

OVERVIEW AND SCRUTINY MANAGEMENT BOARD

- Date and Time :-** Wednesday 14 June 2023 at 10.00 a.m.
- Venue:-** Rotherham Town Hall, Moorgate Street, Rotherham.
- Membership:-** Councillors Clark (Chair), Bacon (Vice-Chair), Baker-Rogers, Baum-Dixon, Browne, Cooksey, Miro, Pitchley, Tinsley, Wyatt and Yasseen.

This meeting will be webcast live and will be available to view [via the Council's website](#). The items which will be discussed are described on the agenda below and there are reports attached which give more details.

Rotherham Council advocates openness and transparency as part of its democratic processes. Anyone wishing to record (film or audio) the public parts of the meeting should inform the Chair or Governance Advisor of their intentions prior to the meeting.

AGENDA

1. Apologies for Absence

To receive the apologies of any Member who is unable to attend the meeting.

2. Minutes of the previous meeting held on 10 May 2023 (Pages 5 - 12)

To consider the minutes of the previous meeting of the Overview and Scrutiny Management Board held on 10 May 2023 and to approve them as a true and correct record of the proceedings.

3. Declarations of Interest

To receive declarations of interest from Members in respect of items listed on the agenda.

4. Questions from Members of the Public and the Press

To receive questions relating to items of business on the agenda from members of the public or press who are present at the meeting.

5. Exclusion of the Press and Public

To consider whether the press and public should be excluded from the meeting during consideration of any part of the agenda.

Items for Pre-Decision Scrutiny

In accordance with the outcome of the Governance Review in 2016, the following items are submitted for pre-scrutiny ahead of the Cabinet meeting on 19 June 2023. Members of the Overview and Scrutiny Management Board are invited to comment

and make recommendations on the proposals contained within the report.

6. Cabinet Report - Schools' Accessibility Strategy (Pages 13 - 84)

Report from the Strategic Director for Children and Young People's Services.

Recommendations

That Cabinet:

1. Approve the School Accessibility Strategy.
2. Approve the Capital Accessibility Funding Framework and schools' accessibility application process.
3. To provide a future report to Cabinet to approve the outcome of the application for the capital funding.

7. Cabinet Report Finance Update June 23 (Pages 85 - 102)

To receive a report from the Strategic Director for Finance and Customer Services.

Recommendations

That Cabinet

1. That the update on the revenue budget financial outturn 2022/23 be noted.
2. That the Council's progress on the delivery of the Local Council Tax Support Top Up payment 2023/24 be noted.
3. That the Council's delivery of the Household Support Fund 2022/23 be noted.
4. That Cabinet delegates the decision to allocate and spend the £3m Feasibility Fund to the Strategic Director for Regeneration & Environment in consultation with the Leader of the Council and Assistant Director Financial Services.
5. That Cabinet approve the capital budget variations as detailed in section 2.7 of the report.

8. Multiply Year 2 and 3 approval. Cabinet Report (Pages 103 - 124)

Report from the Strategic Director of Regeneration and Environment

Recommendations

That Cabinet:

1. Approve the acceptance and planned spend of an annual Multiply grant of £408,000 from SYMCA, for each of the years 2023/24 and 2024/25.
2. Delegates authority to the Assistant Director of Planning, Regeneration and Transport in consultation with the Cabinet Member for Jobs and the Local Economy, to agree grant awards, within the terms and conditions of the funding, to colleges, community organisations and other training providers to deliver the agreed learning activity and outputs for the Programme.

For Information/Monitoring:-

9. Work in Progress - Select Commissions

To receive updates from the Chairs of the Select Commission on work undertaken and planned for the future.

10. Forward Plan of Key Decisions - 1 June 2023 - 31 August 2023 (Pages 125 - 132)

To review and identify items for pre-decision scrutiny from the Forward Plan of Key Decisions covering the period from 1 June 2023 to 31 August 2023.

11. Call-in Issues

To consider any issues referred for call-in from recent Cabinet meetings.

12. Urgent Business

To determine any item which the Chair is of the opinion should be considered as a matter of urgency.

13. Date and time of next meeting

The next meeting of the Overview and Scrutiny Management Board will be held on 5 July 2023 at 3.00pm at Rotherham Town Hall.



SHARON KEMP,
Chief Executive.

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OVERVIEW AND SCRUTINY MANAGEMENT BOARD
Wednesday 10 May 2023

Present:- Councillor Clark (in the Chair); Councillors Bacon, Baker-Rogers, Browne, A Carter, Cooksey, Elliott, Pitchley, Wyatt and Tinsley.

Apologies for absence:- Apologies were received from Councillors Baum-Dixon and Yasseen.

The webcast of the Council Meeting can be viewed at:-
<https://rotherham.public-i.tv/core/portal/home>

185. MINUTES OF THE PREVIOUS MEETING HELD ON

The Chair thanked Cllr Joshua Bacon for chairing the previous meeting and Cllr Tony Browne for introducing the recommendations from the Spotlight Scrutiny Review of Modern Slavery.

Resolved: - That the Minutes of the meeting of the Overview and Scrutiny Management Board held on 19 April 2023 be approved as a true record.

186. DECLARATIONS OF INTEREST

There were no declarations of interest.

187. QUESTIONS FROM MEMBERS OF THE PUBLIC AND THE PRESS

There were no questions from members of the public or press at the meeting.

188. EXCLUSION OF THE PRESS AND PUBLIC

There were no exempt items.

189. BYELAWS OVERVIEW FOLLOWING COUNCIL MOTION

The Chair invited the officers to introduce the briefing and presentation on Rotherham Council Byelaws following the motion to Council considered at its meeting on 30 November 2023.

In considering the detail of the resolution, OSMB was asked to consider the potential actions, make any recommendations it deemed necessary, and involve the proposer of this motion as part of any related Scrutiny activity.

The Chair welcomed the Strategic Director – Regeneration and Environment, the Head of Service – Community Safety and Regulatory Services and the Service Manager – Regulation and Enforcement to the meeting.

A short presentation was given providing detail on byelaws and their application. It was highlighted that byelaws should be a measure of last resort, after other alternative actions have been explored and exhausted. It was outlined that byelaws were a regulation made by a Local Authority made under any of the following enabling powers:

- The Byelaws (Alternative Procedure) (England) Regulations 2016
- Public Health Act 1875 - Byelaws relating to the regulation of public walks and pleasure grounds
- Local Government Act 1972 – Byelaws relating to good rule and government and suppression of nuisances
- South Yorkshire Act 1980 – Byelaws relating to land, open spaces and municipal property and to the regulation of good and orderly conduct of persons

There were a number of byelaws in place in Rotherham, some dating back to 1968. The byelaws applied to country parks related to matters such as open water swimming and fires, whereas byelaws relating to good rules and government apply to anti-social behaviour for example off-road motorbiking.

