) and Alternative Provision (AP) Strategy 2024 – 2028
- SEND data
- The Children and Young People Education Place Planning Plan 2023-2027

**Protected Characteristic – Sex / gender:** Consider both men and women

*Please tick (✓)  
the relevant box:*

<b>Positive</b>	<input checked="" type="checkbox"/>	<b>Overall impact:</b>  The Royal Liberty School is a single sex school for boys. The school is oversubscribed therefore will cater to the increasing demand for boys in the SEND Unit.
<b>Neutral</b>	<input type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	This will not impact girls as there are other co-educational secondary schools in the borough with SEND units that they can attend.

**Evidence:**

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).

**Sources used:**

- School Census data
- Children and Young People Education Place Planning Plan 2023-2027

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

*Please tick (✓)  
the relevant box:*

<b>Positive</b>	<input type="checkbox"/>	<b>Overall impact:</b>  The overall impact on this protected characteristic is neutral. National legislation determines that education establishments including schools cannot discriminate on ethnicity or racial grounds.
<b>Neutral</b>	<input checked="" type="checkbox"/>	
<b>Negative</b>	<input type="checkbox"/>	Creating additional SEND places 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:**

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.

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

**Sources used:**

- School Census data
- Children and Young People Education Place Planning Plan 2023-2027
- Census 2021

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

*Please tick (✓) the relevant box:*

<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 people from different religions or beliefs including those with no religion or belief is positive. National legislation determines that schools cannot discriminate on religious grounds.

Creating additional places including at The Royal Liberty School will enable us to meet our objective of providing access to a good local school for every Havering child.

**Evidence:**

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.

**Sources used:**

- School Roll Projections
- School Census data
- Consultation survey report on the draft Children and Young People Education Place Planning Plan 2023-2027

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

*Please tick (✓) the relevant box:*

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

**Overall impact:**

The overall impact on this protected characteristic is neutral. All our education provision is fully inclusive.

Although the school is single-sex, the SEND unit will contribute to a broader culture of acceptance and inclusion, which benefits all students regardless of sexual orientation.

**Evidence:**



81% of our surveyed participants who responded to our equality and diversity monitoring form during the consultation for our CYPEPPP 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. According to the ONS Census 2021, the majority of Havering residents aged 16 and above (91%) identify as straight or heterosexual. In total, 2% identify with one of the LGB+ orientations ("Gay or Lesbian", "Bisexual" or "Other sexual orientation"). 7% of those asked did not answer.

Havering has the lowest proportion of residents aged 16 and over in London who identify as LGB+ orientation.

**Sources used:**

- Consultation survey report on the draft Children and Young People Education Place Planning Plan 2023-2027
- Census 2021

**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

*Please tick (✓) the relevant box:*

**Positive**

☐

**Neutral**

☒

**Negative**

☐

**Overall impact:**

The overall impact on this protected characteristic is neutral. All our education provision is fully inclusive.

Ensuring there is sufficient capacity to meet demand for early years, primary, secondary, post-16 and special school places across the borough will enable us fulfil our statutory duty.

**Evidence:**

91% of all respondents who completed the CYPEPPP equality monitoring form 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. According to the ONS Census 2021, the majority of Havering residents aged 16 and above have retained their gender identity as registered at birth. In total, less than 1% identify with gender identity being different from the one registered at birth. Within London, Havering has the 5th lowest proportion of residents aged 16 and over reporting that the gender that they identify with now is different to their sex registered at birth.

Royal Liberty has a Transgender Guidance Policy completed with Havering Safeguarding Children Partnership aiming to protect and promote the positive inclusion of transgender individuals within the school environment.



**Sources used:**

- Consultation survey report on the draft Children and Young People Education Place Planning Plan 2023-2027
- Census 2021
- Success For All Educational Trust Equality Policy – Transgender Guidance

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

Please tick (✓) the relevant box:

**Positive****Neutral****Negative****Overall impact:**

The overall impact on this protected characteristic is neutral. All our education provision is fully inclusive, Marriage/ civil partnerships will have no bearing on the SEND unit at Royal Liberty.

Ensuring there is sufficient capacity to meet demand for early years, primary, secondary, post-16 and special school places across the borough will enable us fulfil our statutory duty.

**Evidence:**

Majority of respondents (62%) who completed the Children and Young People Education Place Planning Plan 2023-2027 equalities monitoring form stated that they were in a marital relationship.

