

Enfield Equality Impact Assessment (EqIA)

Introduction

The purpose of an Equality Impact Assessment (EqIA) is to help Enfield Council make sure it does not discriminate against service users, residents and staff, and that we promote equality where possible. Completing the assessment is a way to make sure everyone involved in a decision or activity thinks carefully about the likely impact of their work and that we take appropriate action in response to this analysis.

The EqIA provides a way to systematically assess and record the likely equality impact of an activity, policy, strategy, budget change or any other decision.

The assessment helps us to focus on the impact on people who share one of the different nine protected characteristics as defined by the Equality Act 2010 as well as on people who are disadvantaged due to socio-economic factors. The assessment involves anticipating the consequences of the activity or decision on different groups of people and making sure that:

- unlawful discrimination is eliminated
- opportunities for advancing equal opportunities are maximised
- opportunities for fostering good relations are maximised.

The EqIA is carried out by completing this form. To complete it you will need to:

- use local or national research which relates to how the activity/ policy/ strategy/ budget change or decision being made may impact on different people in different ways based on their protected characteristic or socio-economic status;
- where possible, analyse any equality data we have on the people in Enfield who will be affected eg equality data on service users and/or equality data on the Enfield population;
- refer to the engagement and/ or consultation you have carried out with stakeholders, including the community and/or voluntary and community sector groups and consider what this engagement showed us about the likely impact of the activity/ policy/ strategy/ budget change or decision on different groups.

The results of the EqIA should be used to inform the proposal/ recommended decision and changes should be made to the proposal/ recommended decision as a result of the assessment where required. Any ongoing/ future mitigating actions required should be set out in the action plan at the end of the assessment.

The completed EqIA should be included as an appendix to relevant EMT/ Delegated Authority/ Cabinet/ Council reports regarding the service activity/ policy/ strategy/ budget change/ decision. Decision-makers should be confident that a robust EqIA has taken place, that any necessary mitigating action has been taken and that there are robust arrangements in place to ensure any necessary ongoing actions are delivered.

SECTION 1 – Equality Analysis Details

Title of service activity / policy/ strategy/ budget change/ decision that you are assessing	The Swan Centre – Refurbishment
Lead officer(s) name(s) and contact details	Allen Gibbons
Team/ Department	Schools Capital Delivery Team
Executive Director	Tony Theodoulou
Cabinet Member	Abdul Abdullah
Date of EqIA completion	23 November 2022

SECTION 2 – Summary of Proposal

Please give a brief summary of the proposed service change / policy/ strategy/ budget change/project plan/ key decision

Please summarise briefly:

What is the proposed decision or change?
 What are the reasons for the decision or change?
 What outcomes are you hoping to achieve from this change?
 Who will be impacted by the project or change - staff, service users, or the wider community?

The Delegated Authority Report approves the award of a contract and expenditure to Contractor 'A' for the refurbishment of The Swan Centre.

Following the refurbishment works West Lea School will move back to The Swan Centre from their temporary accommodation. On completion the refurbished accommodation will provide Special Educational Needs places for between 100 and 120 students who have complex learning needs (at Key stage 4 and Post 16).

SECTION 3 – Equality Analysis

This section asks you to consider the potential differential impact of the proposed decision or change on different protected characteristics, and what mitigating actions should be taken to avoid or counteract any negative impact.

According to the Equality Act 2010, protected characteristics are aspects of a person's identity that make them who they are. The law defines 9 protected characteristics:

1. Age
2. Disability
3. Gender reassignment.
4. Marriage and civil partnership.
5. Pregnancy and maternity.
6. Race
7. Religion or belief.
8. Sex
9. Sexual orientation.

At Enfield Council, we also consider socio-economic status as an additional characteristic.

“Differential impact” means that people of a particular protected characteristic (eg people of a particular age, people with a disability, people of a particular gender, or people from a particular race and religion) will be significantly more affected by the change than other groups. Please consider both potential positive and negative impacts, and, where possible, provide evidence to explain why this group might be particularly affected. If there is no differential impact for that group, briefly explain why this is not applicable.

Please consider how the proposed change will affect staff, service users or members of the wider community who share one of the following protected characteristics.

Age

This can refer to people of a specific age e.g. 18-year olds, or age range e.g. 0-18 year olds.