It was outlined that permission was required by the Secretary of State to enact a byelaw and a breach of a byelaw can be considered by a magistrate court (and therefore can be construed as a criminal offence). However, it was noted that it been difficult to find examples of byelaws being enforced in Rotherham and there was little evidence of fines being issued in the recent past.

An overview of other available enforcement powers was given. For serious criminal offences, including criminal damage, the police had existing powers to deal with such instances. It was noted that damage to life saving equipment was covered by this existing provision. Other options included Public Spaces Protection Orders (PSPO) where conditions can be applied to sites to restrict activities and issue fines if conditions were breached by either police or local authority enforcement officers. Individuals causing nuisance can be served with a Criminal Protection Notice, injunction or injunction warning depending on the seriousness of the activity.

It was outlined that community protection and environmental health officers were authorised to discharge some of the existing powers. Consideration could be given to widening this remit to include specific groups such as those working in green spaces, however due regard should be given to the evidence base to support this this action. Noting that damage to life saving equipment was a concern, it was outlined that only one recorded case of damage had been found.

Alongside enforcement action, details of risk assessment processes and education initiatives such as “Swim Your Swim” and “Sam’s Army” were

shared.

It was outlined that a partnership group had been set up with a specific remit to look at open water sites, improving working between partners and information sharing/recording incidents. It was noted that different agencies may have responsibilities for equipment depending on its location and therefore, rather than each agency developing its own reporting process, it would be helpful to have a single mechanism in place (reporting as 'criminal damage'). It was highlighted that a monthly review process was to be established to monitor the evidence base and identify trends or hotspots and consider next steps in light of relevant intelligence.

Consideration was given to each of the respective actions outlined in the Council motion, with detail of the risks and benefits attached to each of the points.

That OSMB was asked to consider the following:

- Review Existing Byelaws
- Bring Forward Draft Byelaw regarding Lifesaving Equipment
- Consider Enacting New Byelaws to prohibit undesirable behaviours/ Consult with parties as to where they may be beneficial
- Implement a system of regular review

In terms of a review of existing byelaws, as a number had been enacted some years ago, it was likely that these had been superseded by more recent legislation. Enforcement opportunities may also be provided if powers were renewed. It was noted however, that a review of existing byelaws had a significant resource requirement as would renewal of byelaws. It was also highlighted that the evidential requirements of byelaws were higher, possible sanctions were lower and more difficult to deliver compared with other enforcement powers.

In respect of bringing forward new draft byelaws (in relation to life-saving equipment and to prohibit undesirable behaviour), whilst it was noted that introducing a new byelaw may provide clearer expectations of behaviour and standards, it was reiterated that existing powers (for example reporting as criminal damage or introducing a Public Space Protection Order) would be greater than a new byelaw. In addition, prior to any new byelaw being introduced, the authority would need to meet certain criteria to establish that it had considered all available options, whether the measure would increase or decrease the regulatory burden, and if there were any financial customer benefits. It was also highlighted that this course of action would have significant resource implication and there may be limited enforcement capability if made.

In concluding the presentation, Members were invited to comment on the risks and benefits, identify key issues and problem-solving plans, the resource implications and potential impact of proposed changes on other services or priorities.

The Chair invited questions and comments from the Board Members and a discussion on the following points ensued.

- Had consideration been given to sub-regional working and if responsibility for life-saving equipment came under the remit of the Police and Crime Commissioner (PCC) and Mayoral Combined Authority (MCA). It was confirmed that this was not a matter for the MCA. In respect of the PCC, the police powers had been outlined in the presentation.
- How intelligence was gathered to understand the extent of the issue. It was reiterated that the partnership meetings would have overview of the available data and develop options for enforcement which can be applied across the partnership. Further details were sought to establish if the PCC could assist with data gathering.
- Officers were asked to clarify if byelaws being a 'last resort' was a legislative requirement or Council policy. It was confirmed that it was a government expectation that the Council would demonstrate all avenues had been explored and no legislative alternative existed prior to the Secretary of State giving approval for a byelaw.
- What training would be given to Green Spaces officers if enforcement powers were extended to them? It was outlined that the directorate had a robust training programme to ensure that officers were briefed on legislations and powers regularly.
- Was equipment on Council land or facilities checked regularly? It was confirmed that life-saving equipment on local authority land was checked routinely to ensure that it was in working order. It was suggested that the partnership be approached to establish the frequency of checks on equipment on other land (for example Canals and Rivers Trust or reservoirs).
- If new byelaws were introduced, how would they be enforced (and by whom)? As the powers of the byelaw would not supersede existing statute, what would be its purpose.
- Given the number of historic byelaws across different services, whether a review of all byelaws would be time-consuming and resource intensive or if it should focus on specific aspects, such as equipment near open water.
- Clarification was sought on who attended the partnership meetings. It was outlined that this included different Council Services (Community Safety and Streetscene, Children and Young People's Services etc), South Yorkshire Police, South Yorkshire Fire and Rescue, Canals and Rivers Trust and Yorkshire Water. An example was given of some of the work taking place in schools and colleges to raise awareness.
- Clarification was sought if the Council used its byelaws to their full potential. It was noted in some areas (such as markets) the byelaws were still relevant. However, as highlighted previously others were more difficult to enforce, had been superseded or the issues were addressed through a partnership approach.

- Further details were sought on the timing of awareness raising sessions or education initiatives. It was clarified that these were timed in advance of peak periods (before summer holidays). Examples were given of the partnership work in schools and colleges, greater presence around open-water sites and detached and outreach work.
- The importance of sharing expectations with the public about behaviour, what equipment is available and how to report defects. It was noted that it was important to expedite this work before the summer holidays.
- How access to equipment can be made easier.

The Chair invited Cllr Adam Tinsley (as the proposer of the Council Motion) to comment.

He reiterated the importance of life-saving equipment being readily available in emergencies and that measures should be taken to ensure that were protected from intentional damage, including the use of byelaws as appropriate. He suggested that the adoption of 'model byelaws' may reduce duplication, ensure relevancy and compliance with current legislation and act as a deterrent. Examples were given from other councils that had adopted such measures.

