

Equality Impact Assessment (EQIA)

Name of proposal:	High Needs Capital Funding: SEND Resource Provision
Service Area:	SEND
Officer Completing Assessment:	Gareth Meredith
Equalities Advisor:	Vlada Shevelkova
Cabinet meeting date:	17 September 2024
Director/Assistant Director:	Jackie Difolco, Assistant Director: Early Help, Prevention and SEND. Caroline Brain, Assistant Director: CYP Commissioning & Programmes.

1. Executive summary

- 1.1 The department of education has approached Haringey with a grant for the High Needs Capital Allocation for 23/24, which is based on Haringey's increased number of Education, Health and Care Plans. This increased resource includes allocations of £989,429 + £1,080,833 totalling £2,070,262 for additional investment in 2024/25.
- 1.2 The grant conditions are to provide new places or improve existing provision access for students with EHCP's in alternative provision or for children that don't have an EHCP but have SEN needs (where appropriate) by September 25; other considerations for use include where provision improves climate resilience and zero carbon emissions and should be for young people aged 0–25 including a dedicated focus on post 16 provision in further education.
- 1.3 The proposal is to use the funding allocation for the creation of two new resource provisions, which would include 16 new primary school placements and 34 secondary school placements, for children and young people with Autism as a primary need. This would be in addition to the new resource provision outlined under the funding agreement for the Safety Valve capital programme which is providing 124 places.
- 1.4 This grant has key interdependencies with the £7m of DfE capital funding as provided by the Safety Valve Programme which is to develop education provision for children and young people with special educational needs and disabilities (SEND) as part of the Safety Valve Programme in addition to £5.4m of council and high needs capital funding.
- 1.5 Haringey Council became part of the (DfE) Safety Valve Programme from March 2022. As of June 2024, the deficit now stands at £10.71m further reduced from £23.83m due

to payments by results driven by funding and savings accrued through the delivery of projects to date.

- 1.6 This EQIA relates to the acceptance of the above grant where an additional 50 school places will be created for children and young people with an Education Health Care Plan with Autism as their primary need, but with the ability to also support a mixture of secondary needs such as Moderate Learning Difficulties (MLD), Speech and Language Communication, and Social Emotional Mental Health (SEMH). 34 places will be at a secondary school and 16 at a primary school, most of these new places will support a mixture of need.

2. Consultation and engagement

- 2.1 The HNCPA will complement the existing Safety Valve Programme of work that commenced in January 2023. Haringey's Children Services implemented an open and transparent expression of interest process, inviting applications for both primary and secondary schools across the borough to place bids for capital investment allocated as part of the Safety Valve Programme.
- 2.2 For this new grant, Haringey plans to continue this engage parents and carer and to consult with its primary and secondary heads opening-up the opportunity for a discussion on the planned new provisions. Much of this engagement is already taking place as part of an existing programme of work and will continue to take place in a range of forums. Any schools chosen will need to meet the following criteria:
- a) School Ofsted rating being either Good or Outstanding
 - b) Local infrastructure and parking arrangements
 - c) The school's vision to provide SEND services
 - d) Vision for its joint development of a SEND based curriculum with Haringey Education Partnership
 - e) Financial profiling and sustainability of placements
 - f) Staffing structure and teach to student ratio which was to be determined based on the number of children in the provision.
 - g) School inclusivity.
 - h) Following assessment, the moderation panel produced recommendations of which primary and secondary site schemes were assigned for capital builds.

3. School selection

3.1 The following section provides a summary of the reasons and any considerations for the proposed selection of both the primary and secondary educational setting.

3.2 Each school assessed against DfE BB104 technical SEND spacing guidelines, to ensure that any new resource provision can meet the needs of children with Autism Spectrum Condition as a primary need, but to also enhance learning for those with a mixture of secondary needs, such as Speech and Language, SEMH, MLD. The council is working with Any new schools identified will be targeted where need is identified in the borough, currently the council is reviewing the west of the borough as the Safety Valve Programme is supporting key schools in both the east and west.

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? Detail how your approach will facilitate the inclusion of protected groups likely to be impacted by the decision.

3.3 The consultation has been an ongoing process since the outset of the programme. The programme team first set up a range of engagement forums in the form of engagement sessions with schools, spread out over set days, with the times being staggered to meet the needs of Head teachers and co-workers. There were also mop-up sessions and drop-in surgeries organised so those who were unable to attend had several opportunities to engage with the programme team.

3.4 In addition to this, the programme team set-up a moderating panel to assess all the bids received for the resource provisions, this involved colleagues from the ICB, parent and carer representatives from SEND Power, colleagues from property and SEND teams, and representatives from schools and learning were also part of this panel. The panel assessed each bid, looking at a range of measures and criteria, including school inclusivity, to ensure that the appropriate schools were chosen objectively.

3.5 As the capital build takes place for the resource provision, a new sub-group will be set up with school representatives, subject matter experts from Haringey's SEND team, SEND Power (Parent and Carers forum) and ICB, The subgroup's aim will be to progress into the RIBA stages, which are a plan of work which organises the process of briefing, designing, constructing and operating building projects into eight stages and explains the **stage** outcomes, core tasks and information exchanges. Procurement tenders specified for those contractors to bid for the tenders with SEND build experience.

3.6 Parents and carers have been engaged with the programme during the consultation and bidding processes, and the programme team will continue to engage with them during the project.

3.7 Further work will take place with Integrated Care Board (ICB) colleagues, Whittington Health (speech and language) and parent and carers forum with head of SENCO in each of the meetings to ensure that the provision is tailored to the needs of demographic groups and their SEND-related needs.

