

Equality & Health Impact Assessment (EHIA)

Document control

Title of activity:	Proposal to establish a SEND unit for young people with Communication and Interaction needs at The Brittons Academy.
Lead officer:	Pooneeta Mahadeo, School Organisation Manager, Starting Well
Approved by:	Trevor Cook, Assistant Director of Education, Starting Well
Version Number	V0.1
Date and Key Changes Made	26/05/2026
Scheduled date for next review:	

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

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 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 Educational Needs & Disability Unit for young people with Communication and Interaction needs at The Brittons Academy.		
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 Brittons Academy.		
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:	26/05/2026

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 (CYPEPPP) 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.

The Havering Strategic Education Vision 2021 – 2025 emphasises all children and young people thrive and achieve through accessing high-quality education provision and are supported to live safe and healthy lives.

Havering's SEND and Alternative Provision Strategy 2024 – 2028 highlights Havering is committed to its partnership with families to improve outcomes for all children and young people with Special Educational Needs and/or Disabilities (SEND). Havering will maintain strong outcomes for Havering children and young people with SEND and will continue to grow the number of specialist units attached to mainstream schools in line with the growing demand for SEND places.

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

One of the main aims of the Local SEND reforms is to ensure more children are supported in mainstream schools, with specialist support available locally. A new Communication and Interaction SEND Unit at The Brittons Academy will help meet this aim as well as 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	Overall impact: The SEND Unit at The Brittons Academy 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 partners to help residents reach their full potential” as we are trying to build new specialist education provision sites to cater for increased demand. 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). The SEND Unit at The Brittons Academy will meet the needs of pupils with an EHC Plan with Communication and Interaction needs. These pupils will benefit from the additional support and alternative learning opportunities made available to them while spending the majority of their time in school within the SEND Unit, benefitting from the opportunities that being part of a mainstream school within the pupils' local community offers. All the above will positively impact on the quality of early year and school age care available within the borough, having a knock-on effect on the parents of those children. The SEND unit will provide new job opportunities, positively impacting adults of a working age, giving a boost to the local economy.

Evidence:

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.’

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

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.”

Sources used:

- Birth data received from the ONS
- Havering School Roll Projections
- The Havering you want to be part of; Our Corporate Plan for 2024-2027
- The SEND Code of Practice: 0 to 25 years (2015)
- Special Education Needs, Disability (SEND) and Alternative Provision (AP) Strategy 2024 – 2028.

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 special educational needs and disabilities and their families, as building a new SEND unit will meet the increasing demand for SEND places and will build inclusion within the community. Making appropriate local provision available is positive for children with special educational needs and disabilities.

The Havering Strategic Education Vision 2021 – 2025 emphasises all children and young people thrive and achieve through accessing high-quality education provision and are supported to live safe and healthy lives.

Havering’s SEND and Alternative Provision Strategy 2024 – 2028 highlights Havering is committed to its partnership with families to improve outcomes for all children and young people with Special Educational Needs and/or Disabilities (SEND). Havering will maintain strong outcomes for Havering children and young people with SEND and will continue to grow the number of specialist units attached to mainstream schools in line with the growing demand for SEND places.

There are currently four secondary schools with SEND units and 1 secondary school with a Specially Resourced Provision totalling 82 places, of which 70 places cater for pupils with Communication and

		Interaction needs.
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 these children in a mainstream setting and therefore it is essential that we implement further specialist SEND places through SEND units and special schools, whichever best meets the child's needs. This aligns with Our Vision, 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; Special Educational Needs, Disability (SEND) and Alternative Provision (AP) Strategy 2024 – 2028.		
Sources used: • Special Education Needs, Disability (SEND) and Alternative Provision (AP) Strategy 2024 – 2028. • SEND data • The Havering Strategic Education Vision 2021 – 2025 • The Children and Young People Education Place Planning Plan 2023-2027		

Protected Characteristic – Sex / gender: Consider both men and women		
<i>Please tick (✓) the relevant box:</i>		Overall impact: The overall impact on this protected characteristic is positive for both men and women. Most of our education provision, from early years right through to post 16 including special school and alternative provision is largely co-educational. The SEND unit at The Brittons Academy will be co-educational.
Positive	✓	
Neutral		
Negative		
Evidence: All early years, primary, special and post 16 provision in Havering is co-educational. 4 out of the 18 secondary schools are single sex (two boys and two girls schools).		
Sources used: School census data		

Protected Characteristic – Ethnicity / race / nationalities: Consider the impact on different minority ethnic groups and nationalities		
Please tick (✓) the relevant box:		Overall impact: The overall impact on this protected characteristic is neutral. National legislation determines that education establishments including schools cannot discriminate on ethnicity or racial grounds. 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.
Positive		
Neutral	✓	
Negative		
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. All our education provisions are fully inclusive. Ethnicity, race or nationalities are 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:		Overall impact: 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 religious grounds. Creating additional places at The Brittons Academy will enable us to meet our objective of providing access to a good local school for every Havering child.
Positive		
Neutral	✓	
Negative		
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:

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, special school and alternative education provision places across the borough will enable us to fulfil our statutory duty.