The Chair thanked officers for the presentation. She suggested that the Board undertook a spotlight review on the issue focussing on life-saving equipment, liaising with officers to determine the scope at the earliest opportunity.

Resolved:

- 1) That the presentation and briefing be noted.
- 2) That the Board undertakes a spotlight review into life-saving equipment and related byelaws.
- 3) That Board Members be asked for expressions of interest to be part of this work.

190. WORK PROGRAMME - FEEDBACK FROM SCRUTINY STRATEGY/WORK PROGRAMMING DAY

The Senior Governance Advisor gave a presentation outlining the key points from the recent Scrutiny Strategy/ Work Planning Day held on 26 April 2023. Fifteen members attended the session, along with Link Officers and Governance Advisors. The day was supported by the Local Government Association as a follow-up to its "Effective Scrutiny of Children's Services" session delivered to members of Improving Lives Select Commission in October 2022.

The presentation covered the following areas:

- Overview

- The purpose of Overview and Scrutiny (O&S)
- What does O&S do (and what it can't)
- Role of “scrutiny” and “overview”
- Work programming
 - Provides a framework for scrutiny activity (rather than prescriptive list)
 - Should be member led
 - Be selective – can't focus on everything
 - Need to consider what resources are available to support – time and information
 - Usually determined at the start of each municipal year
 - Is a living document - reviewed and revised regularly
- Longlisting
 - Can scrutiny add value or influence?
 - Is it being looked at elsewhere?
 - Is it a priority – council or community?
- Developing a consistent shortlisting criteria e.g.
 - T: **Time**: is it the tight time, enough resources?
 - O: **Others**: is this duplicating the work of another body?
 - P: **Performance**: can scrutiny make a difference
 - I: **Interest** – what is the interest to the public?
 - C: **Contribution** to the corporate plan
- Scoping scrutiny activity
 - What are the key issues?
 - What is the outcome that we want?
 - Who are the key stakeholders?
 - Who should be involved?
 - Benchmarking?
 - What evidence is needed?
 - What are the potential barriers/risks you may need to overcome?
 - What are the timescales?
 - What is NOT included in the review?
- Types of scrutiny
 - Whole Committee review?
 - Formal meetings
 - Task and finish to drive the investigation work?
 - Spotlight reviews
 - Individual or paired Councillors to drive the review?
 - Visits
- Putting into practice – examples of scoping work
- Health Select Commission
 - Social prescribing
 - Access to mental health support

- Improving Lives Select Commission
 - Preparation for adulthood
 - Safeguarding of children educated in a non-school setting
- Improving Places Select Commission
 - Environment Act- opportunities to increase reuse/recycle (including partnerships with social enterprises)

A further report would be submitted to the Board detailing options for work planning in due course.

The Chair invited questions and comments from Board Members.

The Chair of Improving Places Select Commission commented on the recent Council motion on the Nature Crisis and how the commission would focus on this area as part of its work programme.

Clarification was sought about OSMB's work programme. It was outlined that the programme would be submitted early in the new municipal year for discussion and approval. It was noted that the Board had prioritised a number of areas for scrutiny over the current year which would be factored into the work programme.

Resolved: - 1) That the presentation be noted.

2) That a further report detailing options for scrutiny work programmes be submitted to this Board.

191. WORK IN PROGRESS - SELECT COMMISSIONS

The Chair of Improving Lives outlined that work had been done to draft its work programme, which would be circulated to its members in due course. She also raised concerns about the impact of cost-of-living pressures on mental health and asked if this was being considered.

The Chair of Improving Places Select Commission referred to his earlier comments about its review of the Nature Crisis which had started recently.

192. FORWARD PLAN OF KEY DECISIONS - MAY 1, 2023 TO JULY 31, 2023

The Board considered the Forward Plan of Key Decisions 1 May 2023 to 31 July 2023. The Chair outlined that the Board would wish to consider the Equalities Annual Report and Financial Monitoring Reports. It was noted that Improving Places Select Commission would receive a report on CCTV to a future meeting.

Resolved: - That the Forward Plan be noted.

193. CALL-IN ISSUES

There were no call-in issues.

194. URGENT BUSINESS

There were no urgent items.

195. DATE AND TIME OF NEXT MEETING

Resolved: - That the next meeting of the Overview and Scrutiny Management Board will be held at 10.00am on Wednesday 14 June 2023 at Rotherham Town Hall.

Committee Name and Date of Committee Meeting

Cabinet – 19 June 2023

Report Title

Schools Accessibility Strategy

Is this a Key Decision and has it been included on the Forward Plan?

Yes

Strategic Director Approving Submission of the Report

Nicola Curley, Strategic Director of Children & Young Peoples Service

Report Author(s)

Nathan Heath Assistant Director, Education & Inclusion

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Helen Sweaton Assistant Director, Commissioning, Performance and Quality

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Neil Hardwick Head of Finance CYPS

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Ward(s) Affected

Borough-Wide

Report Summary

All schools have a statutory duty to provide 'reasonable adjustments' for their pupils to make sure disabled students are not discriminated against. There are three main categories of adjustment that schools are expected to make for children: Improving access to the curriculum, improving physical access to buildings including providing specialist equipment and improving access to information.

The updated Rotherham School's Accessibility Strategy identifies all schools' statutory responsibilities to support their pupils and the support available to schools from the Council in relation to their own Accessibility planning.

Recommendations

That Cabinet:

1. Approve the School Accessibility Strategy.

2. Approve the Capital Accessibility Funding Framework and schools' accessibility application process.
3. To provide a future report to Cabinet to approve the outcome of the application for the capital funding.