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.

3.8 The consultation is ongoing, and some key findings are yet to be outlined, such as school selection. However, the data we have captured indicates a rising number of children diagnosed with Autism Spectrum Condition (ASC) and is the most common primary need amongst children with SEND in Haringey. Nuances in this area have been considered, namely, in a number of cases, ASC can be diagnosed as a Primary Need, but there are often an additional mixture of underlying needs, such as Social Emotional Mental Health and Speech and Language. The programme team will work closely with schools to create provisions that cater for a wider set of needs.

4. Data and Impact Analysis

4.1 Data has been sourced from the State of the Borough and ward profiles, found here: <https://www.haringey.gov.uk/local-democracy/about-council/state-of-the-borough> and Haringey School Place Planning Report 2024 (specifically pages 66 – 71) which can be found here: [School Place Planning Report 2024 \(haringey.gov.uk\)](https://www.haringey.gov.uk/school-place-planning-report-2024)

Please consider how the proposed change will affect people with protected characteristics.

Age

Children with ASC as Primary Need 23/24: London-wide

Age	Number of pupils	% of ASC pupils
5	3199	7.9
6	3,299	8.1
7	3471	8.5
8	3491	8.6
9	3293	8.1
10	3246	8
11	3346	8.2
12	3185	7.8
13	2896	7.1
14	2669	6.6
15	2513	6.2
16	1250	3.1
17	993	2.4
18	338	0.8

19 and over	<5	<0.1%

Source: SEN Data, gov.uk

Children with ASC as Primary Need 23/24: Haringey pupils

Age	Number of pupils	% of ASC pupils
5	138	8.9
6	116	7.5
7	157	10.2
8	150	9.7
9	123	8
10	124	8
11	130	8.4
12	108	7
13	117	7.6
14	90	5.8
15	86	5.6
16	38	2.5
17	25	1.6
18	15	1
19 or over	<5	<0.1

Source: SEN Data, gov.uk

Data

Borough Profile¹

56,718: 0-17 (21%)

72,807: 18-34 (27%)

68,257: 35-49 (25%)

44,807: 50-64 (17%)

28,632: 65+ (11%)

Target Population Profile

4.2 The new provision will impact those young people with Autism Spectrum Condition as a primary need aged 5-19, who attend full time school in Haringey, in either, early years setting, mainstream or special school or academy. In addition, the new provision will enhance learning for mixture of secondary needs, such as MLD, SPLD and SEMH.

4.3 The data above demonstrates that Haringey pupils are broadly in line with London pupils in terms of distribution of children with Autism Spectrum Condition across the affected age groups. However, whereas there is less concentration of Haringey pupils with ASC in later years (age 14-17) compared to the wider London population, there is more

¹ Source: State of the Borough

concentration of Haringey pupils with ASC in the earlier years (5-14), with the exception of ages 6, 9, 8 and 12, where there is a small disparity.

Potential Impacts

4.4 This policy only affects young people, aged 5-19. The creation of the resource provision will likely have a positive impact on young people aged 5-19 in education, who have an identified Autism Spectrum Condition as a primary need but with the ability to also support those with secondary needs such as MLD, SPLD and SEMH. 34 places will be at a secondary school and 16 at a primary school, the majority of these new places will support a mixture of need e.g. moderate learning difficulties and social and emotional mental health. This new programme of work will increase the number of resource provisions available which will be specifically tailored to support children and young people with Autism and Moderate Learning Difficulties. It will also ensure that children and young people remain in borough closer to their support networks and family units.

4.5 The provisions in primary and secondary education will reflect the different needs of the children, depending on age. For example, some primary school children will have more profound speech and language needs compared to some of their secondary school counterparts and the teaching methods in these provisions will reflect that.

Disability²

Data London

Primary Need SEN type	% of pupils – 2023-24
Not SEN	82.5%
ASC	3.1%
HI	0.3%
MLD	1.5%
MSI	0.03%
OTH	0.6%
PD	0.3%
PMLD	0.2%
SEMH	3.2%
SLCN	5.3%
SLD	0.3%
SPLD	1.7%
VI	0.1%

Borough Profile ³

4,500 people have a serious physical disability in Haringey.

² In the Equality Act a disability means a physical or a mental condition which has a substantial and long-term impact on your ability to do normal day to day activities.

³ Source: 2011 Census

19,500 aged 16-64 have a physical disability this equates to approximately 10% of the population aged 16-64.

1,090 people living with a learning disability in Haringey.

4,400 people have been diagnosed with severe mental illness in Haringey.

Target Population Profile

Breakdown of disability within the school age population is as follows:

Primary Need SEN type	% of pupils - Jan 2023
Not SEN	82.7%
ASC	3.2%
HI	0.4%
MLD	1.7%
MSI	0.0%
NSA	0.5%
OTH	0.8%
PD	0.3%
PMLD	0.1%
SEMH	2.5%
SLCN	4.9%
SLD	0.2%
SPLD	2.5%
VI	0.1%

4.6 This table demonstrates the proportion of children in Haringey schools who have Autism Spectrum Condition at 3.2%. The table also shows that 1.7% of children in Haringey schools have Moderate Learning Difficulties The wider Safety Valve programme has set out other workstreams to address this specific need. These figures are higher than London-wide averages.

