

## BSP EQUALITY IMPACT AND NEEDS ANALYSIS

|  |  |
|--|--|
| <b>Directorate</b>   | <b>Children's Services</b>   |
| <b>Service Area</b>  | <b>Education</b>   |
| <b>Service/policy/function being assessed</b>  | <b>Specialist inclusion base to support social and emotional development at West Hill School</b> |
| <b>Which borough (s) does the service/policy apply to</b>  | <b>Wandsworth</b>  |
| <b>Staff involved in developing this EINA</b>  | <b>Andy Fish</b>   |
| <b>Date approved by Directorate Equality Group (if applicable)</b>   |  |
| <b>Date approved by Policy and Review Manager</b><br>All EINAs must be signed off by the Policy and Review Manager | 29/04/2026   |
| <b>Date submitted to Directors' Board</b>  |  |

### 1. Summary

**Please summarise the key findings of the EINA.**

This EINA relates to the establishment of a specialist inclusion base to support social and emotional development at West Hill Primary School. The base will provide targeted, short- to medium-term provision for pupils whose social and emotional needs present a barrier to learning in a mainstream classroom, with the aim of improving attendance, engagement and outcomes, and reducing the need for escalation to more specialist placements. The proposal supports earlier intervention and inclusion by increasing local capacity, enabling more pupils to be educated within their community school, and strengthening joint working between education staff, families and relevant partner services. This proposal will impact positively on pupils with SEMH as a primary need; boys are over-represented in this group. Any potential adverse impacts (for example, admissions/referral pathways, transition arrangements and the use of space on the wider school community) will be mitigated through clear criteria, transparent decision-making and ongoing monitoring of outcomes for different groups. This will avoid disproportionate impacts on pupils with SEMH, who tend to be boys.

### 2. Evidence gathering and engagement

| <b>Evidence</b>  | <b>Source</b>   |
|--|---|
| The Department of Education 'Schools, Pupils and their characteristics' dataset (2024/25)          | <a href="#">Schools, pupils and their characteristics, Academic year 2024/25 - Explore education statistics - GOV.UK</a>                            |
| Wandsworth SEND profile (including EHCP cohort size and primary need breakdown, including SEMH)    | Wandsworth SEND Dashboard Commentary Report (last updated October 2025) and SEND Analysis Dashboard (June 2023), DataWand                           |
| Ethnicity profile of children and young people with EHCPs (including by primary need such as SEMH) | DfE SEN2/EHCP statistics (Explore Education Statistics) – "Education, health and care plans" (Reporting year 2025), create tables / underlying data |

|  |  |
|--|--|
| Gender breakdown of EHCP pupils with a primary need of SEMH (Wandsworth)   | SEND and Inclusion review of Wandsworth provision for SEMH difficulties 2023–2024  |
| National comparator (England) gender breakdown for EHCP pupils (SEN2)  | DfE SEN2/EHCP statistics (Explore Education Statistics) – “Education, health and care plans” (Reporting year 2025), caseload characteristics / create tables   |
| ONS Census (2021)  | <a href="https://ons.gov.uk">Census - Office for National Statistics (ons.gov.uk)</a>  |
| Indices of Deprivation (2025)  | <a href="https://www.datawand.info/indices-of-deprivation-2025/">https://www.datawand.info/indices-of-deprivation-2025/</a>  |
| Annual Population Survey (2025) Economic Activity Data ONS – Data Wand   | <a href="https://datawand.info">Economy - UTLA   Wandsworth   Report Builder for ArcGIS (datawand.info)</a>  |
| Joint Strategic Needs Assessment (2025)  | <a href="https://www.wandsworth.gov.uk/jсна">Joint Strategic Needs Assessment (JSNA) - Wandsworth Borough Council</a>  |
| Regional and local authority data on immigration groups (Home Office 2025)<br><br><i>Regional and local authority data on immigration groups, year ending March 2025</i> | <a href="https://www.gov.uk/government/collections/regional-and-local-authority-data-on-immigration-groups">Regional and local authority data on immigration groups - GOV.UK</a>   |
| Asylum and resettlement datasets (Home Office 2023)  | <a href="https://www.gov.uk/government/collections/asylum-and-resettlement-datasets">Asylum and resettlement datasets - GOV.UK (www.gov.uk)</a>  |
| Labour Market Profile – Employment(2024)   | <a href="https://www.nomisweb.co.uk">Labour Market Profile - Nomis - Official Census and Labour Market Statistics (nomisweb.co.uk)</a>   |
| Children looked after in England including adoptions<br><br><i>Local authority children looked after by characteristic (March 2024)</i>                                  | <a href="https://www.gov.uk/government/collections/children-looked-after-in-england-including-adoptions-reporting-year-2024">Children looked after in England including adoptions, Reporting year 2024 - Explore education statistics - GOV.UK</a> |
| GLA Population Projections of 2025 (2023)  | <a href="https://www.datawand.info">DataWand – Population Explorer</a>   |

