

EQUALITY IMPACT ASSESSMENT

The **Equality Act 2010** places a '**General Duty**' on all public bodies to have '**due regard**' to the need to:

- Eliminating discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advancing equality of opportunity between those with a 'relevant protected characteristic' and those without one;
- Fostering good relations between those with a 'relevant protected characteristic' and those without one.

In addition the Council complies with the Marriage (same sex couples) Act 2013.

Stage 1 – Screening

Please complete the equalities screening form. If screening identifies that your proposal is likely to impact on protect characteristics, please proceed to stage 2 and complete a full Equality Impact Assessment (EqIA).

Stage 2 – Full Equality Impact Assessment

An EqIA provides evidence for meeting the Council's commitment to equality and the responsibilities under the Public Sector Equality Duty.

When an EqIA has been undertaken, it should be submitted as an attachment/appendix to the final decision making report. This is so the decision maker (e.g. Cabinet, Committee, senior leader) can use the EqIA to help inform their final decision. The EqIA once submitted will become a public document, published alongside the minutes and record of the decision.

Please read the Council's Equality Impact Assessment Guidance before beginning the EqIA process.

1. Responsibility for the Equality Impact Assessment

Name of proposal	Approval of development of 57 White Hart Lane (formerly Woodside Day Centre) into supported accommodation for young people with complex learning disabilities and autism.
Service area	Commissioning, Adults and Health
Officer completing assessment	James Vale
Equalities/ HR Advisor	Joe Wills
Cabinet meeting date (if applicable)	15 th June 2021
Director/Assistant Director	Charlotte Pomery

2. Summary of the proposal

Please outline in no more than 3 paragraphs

- The proposal which is being assessed*
- The key stakeholders who may be affected by the policy or proposal*
- The decision-making route being taken*

The proposal being assessed is the development of the 57 White Hart Lane site into supported accommodation for young people with complex learning disabilities and autism. This scheme will enable young people to remain in-borough, close to support networks, as well as attend nearby education facilities to further their development. Not only will it improve outcomes, but it will have the added benefit of generating revenue savings compared to high-cost residential placements or avoidable admissions into psychiatric hospitals.

The key stakeholders are: children and young people who are autistic and/or have a complex learning disability, as well as their families.

The approval for Development will be circulated at the Capital Projects Delivery Board on the 21st of April 2021. Following this it will be presented at Corporate Board on the 20th May, CAB on the 25th May and Cabinet on the 15th June 2021.

3. What data will you use to inform your assessment of the impact of the proposal on protected groups of service users and/or staff?

Identify the main sources of evidence, both quantitative and qualitative, that supports your analysis. Please include any gaps and how you will address these

This could include, for example, data on the Council's workforce, equalities profile of service users, recent surveys, research, results of relevant consultations, Haringey Borough Profile, Haringey Joint Strategic Needs Assessment and any other sources of relevant information, local, regional or national. For restructures, please complete the restructure EqIA which is available on the HR pages.

Protected group	Service users	Staff
Sex	Mosaic data, School Census (2020), FE data (2016-17), ONS and GLA population projections	
Gender Reassignment	No local data available, estimates at London level from ONS Statistical Bulletin: Sexual orientation, UK (2018), LGBT Survey (2017)	

Age	Mosaic data, School Census (2020), Department for Education FE and Skills Funded Learners data (2016-17), GLA population projections (mid-year 2018 housing led)	
Disability	Mosaic data, School Census (2020), GLA population projections (mid-year 2018 housing led)	
Race & Ethnicity	Mosaic data, School Census (2020), FE data (2016-17), GLA population projections (mid-year 2018 housing led)	
Sexual Orientation	No local data available, ONS Statistical Bulletin: Sexual orientation, UK (2018), LGBT Survey (2017)	
Religion or Belief (or No Belief)	Mosaic data, ONS 2011 Census	
Pregnancy & Maternity	Mosaic data, ONS 2011 Census	
Marriage and Civil Partnership	Mosaic data, ONS 2011 Census	

Outline the key findings of your data analysis. Which groups are disproportionately affected by the proposal? How does this compare with the impact on wider service users and/or the borough's demographic profile? Have any inequalities been identified?