Table 1: Number of Primary children with statements by Need:

Figure 8.1: Number of Primary children with statements by need (Pre-school/Nursery to Year 6, 2009 to 2023)

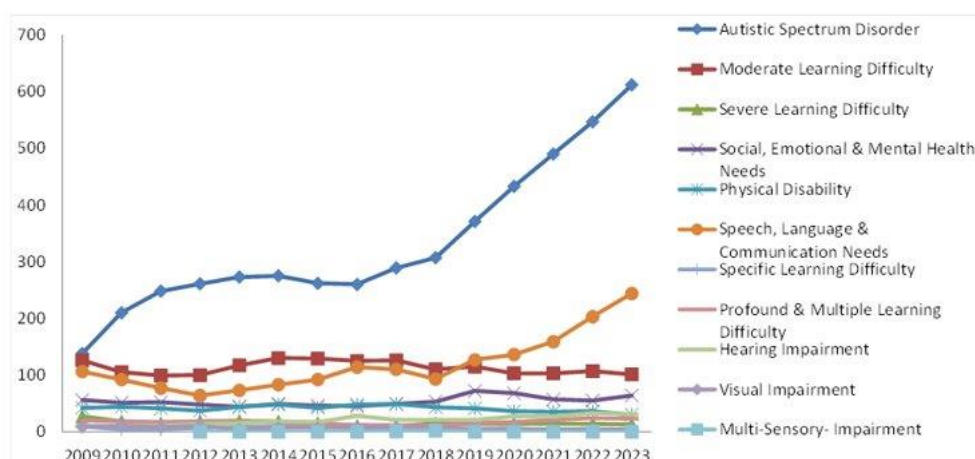
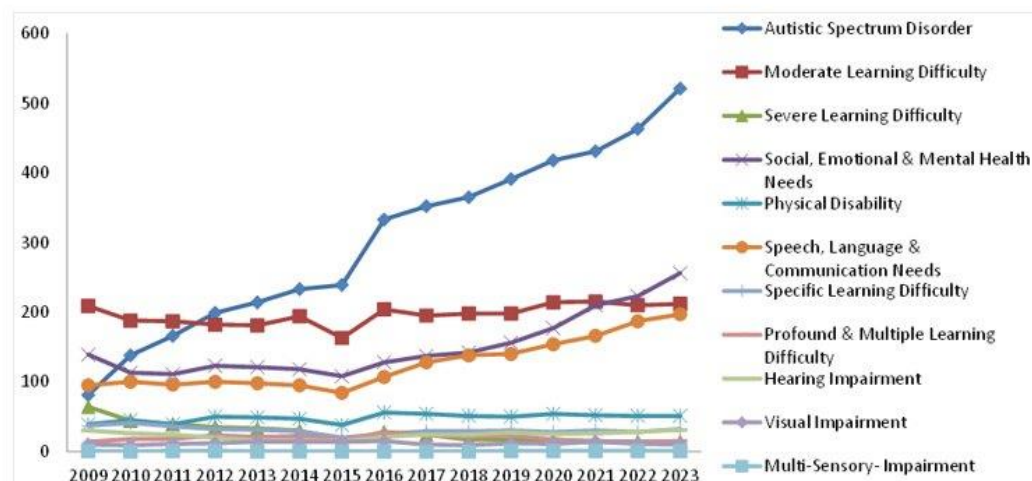


Table 2: Number of Secondary children with statements by Need:

Figure 8.2: Number of Secondary children with statements by need (Year 7 to Year 14, 2009 to 2023)



Source: Haringey SEN 2023

4.7 The graphs above demonstrate the continued increase of children with Autism Spectrum Condition in Haringey schools. The aim of the High Needs Capital Allocation is to cater for the increased need for school places in mainstream schools that support children with Autism Spectrum Condition. These school places will also support a mixture of secondary needs e.g. Moderate Learning Difficulties and Social Emotional Mental Health.

4.8 The data demonstrates that Haringey have a range of children with SEND needs who access mainstream and SEND schools and early years settings in Haringey. For 2023-24 Haringey requests for an EHCP assessment have increased by 23%. At the end of Quarter 1 for 2024/25, Haringey is reporting 3,033 actual active EHCPs. Extrapolating the 3,033 to the 31st of March 2025, this shows a predicted forecast figure of 3,324 – an increase of 1.09%.

4.9 The intention of High Needs Capital Allocation is to create further places to support the increase in demand for specialist ASC support within borough.

Impact

4.10 The High Needs Capital programme will have a positive impact on the life chances of children and young people with ASC by ensuring that they have access to education and to the support required to enable them to achieve their outcomes. The provision will also support a mixture of secondary needs such as Moderate Learning Difficulties (MLD), Speech and Language Communication, and Social Emotional Mental Health (SEMH). 34 places will be at a secondary school and 16 at a primary school, the majority of these new places will support a mixture of need.

Gender Reassignment⁴

Borough Profile

4.11 There is no robust data at Borough level on our trans population, however the central government estimates that there are approximately 200,000 to 500,000 trans people in the UK. Assuming an average representation, this would mean between 800 and 2,000 Haringey residents are Trans.⁵

Target Population Profile

4.12 There are a small number of transgender young people attending Haringey Schools and some of these young people have SEND. The council does not have reliable data to support a robust reporting on the target population but will address the individual needs of transgender young people via their individual assessments.

Impact

4.13 The new framework allows for detailed consideration of the social, emotional, and mental health needs of children and young people with SEND. This policy will not disproportionately affect transgender young people.