List of Appendices Included

- Appendix 1 School Accessibility Policy
- Appendix 2 School Accessibility funding framework
- Appendix 3 School Accessibility application process, guidance, timeline, and shortlisting model
- Appendix 4a Part A - Initial Equality screening Assessment form
- Appendix 4b Part B - Equality Analysis Form final
- Appendix 5 Carbon impact FINAL Template

Background Papers

- [\(Public Pack\)Agenda Document for Cabinet, 25/04/2022 10:00 \(rotherham.gov.uk\)](#) – Safety Valve Agreement.
- [REPORT TEMPLATE FOR CABINET & COMMISSIONER \(rotherham.gov.uk\)](#) – SEND Sufficiency Phase 4

Consideration by any other Council Committee, Scrutiny or Advisory Panel

None

Council Approval Required

No

Exempt from the Press and Public

No

Schools Accessibility Strategy

1. Background

- 1.1 As part of the Rotherham Safety Valve Agreement between the Department of Education (DfE) and Rotherham Metropolitan Borough Council there is a commitment to deliver improved Special Education Needs and Disability (SEND) education provision across Rotherham. This includes supporting both mainstream and special schools to improve their site accessibility to enhance outcomes for their pupils.
- 1.2 To support the delivery of improved school accessibility, Rotherham School Accessibility Policy, a statutory requirement, has been updated along with a clear funding and application process for schools to seek to apply for capital investment to enhance their school site to be able to support a wider level of SEND need in their schools.
- 1.3 The clear strategic intent of Schools Accessibility Funding is to support schools to meet a wider level of SEND need in their setting through adaptations to existing buildings. This supports the Council SEND sufficiency strategy which is focused on meeting children and young people's SEND needs within the borough. Included within the Safety Valve Agreement capital application is a Capital Accessibility Funding envelope inclusive of both mainstream and special schools. An allocation of £375k for the next 4 years for both mainstream and special schools was approved by Council in October 2022 as part of SEND Sufficiency phase 4.
- 1.4 To support the development of Accessibility Funding agreed by Cabinet the Council School Accessibility Strategy has been updated with input from across Rotherham SEND partnership including Specialist Inclusion Services, Education services/partners and wider stakeholders such as Health Colleagues, SENDIASS, Guiding Voices and Rotherham Parent Carer Forum.
- 1.5 The School Accessibility Strategy identifies the support available to schools from the Council whilst also identifying schools statutory responsibilities in relation to their own Accessibility planning.
- 1.6 The Strategy identifies support for SEND pupils three core areas:
 - To increase the extent to which SEND and/or disabled pupils can participate in the curriculum
 - To improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education
 - To improve the delivery of information to disabled pupils and their parents/carers through the Rotherham Local Offer
- 1.7 Included within the School Accessibility Strategy is a clear action plan which details outcomes against each core area identified above. This will be tracked and reported over time to measure progress in order that all Rotherham Schools follow best practice against providing the most accessible school sites for all pupils.

- 1.8 To support core areas of the School Accessibility Strategy, a funding framework has also been developed to support the delivery of the Strategy and to meet outcomes detailed within the original Safety Valve application approved by Cabinet in April 2022.
- 1.9 The Accessibility Funding framework (appendix 2) proposes three distinct areas. These are:
- Targeted work across mainstream and special schools linked to accessibility requirements for individual pupils and cohorts which will support more pupils' needs being met in these schools
 - Requests and contributions for individual pupils linked to established equipment panel
 - A small capital grant programme for schools open through application and assessment in line with schools own accessibility planning

2. Key Issues

- 2.1 School's Accessibility Funding rolled forward from 2022/23 academic year will be available within the 2023/24 academic, consequently there is an additional allocation for both mainstream and special schools in 23/24 which support increased delivery of this programme of activity.
- 2.2 In order to inform the targeted schools accessibility work across special schools, capacity assessment work has been completed by external consultant Shared Agenda. This has identified capacity gaps across the SEND estate which could be mitigated through Accessibility Funding. Where sufficient capacity does not exist it is proposed Accessibility Funding will contribute to the development of off-site provision for specific pupil cohorts who are struggling to access the existing curriculum offer within our special schools.
- 2.3 New requests and contributions associated with individual pupils will be facilitated through the established Equipment Panel. Where new requests and contributions fall outside of the remit of Equipment Panel these will be escalated for consideration for targeted accessibility funding. Targeted work with the Council Education Health Care Planning Team is planned to identify pupils who require adaptations to school buildings in order for their needs to be met in mainstream. Scoping will include key transition points and ensuring a spread of accessible provision across the Borough.
- 2.4 In addition to this a small Capital Grants Programme proposes to fund projects across mainstream sites in an initial funding round with grants being capped at £50,000. Contributions will be sought from schools through the application process to maximise value for money. Depending on applications received and interest further funding rounds could be rolled out from September 2023.
- 2.5 To support implementation there is a clear application process, guidance, timeline and shortlisting model (Appendix 3). This is supported by performance measures which will track impact over time against successful applications.

- 2.6 To ensure capacity within Asset Management the grant funding process will include a mixed model of procurement including direct award of grants to schools to complete any capital works following officer delegated decision.
- 2.7 The School Accessibility Strategy and associated Accessibility Funding Strategy will be monitored by a dedicated sub-group feeding into the established CYPs SEND Sufficiency Board. The sub-group will be responsible for monitoring the action plan within the over-arching strategy and implementing the funding strategy. All cross Council stakeholders are represented at this board. Improving Lives Select Commission will continue to receive regular updates on SEND Sufficiency and SEND improvement.

3. Options considered and recommended proposal

- 3.1 All 'Safety Valve' monitoring arrangements sit within the defined DfE process and can become more regular if the Safety Valve Agreement outcomes are not met. Rotherham's does not have an accessibility funding framework associated with the implementation of its current Accessibility Strategy.
- 3.2 Approving the implementation of the Accessibility Strategy and the proposed delivery of the Capital Accessibility Funding previously agreed by cabinet will support the delivery of Safety Valve Agreement and will support Rotherham schools to meet a wider level of SEND need through adaptations to existing buildings. This supports our SEND sufficiency strategy and SEND Improvement plan which is held within the Rotherham Written Statement of Action. The strongest possible outcomes for Rotherham children and young people remain the key focus of these plans.

4. Consultation on proposal

- 4.1 Market engagement has been undertaken to establish interest in a grants programme linked to improving access to the school curriculum for SEND pupils in both mainstream and special schools. This has established strong levels of interest, particularly around developing vocational curriculum models to support Social Emotional Mental Health SEND cohorts within Secondary mainstream schools.
- 4.2 A presentation has also taken place at SENCO network event, this has encouraged schools to update their Accessibility Plans to support with identifying existing Accessibility gaps and trends ahead of future funding rollout.

5. Timetable and Accountability for Implementing this Decision

- 5.1
- Application form and process map for schools to apply for funding to be circulated to schools in June 2023.
 - Applications considered and due diligence to take place in mid July 2023.
 - Funding Award notifications to be provided to schools in late July onwards.