Explain how you will overcome this within the proposal.

Further information on how to do data analysis can be found in the guidance.

1. Sex

Source	Female (16-25)	Male (16-25)
School Census 2020	1526 (53.8%)	1310 (46.2%)
Further Education and Skills data for Haringey providers	8900 (53.1%)	7850 (46.9%)
GLA housing-led projections (based on mid-year 2018 estimates)	15704 (48.8%)	16450 (51.2%)

There are a greater number of males than females aged 16-25 living in Haringey. The converse is true, however, when it comes to the number in education, with females making up those in post-16 education with Haringey providers.

In this proposal, we are focusing on children and young people who are autistic and/or have a learning disability.

Source	Female (95% CI)	Male (95% CI)
Service users aged 16-19 who are autistic (based on Mosaic snapshot from 31 st January 2021)	14 (12-31%)	55 (69-88%)
Children attending a school that specialises in pupils with ASD in Haringey or neighbouring boroughs (School Census 2020)	121 (23-31%)	330 (69-77%)

Based on these data, males are between 2.1 and 3.3 times more likely to attend a school specialising in autism spectrum disorder (ASD) compared to females of the same age (range is the 95% confidence interval). A similar ratio is obtained for the number of autistic service users (2.1 – 6.8 times).

Source	Female (95% CI)	Male (95% CI)
Service users aged 16-19 who have a learning disability (based on Mosaic snapshot from 31 st January 2021)	31 (26-45%)	58 (55-75%)
Children attending a school that specialises in pupils with severe learning disabilities in Haringey or neighbouring boroughs (School Census 2020)	108 (25-34%)	259 (66-75%)

Males are between 1.9 and 2.9 times more likely to attend a school specialising in pupils with severe learning disabilities (LD) compared to females. This is mirrored by the gender split of service users with a learning disability (males 1.2 – 2.8 times more likely).

This suggests that males are more likely to receive a positive impact from the proposed service, reflecting the increased prevalence in that community.

2. Gender reassignment

We do not hold data on the number of people who are seeking, or have received gender reassignment surgery, and national data has not been collected for this characteristic. We will need to consider the inequalities and discrimination experienced for this protected group. For the purposes of this EqlA, we will use the inclusive term Trans* in order to represent the spectrum of transgender and gender variance.

In London it is estimated that between 0.3 and 0.8% of adults identify as Trans*. Assuming that this ratio is similar in Haringey, then this implies that between 100 and 250 16-25 year olds in Haringey identify as Trans*. The true number, however, is probably towards (or even exceeding) the upper end of this estimate due to younger age groups generally being more likely to identify as LGBTQ+.

Given these assumptions, we might expect between 0 and 2 of our autistic service users aged 16-25 to identify as Trans*, and a similar number of our service users with learning disabilities (there may be some overlap).

3. Age

Age	GLA population projection	Service users who are autistic	Service users with a learning disability
16	2888	21	15
17	2915	30	22
18	2864	19	12
19	2565	10	14
20	2536	10	16
21	2796	19	24
22	3179	19	28
23	3650	13	20
24	4180	14	27
25	4580	9	17

The development will benefit children and young adults between the ages of 16-25. The greatest benefit shall be seen for those at the younger end of this age range, as this is where the data suggests that demand will primarily come from in future.

4. Disability

The proposed service is targeted specifically at children and young people who are autistic and/or have complex learning disabilities. This is to address a specific need for this group that is not fully satisfied with current provision, and will therefore have a highly positive impact.

The service that will be offered will be person-centred and specialised with the target group in mind. It will not be suitable or appropriate for individuals that are not part of this cohort, including those without a disability.

5. Race and Ethnicity

The number of pupils attending a school in Haringey that specialises in ASD can be used as a measure of the prevalence in the community across different ethnic groups. Note that this will only capture the proportion of autistic individuals who require specialist provision (and therefore are more likely to have complex needs). This is relevant for the proposed development, however the true proportion of residents in Haringey who are autistic is probably significantly higher.

Pupils from the Black African, Black Caribbean, Other Mixed, and Bangladeshi communities are significantly more likely to attend a specialist ASD school compared to pupils from other ethnic groups.