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

For Havering as a whole, we find the following:

**Figure 19: Census 2021 data on legal partnership status for Havering Residents**

Legal Partnership Status	% Of Havering Residents
Never married and never registered a civil partnership	36.9
Married or in a registered civil partnership	47.0
Separated, but still legally married or still legally in a civil partnership	1.9
Divorced or civil partnership dissolved	7.8
Widowed or surviving civil partnership partner	6.4

**Sources used:**

- Consultation survey report on the draft the Children and Young People Education Place Planning Plan 2023-2027
- Census 2021

**Protected Characteristic - Pregnancy, maternity and paternity:** Consider those who are pregnant and those who are taking maternity or paternity leave

Please tick (✓) the relevant box:

**Positive****Overall impact:**

The overall impact on this protected characteristic is neutral. All our education provision is fully inclusive.

Neutral	✓	Ensuring there is sufficient capacity to meet demand for early years, primary, secondary, post-16 and special school places across the borough will enable us fulfil our statutory duty.
Negative		

**Evidence:**  
2% of the surveyed the Children and Young People Education Place Planning Plan 2023-2027 participants 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.

**Sources used:**

- Consultation survey report on the draft the Children and Young People Education Place Planning Plan2023-2027

<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 on those who are from low income or financially excluded backgrounds is positive  Creating more SEND places to meet demand through this SEND unit will help us realise our vision to ensure the growing SEND need is met and that every child has access to a great education.
<b>Positive</b>	✓	
<b>Neutral</b>		
<b>Negative</b>		
<b>Evidence:</b> Social mobility remains a serious issue and the changes in Havering’s population has historically been influenced by increased births, housing developments and economic migration. The Council’s provision of school places, and, in particular, SEND places for which there is a growing demand, must also respond to meet the changing needs of residents.  The Joseph Rowntree 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.  Access to adequate, affordable and high quality childcare (pre-school and school age) provision can play a key role in children’s development. Where it enables increased parental employment rates of low income households, it may also help to reduce income inequalities.		

Over 7,000 children are estimated to be living in poverty in Havering. However, Havering is among the London boroughs with the lowest proportion of children living in poverty (16%). This rate is also significantly lower than the England average (17%). Within Havering [analysis shows] a high proportion of children living in poverty are located in the North and South in areas considered as relatively more deprived.

Growing up in poverty damages children's health and well-being, adversely affecting their future health and life chances as adults. Ensuring a good environment in childhood, especially early childhood, is important. A considerable body of evidence links adverse childhood circumstances to poor child health outcomes and future adult ill health.

**Sources used:**

- Joseph Rowntree Foundation – ‘Special educational needs and their link to poverty’
- Havering Demographic Profile Joint Strategic Needs Assessment 2023-2024

**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:*

**Positive** ☒

**Neutral** ☐

**Negative** ☐

**Overall impact:**

The overall impact on health and wellbeing is positive. The implementation of a SEND unit at The Royal Liberty School ensures 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.

The SEND Unit will be staffed by a team of support staff with knowledge and experience of working with young people with Communication and Interaction, led by qualified teaching staff with recognised additional qualifications. The purpose of the unit will be to support these children to achieve their academic potential, attending a mainstream secondary school whilst receiving specialist support from the SEND Unit.

**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:**

The Royal Liberty SEND Unit Consultation Feedback Report highlights:

- Strong support from parents and professionals for the unit's potential to meet unmet needs.
- Recognition of the emotional and developmental benefits of specialist support within a mainstream setting.
- Concerns about mental health and exclusion being addressed through tailored provision.

Havering Children's Services vision is clear: we are here 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.

The SEND Code of Practice: 0 to 25 years (2015) sites that "With high aspirations, and the right support, the vast majority of children and young people with SEND can go on to achieve successful long-term outcomes in adult life." (Chapter 8: Preparing for Adulthood from the Earliest Years).