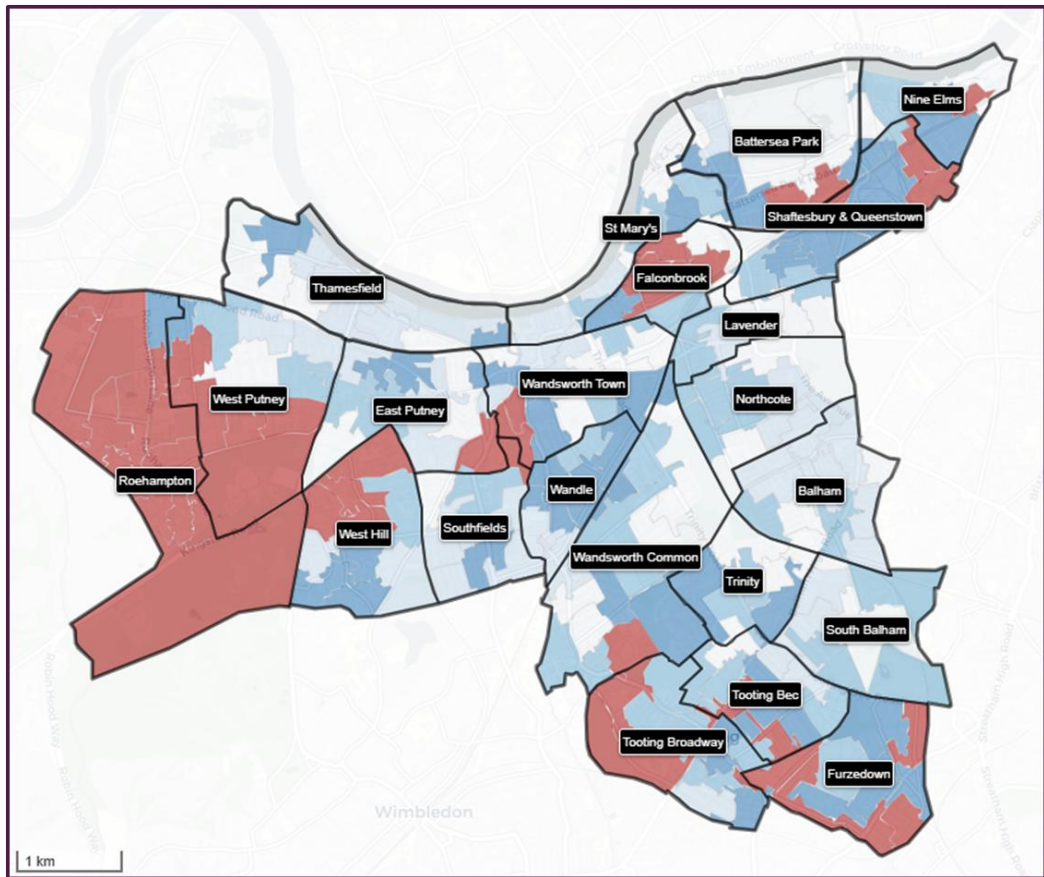
### b. Who have you engaged and consulted with as part of your assessment?

| Individuals/Groups                              | Consultation/Engagement results  | Date      | What changed as a result of the consultation  |
|---|--|-----------|---|
| SEND & Inclusion / SEN Team                     | Confirmed the need to increase local specialist provision to reduce waiting times for placements and reliance on out-of-borough placements; highlighted importance of clear eligibility and transition planning. | 2025      | Built transition and communications mitigations into the proposal; committed to monitoring admissions and outcomes post-expansion.          |
| West Hill Primary School leadership / Governors | Discussed feasibility, space/staffing implications and phased implementation; emphasised maintaining inclusive whole-school culture and safeguarding of pupils moving into/out of the unit.                      | 2025-2026 | Adjusted implementation approach to be phased; included requirement for staffing plan and timetable that limits disruption to wider school. |

### 3. Analysis of need

| Protected group | Findings  |
|-----------------|---|
| <b>Age</b>      | <p>This specialist inclusion base will impact positively on children aged 5–11 years old. Wandsworth’s SEND dashboard reporting highlights that the proportion of 0–25 residents with an EHCP continues to increase and that a substantial share of EHCPs are concentrated in the primary age range (particularly ages 5–10). Currently, 36.7% of our EHCP population are aged 5–10 compared to 33.3% as the England average.</p> |

|                   |  |
|-------------------|--|
| <b>Disability</b> | <p>In line with national patterns, Social, Emotional and Mental Health (SEMH) is one of the most common primary need types within the EHCP cohort (alongside Autism Spectrum Disorder and Speech, Language and Communication Needs). In Wandsworth 24.7% of the EHCP population have SEMH as a primary need, the second highest after speech, language and communication. 6.2% of the West Hill school population have an EHCP and at 31.1% SEMH is the most prevalent primary need in the school. This project will positively impact this group.</p> <p>This context supports the case for expanding targeted early intervention and mainstream capacity through a local specialist inclusion base to support social and emotional development at West Hill.</p> |
|-------------------|--|



**Percentage of children and young people with an EHCP 2025**

- Low – Areas with the lowest number of EHCPs (bottom 20%).
- MedLow – Areas just above the lowest group.
- Medium – Areas in the middle range.
- MedHigh – Areas just below the highest group.
- High – Areas with the highest number of EHCPs (top 20%).

The map shows the areas of the borough where the proportion of children with EHCPs is highest. There are a large proportion of children with EHCPs living in/attending school in the Roehampton, West Putney and West Hill wards. Children in these wards will have a local provision that they can easily access, thus avoiding the need to travel long distances away from their communities.