Will the proposed change to service/policy/budget have a **differential impact [positive or negative]** on people of a specific age or age group (e.g. older or younger people)?

Please provide evidence to explain why this group may be particularly affected.

The building will be used by West Lea's Horizon campus (Post 16 provision for students with SEN).

As at 1st May 2022 4,041 children and young people in Enfield have an EHCP maintained by Enfield Council. The second largest age group with EHCPs is 12-16 years (33%). A further 19% are aged 19+. As the current largest group with EHCPs (39% aged 6-11 years) moves through education there will be a growing need for more Post 16 SEN places.

Mitigating actions to be taken

SpLD - Specific Learning Difficulty, VI - Visual Impairment, OTH - Other Difficulty/Disability, HI - Hearing Impairment, SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder, SEMH - Social, Emotional and Mental Health, PD - Physical Disability, MLD - Moderate Learning Difficulty and SLD - Severe Learning Difficulty. The refurbished accommodation will be DDA compliant

The Ponders End site will cater for students with an EHCP aged 16+ (including adult learners up to the age of 25) supporting the local authority to meet the growing need for Post 16 SEN provision within this age group. Post 16 bridging programmes and employment programmes will support the future pathways of learners accessing the provision enabling them to work towards all Preparing for Adulthood outcomes.

Disability

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on the person's ability to carry out normal day-day activities.

This could include:

Physical impairment, hearing impairment, visual impairment, learning difficulties, long-standing illness or health condition, mental illness, substance abuse or other impairments.

Will the proposed change to service/policy/budget have a **differential impact [positive or negative]** on people with disabilities?

Please provide evidence to explain why this group may be particularly affected.

The strategy is positive in providing financial resources to improve accessibility of school buildings and grounds.

The key strategy is providing between 100 and 120 which includes 20 new additional special school places to the most vulnerable pupils who have complex learning needs.

The school follows the affirmative model of disability and is committed to ensuring disabled staff and students are not disadvantaged physically or through stereotypes and medical model perceptions.

Over 100% of school students attending West Lea School SEN support.

National data highlights that people with disabilities are less likely to participate in the labour force, experience higher rates of unemployment and lower rates of employment on the whole than people without disabilities. Supported internships, run by West Lea's Horizon Campus (Post 16 provision), have helped more than 80 young people into employment to date (with 80% of all young people accessing the programme getting jobs, 90% retaining them). The additional space at the Ponders End site will allow the campus to grow this provision further supporting more young people with additional needs into work.

Enfield Send Data Analysis highlights a continued increase in number of EHCPs in 2021. The percentage of pupils with:

- an EHCP nationally has risen by 3.4%
- In Enfield the number of EHCPs maintained by the Council increased by 13% (an upward trend as in previous years).

Local data collected highlighted the most common primary needs for pupils with:

- EHCPs: 37% Speech, language and communication needs, Autistic Spectrum Disorder (ASD) at 25%, 14% have social, emotional and mental health needs
- 27% of children and young people with an EHCP attend a special school. West Lea is the largest special school in Enfield with 447 students on roll in 2022/2023 (aged from 4-25 years).
- School level data indicates the following breakdown in terms of need: Communication and interaction (48%), Cognition & Learning (86%), SEMH (49%) and Sensory and/or Physical (37%)
- The top 5 conditions/diagnoses at West Lea are as follows: 1. ASD (44%), 2. Global delay (11%), 3. ADHD (10%), 4. Eczema (9.6%), 5. Asthma (7%)
- Table 2 below provides a summary of data from previous years.

Table 2: Number of Pupils with EHCPs

ENFIELD	2015/16	2016/17	2017/18	2018/19	2019/20	Three Year Change (2017/18-2019/20)
Total Pupils	58929	59648	59750	59621	59260	-0.8%
Pupils with SEN Support	6483	6538	6210	6133	6040	-2.7%
% SEN Support	11.0%	11.0%	10.4%	10.3%	10.2%	
Pupils with EHCP/Statements	1350	1444	1659	1800	2230	34.4%
% EHCP/Statements	2.3%	2.4%	2.8%	3.0%	3.8%	

The refurbished building will have a positive impact on all stakeholders, as it will provide fit for purpose space and facilities that are adapted to meet the needs of our diverse young people. It build will provide access to IT systems through designated learning spaces as well as areas for relaxation and mindfulness. Therapeutic spaces are in place for students who require them with specialist professionals employed in this role.