**Sources used:**

- The Children and Young People Education Place Planning Plan 2023-2027
- The SEND Code of Practice: 0 to 25 years (2015)
- The Royal Liberty SEND Unit Consultation Feedback Report

### 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 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> to Training and skills development <input type="checkbox"/> to Healthcare <input checked="" type="checkbox"/> to Social services <input checked="" 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 checked="" type="checkbox"/> Social support <input type="checkbox"/> Neighbourliness <input checked="" type="checkbox"/> Participation in the community <input checked="" 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 checked="" type="checkbox"/> Creation of wealth <input checked="" 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 checked="" type="checkbox"/> Quality of employment opportunities <input checked="" type="checkbox"/> Availability of education opportunities <input checked="" type="checkbox"/> Quality of education opportunities <input checked="" type="checkbox"/> Availability of training and skills development opportunities <input checked="" type="checkbox"/> Quality of training and skills development opportunities <input type="checkbox"/> Technological development <input checked="" 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 type="checkbox"/> Land use <input type="checkbox"/> Natural habitats <input type="checkbox"/> Biodiversity <input type="checkbox"/> Landscape, including green and open spaces <input checked="" 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 EHIA 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 EHIA.</p> <p>2. The EHIA identified <b><u>no significant concerns</u></b> OR the identified <b><u>negative concerns</u></b> have already been <b><u>addressed</u></b></p>	➔	<p><b>Proceed with implementation of your activity</b></p>
	<p>3. The EHIA identified some <b><u>negative impact</u></b> which still needs <b><u>to be addressed</u></b></p>	➔	<p><b>COMPLETE SECTION 5:</b></p> <p><b>Complete action plan</b> with measures to mitigate the and finalise the EHIA</p>
	<p>4. The EHIA identified some <b><u>major concerns</u></b> and showed that it is <b><u>impossible to diminish negative impacts</u></b> 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>.</p> <p><b>Complete an EHIA on the revised proposal.</b></p>

## 5. Action Plan

The real value of completing an EHIA 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	Further SEND school places through delivery of more SEND units, APs and special schools. This can happen either through new builds or expansion.	Monitor projected increase demand in SEND, more SEND places will be made available in Havering accordingly. Then track number of new schools, classrooms, childcare places.	2027/28	Marcus Bennett
SEND Support Quality	Negative	Some consultation responses raised concerns about quality of staff teaching and SEND support delivery at Royal Liberty.	Royal Liberty mention in their policies that staff undergo continuous professional development and that they already employ SEND specialist staff. The SEND team at Havering review practice within schools throughout the Borough. The progress of pupils within the SEND unit would need to be tracked against EHCP outcomes and using EDUKEY (as mentioned in the consultation report).	2027/28	Marcus Bennett/ The Royal Liberty School



<b>Impact on Non-SEND Pupils</b>	Negative	Concerns about disruption to mainstream pupils.	The SEND Unit will be specifically for students who are unable to access a mainstream curriculum owing to their SEND needs. Instead they will receive specialist teaching and a bespoke curriculum tailored specifically for their needs. This will mirror our mainstream curriculum as far as possible. They will have access to some mainstream teaching in subjects such as PE, DT and art but will be taught in much smaller groups as suitable for their needs. Royal Liberty will continue to monitor mainstream pupil outcomes and classroom dynamics post-implementation.	2027/28	The Royal Liberty School
<b>Resident Engagement and Communication</b>	Negative	Some residents felt excluded from the consultation process.	Royal Liberty need to engage with residents more going forward, they need to look into a community engagement plan.	2027/28	The Royal Liberty School
<b>Traffic and Environmental Justice</b>	Neutral	Some residents have raised concerns about traffic.	A transport Impact Assessment will be undertaken as part of the planning application and any mitigating issues will be addressed.	2027/28	The Royal Liberty School

**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 EHIA will be reviewed; the date for next review; and who will be reviewing it.

**Review:**

The Royal Liberty School, the proposed establishment of a SEND unit for young people with Communication and Interaction needs EHIA will be reviewed **within 2 years.**

**Scheduled date of review:** December 2027

**Lead Officer conducting the review:** Pooneeta Mahadeo, School Organisation Manager, Starting Well.

*\*Expand box as required*

**Please submit the completed form via e-mail to [READI@haverling.gov.uk](mailto:READI@haverling.gov.uk)  
Thank you.**

Based on the consultation feedback, the following actions will be taken:

- Address safeguarding concerns by ensuring safe spaces and emotional regulation support.
- Ensure staff qualifications include specialist SEND training and ongoing professional development.
- Monitor and mitigate impact on mainstream pupils through inclusive practices and small group integration.
- Collaborate with local authorities to address traffic and environmental concerns, especially around drop-off zones.
- Improve community engagement by providing timely updates and involving stakeholders in planning.

This EHIA will be reviewed annually. The next review is scheduled for September 2026.

Review will include assessment of actions taken in response to consultation feedback, including:

- Safeguarding concerns
- Staff qualifications and training
- Impact on mainstream pupils
- Traffic and environmental issues
- Community engagement and transparency