

H&F Equality Impact Analysis Tool

Conducting an Equality Impact Analysis

An EIA is an improvement process which helps to determine whether our policies, practices, or new proposals will impact on, or affect different groups or communities. It enables officers to assess whether the impacts are positive, negative, or unlikely to have a significant impact on each of the protected characteristic groups.

The tool is informed by the [public sector equality duty](#) which came into force in April 2011. The duty highlights three areas in which public bodies must show compliance. It states that a public authority must, in the exercise of its functions, have due regard to the need to:

- 1. Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited under the Equality Act 2010**
- 2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it**
- 3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it**

Whilst working on your Equality Impact Assessment, you must analyse your proposal against these three tenets.

General points

1. In the case of matters such as service closures or reductions, considerable thought will need to be given to any potential equality impacts. Case law has established that due regard cannot be demonstrated after the decision has been taken. Your EIA should be considered at the outset and throughout the development of your proposal, it should demonstrably inform the decision, and be made available when the decision is recommended.
2. Wherever appropriate, the outcome of the EIA should be summarised in the Cabinet/Cabinet Member report and equalities issues dealt with and cross referenced as appropriate within the report.
3. Equalities duties are fertile ground for litigation and a failure to deal with them properly can result in considerable delay, expense, and reputational damage.
4. Where dealing with obvious equalities issues e.g. changing services to disabled people/children, take care not to lose sight of other less obvious issues for other protected groups.
5. If you already know that your decision is likely to be of high relevance to equality and/or be of high public interest, you should contact the Strategy & Communities team for support.

Further advice and guidance can be accessed online and on the intranet:

<https://www.gov.uk/government/publications/public-sector-equality-duty>

<https://officesharedservice.sharepoint.com/sites/Governance/SitePages/Reports.aspx>

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| Overall Information | Details of Full Equality Impact Analysis |
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| Financial Year and Quarter | 2025/26 |
| Name and details of policy, strategy, function, project, activity, or programme | Schools Block to High Needs Block Disapplication Request |
| Lead Officer | Name: Joe Gunning Position: Head of Programmes, Children's Commissioning Email: joe.gunning@lbhf.gov.uk Telephone No: 07769672031 |
| Date of completion of final EIA | 03/11/2023 |

| Section 02 | Scoping of Full EIA | | |
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| Plan for completion | Timing: N/A Resources: N/A | | |
| Analyse the impact of the policy, strategy, function, project, activity, or programme | Analyse the impact of the policy on the protected characteristics (including where people / groups may appear in more than one protected characteristic). You should use this to determine whether the policy will have a positive, neutral, or negative impact on equality, giving due regard to relevance and proportionality. | | |
| | Protected characteristic | Analysis | Impact: Positive, Negative, Neutral |
| | Age | This disapplication enables the continued investment in early identification and intervention offers to ensure every child and young person is supported to ensure their needs are effectively identified and met through a range of offers. | Positive |
| | Disability | Our approach embeds inclusive practice. Our early identification and intervention programme seeks to build capacity in mainstream settings to enable the delivery of differentiate curriculum to meet the diverse range of needs at | Positive |

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| | SEN Support, whilst ensuring there is sufficient specialist provision for the small number of children and young people who require it. This inclusive approach is in line with what young people tell us they want from our services. | |
| Gender reassignment | There is no anticipated impact in relation to gender reassignment | Neutral |
| Marriage and Civil Partnership | There is no anticipated impact in relation to marriage and civil partnership | Neutral |
| Pregnancy and maternity | There is no anticipated impact in relation pregnancy and maternity | Neutral |
| Race | The disapplication supports addressing disproportionality in ensuring services are fully inclusive. Services commit to value and demonstrate respect for diversity, and to reach into communities to deliver support in the right way for all children and young people to encourage greater engagement. Services are available for all settings across the whole borough with flexibility to address locally emerging needs and hotspot areas, this includes supporting specific children and young people where a need arises. | Positive |
| Religion/belief (including non-belief) | There is no anticipated impact in relation to religion/belief these services are open to people of all faiths and of no faith. | Neutral |
| Sex | There is no anticipated impact in relation to sex. | Neutral |
| Sexual Orientation | There is no anticipated impact in relation to sexual orientation. | Neutral |
| Care Leavers | This disapplication enables the continued investment in SEND services available to Care Leavers with SEND to ensure their needs are effectively identified and met through a range of offers. | Positive |

Human Rights or Children's Rights

If your decision has the potential to affect Human Rights or Children's Rights, please contact your Equality Lead for advice

Will it affect Human Rights, as defined by the Human Rights Act 1998?

No

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| | <p>Will it affect Children's Rights, as defined by the UNCRC (1992)?</p> <p>No</p> |
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| Section 03 | Analysis of relevant data |
| Documents and data reviewed | <p>Examples of data can range from census data to customer satisfaction surveys. Data should involve specialist data and information and where possible, be disaggregated by different equality strands.</p> <p>Data reviewed includes census data and SEN2 as well as feedback from children, young people and families at both national and local level.</p> <p>In terms of the impact on the school community as a result of this transfer, we have considered this impact and are repositioning this funding for the benefit of H&F school community as a whole. Although coming out of the mainstream funding, the funding will be going back into schools via the High Needs Block to provide overall enrichment.</p> |
| New research | N/A |

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| Section 04 | Consultation |
| Consultation | <p>In line with the H&F priority of doing things with residents not to them, we continue to coproduce our programmes of work with all stakeholders including children, young people and their families.</p> <p>Schools Forum are updated quarterly in relation to the High Needs Block pressures and have approved the block transfer. All settings have been consulted as part of this proposal and their views have been considered.</p> <p>We will continue to work closely with settings in the implementation of the agreed programmes.</p> |
| Analysis of consultation outcomes | TBC |

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| Section 05 | Analysis of impact and outcomes |
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| Analysis | TBC |
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| Section 06 | Reducing any adverse impacts and recommendations |
| Outcome of Analysis | The feedback received did not identify any adverse impacts and therefore no changes have been made in this regard |

| Section 07 | Action Plan | | | | | | | | | | | | |
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| Action Plan | Note: You will only need to use this section if you have identified actions as a result of your analysis | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Issue identified</th> <th>Action (s) to be taken</th> <th>When</th> <th>Lead officer and department</th> <th>Expected outcome</th> <th>Date added to business/service plan</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table> | Issue identified | Action (s) to be taken | When | Lead officer and department | Expected outcome | Date added to business/service plan | N/A | N/A | N/A | N/A | N/A | N/A |
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| N/A | N/A | N/A | N/A | N/A | N/A | | | | | | | | |

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| Section 08 | Agreement, publication and monitoring |
| Senior Managers' sign-off | Name: Peter Haylock Position: Operational Director Education and SEND Email: Peter Haylock Telephone No: 07341672995 |
| Key Decision Report (if relevant) | Date of report to Cabinet Member: Key equalities issues have been included: No equalities issues identified. |
| Equalities Advice (where involved) | Name: N/A Position: N/A Date advice / guidance given: N/A Email: N/A Telephone No: N/A |