Evidence:

81% of our surveyed participants who responded to our equality and diversity monitoring form during the consultation for our Children and Young People Education Place Planning Plan 2023-2027, 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		
<i>Please tick (✓) the relevant box:</i>		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, special school places and alternative education provision across the borough will enable us to fulfil our statutory duty.
Positive		
Neutral	✓	
Negative		
Evidence: 91% of all respondents who completed the Children and Young People Education Place Planning Plan 2023-2027 equalities 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 their 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.		
Sources used: • Consultation survey report on the draft Children and Young People Education Place Planning Plan 2023-2027 • Census 2021		

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 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 The Brittons Academy. Ensuring there is sufficient capacity to meet demand for early years, primary, secondary, post-16, special school and alternative education provision places across the borough will enable us to fulfil our statutory duty.
Positive		
Neutral	✓	
Negative		
Evidence: The 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	
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, special school and alternative education provision places across the borough will enable us to fulfil our statutory duty.

Evidence:

2% of the surveyed 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 Plan 2023-2027.

Socio-economic status: Consider those who are from low income or financially excluded backgrounds

<i>Please tick (✓) the relevant box:</i>		Overall impact: The overall impact on those who are from low income or financially excluded backgrounds is positive. Creating more SEND places to meet demand through new schools and SEND units will help us realise our vision to ensure the growing SEND need is met and that every child has access to a great education.
Positive	✓	
Neutral		
Negative		

Evidence:

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 to 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.

The Havering Demographic Profile Joint Strategic Needs Assessment 2023-2024, states that 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?	
<i>Please tick (✓) all the relevant boxes that apply:</i>	
Positive	✓
Neutral	
Negative	
Overall impact: The overall impact on health and wellbeing is positive. The implementation of a SEND unit at The Brittons Academy 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 at The Brittons Academy will meet the needs of pupils with an EHC Plan with Communication and Interaction needs. These pupils will benefit from the additional support and alternative learning opportunities made available to them while spending the majority of their time in school within the SEND Unit, benefitting from the opportunities that being part of a mainstream school within the pupils' local community offers. 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 Brittons Academy SEND Unit Consultation Feedback report shows strong support from stakeholder for the SEND unit at The Brittons Academy. 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) 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."	
Sources used: • The Brittons Academy SEND Unit Consultation Feedback report • The Children and Young People Education Place Planning Plan 2023-2027 • The SEND Code of Practice: 0 to 25 years (2015)	

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

	1. The initial screening exercise showed a strong indication that there will be no impacts on people and need to carry out an EHIA. 2. The EHIA 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
	3. The EHIA identified some <u>negative impact</u> which still needs <u>to be addressed</u>		COMPLETE SECTION 5: Complete action plan with measures to mitigate the and finalise the EHIA
	4. The EHIA 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 EHIA on the revised proposal.

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
Concerns around current SEND support.	Negative	Raised concern in the consultation feedback report regarding current SEND support.	The SEND Unit at The Brittons Academy will provide specialist, small-group teaching and targeted support for pupils with complex communication and interaction needs who require support beyond what can typically be provided through mainstream SEND support alone. The SEND team at Havering review practice within schools throughout the Borough.	2027/28	Marcus Bennett/The Brittons Academy

Local SEND reform	Positive	One of the main aims of the Local SEND reforms is to ensure more children are supported in mainstream schools, with specialist support available locally.	Deliver a 24 place communication and interaction unit at The Brittons Academy providing targeted support for pupils with complex communication and interaction needs who require support beyond what can typically be provided through mainstream SEND support alone.	2027/28	Marcus Bennet
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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 EHIA will be reviewed; the date for next review; and who will be reviewing it.

Review:

Proposal to establish a Special Education Needs & Disability Unit for young people with Communication and Interaction needs at The Brittons Academy will be reviewed within 2 years.

Scheduled date of review:

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

**Please submit the completed form via e-mail to READI@haverling.gov.uk
Thank you.**