6. Financial and Procurement Advice and Implications

- 6.1 The creation of Accessibility capital funding streams as outlined in the report forms part of Rotherham's DSG Management Plan and Safety Valve Agreement, to enable Rotherham to operate within its annual DSG funding allocations by the end of 2025/26.
- 6.2 The annual average revenue cost of a EHC plan in a mainstream setting is £8k compared to being placed in a Special School which averages £22k or an ISP which averages at £65k. As can be seen from these costs it is financially beneficial to make schools more accessible for pupils to attend.
- 6.3 The creation of mainstream and special school Accessibility Capital schemes is part of the DSG Management Plan and capital funding has been provided by the DfE linked to Rotherham's Safety Valve capital allocation and High Needs capital annual allocation. The capital funding earmarked is £3m over the duration of the Safety Valve Agreement, with £1.5m for mainstream and £1.5 for special schools.
- 6.4 The use of the external consultant Shared Agenda (referred to at 2.2) has been procured via a Framework Agreement, in compliance with the Council's Financial and Procurement Procedure Rules.
- 6.5 In response to delivering the future works, where the Council is to directly procure contractors, this must be undertaken in compliance with the Public Contracts Regulations 2015 (as amended) and the Council's own Financial and Procurement Procedure Rules. If we are providing the school with grant agreements for them to procure the works, there will be no procurement implications for the Council.

7. Legal Advice and Implications

- 7.1 Section 14 of the Education Act 1996 places a general duty upon a local authority to secure sufficient schools to provide primary and secondary education in their area and they should have particular regard to securing special education provision.
- 7.2 Following the enactment of The Children and Families Act 2014, the Local Authority retains responsibility for commissioning services for children and young people with SEN or a disability. The Local Authority is required to keep the provision for children and young people with SEN or disabilities under review, including its sufficiency (Section 315 of the Education Act 1996), and to promote wellbeing and improve quality, working in conjunction with parents, young people and providers. This Act and its associated guidance is clear that, when considering any re-organisation of provision, decision makers must be clear how they are satisfied that the proposed alternative arrangements will lead to improvements in the standard, quality and/or range of educational provision for children with SEN or a disability.
- 7.3 In order to minimise the risk of legal challenge, the Local Authority should ensure that it is fully compliant with all relevant legislation in this area and that it

continues to satisfy its statutory duties through its decision making. Furthermore, the Council should also ensure that it continues make decisions that satisfy the terms of the Safety Vale Agreement.

8. Human Resources Advice and Implications

8.1 There is no direct HR implication within this report.

9. Implications for Children and Young People and Vulnerable Adults

9.1 The School Accessibility Strategy and associated funding will have a direct impact on the SEND strategy and provision development to meet SEND needs across education settings within the Borough.

9.2 Key considerations are referenced within the report.

10. Equalities and Human Rights Advice and Implications

10.1 Key considerations are referenced within the report. An equalities impact assessment has been completed and is an appendix to this report.

11. Implications for CO₂ Emissions and Climate Change

11.1 All areas of SEND Sufficiency, student place planning and educational placements have a direct environmental impact, consideration of this element is informed in provision development and provision enhancement in the Borough due to the direct impact this will have to limiting students travelling outside the Borough. This would support reduced emissions of CO₂.

11.2 Wider consideration of indirect implications or unintended consequence of work in this area has on CO₂ Emissions and Climate Change is considered across all partners as the Council are committed to long term targets to mitigate these areas of concern in the Borough. An environmental impact assessment has been completed and is an appendix to this report.

12. Implications for Partners

12.1 The Dedicated Schools Grant is subject to oversight of Schools Forum and the wider education system in the Borough, all updates across the 'Safety Valve' progress have been provided to Schools Forum, the High Needs Sub-Group which is part of Schools Forum receives regular and detailed updates in relation to the Safety Valve Agreement.

12.2 Ongoing updates are provided to key stakeholders including Parent/carers forum, health leaders, school leaders, Schools Forum, and other associated stakeholders. The SEND Executive and SEND Partnership board involve all Key Stakeholders and SEND is a Place Priority for Rotherham.

13. Risks and Mitigation

- 13.1 The key risk is the growth of SEND cohorts within the Borough grow outside the trajectories. This would be exaggerated by ineffective use of capital investment from DfE to support Rotherham to deliver its sufficiency planning.

14. Accountable Officers

Nathan Heath – Assistant Director, Education & Inclusion
Neil Hardwick – Head of Finance CYPS

Approvals obtained on behalf of Statutory Officers: -

	Named Officer	Date
Chief Executive	Sharon Kemp	05/06/23
Strategic Director of Finance & Customer Services (S.151 Officer)	Judith Badger	01/06/23
Assistant Director, Legal Services (Monitoring Officer)	Phil Horsfield	30/05/23

Report Author: Nathan Heath Assistant Director, Education & Inclusion

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This report is published on the Council's [website](#).

School Accessibility Strategy 2023 - draft

Our Inclusion Vision

Our Inclusion Vision is:

Our vision for our children and young people with SEN and disabilities (SEND) is the same as for all our children and young people; that they be safe, happy, healthy, confident, and successful, contributing to a thriving, inclusive community that is welcoming to all.

Children and young people (aged up to 25) with special educational needs and disabilities can have significantly greater difficulties or barriers to learning than the majority of others of the same age. If we are to achieve our vision, we need to work together to personalise our approaches to improve their experiences and outcomes. We aim to:

- **Lift aspirations and build on existing strengths**
- **Increase Personalisation – such that provision and support is designed and delivered in collaboration with children, young people and their families so that it is person centred, responsive and better matched to need**
- **Focus on and improve outcomes that are important to, and for, our children, young people, families and communities**
- **Enhance Partnerships – so that we can jointly commission to collectively achieve and sustain our vision**

The Children and Families Act (2014) came into force in September 2014. The Act placed new duties on Rotherham Council, the Integrated Care Board and providers of education, health, or care services to work together to ensure coordinated support for children and young people with SEND and their families. Rotherham education, health and care services aim to create an integrated system from birth to 25 where children and young people with special needs and their parents or carers are fully involved in decisions about their support and aspirations.

We aim to ensure that all children and young people with SEND have a full range of support and opportunities available to them and are provided with opportunities to maximise their life chances, goals and aspirations.