Marriage and Civil Partnership

Data

Borough Profile ⁶

Divorced or formerly in a same-sex civil partnership which is now legally dissolved: 8.2%

In a registered same-sex civil partnership: 0.6%

Married: 33.3%

Separated (but still legally married or still legally in a same-sex civil partnership): 4.0%

Single (never married or never registered a same-sex civil partnership): 50.0%

Widowed or surviving partner from a same-sex civil partnership: 3.9%

Target Population Profile

⁴ Under the legal definition, a transgender person has the protected characteristic of gender reassignment if they are undergoing, have undergone, or are proposing to undergo gender reassignment. To be protected from gender reassignment discrimination, an individual does not need to have undergone any specific treatment or surgery to change from one's birth sex to one's preferred gender. This is because changing one's physiological or other gender attributes is a personal process rather than a medical one.

⁵ Trans is an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

⁶ Source: 2011 Census

The council does not collect data on the marital status of parents or carers for SEND purposes.

Impact

This programme will not impact parents or carers of children or young people based on their marital status.

Pregnancy and Maternity

Data

Borough Profile ⁷

Live Births in Haringey 2019: 3,646

Target Population Profile

This policy will not significantly affect women who are pregnant or women in maternity.

Impacts

There is no reason to think that the proposed programme will impact this protected group.

Race

In the Equality Act 2010, race can mean ethnic or national origins, which may or may not be the same as a person's current nationality.⁸

Data

Borough Profile ⁹

Arab: **0.9%**

Any other ethnic group: 3.9%

Asian: **9.5%**

Bangladeshi: 1.7%

Chinese: 1.5%

Indian: 2.3%

Pakistani: 0.8%

Other Asian: 3.2%

Black: **18.7%**

African: 9.0%

Caribbean: 7.1%

Other Black: 2.6%

⁷ Births by Borough (ONS)

⁸ [Race discrimination | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/race-discrimination)

⁹ Source: 2011 Census

Mixed: 6.5%

White and Asian: 1.5%

White and Black African: 1.0%

White and Black Caribbean: 1.9%

Other Mixed: 2.1%

White: 60.5%

English/Welsh/Scottish/Norther Irish/British: 34.7%

Irish: 2.7%

Gypsy or Irish Traveller: 0.1%

Other White: 23%

Target Population Profile

The current population analysis of children with Autism Spectrum Condition compared to the wider school population in Haringey.

Ethnic group (Jan 2023 school census)	EHC	SEN Support	Not SEN	All pupils
Asian - Asian British/Any Asian Background	2%	1%	2%	2%
Asian - Asian British/Bangladeshi	3%	2%	3%	2%
Asian - Asian British/Indian	1%	1%	1%	1%
Asian - Asian British/Pakistani	1%	1%	1%	1%
Black - African	19%	13%	13%	13%
Black - Black British/Caribbean	8%	7%	5%	5%
Black - Other Black	3%	3%	2%	2%
Chinese	1%	1%	1%	1%
Information Not Obtained	2%	2%	2%	2%
Mixed - Any Other Mixed Background	8%	7%	7%	7%
Mixed - White And Asian	1%	1%	2%	2%
Mixed - White And Black African	1%	2%	2%	2%
Mixed - White And Black Caribbean	4%	4%	3%	3%
Other	6%	8%	9%	8%
Refused	1%	1%	1%	1%
Travellers White - Gypsy/Roma	0%	0%	0%	0%
Travellers White - Gypsy/Roma - Other	0%	0%	0%	0%
Travellers White - Gypsy/Roma - Roma	0%	0%	0%	0%
Travellers White - Traveller of Irish Heritage	0%	0%	0%	0%
White - British	16%	22%	20%	20%
White - Irish	1%	1%	1%	1%
White - Other White	21%	24%	28%	27%

4.14 The data demonstrates that children from Black African, British, or Caribbean backgrounds are more likely to have an EHCP than other members of the school age population.

ASC within Ethnicity Groups

Ethnicity	No of children with ASC	% of children with ASC in ethnicity group
Asian - Asian British/Any Asian Background	22	3.83%
Asian - Asian British/Bangladeshi	49	5.22%
Asian - Asian British/Indian	11	2.60%
Asian - Asian British/Pakistani	7	2.19%
Black - African	257	5.15%
Black - Black British/Caribbean	109	5.58%
Black - Other Black	49	5.75%
Chinese	18	4.70%
Information Not Obtained	20	3.18%
Mixed - Any Other Mixed Background	140	5.13%
Mixed - White and Asian	24	3.31%
Mixed - White and Black African	20	3.31%
Mixed - White and Black Caribbean	61	5.85%
Other	109	3.40%
Refused	52	4.94%
Travellers White - Gypsy/Roma	<5	2%
Travellers White - Gypsy/Roma - Roma	<5	1%
Travellers White - Traveller of Irish Heritage	<5	10%
White - British	279	3.92%
White - Irish	13	5.33%
White - Other White	314	3.13%
Grand Total	1560	4.08%

4.15 The table above demonstrates that children who are Asian British/Bangladeshi, Black or Travellers of Irish Heritage are more likely to have Autism Spectrum Condition as a primary need than other members of the school age population with 5% of their ethnicity group or higher. The average percentage of Haringey pupils with ASC is 4.08% for the wider school population in Haringey.

