



You will need to produce an Equality Impact Assessment (EqIA) if:

- You are developing a new policy, strategy, or service
- You are making changes that will affect front-line services
- You are reducing budgets, which may affect front-line services
- You are changing the way services are funded and this may impact the quality of the service and who can access it
- You are making a decision that could have a different impact on different groups of people
- You are making staff redundant or changing their roles

Guidance notes on how to complete an EqIA and sign off process are available on the Hub under Equality and Diversity. You must read the [guidance notes](#) and ensure you have followed all stages of the EqIA approval process (outlined in appendix 1). Section 2 of the template requires you to undertake an assessment of the impact of your proposals on groups with protected characteristics. Equalities and borough profile data, as well as other sources of statistical information can be found on the Harrow hub, within the section entitled: [Equality Impact Assessment](#) - sources of statistical information.

Equality Impact Assessment (EqIA)		
Type of Decision:	<input type="radio"/> Cabinet <input type="radio"/> Portfolio holder <input checked="" type="radio"/> Other (state)	
Title of Proposal		Date EqIA created 3 June 2021
Name and job title of completing/lead Officer	Rajeshree Parmar, Head of School Organisation, Admissions and Attendance	
Directorate/ Service responsible		
Organisational approval		
EqIA approved by Directorate Equalities Champion	Name Johanna Morgan	Signature <input checked="" type="checkbox"/> Tick this box to indicate that you have approved this EqIA Date of approval 11 June 2021

1. Summary of proposal, impact on groups with protected characteristics and mitigating actions

(to be completed **after** you have completed sections 2 - 5)

a) What is your proposal?

In January 2019, Cabinet delegated authority to Corporate Director People Services, following consultation with the Portfolio Holder for Children, Schools and Young People, and consideration of consultation responses, to publish the statutory notices that will enable the increase of SEND provision in Harrow in accordance with the SEND Strategy. Cabinet also delegated authority to the Corporate Director People Services, following consultation with the Portfolio Holder for Children, Schools and Young People, to determine the notices that will enable the increase of SEND provision in Harrow in accordance with the SEND Strategy.

The Council has followed these processes and it now at stage where the can determine the notices to establish a special educational need provision at Belmont Primary School with effect from September 2021.

In September 2019 the Council established a pilot provision at the school which has been successful and want to make this provision permanent. This supports the Council's SEND strategy to increase the SEND provision in Harrow.

b) Summarise the impact of your proposal on groups with protected characteristics

This will have a positive impact on pupils with SEND in the disability characterised group as this proposal provides access to local provision at a mainstream school. For families with children with disabilities enabling their children to access local provision is seen as positive and it increases their choice of provision available to them.

c) Summarise any potential negative impact(s) identified and mitigating actions

There are no negative impacts. The is already full as demand for places is high in additional resourced provisions.

2. Assessing impact					
You are required to undertake a detailed analysis of the impact of your proposals on groups with protected characteristics. You should refer to borough profile data , equalities data , service user information, consultation responses and any other relevant data/evidence to help you assess and explain what impact (if any) your proposal(s) will have on each group. Where there are gaps in data, you should state this in the boxes below and what action (if any), you will take to address this in the future.		What does the evidence tell you about the impact your proposal may have on groups with protected characteristics? Click the relevant box to indicate whether your proposal will have a positive impact, negative (minor, major), or no impact			
Protected characteristic	For each protected characteristic, explain in detail what the evidence is suggesting and the impact of your proposal (if any). Click the appropriate box on the right to indicate the outcome of your analysis.	Positive impact	Negative impact		No impact
			Minor	Major	
Age	The provision is only for primary aged pupils as it is established in primary school. The provision is enhancing the offer of local provision available to Harrow Residents there is no negative impact on this characteristic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Disability	This provision is specially for Children with Severe Learning Difficulties and or Autism. The provision was specifically identified as there is growing demand for specialist places. The provision is already full and the feedback from the school and parents is positive.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	Not applicable in the context of SEND provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marriage and Civil Partnership	Not applicable in the context of SEND provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pregnancy and Maternity	Not applicable in the context of SEND provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Race/ Ethnicity	This provision is at a mainstream community school and can only be accessed via Educational Health Care Plan (EHCP). This provision is therefore for pupils with an EHCP who have this identified need. EHCP are not issued based on race/ ethnicity is as assessment of educational and health care needs so there is no negative impact on this characteristic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Religion or belief	The provision is at a mainstream community school accessed via an EHCP. There is no criteria related to faith, religion or belief of the pupil and their right to access the provision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sex	Not applicable in the context of SEND provision at a mainstream school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sexual Orientation	Not applicable in the context of SEND provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>2.1 Cumulative impact – considering what else is happening within the Council and Harrow as a whole, could your proposals have a cumulative impact on groups with protected characteristics?</p> <p><input type="checkbox"/> Yes No <input checked="" type="checkbox"/></p>					
<p>If you clicked the Yes box, which groups with protected characteristics could be affected and what is the potential impact? Include details in the space below</p>					
<p>2.2 Any other impact - considering what else is happening nationally/locally (national/local/regional policies, socio-economic factors etc), could your proposals have an impact on individuals/service users, or other groups?</p> <p><input type="checkbox"/> Yes No <input checked="" type="checkbox"/></p>					

If you clicked the Yes box, Include details in the space below

3. Actions to mitigate/remove negative impact

Only complete this section if your assessment (in section 2) suggests that your proposals may have a negative impact on groups with protected characteristics. If you have not identified any negative impacts, please complete sections 4 and 5.

In the table below, please state what these potential negative impact (s) are, mitigating actions and steps taken to ensure that these measures will address and remove any negative impacts identified and by when. Please also state how you will monitor the impact of your proposal once implemented.

State what the negative impact(s) are for each group, identified in section 2. In addition, you should also consider and state potential risks associated with your proposal.	Measures to mitigate negative impact (provide details, including details of and additional consultation undertaken/to be carried out in the future). If you are unable to identify measures to mitigate impact, please state so and provide a brief explanation.	What action (s) will you take to assess whether these measures have addressed and removed any negative impacts identified in your analysis? Please provide details. If you have previously stated that you are unable to identify measures to mitigate impact please state below.	Deadline date	Lead Officer

4. Public Sector Equality Duty

How does your proposal meet the Public Sector Equality Duty (PSED) to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
2. Advance equality of opportunity between people from different groups
3. Foster good relations between people from different groups

Include details in the space below

The Local Authority has published its SEND strategy to promote the opportunities for pupils with SEND, to expand their choices of local places and meet the growing demand for specialist places. This proposal has a positive impact on the community and has already been welcomed by the residents and school community. It increases the range of provision available and reduces the need for pupils to travel long distances to provision outside the borough. This also has a positive impact for residents as it reduces the drain on Council's funds.

5. Outcome of the Equality Impact Assessment (EqIA) click the box that applies

☒ Outcome 1

No change required: the EqIA has not identified any potential for unlawful conduct or disproportionate impact and all opportunities to advance equality of opportunity are being addressed

☐ Outcome 2

Adjustments to remove/mitigate negative impacts identified by the assessment, or to better advance equality, as stated in section 3&4

☐ **Outcome 3**

This EqlA has identified discrimination and/ or missed opportunities to advance equality and/or foster good relations. However, it is still reasonable to continue with the activity. Outline the reasons for this and the information used to reach this decision in the space below.

Include details here