The physical environment is hugely important to fostering a sense of belonging. To support this, the school ensures that rooms and buildings are accessible, and that accessibility information is always up-to-date and easily available to create a much more inclusive environment for disabled staff and students. Reasonable adjustments and specific resources (hearing loops, VOCAs, AACs etc) are available to all who may require them. Lift access and accessible toilets are available to support ease of access.

As the refurbished building has been designed in partnership with West Lea School for learners with additional needs, it reflects the principles of best practice in its strategy. For example, the plans include a specialist common room with life skills facilities, designated therapy rooms, break-away rooms and fit for purpose classrooms. These provide innovative teaching and learning spaces, for example, Multi media resource area, Catering teaching and training rooms which offer a safe, stimulating and modern environment for young people with additional needs.

Mitigating actions to be taken

Improve the accessibility of school building and provide additional special school places. Lifts have been installed, accessible toilets, ramps, and across the school site.

Gender Reassignment

This refers to people who are proposing to undergo, are undergoing, or have undergone a process (or part of a process) to reassign their sex by changing physiological or other attributes of sex.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on transgender people?

Please provide evidence to explain why this group may be particularly affected.

Staff, students and visitors who have transitioned (i.e. they live in a different gender to the one they were assigned at birth), are transitioning, or are thinking of transitioning need support and understanding from their cis gender colleagues (i.e. colleagues who continue to live in the gender they were assigned at birth). This is recognised by the school which goes to great lengths to support those in this position by supporting individual's use of their preferred pronouns and raising awareness of these considerations amongst the school community.

Mitigating actions to be taken

The refurbished building will positively affect those under this characteristic by having the provision of gender-neutral toilets, and a safe, stimulating environment where diversity, respect and understanding is at the forefront.

School leaders will also ensure staff transitioning are supported in attending relevant appointments and in what and how information is communicated to colleagues.

The personal development curriculum (including PSHE, RSE, Life & Work, enrichment and SMSC activities) ensures this characteristic is embedded within the curriculum to raise awareness and understanding. The school's therapeutic support team are available to support those requiring additional support.

Marriage and Civil Partnership

Marriage and civil partnerships are different ways of legally recognising relationships. The formation of a civil partnership must remain secular, where-as a marriage can be conducted through either religious or civil ceremonies. In the U.K both marriages and civil partnerships can be same sex or mixed sex. Civil partners must be treated the same as married couples on a wide range of legal matters.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people in a marriage or civil partnership?

Please provide evidence to explain why this group may be particularly affected

No impact

Mitigating actions to be taken

Pregnancy and maternity

Pregnancy refers to the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on pregnancy and maternity?

Please provide evidence to explain why this group may be particularly affected

The refurbished building, which will include hygiene and medical facilities, will affect stakeholders positively for those who may need facilities to breastfeed and store milk following a period of maternity leave. This will also allow older students to continue their studies if pregnant or have had a baby.

Facilities such as small group rooms, elevators and accessible toilets will have a positive impact on pregnant or expecting individuals as they can reduce discomfort, provide safe spaces and provide easy access.

Mitigating actions to be taken

Race

This refers to a group of people defined by their race, colour, and nationality (including citizenship), ethnic or national origins.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people of a certain race?

Please provide evidence to explain why this group may be particularly affected

Enfield is an ethnically diverse borough, with **38.3% of the population identified as White UK, and 19.9% identified as 'Black'** (Census, 2011). Enfield is also one of the most highly deprived London boroughs.

Black African, Black Caribbean, White British and White Turkish pupils are

overrepresented in the proportion of children and young people receiving SEN Support in Enfield. School level data is in line with this: 20.9% White English, 7% Turkish, Black Caribbean (6%), Black & any other ethnic origin (4.8%) and Black Congolese (4.6%).

The PSHE curriculum ensures students are educated around diversity, prejudice, discrimination, stereotypes, equality and activism to raise awareness and understanding.

The refurbishment of the building will be positive in providing safe and fit for purpose school places regardless race or ethnicity. The accommodation is intended for all.

Existing policies on Equal opportunities will extend to the new build as will the Schools ethos and values which enshrine the diverse nature of our community.