Our strategy intends to achieve this vision by improving access to education and educational achievement for these children and young people, and empowering them in their families, schools and communities

This vision is articulated in our aspirations for Children and Young People's Services. These are:

- Children get the best start in life
- Children and young people safe from harm
- Children and Young people feel empowered to succeed and achieve their aspirations
- Children and young people have fun things to do and safe places to go

This will mean our children, young people and families are proud to live and work in Rotherham

We believe that parents, carers, schools, the local authority, and partners should work together to ensure work together to ensure children and young people achieve aspirational outcomes.

We believe that we must all work towards removing any barriers that may exist to learning and participation that can hinder or exclude children and young people with SEND.

Our three key aims will turn our vision and aspirations into reality, these aims are:

- **To increase the extent to which SEND can participate in the curriculum**
- **To improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education**
- **To improve the delivery of information to SEND their parents/carers through the Rotherham Local Offer**

We will realise our vision, aspirations and aims by effective partnership working resulting in better outcomes for Rotherham children and young people with SEND to bring together the best outcomes for children and young people in Rotherham.

By working in partnership, we will have a better understanding of the needs of children and young people with SEND and the provision and services required to meet any additional needs.

The Four Cornerstones

The Four Cornerstones are a set of principles arising from the voices of Rotherham children and young people with SEND, their families and practitioners. Recognised as national best practice in co-production, the Rotherham Cornerstones are at the heart of this accessibility strategy, promoting stronger relationships and building trust, in doing so helping Rotherham organisations across Education, Health and Care embed a borough-wide culture of inclusion.

The Four Cornerstones:

welcome and care

value and include

communicate

work in partnership

Guiding Voices

In their own words:

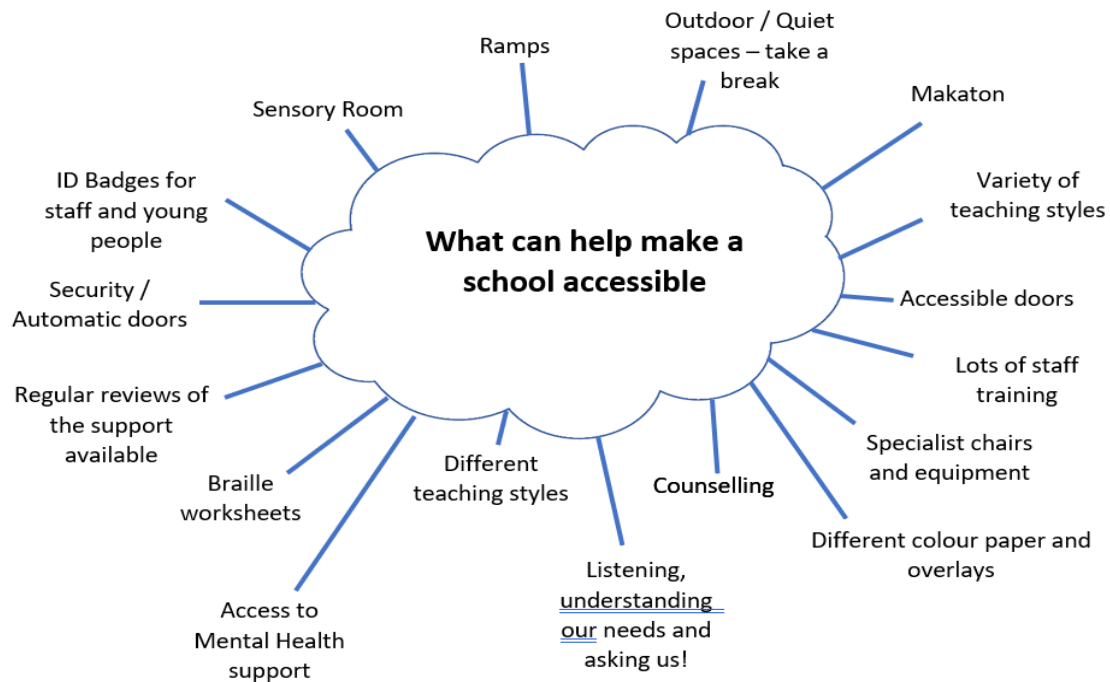
“Guiding Voices are a group of young people with SEND aged 10 and above who get together to share their voices once a week. We have done some events and have a calm atmosphere for people to come along and share their voices with us.

Sometimes it is hard to explain what it is like for you, and it is important to have the chance to show what it’s like inside your head, so people can understand”.

Guiding Voices is a partnership between young people with SEND, families, and practitioners that delivers coproduction to enable young people’s voices to be heard, represented, and have meaningful influence within their local area.

Guiding Voices provided detail on when something is accessible how it makes the young person feel and what can make can help to make a school feel accessible. Please refer to tables below:





National Background

Improving access to education and educational achievement for pupils with SEND is essential to ensure equality of opportunity, full participation in society, access to employment opportunities and inclusion within mainstream education.

The Equalities Act 2010 requires schools and LAs who have a planning duty, to prepare and publish access plans and accessibility strategies in order to increase over time the accessibility of buildings, and access to education and information for disabled pupils.

All schools have duties under the Equality Act 2010 towards individual children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations

Schools must have in place accessibility plans which are aimed at:

- **Increasing the extent to which disabled pupils can participate in the curriculum**
- **Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided**
- **Improving the availability of accessible information to disabled pupils**

There is no requirement on an LA to have an accessibility strategy for early years settings (other than in relation to schools maintained by them), and no requirement on early years settings (other than those constituted as schools) to have a published plan to increase access for young disabled children.

However, the Equality Act 2010 introduced a Public Sector Equality Duty (PSED) that applies to all public bodies including early years settings. Public bodies are required to:

- **Eliminate discrimination and other conduct that is prohibited by the Act**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- **Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it**

Maintained nursery schools and other providers who are funded by the local authority to deliver early education places must also have regard to the Special Educational Needs and Disability (SEND) Code of Practice. The Code outlines the statutory duties and responsibilities to children in their care who have or may have SEND

The General Duty

This duty requires schools, when carrying out their functions, to have due regard to the need to:

- Eliminate discrimination that is unlawful under the Equality Act 2010
- Eliminate harassment of disabled pupils that is related to their disability
- Promote equality of opportunity between disabled people and other people
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people

The General Duty applies across schools' duties, and applies to disabled pupils, staff, and parents/carers, along with other users of the school.

The Specific Duty

In addition to the General Duty, there is a Specific Duty for schools to demonstrate how they are meeting the General Duty. The main requirement is for schools to prepare and publish an accessibility plan and to implement the actions within the plan and report on it. In effect, the General Duty sets out what schools do, with the Specific Duty setting out how schools must do it and what they need to record as evidence of what they have done.