Ethnicity	GLA projections (5-19, 2016 based)	Pupils attending a school in	Crude prevalence based on pupils
-----------	------------------------------------	------------------------------	----------------------------------

		Haringey that specialises in ASD (5-19)	attending specialist ASD schools (95% CI)
White British	14707 (29.7%)	47 (11.8%)	0.24 – 0.42%
Other White	9718 (19.6%)	74 (18.5%)	0.60 – 0.95%
Black African	5865 (11.9%)	104 (26.0%)	1.47 – 2.14%
Black Caribbean	2654 (5.4%)	39 (9.8%)	1.07 – 2.00%
Other Ethnic Group	2487 (5.0%)	30 (7.0%)	0.85 – 1.72 %
Other Black	2430 (4.9%)	16 (4.0%)	0.41 – 1.07%
Other Mixed	2183 (4.4%)	30 (7.5%)	0.96 – 1.96%
White & Black Caribbean	1748 (3.5%)	6 (1.5%)	0.16 – 0.75%
Other Asian	1379 (2.8%)	9 (2.3%)	0.34 – 1.24 %
White & Asian	1307 (2.6%)	Suppressed	0.08 – 0.67%
Bangladeshi	1218 (2.5%)	18 (4.5%)	0.94 – 2.32%
White & Black African	1034 (2.1%)	5 (1.3%)	0.21 – 1.13%
Indian	731 (1.5%)	7 (1.8%)	0.46 – 1.96%
Chinese	603 (1.2%)	7 (1.8%)	0.56 – 2.38%
Arab	578 (1.2%)	Suppressed	0 – 0.66%
Pakistani	421 (0.9%)	Suppressed	0.37 – 2.42%
White Irish	399 (0.8%)	Suppressed	0.04 – 1.41%
BAME	24636 (49.8%)	276 (69.0%)	1.00 – 1.26%

Around 45% of our service users aged 16-25 who are autistic or have a LD identify as Black or Black British (see next page). This is consistent with the School Census data, and significantly higher than the estimated 16% of the borough population for this age group who identify as Black or Black British. Consequently it indicates that this group is most likely to benefit positively from the proposed service.

Ethnicity	Autistic service users aged 16-25 (95% CI)	Service users with a LD aged 16-25 (95% CI)
Asian / Asian British	9 (3.1 – 10.6%)	12 (3.4 – 10.0%)

Black / African / Caribbean / Black British	73 (39.1 – 54.6%)	93 (38.9 – 52.4%)
Mixed / Multiple	18 (7.4 – 17.5%)	9 (2.3 – 8.2%)
Other Ethnic Group	13 (4.9 – 13.7%)	15 (4.5 – 11.8%)
White	51 (25.8 – 40.4%)	72 (29.1 – 42.1%)
No data	2 (0.4 – 4.6%)	3 (0.5 – 4.2%)

6. Sexual orientation

We do not currently hold ward or borough level statistics for the sexual orientation of residents. London-based estimates suggest that between 6 and 10 % of 18-25 year olds in London identify as lesbian, gay, or bisexual.

There is currently no specific data available for sexual orientation for individuals who are autistic and/or have a LD. It is presumed that a person is (and should be) free to choose their preferred sexual orientation, regardless of any disability or condition that may have. The assumption is therefore that the distribution of sexual orientation for the target group is similar to the population as a whole.

7. Religion or belief

Religion	Number of autistic service users aged 19-25 (95% CI)	16 – 24 year olds In Haringey from 2011 Census (95% CI)
Christian	35 (26.9 – 45.6%)	12,549 (41.1 – 42.2%)
Muslim	17 (11.1 – 26.0%)	5,238 (17.0 – 17.8%)
Hindu	1 (0.2 – 5.6%)	597 (1.8 – 2.1%)
Jewish	5 (2.2 – 11.4%)	572 (1.7 – 2.1%)
No religion	4 (1.6 – 10.0%)	8,000 (26.0 – 27.0%)
Not stated	36 (27.9 – 46.6%)	2,590 (8.3 – 8.9%)

The data do not clearly show that autistic service users disproportionately follow a particular belief (or non-belief) system. It initially appears that Jewish young people are slightly over-represented, while those that do not follow a religion are under-represented. However, the largest group of service users have their religion as “Not stated”, which may highlight a data quality issue.