Compare children with ASC with the wider pupil population, by ethnicity group

Ethnicity	% of ASC pupils	% of all pupils in Haringey schools
Asian - Asian British/Any Asian Background	1.41%	1.51%
Asian - Asian British/Bangladeshi	3.14%	2.47%
Asian - Asian British/Indian	0.7%	1.11%

Asian - Asian British/Pakistani	0.45%	0.84%
Black - African	16.47%	13.13%
Black - Black British/Caribbean	6.98%	5.15%
Black - Other Black	3.14%	2.24%
Chinese	1.15%	1.01%
Information Not Obtained	1.28%	1.66%
Mixed - Any Other Mixed Background	8.9%	7.18%
Mixed - White and Asian	1.54%	1.91%
Mixed - White and Black African	1.28%	1.59%
Mixed - White and Black Caribbean	3.91%	2.75%
Other	6.99%	8.44%
Refused	3.33%	2.77%
Travellers White - Gypsy/Roma	-	0.13%
Travellers White - Gypsy/Roma - Roma	-	0.01%
Travellers White - Traveller of Irish Heritage	-	0.11%
White - British	17.88%	18.75%
White - Irish	0.83%	0.64%
White - Other White	20.13%	26.40%

4.16 This table outlines how the figures for children with ASC breakdown among ethnicities and how it compares to the wider pupil population breakdown.

4.17 This data shows that a number of ethnicity groups are overrepresented in the ASC (as a primary need) cohort, most starkly in the Black-African community, where there is over 3% discrepancy.

Impacts

4.18 The proposed policy will have a positive impact on children and young people with ASC as a primary need including from Asian British/Bangladeshi, Black and Irish Traveller backgrounds who are overrepresented in the ASC population, by ensuring that they have access to education and to the support required to enable them to achieve their outcomes. This provision will create a new curriculum which is geared towards ASC learning and provide access to the experience of colleagues at the Haringey Education Partnership to understand best practice. These measures will aim to improve educational outcomes for children with ASC as a primary need including from different ethnic backgrounds.

4.14 Religion or belief

Data

Borough Profile ¹⁰

Christian: 45%

¹⁰ Source: 2011 Census

Buddhist: 1.1%
 Hindu: 1.9%
 Jewish: 3%
 Muslim: 14.2%
 No religion: 25.2%
 Other religion: 0.5%
 Religion not stated: 8.9%
 Sikh: 0.3%

Target Population Profile

The SEND Team do not keep data for children's religion.

Impacts

4.19 The new resource provision has been selected to provide more parental choice and control regarding their child. The impacts will provide a new operating model where children will be in mainstream school supported by a bespoke curriculum as and where needed. The provision also provides children with additional access to therapy rooms and sensory rooms with areas built fit for purpose locally.

It is anticipated that the provision will not disproportionately affect children of different religions.

4.15 Sex

Data

London Profile

Borough profile ¹¹

Females: (50.5%)

Males: (49.5%)

Sex	EHC	SEN Support	Not SEN	Grand Total
F	29.2%	37.3%	51.6%	48.7%
M	70.8%	62.7%	48.4%	51.3%

Target Population Profile

The profile of children with SEND demonstrates that boys are over-represented in the SEND system.

London Pupils with Autism Spectrum Condition – by Sex

Sex	2020/21	2021/22	2022/23	2023/24
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¹¹ Source: 2011 Census

F	20.7%	21.6%	23.3%	25.1%
M	79.4%	78.4%	76.8%	74.9%

Haringey Pupils with Autism Spectrum Condition – by Sex

Sex	2020/21	2021/22	2022/23	2023/24
F	20.8%	22.2%	23.7%	25.9%
M	79.2%	77.8%	76.3%	74.1%

4.20 As the above data demonstrates, boys are disproportionately represented in the cohort of children with Autism Spectrum Condition. It is widely accepted that this can be due to difficulties diagnosing girls with autism as they tend not fit conventional ASC indicators due to masking their autism. [OBJ]

4.21 Despite the overrepresentation of boys in ASC diagnoses, there has been a significant increase in girls being diagnosed with Autism Spectrum Condition, borough and London wide.

4.22 Further analysis of data in relation to SEND demonstrates that this over-representation of boys in SEND systems is widespread nationally and requires further analysis and attention.

Impacts

4.23 The commissioning capital build element of all projects within the Safety Valve programme and the additional grant provided by the High Needs Capital Allocation will ensure that the fair, open and transparent consideration of children and young people's SEND needs, and the allocation of these 50 schools places for children with Autism Spectrum Condition as a primary need will continue in that vein. This provision is likely to have a positive impact on both boys and girls with Autism Spectrum Condition, while acknowledging the challenges in identifying ASC in girls.

4.24 With this new provision, the prospective school will have access to the experience of the Haringey Education Partnership, the Integrated Care Board and Whittington Hospital to improve best practice and collaborate to better identify ASC indicators in children of all genders.

Sexual Orientation

Data

Borough profile ¹²

3.2% of London residents aged 16 or over identified themselves as lesbian, gay or bisexual in 2013. In Haringey this equates to 6,491 residents.

Target Population Profile

¹² Source: ONS Integrated Household Survey

The sexual orientation of young people with SEND is not recorded.

Impacts

4.25 The provision made within the programme will ensure that all young people are supported to attend and access education. The new framework allows for detailed consideration of the social, emotional, and mental health needs of children and young people with SEND. It is anticipated that the provisions will not disproportionately affect children of different sexual orientations.

Socioeconomic Status (local)

Data

Income

8.3% of the population in Haringey were claiming unemployment benefit on 9 December 2021.¹³

20.8% of the population in Haringey were claiming Universal Credit on 9 December 2021.¹⁴

29% of employee jobs in the borough are paid less than the London Living Wage.¹⁵

Educational Attainment

4.26 While Haringey's proportion of students attaining grade 5 or above in English and Mathematics GCSEs is higher than the national average, it is below the London average.¹⁶

4.4% of Haringey's working age populations had no qualifications in 2020.¹⁷ 4.8% were qualified to level one only.¹⁸

Area Deprivation

4.27 Haringey is the 4th most deprived borough in London as measured by the IMD score 2019. The most deprived LSOAs (Lower Super Output Areas or small neighbourhood areas) are more heavily concentrated in the east of the borough where more than half of the LSOAs fall into the 20% most deprived in the country.