**Sex**

In Wandsworth, pupils with an EHCP and a primary need of SEMH are predominantly boys: of 412 pupils, 75% are boys and 25% are girls. The SEMH cohort therefore has a higher likelihood of need and/or identification among boys, and the specialist inclusion base should ensure that referral criteria, placement decisions and the approach to intervention are responsive to the presentation of SEMH needs across sexes (including internalised presentations more commonly seen among some girls).

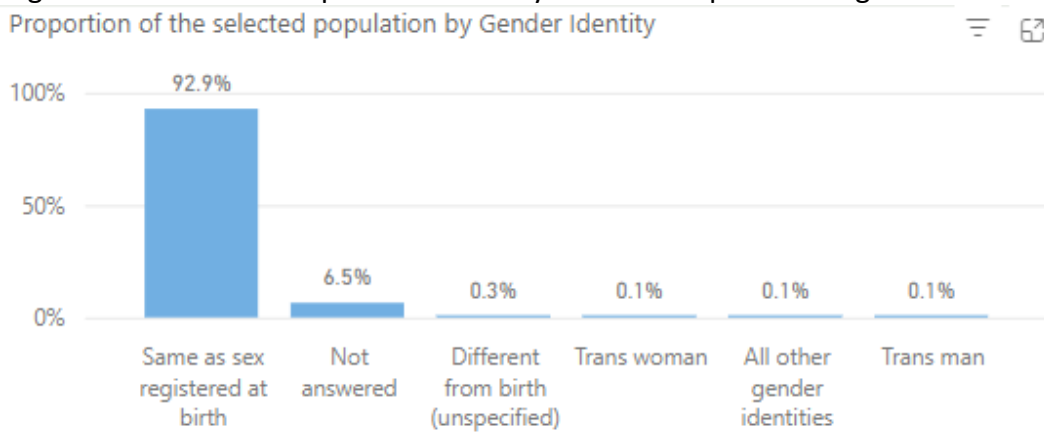
| Gender       | Number (n) | Percentage  |
|--------------|------------|-------------|
| Boys         | 309        | 75%         |
| Girls        | 103        | 25%         |
| <b>Total</b> | <b>412</b> | <b>100%</b> |

National comparator (England): SEN2 data shows that, across all EHCPs maintained in England (ages 0–25), the cohort is also predominantly male (around 71% male and 29% female). This is broadly consistent with the Wandsworth SEMH EHCP cohort, which has a higher male proportion (75% boys, 25% girls).

There is currently no specialist provision for primary-age girls in Wandsworth with SEMH as a primary need. This resource base will provide an equitable offer that includes girls.

**Gender reassignment**

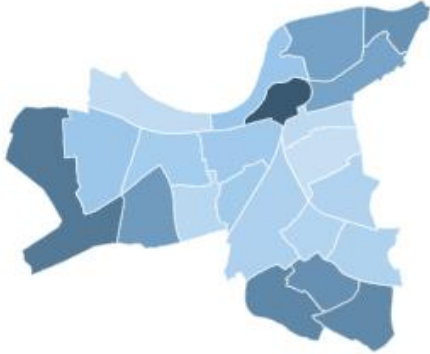
Census 2021 indicates most Wandsworth residents identify as the same gender as their sex registered at birth. This question was only asked of respondents aged 16 or over.



**Marriage and civil partnership**

Marriage and civil partnership status is generally not applicable to a school-age specialist provision. The service will instead focus on ensuring equitable access for families regardless of household composition and will use available proxy measures (e.g., lone parent households) where relevant.