Mitigating actions to be taken

Safe fit for purpose school places

Religion and belief

Religion refers to a person's faith (e.g. Buddhism, Islam, Christianity, Judaism, Sikhism, Hinduism). Belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people who follow a religion or belief, including lack of belief?

Please provide evidence to explain why this group may be particularly affected.

The new build will have a positive impact in providing safe and fit for purpose school places regardless of religion or belief.

Prayer facilities/space is available which provides a positive impact on students, staff, visitors and stakeholders. Dietary requirements are maintained by the schools catering contractor as it is important in providing a sense of belonging to staff and students. Reasonable adjustments and requirements are continuously monitored and reviewed to reflect the growing needs of our communities.

The impact of religious observance on different groups of students is also important, for example, exams timetabled during Ramadan, and events and seminars scheduled for Friday afternoons/evenings (when Jewish staff and students may be preparing for their Sabbath). These are mitigated through internal policy and procedures.

As UK religious holidays are based on the Christian calendar it is likely to be problematic for those who observe other religious festivals where they may need to take annual leave/miss class. The school already has procedures in place to identify religious observances and the management of potential absences which will extend to the new build.

The curriculum around Religious Education highlights the importance of religious observances.

Mitigating actions to be taken

Safe fit for purpose school places taking account of the sensitivity of different religious groups.

Updated policies and procedures that reflect the growing diverse community.

Sex

Sex refers to whether you are a man or woman.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on men or women?

Please provide evidence to explain why this group may be particularly affected.

Positive in providing safe and fit for purpose school places regardless of gender.

The refurbished building will have a positive impact by providing a safe, stimulating and nurturing environment. School and LA policy is embedded to mitigate adverse effects on our community in relation to sex. The school's personal development curriculum focuses on equality and diversity which aims to reduce stereotypes, bias and practice of discrimination based on sex.

A robust careers offer run by the school supports students in their future development. Inequalities relating to occupational segregation are reduced through careful planning by the school to ensure equality of access for all regardless of sex. Occupations in a wide range of fields are promoted as part of the school's careers offer and information, advice and guidance is provided by a specialist SEN Careers adviser and supported by an Enterprise Coordinator. The school belongs to the local Careers Hub. Female interns have also taken part in a specialist project with KPMG promoting careers for women in tech, finance and admin based roles.

Mitigating actions to be taken

Safe fit for purpose school places taking account of the sensitivity of different religious groups and parental choice

Sexual Orientation

This refers to whether a person is sexually attracted to people of the same sex or a different sex to themselves. Please consider the impact on people who identify as heterosexual, bisexual, gay, lesbian, non-binary or asexual.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people with a particular sexual orientation?

Please provide evidence to explain why this group may be particularly affected.

The school recognises that LGBTQ+ students, staff, visitors and stakeholders may feel the need to hide their identity in the school/ workplace. School policy, procedure and our curriculum prioritises the rights of individuals and those within the protected characteristics. The school has gone to great lengths to ensure pastoral, behavioural and emotional support is available to all. Advice and guidance can be given to any stakeholder at any time through dedicated and qualified staff within our therapeutic team including a clinical psychologist, counsellors and therapists. We also have strong links with external professionals able to provide support. The new build will have this extended upon it and provide a safe, fit for purpose environment regardless of sexual orientation or identity.

The refurbished accommodation provides therapeutic space where professionals can support students, staff and stakeholders through various mediums such as wellbeing support which is embedded within the school through policy and practice. There is a dedicated space for wellbeing and the school has its own counselling service.

The school recognises that LGBTQ+ staff and students still face overt discrimination and violence, and homosexuality is still illegal in some countries. This is considered when planning overseas residential visits, conferences and research.

Mitigating actions to be taken

Safe fit for purpose school places taking account of the sensitivity of different identity groups and parental choice