Target Population Profile

Pupils with SEND in Haringey, by location

¹³ [ONS Claimant Count](#)

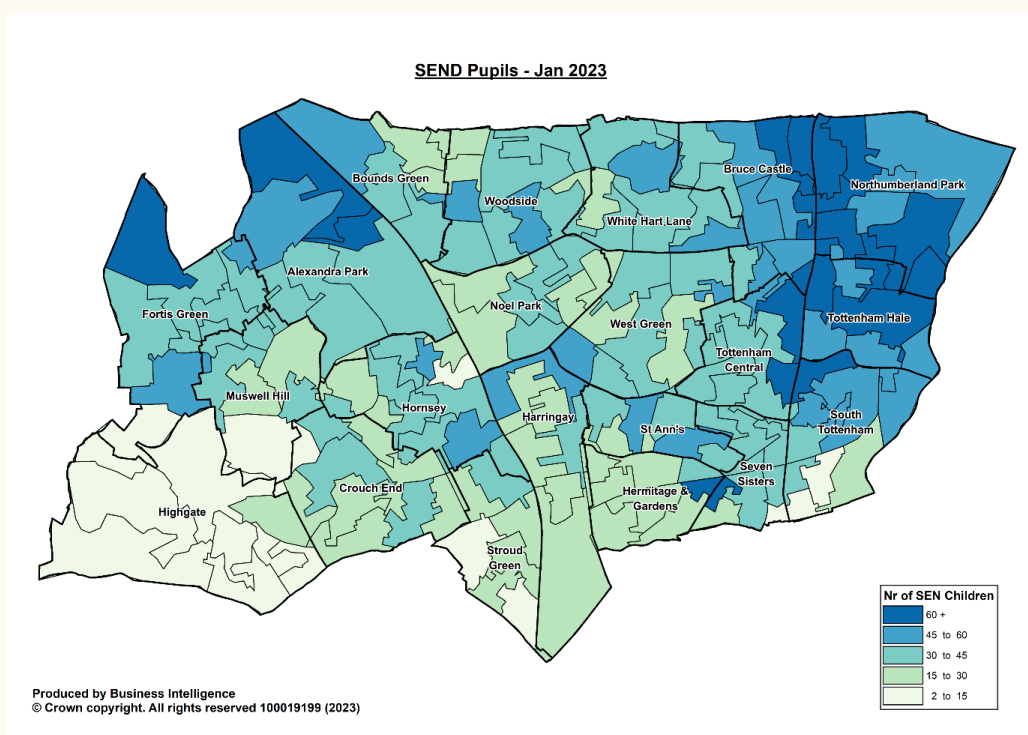
¹⁴ [LG Inform](#)

¹⁵ ONS

¹⁶ Source: Annual Population Survey 2019 (via nomis)

¹⁷ [LG Inform - qualifications](#)

¹⁸ [LG Inform – level one](#)



Increase of Pupils with Autism Spectrum Condition as a Primary Need in Primary education between 2019 and 2024

Ward	No of pupils with ASC 2019	No of pupils with ASC 2024	% Increase
Alexandra Park	11	22	100%
Bounds Green	17	25	47%
Bruce Castle	37	56	51%
Crouch End	18	29	61%
Fortis Green	14	36	157%
Harringay	14	49	250%
Hermitage & Gardens	16	18	13%
Highgate	9	15	67%
Hornsey	23	46	100%
Muswell Hill	5	17	240%
Noel Park	13	32	146%
Northumberland Park	26	55	112%
Seven Sisters	10	20	100%
South Tottenham	9	50	456%
St Ann's	18	34	89%
Stroud Green	19	23	21%
Tottenham Central	27	31	15%
Tottenham Hale	14	35	150%
West Green	19	35	84%
White Hart Lane	13	43	231%
Woodside	12	32	167%

Out borough	50	109	118%
Grand Total	394	812	106%

4.28 The above table demonstrates the increase in pupils with ASC in Haringey Primary schools since 2019. The number of Haringey pupils with ASC has more than doubled in primary phase of education. The biggest increase of ASC pupils in primary education are in South Tottenham (456%), Harringay (250%) and Muswell Hill (240%) wards. It should be noted that percentage increases in some areas equate to small number of children.

Increase of Pupils with Autism Spectrum Condition as a Primary Need in Secondary education between 2019 and 2024

Ward	No of Pupils with ASC 2019	No of Pupils with ASC 2024	% Increase
Alexandra Park	8	31	288%
Bounds Green	9	19	111%
Bruce Castle	9	24	167%
Crouch End	6	15	150%
Fortis Green	15	22	47%
Harringay	5	17	240%
Hermitage & Gardens	3	6	100%
Highgate	2	4	100%
Hornsey	14	23	64%
Muswell Hill	4	16	300%
Noel Park	8	13	63%
Northumberland Park	11	21	91%
Seven Sisters	7	12	71%
South Tottenham	10	10	0%
St Ann's	10	13	30%
Stroud Green	4	10	150%
Tottenham Central	9	17	89%
Tottenham Hale	7	6	-14%
West Green	6	21	250%
White Hart Lane	9	14	56%
Woodside	10	20	100%
Out borough	27	77	185%
Grand Total	193	411	113%

4.29 This table demonstrates that the number of pupils with ASC in secondary education has doubled since 2019. It finds the wards with the highest increases in ASC pupils are Muswell Hill (300%), West Green (250%) and Harringay (240%).