|  | <table border="1"> <tr> <th>Marital Status</th> <th>% of the borough</th> </tr> <tr> <td>Married or in a registered civil partnership</td> <td>55.81</td> </tr> <tr> <td>Never married and never registered a civil partnership</td> <td>32.99</td> </tr> <tr> <td>Divorced or civil partnership dissolved</td> <td>6.38</td> </tr> <tr> <td>Widowed or surviving civil partnership partner</td> <td>3.01</td> </tr> <tr> <td>Separated, but still legally married or still legally in civil partnership</td> <td>1.81</td> </tr> </table> <p>(2021 census)</p>   | Marital Status   | % of the borough | Married or in a registered civil partnership | 55.81    | Never married and never registered a civil partnership | 32.99   | Divorced or civil partnership dissolved | 6.38                                | Widowed or surviving civil partnership partner | 3.01  | Separated, but still legally married or still legally in civil partnership | 1.81  |         |      |   |       |       |         |       |         |      |                                 |       |      |        |      |         |    |       |        |       |         |       |          |     |
|--|---|--|------------------|--|----------|--|---------|---|-------------------------------------|--|-------|--|-------|---------|------|---|-------|-------|---------|-------|---------|------|---------------------------------|-------|------|--------|------|---------|----|-------|--------|-------|---------|-------|----------|-----|
| Marital Status   | % of the borough  |  |                  |  |          |  |         |   |                                     |  |       |  |       |         |      |   |       |       |         |       |         |      |                                 |       |      |        |      |         |    |       |        |       |         |       |          |     |
| Married or in a registered civil partnership                               | 55.81   |  |                  |  |          |  |         |   |                                     |  |       |  |       |         |      |   |       |       |         |       |         |      |                                 |       |      |        |      |         |    |       |        |       |         |       |          |     |
| Never married and never registered a civil partnership                     | 32.99   |  |                  |  |          |  |         |   |                                     |  |       |  |       |         |      |   |       |       |         |       |         |      |                                 |       |      |        |      |         |    |       |        |       |         |       |          |     |
| Divorced or civil partnership dissolved                                    | 6.38  |  |                  |  |          |  |         |   |                                     |  |       |  |       |         |      |   |       |       |         |       |         |      |                                 |       |      |        |      |         |    |       |        |       |         |       |          |     |
| Widowed or surviving civil partnership partner                             | 3.01  |  |                  |  |          |  |         |   |                                     |  |       |  |       |         |      |   |       |       |         |       |         |      |                                 |       |      |        |      |         |    |       |        |       |         |       |          |     |
| Separated, but still legally married or still legally in civil partnership | 1.81  |  |                  |  |          |  |         |   |                                     |  |       |  |       |         |      |   |       |       |         |       |         |      |                                 |       |      |        |      |         |    |       |        |       |         |       |          |     |
| <p><b>Pregnancy and maternity</b></p>                                      | <p>Pregnancy and maternity impacts are indirect for this proposal (as the service users are children and young people). Borough-level birth rate data provides context for future demand, but the key equality consideration is ensuring that parents/carers (including those who are pregnant or in the perinatal period) can access information, attend meetings and participate in decision-making. The service will provide accessible communications and offer reasonable flexibility for appointments (including remote options where appropriate).</p> <table border="1"> <tr> <th>Birth rate per 1,000 females aged 15 to 44 years by region</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2024</th> </tr> <tr> <td>Wandsworth</td> <td>48.1</td> <td>46.5</td> <td>44.5</td> <td>40.1</td> <td>39.1</td> </tr> <tr> <td>England</td> <td>57.7</td> <td>55.3</td> <td>54.3</td> <td>51.9</td> <td>49</td> </tr> </table>   | Birth rate per 1,000 females aged 15 to 44 years by region | 2019             | 2020   | 2021     | 2022   | 2024    | Wandsworth                              | 48.1                                | 46.5   | 44.5  | 40.1   | 39.1  | England | 57.7 | 55.3  | 54.3  | 51.9  | 49      |       |         |      |                                 |       |      |        |      |         |    |       |        |       |         |       |          |     |
| Birth rate per 1,000 females aged 15 to 44 years by region                 | 2019  | 2020   | 2021             | 2022   | 2024     |  |         |   |                                     |  |       |  |       |         |      |   |       |       |         |       |         |      |                                 |       |      |        |      |         |    |       |        |       |         |       |          |     |
| Wandsworth   | 48.1  | 46.5   | 44.5             | 40.1   | 39.1     |  |         |   |                                     |  |       |  |       |         |      |   |       |       |         |       |         |      |                                 |       |      |        |      |         |    |       |        |       |         |       |          |     |
| England  | 57.7  | 55.3   | 54.3             | 51.9   | 49       |  |         |   |                                     |  |       |  |       |         |      |   |       |       |         |       |         |      |                                 |       |      |        |      |         |    |       |        |       |         |       |          |     |
| <p><b>Race/ethnicity</b></p>   | <p><b>Demographics</b></p> <p>Wandsworth is ethnically diverse (Census 2021). Compared with their proportion of the total school population, the following groups have a <b>higher likelihood of having an EHCP</b>:</p> <ul style="list-style-type: none"> <li>• <b>Black Caribbean and Mixed White–Black Caribbean pupils</b></li> <li>• <b>White British pupils</b></li> </ul> <p>These groups make up a <b>larger share of the EHCP population</b> than they do of the overall pupil cohort, indicating disproportionate identification or placement at statutory plan level. This proposal will positively impact these groups of pupils.</p> <p>Ethnicity breakdown, numbers, and percentage, Census 2021, Wandsworth, London and England</p> <table border="1"> <thead> <tr> <th>Ethnicity</th> <th>Wandsworth</th> <th>Wandsworth %</th> <th>London</th> <th>London %</th> <th>England</th> <th>England %</th> </tr> </thead> <tbody> <tr> <td>Asian, Asian British or Asian Welsh</td> <td>38314</td> <td>11.7%</td> <td>1817640</td> <td>20.7%</td> <td>5426392</td> <td>9.6%</td> </tr> <tr> <td>Black, Black British, Black Welsh, Caribbean or African</td> <td>33062</td> <td>10.1%</td> <td>1188370</td> <td>13.5%</td> <td>2381724</td> <td>4.2%</td> </tr> <tr> <td>Mixed or Multiple ethnic groups</td> <td>20598</td> <td>6.3%</td> <td>505775</td> <td>5.7%</td> <td>1669378</td> <td>3%</td> </tr> <tr> <td>White</td> <td>222090</td> <td>67.8%</td> <td>4731172</td> <td>53.8%</td> <td>45783401</td> <td>81%</td> </tr> </tbody> </table> | Ethnicity  | Wandsworth       | Wandsworth %                                 | London   | London %   | England | England %                               | Asian, Asian British or Asian Welsh | 38314  | 11.7% | 1817640  | 20.7% | 5426392 | 9.6% | Black, Black British, Black Welsh, Caribbean or African | 33062 | 10.1% | 1188370 | 13.5% | 2381724 | 4.2% | Mixed or Multiple ethnic groups | 20598 | 6.3% | 505775 | 5.7% | 1669378 | 3% | White | 222090 | 67.8% | 4731172 | 53.8% | 45783401 | 81% |
| Ethnicity  | Wandsworth  | Wandsworth %   | London           | London %                                     | England  | England %  |         |   |                                     |  |       |  |       |         |      |   |       |       |         |       |         |      |                                 |       |      |        |      |         |    |       |        |       |         |       |          |     |
| Asian, Asian British or Asian Welsh  | 38314   | 11.7%  | 1817640          | 20.7%  | 5426392  | 9.6%   |         |   |                                     |  |       |  |       |         |      |   |       |       |         |       |         |      |                                 |       |      |        |      |         |    |       |        |       |         |       |          |     |
| Black, Black British, Black Welsh, Caribbean or African                    | 33062   | 10.1%  | 1188370          | 13.5%  | 2381724  | 4.2%   |         |   |                                     |  |       |  |       |         |      |   |       |       |         |       |         |      |                                 |       |      |        |      |         |    |       |        |       |         |       |          |     |
| Mixed or Multiple ethnic groups  | 20598   | 6.3%   | 505775           | 5.7%   | 1669378  | 3%   |         |   |                                     |  |       |  |       |         |      |   |       |       |         |       |         |      |                                 |       |      |        |      |         |    |       |        |       |         |       |          |     |
| White  | 222090  | 67.8%  | 4731172          | 53.8%  | 45783401 | 81%  |         |   |                                     |  |       |  |       |         |      |   |       |       |         |       |         |      |                                 |       |      |        |      |         |    |       |        |       |         |       |          |     |