Socio-economic deprivation

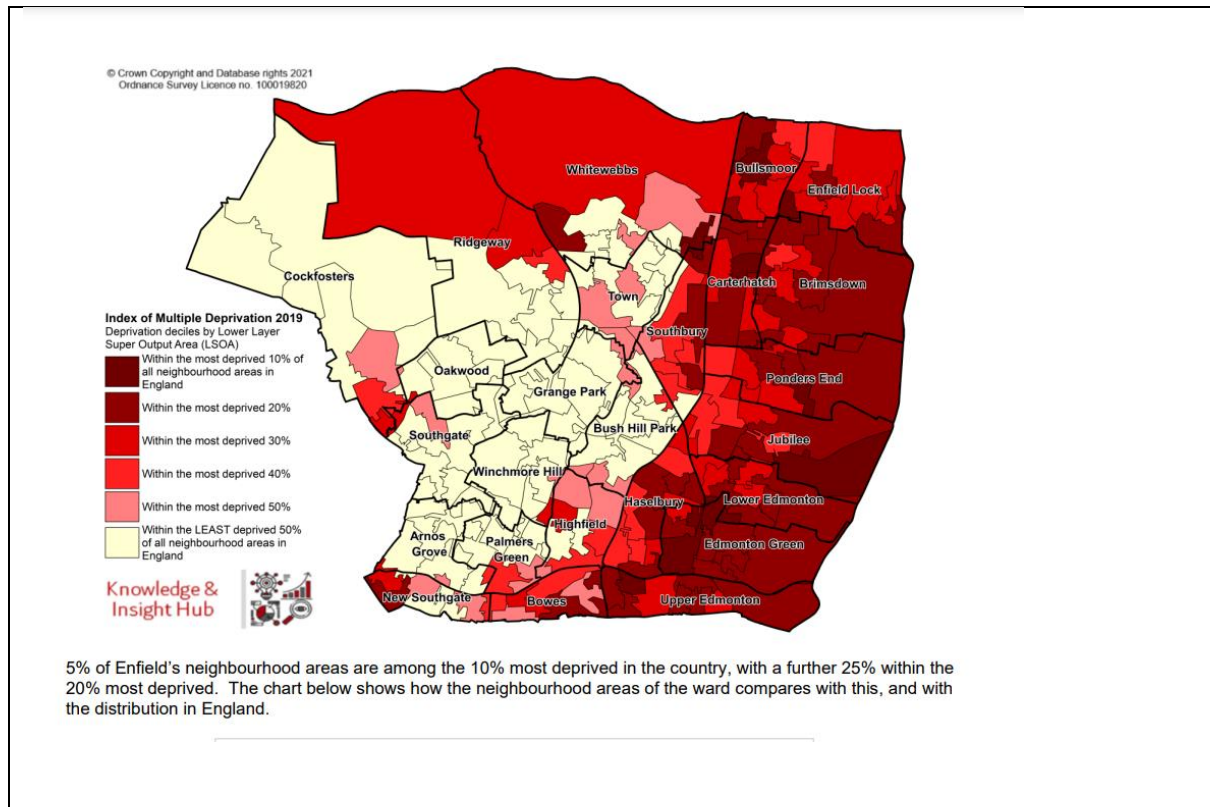
This refers to people who are disadvantaged due to socio-economic factors e.g. unemployment, low income, low academic qualifications or living in a deprived area, social housing or unstable housing.

Will this change to service/policy/budget have a **differential impact [positive or negative]** on people who are socio-economically disadvantaged?

Please provide evidence to explain why this group may be particularly affected.

Enfield is one of the most highly deprived Outer London boroughs. The 2019 English Indices of Multiple Deprivation, published in October 2019, shows Enfield rising from the 12th to the 9th most deprived London borough. 5% of Enfield's neighbourhood areas are among the 10% most deprived in the country, with a further 25% within the 20% most deprived.

The school itself has 46.7% students in receipt of free school meals (FSM). The school seeks to reduce the barriers to achievement due to socioeconomic factors by utilising a range of initiatives from intervention groups, clubs and use of pupil premium funding, to mentoring, coaching and providing facilities/ opportunities that they may not have had the chance to experience yet. The refurbished accommodation will have a positive impact through improvement of school buildings and access to a modern learning facility designed to meet the needs of our growing and diverse community.



Mitigating actions to be taken.

Safe fit for purpose school places improving opportunities for children's education and academic achievement

SECTION 4 – Monitoring and Review

How do you intend to monitor and review the effects of this proposal?

Who will be responsible for assessing the effects of this proposal?

Monthly monitoring of individual project delivery. Annual review of programme delivery.

SECTION 5 – Action Plan for Mitigating Actions.

Identified Issue	Action Required	Lead officer	Timescale/By When	Costs	Review Date/Comments
Programme delivery targets	Monthly project monitoring. Annual project and programme review	Allen Gibbons	September 2025	£6 million	