Reasonable Adjustment Duty

The Equality Act requires schools and LAs to make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage. Reasonable adjustments meet the statutory requirements when they act to prevent disabled pupils being placed at a substantial disadvantage, and when they enable pupils to participate in education and associated services.

When deciding if a reasonable adjustment is necessary, each case needs to be decided on its own merit. Schools need to consider potential impact on disabled pupils in terms of time and effort, inconvenience, indignity and discomfort, loss of opportunity and diminished progress.

Supporting pupils at school with medical conditions

DfE December 2015

This statutory guidance applies to governing bodies in the case of maintained schools, proprietors in the case of academies and management committees in the case of pupil referral units (PRUs). Early years settings should continue to apply the Statutory Framework for the Early Years Foundation Stage.

Key points:

- Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education
- Governing bodies must ensure that arrangements are in place in schools to support pupils at school with medical conditions
 - Governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are properly understood and effectively supported

Parents/carers of children with medical conditions are often concerned that their child's health will deteriorate when they attend school. This is because pupils with long-term and complex medical conditions may require ongoing support, medicines, or care while at school to help them manage their condition and keep them well.

Where pupils are unable to attend school for a short period of time due to a medical condition then, through advice from medical professionals, support may be accessed from the medical home tuition service.

Others may require monitoring and interventions in emergency circumstances. It is also the case that children's health needs may change over time, in ways that cannot always be predicted, sometimes resulting in extended absences. It is therefore important that parents feel confident that schools will provide effective support for their child's medical condition and that pupils feel safe.

In making decisions about the support, they provide; schools should establish relationships with relevant local health services to help them. It is crucial that schools receive and fully consider advice from healthcare professionals and listen to and value the views of parents and pupils.

There are social and emotional implications associated with medical conditions. Children may be self-conscious about their condition, and some may be bullied or develop emotional disorders such as anxiety or depression around their medical condition. In particular, long-term absences due to health problems affect children's educational attainment, impact on their ability to integrate with their peers and affect their general wellbeing and emotional health.

Reintegration back into school should be properly supported so that children with medical conditions fully engage with learning and do not fall behind when they are unable to attend. Short-term and frequent absences, including those for appointments connected with a pupil's medical condition (which can often be lengthy), also need to be effectively managed and appropriate support put in place to limit the impact on the child's educational attainment and emotional and general wellbeing.

Some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. Where this is the case governing bodies must comply with their duties under that Act. Some may also have special educational needs (SEN) and may have an Education, Health, and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

The Special Educational Needs and Disability code of practice explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014. For pupils who have medical conditions that require EHC plans, compliance with the SEND code of practice will ensure compliance with this guidance with respect to those children.

Individual healthcare plans (and their review) may be initiated, in consultation with the parent, by a member of school staff or a healthcare professional involved in providing care to the child. Plans should be drawn up in partnership between the school, parents, and a relevant healthcare professional, e.g. school nurse, specialist or children's community nurse or paediatrician, who can best advise on the particular needs of the child.

Pupils should also be involved whenever appropriate. The aim should be to capture the steps which a school should take to help the child manage their condition and overcome any potential barriers to getting the most from their education and how they might work with other statutory services. Partners should agree who will take the lead in writing the plan, but responsibility for ensuring it is finalised and implemented rests with the school.

[Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The Early Years Specialist Inclusion Teacher support

Specialist Teacher support and advice is offered to children who are regarded to have the most significant needs within the Local Authority. The children accessing this support are usually those who have had input from the Portage Service or those who would have been eligible for this service if they were not already accessing a setting. The Child Development Centre (CDC) may also request the involvement of an EY Specialist Teacher as a clinic outcome, where the therapist feels that the complexity of need requires highly personalised support over a period of time. This would be requested through consultation with family and the Specialist Inclusion Team.

Portage service can be found here: [Portage Service – Rotherham Educational Psychology Services](#)

It is likely that most children accessing input from a Specialist Teacher will have had or be going through assessment at the Child Development Centre (CDC). There are occasions where other agencies or schools may request support directly based on individual needs within a moment in time.

Specialist Teacher Support can be offered at any time/age up until the end of F1, i.e., before, during or at the start of, and where Portage is not already involved. Specialist Teacher Support is available to children whether they attend F1 in School or a Private, Voluntary, Independent (PVI) setting. This is not a referral-based offer.

Children accessing 'EY Specialist Teacher Support' from the Specialist Inclusion Team may, where appropriate, do so up until the end of the Summer Term of their F1 Year. However, it is hoped that through a robust graduated response, that over time the highly personalised support has a positive impact on the child's progress within their learning and development.

The EY Specialist Teacher will be monitoring to see if:

- The child continues to make sustained personal progress
- Staff are consistently implementing appropriate strategies flexibly to meet individual needs
- There is evidence of a clear assess-plan-do-review cycle in place (as per the Code of Practice)

If the above is evident, it would be appropriate for the child's needs to be best met through their school's/setting's universal (or targeted) offer, as part of their graduated response. If this were the case (based on individual circumstances), the EY Specialist Teacher would consult with both family and school/setting as part of the decision-making process. The EY Specialist Teacher would ensure that staff in school/setting have access to the latest SI Team recommendations to support them in independently planning for the child's next steps.

The Early Years Specialist Teacher Role within the Child Development Centre (CDC)

The Early Years Specialist Teacher works as part of the CDC multi-disciplinary team in delivering a holistic assessment. This includes attending a proportion of new patient clinics, contributing to the child's CDC assessment process, working closely with the CDC therapists and consultants, and liaising with agencies where appropriate. In addition, the Early Years Specialist Teacher provides a strong, consistent link between health and education, supporting practice and providing bespoke advice to support learning and development needs.

The Early Years Specialist Teachers, have access to children's CDC records to ensure information is shared and children are supported appropriately, which ultimately contributes to the assessment process, ensuring that the best outcomes for children are identified and delivered.

The aims of the Child Development Centre are (as described by NHS):

"We provide a 'one stop shop' for children under 5 who are having difficulties in more than one area of their development. We work closely with families to:

- *Assess how children are doing in different areas of development*
- *Try to find the underlying cause of any difficulties that a child is having*
- *Provide support and therapy (if needed) to help children make progress*
- *Make sure families are supported and know about other services that may be helpful"*

Support from Early Years and Childcare

Support from the Early Years and Childcare Service is provided to all Private, Voluntary and Independent Early Years providers (PVI sector) throughout Rotherham who are Ofsted registered. These provisions include:

- Early Years Settings (Group Providers)
- Out of School Clubs
- Childminders
- Children Centre Day Care

Support is in place to support and empower PVI settings to provide equal access to children with identified special educational needs and disability (SEND). This ensures that PVI providers are ready to take children with SEND before they start at the provision.