| <p>Other ethnic group</p>  | <p>13442</p>  | <p>4.1%</p> | <p>556768</p> | <p>6.3%</p> | <p>1229153</p> | <p>2.2%</p> |          |                  |           |       |             |      |        |      |              |      |       |      |          |     |                |      |        |      |      |      |
|--|---|-------------|---------------|-------------|----------------|-------------|----------|------------------|-----------|-------|-------------|------|--------|------|--------------|------|-------|------|----------|-----|----------------|------|--------|------|------|------|
| <p>The map below uses Census 2021 data to highlight where individuals who are Black, Asian &amp; Minority Ethnic live within the Borough. This shows that they are more likely to reside in Clapham Junction, Roehampton, Queenstown and Tooting.</p>  |   |             |               |             |                |             |          |                  |           |       |             |      |        |      |              |      |       |      |          |     |                |      |        |      |      |      |
| <p>Selected ethnicity by ward</p>  |   |             |               |             |                |             |          |                  |           |       |             |      |        |      |              |      |       |      |          |     |                |      |        |      |      |      |
|   |   |             |               |             |                |             |          |                  |           |       |             |      |        |      |              |      |       |      |          |     |                |      |        |      |      |      |
| <p>For this proposal, the key consideration is whether children from Black, Asian and Minority Ethnic communities experience barriers to identification, referral or access to specialist SEMH provision (including due to language barriers, differing help-seeking routes, or wider inequalities associated with deprivation). The service will monitor referrals, admissions and outcomes by ethnicity and ward to identify any under-representation and will work with schools to ensure referral routes and information for families are accessible and culturally appropriate.</p> |   |             |               |             |                |             |          |                  |           |       |             |      |        |      |              |      |       |      |          |     |                |      |        |      |      |      |
| <p><b>Religion and belief, including non belief</b></p>  | <p>Census 2021 data shows religion, belief and non-belief in Wandsworth. The expansion is not expected to have differential impacts by religion or belief; however, the service will ensure that engagement, meetings and school-based delivery are inclusive (e.g., consideration of faith-related observance where relevant) and that families can access information and participate regardless of belief.</p> |             |               |             |                |             |          |                  |           |       |             |      |        |      |              |      |       |      |          |     |                |      |        |      |      |      |
| <table border="1"> <thead> <tr> <th>Religion</th> <th>% of the borough</th> </tr> </thead> <tbody> <tr> <td>Christian</td> <td>42.64</td> </tr> <tr> <td>No religion</td> <td>36.2</td> </tr> <tr> <td>Muslim</td> <td>9.92</td> </tr> <tr> <td>Not answered</td> <td>7.18</td> </tr> <tr> <td>Hindu</td> <td>1.96</td> </tr> <tr> <td>Buddhist</td> <td>0.7</td> </tr> <tr> <td>Other religion</td> <td>0.57</td> </tr> <tr> <td>Jewish</td> <td>0.54</td> </tr> <tr> <td>Sikh</td> <td>0.29</td> </tr> </tbody> </table>   |   |             |               |             |                |             | Religion | % of the borough | Christian | 42.64 | No religion | 36.2 | Muslim | 9.92 | Not answered | 7.18 | Hindu | 1.96 | Buddhist | 0.7 | Other religion | 0.57 | Jewish | 0.54 | Sikh | 0.29 |
| Religion   | % of the borough  |             |               |             |                |             |          |                  |           |       |             |      |        |      |              |      |       |      |          |     |                |      |        |      |      |      |
| Christian  | 42.64   |             |               |             |                |             |          |                  |           |       |             |      |        |      |              |      |       |      |          |     |                |      |        |      |      |      |
| No religion  | 36.2  |             |               |             |                |             |          |                  |           |       |             |      |        |      |              |      |       |      |          |     |                |      |        |      |      |      |
| Muslim   | 9.92  |             |               |             |                |             |          |                  |           |       |             |      |        |      |              |      |       |      |          |     |                |      |        |      |      |      |
| Not answered   | 7.18  |             |               |             |                |             |          |                  |           |       |             |      |        |      |              |      |       |      |          |     |                |      |        |      |      |      |
| Hindu  | 1.96  |             |               |             |                |             |          |                  |           |       |             |      |        |      |              |      |       |      |          |     |                |      |        |      |      |      |
| Buddhist   | 0.7   |             |               |             |                |             |          |                  |           |       |             |      |        |      |              |      |       |      |          |     |                |      |        |      |      |      |
| Other religion   | 0.57  |             |               |             |                |             |          |                  |           |       |             |      |        |      |              |      |       |      |          |     |                |      |        |      |      |      |
| Jewish   | 0.54  |             |               |             |                |             |          |                  |           |       |             |      |        |      |              |      |       |      |          |     |                |      |        |      |      |      |
| Sikh   | 0.29  |             |               |             |                |             |          |                  |           |       |             |      |        |      |              |      |       |      |          |     |                |      |        |      |      |      |
| <p><b>Sexual orientation</b></p>   | <p>The service will ensure that policies, curriculum and pastoral support are inclusive. Where relevant, the service will monitor and respond to feedback or complaints about discrimination or barriers to participation.</p>  |             |               |             |                |             |          |                  |           |       |             |      |        |      |              |      |       |      |          |     |                |      |        |      |      |      |