8. Pregnancy & Maternity

There are currently no young service users who are autistic and/or have a LD that are reported to be pregnant. Due to the low frequency of such occasions, we also do not hold a dataset on children that are born to such a group.

9. Marriage and Civil Partnership

There are currently no young service users who are autistic and/or have a LD that are reported to be married or in a civil partnership. Furthermore, these individuals may lack the legal capacity to consent to such a union.

4. a) How will consultation and/or engagement inform your assessment of the impact of the proposal on protected groups of residents, service users and/or staff?

Please outline which groups you may target and how you will have targeted them

Further information on consultation is contained within accompanying EqlA guidance

Young people who are autistic and/or have a LD are regularly consulted on individual placement decisions at their regular Adults or LAC review meetings. Depending on the needs of the individual, this may be in conjunction with a carer or family member.

Consultations with relevant groups will take place prior to the delivery of the actions and projects in the development plan. The groups that will be targeted include service users who are autistic and/or have a LD, their carers and family members, members of the Carer's Forum, Haringey Learning Disability Partnership, as well as local residents. They will be targeted through a range of methods including workshops, focus groups, informal interviews, and surveys.

4. b) Outline the key findings of your consultation / engagement activities once completed, particularly in terms of how this relates to groups that share the protected characteristics

Explain how will the consultation's findings will shape and inform your proposal and the decision making process, and any modifications made?

The engagement activity that will commence throughout design development will shape the project by ensuring that all proposed actions do not have any adverse effects on groups with protected characteristics. It will also ensure that the design and the care model used best suits the needs of the clients moving in.

5. What is the likely impact of the proposal on groups of service users and/or staff that share the protected characteristics?

Please explain the likely differential impact on each of the 9 equality strands, whether positive or negative. Where it is anticipated there will be no impact from the proposal, please outline the evidence that supports this conclusion.

Further information on assessing impact on different groups is contained within accompanying EqlA guidance

1. Sex – This proposal will primarily affect male young people as they make up the bulk of service users who are autistic and/or have a LD. The proposal will ensure that young people of both sexes will have better quality placements, suited to their needs and guarantees greater placement sufficiency.

Positive	X	Negative		Neutral impact		Unknown Impact	
----------	---	----------	--	----------------	--	----------------	--

2. Gender reassignment - We do not have local data regarding this protected characteristic. We do not think there will be specific impacts for this protected group and will try to ensure that discrimination, harassment, and victimisation is tackled based upon this and any other protected group.

Positive		Negative		Neutral impact	X	Unknown Impact	
----------	--	----------	--	----------------	---	----------------	--

3. Age - This proposal will primarily affect 16-25 year old residents who are autistic and/or have a LD. The development will ensure that residents of all ages have better quality placements that are more suited to their individual needs and wishes.

Positive	X	Negative		Neutral impact		Unknown Impact	
----------	---	----------	--	----------------	--	----------------	--

4. Disability – This proposal will positively affect young people who are autistic and/or have a LD.

Positive	X	Negative		Neutral impact		Unknown Impact	
----------	---	----------	--	----------------	--	----------------	--

5. Race and ethnicity – The main impact of this proposal is that young people who identify as Black or Black British will receive the largest positive outcome. This is because they are over-represented in the number of service users who are autistic and/or have a learning disability. The proposal will ensure that young people of all races and ethnic background will have better quality placements suited to their needs, and guarantees greater placement sufficiency.

Positive	X	Negative		Neutral impact		Unknown Impact	
----------	---	----------	--	----------------	--	----------------	--

6. Sexual orientation - We do not have local data regarding this protected characteristic. We do not think there will be specific impacts for this protected group and will try to ensure that discrimination, harassment, and victimisation is tackled based upon this and any other protected group.

Positive		Negative		Neutral impact	X	Unknown Impact	
----------	--	----------	--	----------------	---	----------------	--

7. Religion or belief (or no belief) - The proposal will increase placement sufficiency and ensure that young people of all religions and beliefs (including those with no beliefs or where their belief has not been stated) will have better quality placements suited to their needs.