Increase of Pupils with Autism Spectrum Condition by primary need in Special Schools since 2019

Ward	No of Pupils with ASC 2019	No of Pupils with ASC 2024	Increase of Pupils with ASC
Alexandra Park	1	1	0%
Bounds Green	9	11	22%
Bruce Castle	23	31	35%
Crouch End	2	8	300%
Fortis Green	4	5	25%
Harringay	7	12	71%
Hermitage & Gardens	5	8	60%
Highgate	1	1	0%
Hornsey	13	12	-8%
Muswell Hill	4	2	-50%
Noel Park	14	22	57%
Northumberland Park	22	36	64%
Seven Sisters	8	11	38%
South Tottenham	10	10	0%
St Ann's	12	10	-17%
Stroud Green	3	5	67%
Tottenham Central	12	14	17%
Tottenham Hale	15	18	20%
West Green	9	24	167%
White Hart Lane	22	31	41%
Woodside	9	12	33%
Out borough	32	43	34%
Grand Total	237	327	38%

4.30 The above table demonstrates the increase in pupils with ASC in Haringey Special Schools since 2019. The biggest increase of ASC pupils in special education are in Crouch End (300%), West Green (167%) and Harringay (71%) wards.

4.31 This data shows that whilst there are higher proportions of children with Autism Spectrum Condition in areas of high deprivation, there are also high numbers of children with ASC in the more affluent areas of the Borough.

4.32 Locations of schools are being considered during the bidding process to ensure that there is an adequate supply of provisions in all areas – including those with higher deprivation.

4.33 There is a benefit realisation that this provision will have an impact not only on the child placed in the provision but will have wider community benefits through the education support the pupil will ascertain.

4.34 These revised policies apply to all school-aged children educated in Haringey, in maintained and academy schools, and early years settings, and are designed to promote fair, open, and transparent allocation of resources from the high needs block for all children with SEND. Haringey children and young people with SEND achieve better academic outcomes than children and young people with SEND in other local authorities, according to national data.

Impacts

4.35 The proposed provisions will be targeted to east of the borough where there is a higher number of children with ASC. This provision will provide wraparound support for children with ASC, with a new curriculum that will be geared towards children with Autism Spectrum Condition. The provision will create up to 34 places in one secondary school, and up to 16 places in one primary school.

4.36 With this provision, the proposed school will be able to draw from experience from the Haringey Education Partnership, SENDCO, Integrated Care Board, Whittington Trust, and Haringey's Autism Team to develop and evolve best practice for pupils with Autism Spectrum Condition. That will entail language support and other health care support, as appropriate.

4.37 The proposed schools will also have the ability to draw from the Haringey Education Partnership to learn and develop best practice. A new curriculum will be developed that will be geared towards children with Autism Spectrum Condition as a primary need.

4.38 Provision of fair, open, and transparent resourcing allows children and young people to be supported according to their needs which will promote education outcomes for children and young people living in more deprived areas of the borough, having a positive impact.

4.39 In phase one of this Safety Valve programme, work has already commenced on the creation of 34 secondary school places for children with ASC at Fortismere School, which is located in the west of the borough, with an indicative opening date of September 2026. In addition, work is underway to create a primary school provision for ASC at Earlsmead, located in Tottenham, which currently has an indicative opening date of Sept 2025.

5. Key Impacts Summary

Outline the key findings of your data analysis.

5.1 The data shows that boys and those from Asian British/Bangladeshi, Black and Travellers of Irish Heritage backgrounds are overrepresented in the ASC population. Additionally, there are high proportions of children with ASC in areas of high deprivation (in the east of the borough). This cohort face additional challenges in achieving positive educational outcomes. The number of children with ASC is increasing year on year and the borough requires measures to address the increase in numbers.

Intersectionality

5.2 Consideration of intersectionality demonstrates the disproportionate number of boys and girls from the Black – African community.

Female

5.3 Among girls, there is also a disproportionate number with ASC in the Mixed – Any Other Mixed Background and Asian British/Bangladeshi communities – see below for discrepancies with wider pupil population.

5.4 Black – African (+3.54%), Mixed – Any Other Mixed Background (+2.99%), Asian - Asian British/Bangladeshi (+1.74%)

Ethnicity	Female Pupils with ASC	All female pupils
Asian - Asian British/Any Asian Background	0.94%	1.5%
Asian - Asian British/Bangladeshi	4.24%	2.5%
Asian - Asian British/Indian	0.71%	1.2%
Asian - Asian British/Pakistani	0.47%	0.8%
Black – African	16.94%	13.4%
Black - Black British/Caribbean	6.82%	5.1%
Black - Other Black	1.88%	2.3%
Chinese	0.94%	1.0%
Information Not Obtained	0.94%	1.5%
Mixed - Any Other Mixed Background	10.59%	7.6%
Mixed - White And Asian	1.65%	1.9%
Mixed - White And Black African	0.00%	1.6%
Mixed - White And Black Caribbean	3.06%	2.7%
Other	7.29%	8.4%
Refused	3.53%	3.0%
Travellers White - Gypsy/Roma	0.00%	0.1%
Travellers White - Gypsy/Roma - Roma	0.00%	0.2%
Travellers White - Traveller of Irish Heritage	0.47%	0.1%
White - British	20.94%	19.0%
White - Irish	1.41%	0.6%
White - Other White	17.18%	26.8%

5.5 There is a disproportionate number of boys with ASC among the Black – African and White British communities compared to the wider pupil population.