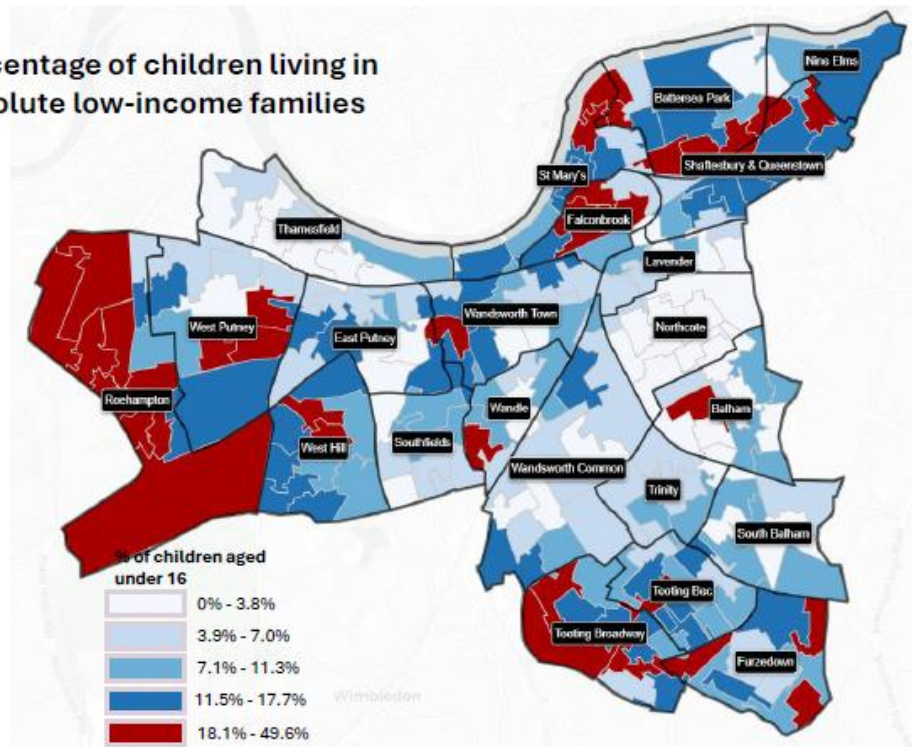
|   |  |
|---|--|
|   | <p>The question was voluntary and only asked of people aged 16+ (n= 273,562). Locally, 14,224 (5.2%) of 16+ year olds were either gay/lesbian, bisexual or any other sexual orientation. This was lower than Inner London (6.4%) and higher than England (3.2%) and London (4.3%).</p> <p>Locally, males were more likely to identify as LGBTQ+ with the majority aged between 25-44 years (higher proportion aged 24-34 years old). In females, the majority of LGBTQ+ were more likely to be aged between 16-34 years (higher proportion aged 25-34 years old). England wide analyses show that majority of LGBTQ+ were aged 16-34. (Census 2021)</p>  |
| <p><b>Socio-economic status (to be treated as a protected characteristic under Section 1 of the Equality Act 2010)</b><br/> <b>Include the following groups:</b></p> <ul style="list-style-type: none"> <li>• <b>Deprivation (measured by the 2019 English Indices of Deprivation)</b></li> <li>• <b>Low-income groups &amp; employment</b></li> <li>• <b>Carers</b></li> <li>• <b>Care experienced people</b></li> <li>• <b>Single parents</b></li> <li>• <b>Health inequalities</b></li> <li>• <b>Refugee status</b></li> </ul> | <p>Using the DfE “<b>Special educational needs in England</b>” statistics (latest releases 2024–25):</p> <ul style="list-style-type: none"> <li>• <b>Around 21–26% of all pupils</b> nationally are eligible for FSM.</li> <li>• <b>Around 43–44% of pupils with an EHCP</b> are FSM-eligible.</li> <li>• <b>Around 38–39% of pupils on SEN Support</b> (without an EHCP) are FSM-eligible</li> </ul> <p>This means pupils eligible for FSM are <b>substantially over-represented</b> among children and young people with EHCPs compared to the general school population. This project will positively impact this group of pupils.</p> <p><b>Deprivation (Indices of Deprivation 2025)</b></p> <p>Wandsworth is within the 35% least deprived Local Authorities (LAs) in England according to the 2025 IMD, whereas in 2019 it was amongst the 50% least deprived, ranking 193 of 296 local authorities and the 7<sup>th</sup> least deprived London Borough.</p> <p>Data shows that whilst Wandsworth as whole is within the 35% least deprived local authorities in England there are areas in Roehampton, Falconbrook and Tooting which are amongst the most deprived in the country (20% most deprived).</p> <p>The borough is among the least deprived local authorities in England for five of seven domains: Income; Employment; Education, Skills &amp; Training, Health Deprivation &amp; Disability; Barriers to Housing &amp; Services). Wandsworth ranks in the least deprived 4% nationally for Education, Skills &amp; Training.</p> <p>Wandsworth ranks among the 10 most deprived local authorities in England for Living Environment - and within London, it is the fourth most deprived borough in this dimension and remains in the 50% most deprived local authorities nationally for Crime in 2025.</p> <p>The borough’s relative ranking has improved across several domains including Employment, Health Deprivation &amp; Disability, Barriers to Housing &amp; Services and Crime. Despite an improvement in Crime, the borough still sits within the 50% most deprived local authorities nationally for this domain. The upward movement in Barriers to Housing &amp; Services and Crime reflects a wider trend across London boroughs but notably, Wandsworth’s improved ranking in Employment and Health are among the largest in London, bucking the regional trend.</p> <p>Despite a slight improvement in relative rank, Wandsworth is still just within the 50% most deprived nationally for the Income of Deprivation Affecting Children Index (IDACI) – the average score for the borough indicates that 35% of children are affected by income</p> |