Positive	X	Negative		Neutral impact		Unknown Impact	
----------	---	----------	--	----------------	--	----------------	--

8. Pregnancy and maternity - We do not have local data regarding this protected characteristic. We do not think there will be specific impacts for this protected group and will try to ensure that discrimination, harassment, and victimisation is tackled based upon this and any other protected group.

Positive		Negative		Neutral impact	X	Unknown Impact	
----------	--	----------	--	----------------	---	----------------	--

9. Marriage and Civil Partnership - We do not have local data regarding this protected characteristic. We do not think there will be specific impacts for this protected group and will try to ensure that discrimination, harassment and victimisation is tackled based upon this and any other protected group.

Positive		Negative		Neutral impact	X	Unknown Impact	
----------	--	----------	--	----------------	---	----------------	--

10. Groups that cross two or more equality strands, e.g. young black women

The proposal will ensure that young people who are autistic and/or have a LD will have access to better quality and increased sufficiency of placements. This includes those individuals that cross two or more additional equality strands. The group that is likely to have the largest positive outcome is young black males who are autistic and/or have a LD.

Positive	X	Negative		Neutral impact		Unknown Impact	
----------	---	----------	--	----------------	--	----------------	--

Outline the overall impact of the policy for the Public Sector Equality Duty:

- Could the proposal result in any direct/indirect discrimination for any group that shares the relevant protected characteristics?
- Will the proposal help to advance equality of opportunity between groups who share a relevant protected characteristic and those who do not?
This includes:

- a) Remove or minimise disadvantage suffered by persons protected under the Equality Act
 - b) Take steps to meet the needs of persons protected under the Equality Act that are different from the needs of other groups
 - c) Encourage persons protected under the Equality Act to participate in public life or in any other activity in which participation by such persons is disproportionately low
- Will the proposal help to foster good relations between groups who share a relevant protected characteristic and those who do not?

The proposal will not result in direct or indirect discrimination for any group that shares the protected characteristics, and the assessment indicates that the development will have a positive impact on the majority of the protected groups.

The proposal will advance equality of opportunity between groups who share a protected characteristic and those who do not by ensuring that both cohorts receive the best start to life and are accommodated in care placements which progress their development.

The proposal will foster good relations between cohorts sharing a protected characteristic and those who do not by ensuring that both groups are given placements and opportunities of equal quality.

6. a) What changes if any do you plan to make to your proposal as a result of the Equality Impact Assessment?

Further information on responding to identified impacts is contained within accompanying EqlA guidance

Outcome	Y/N
No major change to the proposal: the EqlA demonstrates the proposal is robust and there is no potential for discrimination or adverse impact. All opportunities to promote equality have been taken. <u>If you have found any inequalities or negative impacts that you are unable to mitigate, please provide a compelling reason below why you are unable to mitigate them.</u>	Y
Adjust the proposal: the EqlA identifies potential problems or missed opportunities. Adjust the proposal to remove barriers or better promote equality. Clearly <u>set out below</u> the key adjustments you plan to make to the policy. If there are any adverse impacts you cannot mitigate, please provide a compelling reason below	
Stop and remove the proposal: the proposal shows actual or potential avoidable adverse impacts on different protected characteristics. The decision maker must not make this decision.	

6 b) Summarise the specific actions you plan to take to remove or mitigate any actual or potential negative impact and to further the aims of the Equality Duty

Impact and which relevant protected characteristics are impacted?	Action	Lead officer	Timescale

Please outline any areas you have identified where negative impacts will happen as a result of the proposal but it is not possible to mitigate them. Please provide a complete and honest justification on why it is not possible to mitigate them.

N/A

6 c) Summarise the measures you intend to put in place to monitor the equalities impact of the proposal as it is implemented:

To monitor the equalities impact of the proposal, the outcomes of young people who are autistic and/or have a LD will continue to be regularly monitored by Children's/Adult's services and Commissioning. The impact of the proposal will be demonstrated through data that is regularly collected from Mosaic, as well as the commissioned care provider for the service.

7. Authorisation

EqlA approved by


(Assistant Director/ Director)

Date 17/05/2021

8. Publication

Please ensure the completed EqlA is published in accordance with the Council's policy.

Please contact the Policy & Strategy Team for any feedback on the EqlA process.