Black - African (+3.5%)

White British (+2.23%)

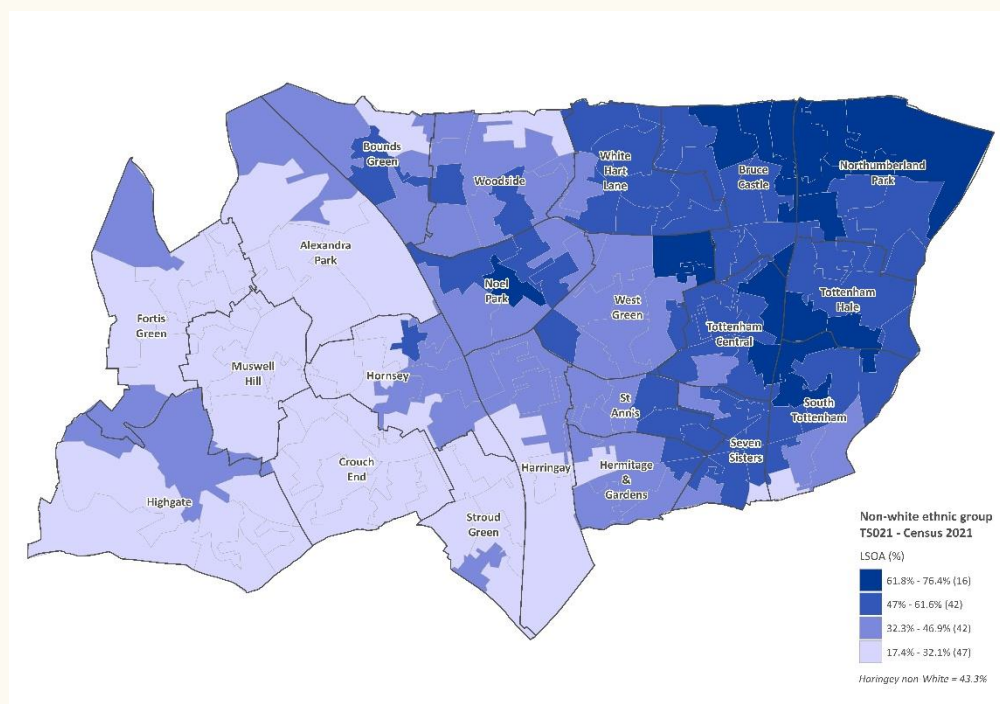
Male

Ethnicity	Male Pupils with ASC	All Male Pupils
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Asian - Asian British/Any Asian Background	1.59%	1.5%
Asian - Asian British/Bangladeshi	2.73%	2.5%
Asian - Asian British/Indian	0.70%	1.1%
Asian - Asian British/Pakistani	0.44%	0.9%
Black – African	16.30%	12.8%
Black - Black British/Caribbean	7.05%	5.2%
Black - Other Black	3.61%	2.2%
Chinese	1.23%	1.0%
Information Not Obtained	1.41%	1.8%
Mixed - Any Other Mixed Background	8.37%	6.8%
Mixed - White And Asian	1.50%	2.0%
Mixed - White And Black African	1.76%	1.5%
Mixed - White And Black Caribbean	4.23%	2.8%
Other	6.87%	8.4%
Refused	3.26%	2.6%
Travellers White - Gypsy/Roma	0.09%	0.1%
Travellers White - Gypsy/Roma - Roma	0.09%	0.2%
Travellers White - Traveller of Irish Heritage	0.18%	0.1%
White – British	21.23%	19.0%
White - Irish	1.41%	0.6%
White - Other White	21.23%	26.8%
Grand Total	100.00%	100.00%

5.6 It is therefore possible to argue that the service continues to support this cohort of young people and that improved data collection will support the evidence of impact.

5.7 Furthermore, there appears to be a spread of children with ASC as a primary need across the borough but most particularly in areas of the borough most associated with high levels of socio-economic deprivation. The 2021 Census tell us these areas in the east of the borough are more ethnically diverse, as demonstrated in the graph below.



Data Gaps

5.8 There are significant data gaps regarding users of home-school SEND services which will be addressed via better monitoring and management via the new Liquid Logic software, including recording of religious faith and transgender identities.

Overall impact of the policy for the Public Sector Equality Duty

5.9 The proposal will increase equality of opportunity and accessibility to education via provision for children and young people with Autism Spectrum Condition as a primary need, these will be subject to locally based governance arrangements which ensure that parents and schools and the NHS work together with the Local Authority ensuring that administrative practice is fair, open and transparent and subject to regular scrutiny and evaluation.

6. Amendments and mitigations

What changes, if any, do you plan to make to your proposal because of the Equality Impact Assessment?

6.1 There is no major change to the proposal: the EQIA demonstrates the proposal is robust and there is no potential for discrimination or adverse impact. All opportunities to promote equality are undertaken.

7. Ongoing monitoring

7.1 The service will continue to create improved data monitoring systems to record access to service by children from different backgrounds, and a range of disabilities.

8. Authorisation

EQIA approved by (Assistant Director) Jackie Difolco

Date 14 Aug 2024

9. Publication

Please ensure the completed EQIA is published in accordance with the Council's policy.
Please contact the Policy & Strategy Team for any feedback on the EQIA process.