deprivation. For the Income Deprivation Affecting Older People Index (IDAOP), Wandsworth’s relative rank was stable between 2019 and 2025 – the average score indicates that 27% of older people in the borough are affected by income deprivation.

No Wandsworth LSOAs were ranked amongst the 10% most deprived in England for the IMD and 72% of Wandsworth LSOAs are in the least deprived half nationally in 2025 – compared to 62% in 2019.

Wards with the highest levels of deprivation are Falconbrook, Tooting Broadway, Wandsworth Town, Furzedown, and Roehampton – which are in the 20% most deprived nationally.

**Percentage of children living in absolute low-income families**



The above map shows that there is a concentration of pupils living in absolute low income families in the West Hill locality. This project will impact positively on these children and families

**Data gaps**

| Data gap(s) | How will this be addressed? |
|-------------|-----------------------------|
|             |                             |
|             |                             |

**4. Impact**

| Protected group | Positive | Negative |
|-----------------|----------|----------|
|                 |          |          |

|                                       |  |  |
|---------------------------------------|--|--|
| <b>Age</b>                            | Provides earlier, targeted SEMH support for primary-aged children (5–11), helping them remain in mainstream education, improve attendance and engagement, and reducing escalation to more specialist provision.  | Potential risk that demand exceeds places, leading to longer waits or unmet need for some age groups, and that a primary-focused offer could increase transition pressure when pupils move to secondary school.<br><b>Mitigation:</b> clear decision-making, and step-down/step-up pathways, and plan early transition support with receiving schools (including review points and phased reintegration plans) so that children are not left without appropriate provision.  |
| <b>Disability</b>                     | Improves local capacity to meet SEMH needs and increases inclusive provision within a mainstream setting. This supports children with disabilities/SEND to access education closer to home, with tailored interventions, consistent routines and multi-agency working, aiming to improve outcomes and reduce exclusion and out-of-borough/specialist placements.                         | Potential risk that the base is perceived or experienced as segregating pupils with SEND/SEMH, or that reduced time in the mainstream classroom limits access to the full curriculum, peer relationships and wider school life.<br><b>Mitigation:</b> design the base as time-limited, with clear entry/exit criteria, personalised reintegration plans, and structured opportunities for inclusion (e.g., shared lessons, clubs, assemblies) where appropriate. Monitor outcomes (attendance, progress, exclusions, wellbeing) and review placements regularly with parents/carers and professionals. |
| <b>Sex</b>                            | Provides an SEMH pathway that is responsive to different presentations of need across sexes (including internalised presentations), supporting equitable identification and access. The base’s structured interventions and pastoral support are expected to particularly benefit the SEMH cohort (predominantly boys locally), while ensuring girls with SEMH needs are not overlooked. | While boys predominantly experience SEMH locally, mitigations will be put in place to ensure that a range of presentations of SEMH can be identified. <b>Mitigation:</b> Ensure staff training covers different SEMH presentations, use multi-source evidence in referrals, and monitor referral, acceptance, length of stay and outcomes by gender.   |
| <b>Gender reassignment</b>            | Supports a safe, inclusive environment for all pupils, through clear behaviour expectations, restorative approaches and staff training, including transgender or gender-diverse pupils.  | No negative impacts are anticipated. School safeguarding and inclusion policies would be applied to mitigate any potential issues.   |
| <b>Marriage and civil partnership</b> | No specific differential impact is anticipated for this characteristic for   | Low risk of indirect impact through engagement activity (e.g., assumptions   |

|  |   |   |
|--|---|---|
|  | primary-aged pupils; the base's family engagement approach supports all family structures.  | about parental relationships).<br><b>Mitigation:</b> use inclusive language in communications, offer flexible appointment times, and ensure staff guidance supports all parents/carers equally.   |
| <b>Pregnancy and maternity</b>                   | Supports parents/carers (including those who are pregnant or new parents) through local provision, reducing travel and improving access to consistent communication and support.  | Potential risk that appointment/meeting schedules or communication methods create barriers for some parents/carers (e.g., health needs post-birth). <b>Mitigation:</b> offer flexible meeting formats (in person/online/phone), provide written follow-up, and signpost to wider family support services where needed.  |
| <b>Race/ethnicity</b>                            | Strengthens inclusive provision for children from all ethnic backgrounds by offering earlier intervention in a local mainstream setting. Clear and transparent referral criteria, culturally responsive family engagement and ongoing monitoring of access and outcomes will support equitable take-up, particularly given the borough's diversity and local population patterns. | Potential risk of unequal access or outcomes if communication disadvantage some ethnic groups (including families with English as an additional language) or if stigma/trust barriers reduce engagement.<br><b>Mitigation:</b> publish clear criteria, provide accessible information (plain English and translation/interpretation where required), engage with families early, and monitor referrals, acceptances, length of stay and outcomes by ethnicity; act on any disproportionality. |
| <b>Religion and belief, including non belief</b> | Supports inclusion by ensuring the base environment and routines are respectful of different faiths and beliefs, with reasonable adjustments to support participation (e.g., in relation to dietary needs and key observances where relevant).  | Potential risk that routines or events unintentionally exclude some pupils/families (e.g., scheduling conflicts with observance) or that culturally insensitive responses escalate issues. <b>Mitigation:</b> consult with parents/carers, apply inclusive school policies, provide staff training, and adapt routines where reasonable; monitor feedback and incidents.  |
| <b>Sexual orientation</b>                        | Promotes a safe and inclusive environment through consistent anti-bullying practice and relationships education that is inclusive and age-appropriate, supporting pupils from all families.   | No negative impacts are anticipated. School safeguarding and inclusion policies would be applied to mitigate any potential issues.  |
| <b>Socio-economic status</b>                     | By increasing local SEMH support in the West Hill locality (where there is a  | Potential risk that families with fewer resources face barriers engaging with   |

|   |  |   |
|---|--|---|
| <p><b>(to be treated as a protected characteristic under Section 1 of the Equality Act 2010)</b><br/> <b>Include the following groups:</b></p> <ul style="list-style-type: none"> <li>• <b>Deprivation (measured by the 2019 English Indices of Deprivation)</b></li> <li>• <b>Low-income groups &amp; employment</b></li> <li>• <b>Carers</b></li> <li>• <b>Care experienced people</b></li> <li>• <b>Single parents</b></li> <li>• <b>Health inequalities</b></li> <li>• <b>Refugee status</b></li> </ul> | <p>concentration of low-income families), the base is expected to reduce barriers linked to socio-economic disadvantage (e.g., travel costs, instability, unmet early needs). It should support improved attendance and engagement, and provide clearer routes to advice and early help for families, helping to narrow attainment and wellbeing gaps.</p> | <p>referral processes and ongoing reviews (e.g., time off work, digital access), and that demand pressures lead to perceived unfairness. <b>Mitigation:</b> offer flexible engagement (timings, formats), provide clear written information, help families navigate processes, align with early help and welfare support, and monitor access/outcomes for children from lower-income areas to ensure equitable take-up.</p> |
|---|--|---|

## 5. Actions to advance equality, diversity and inclusion

| Action  | Lead Officer                                      | Deadline   |
|---|---|--|
| Agree and publish transparent referral criteria, decision-making and review points for access to the SEMH base (including how places are prioritised), and ensure schools and families understand the pathway.  | SEND & Inclusion / Resource Base Lead (West Hill) | Before base opens; then reviewed termly            |
| Implement accessible, inclusive communication and engagement (plain English information, translation/interpretation where required, flexible meeting options) to reduce barriers for families experiencing disadvantage and/or with English as an additional language.                                      | Resource Base Lead (West Hill) with LA SEND team  | From launch; reviewed termly                       |
| Establish an equality monitoring dashboard for the SEMH base (referrals, acceptance, length of placement, attendance, exclusions, reintegration success and outcomes) with breakdowns by protected characteristics and socio-economic indicators, and agree actions where disproportionality is identified. | LA SEND data/quality lead with Resource Base Lead | First report within 1 term of opening; then termly |

## 6. Further Consultation

| Consultation planned  | Date of consultation           |
|---|--------------------------------|
| Publication of statutory notice   | Monday 11 May 2026             |
| 4-week statutory consultation period for proposals. Offer meetings with relevant Governing Boards, parents, school staff. | Monday May 11 - Sunday 14 June |
| Report back to Children's Services' SMT on outcome of statutory consultations   | End of June 2026               |