Early Years Inclusion Grant

The Early Years' Service manage and provide the Early Years Inclusion Grant (as detailed on the Local Offer) to support Ofsted registered PVI settings and Foundation Stage One (FS1) in schools to enhance their staffing levels above ratio as identified with the Early Years Foundation Stage Curriculum (EYFS) to meet the needs of children with identified SEND.

This grant is provided from the Early Years' Service in line with the Special Educational Needs and Disability code of practice 0-25 years, 2015, where Chapter 5 section 5.59 (which covers private and voluntary early years providers) identifies that local authorities should make sure funding reflects the need to support children with identified SEND and provide suitable support to do this.

This grant supports providers to allow children from 0-18 years old with SEND to access childcare and early education funded places and out of school childcare. It also allows families to be able to continue to work in employment where needed. In line with the Children's and Families Act 2014 (part 3) which encompasses the SEND code of practice, it supports families of children with SEND to continue to improve outcomes for children and also requires settings supporting children accessing them to have high expectations and aspirations.

Disability Access Fund

Three and four year old children who are in receipt of Disability Living Allowance (DLA) and are receiving their free 3 & 4 year early education place are eligible for the Disability Access Fund (DAF). DAF is paid as a fixed annual rate of £828 (as 2023/24) per eligible child (one grant per year) and can be used to provide specialist training or resources to benefit an individual child or all children attending the setting.

Training and professional development

The Early Years' Service provides training opportunities which are accessible to all PVI providers to promote a pre-emptive approach to meeting the needs of children with SEND, ensuring equal access for all children.

Examples of training provided by Early Years and Childcare:

Group training:

- SENCo training (to support designated role)
- Positive behaviour training
- Access to safeguarding disabled children
- Picture Exchange Communication System (PECS) awareness
- Autism awareness training
- Makaton training

Individual training relating to individual children:

- Care Plan implementation
- Individual medical training
- Moving and Handling training

Professional Development opportunities

- Coordination of good practice visits to other provisions, e.g., special schools and good practice example provisions
- SENCo networking meetings, which are available termly
- Access to Safeguarding forum meetings

All PVI providers who are Ofsted registered are legally bound to adhere to the Early Years Foundation Stage which embeds equality of opportunity and the unique child approach to ensure that PVI provisions are accessible to all and that where possible providers will make reasonable adjustments to enable a child to access provision.

Duties placed on schools

The Equality Act 2010 requires schools to develop and publish an Accessibility Plan that outlines how they will improve the access to education for disabled pupils over time. Further information can be found in Appendix Two.

There are a number of resources available on the Rotherham Local Offer Website to support schools in making reasonable adjustments:

Social, Emotional and Mental Health needs

- www.mymindmatters.org
- Public Health England The link between pupil health and wellbeing and attainment.
- www.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf
- **DfE ‘Promoting and supporting mental health and wellbeing in schools and colleges’**: www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
- **DfE Counselling in schools**: www.gov.uk/government/publications/counselling-in-schools
- **DfE Behaviour in schools**: www.gov.uk/government/publications/behaviour-in-schools--2

Physical needs

- **Equality Act 2010 guidance** - www.gov.uk/guidance/equality-act-2010-guidance. Guidance Council for Disabled Children Provide a range of support, information, advice and contacts.
- **Council for Disabled Children** www.councilfordisabledchildren.org.uk
- **Contact a Family** Offers information, advice and support for families caring for disabled children. www.cafamily.org.uk
- **Alliance for Inclusive Education (ALLFIE)** ALLFIE Are a national campaigning and information-sharing network led by disabled people. They

campaign for all disabled learners to have the right to access and be supported in mainstream education. www.allfie.org.uk

- **Association for Spina Bifida and Hydrocephalus** www.shinecharity.org.uk
- **Brittle Bone Society** www.brittlebone.org
- **Child Brain Injury Trust** www.childbraininjurytrust.org.uk
- **Cystic Fibrosis Trust** www.cysticfibrosis.org.uk
- **Down's Syndrome Association** www.downs-syndrome.org.uk
- **Dyspraxia Foundation** www.dyspraxiafoundation.org.uk
- **Headway: The Brain Injuries Association** www.headway.org.uk
- **Muscular Dystrophy UK** www.muscular dystrophyuk.org.uk
- **The Restricted Growth Association** www.rgauk.org
- **SCOPE - Disability advice** www.scope.org.uk
- **SIBS for brothers and sisters of disabled children & adults** www.sibs.org.uk

Visual Impairment needs

- **Royal National Institute for the Blind** www.rnib.org.uk
- **Action for Blind People** Provides information and advice, as well as offering a roaming club for children of all abilities to take part in. www.actionforblindpeople.org.uk

Learning needs

- **Inclusion Development Plans** A suite of materials aimed to support teachers, teaching assistants and trainee teachers to increase their knowledge and skills in working with children and young people with a range of special educational needs. www.idponline.org.uk/
- **Down's Syndrome Association** www.downs-syndrome.org.uk
- **The Dyslexia-SpLD-Trust or The Trust**, is a collaboration of voluntary and community organisations with funding from the Department for Education to provide reliable information to parents, teachers, schools and the wider sector. It acts as the important communication channel between government, leading dyslexia organisations, parents, schools, colleges, teachers and the sector. www.thedyslexia-spldtrust.org.uk

Speech, Language and Communication needs

- **I CAN** is the children's communication charity. We are experts in helping children develop the speech, language and communication skills they need to thrive in a 21st Century world. www.ican.org.uk
- **The Communication Trust** Is a coalition of over 50 not-for-profit organisations. Working together it supports everyone who works with children and young people in England to support their speech, language and communication. www.thecommunicationtrust.org.uk

Autism and Social Communication needs

- The National Autistic Society www.autism.org.uk Autism Education Trust. www.autismeducationtrust.org.uk

- Autism Education Trust www.autismeducationtrust.org

Hearing Impairment needs

- **The National Deaf Children's Society** provides advice and support, as well as facilitating peer support. www.ndcs.org.uk

Medical needs

Supporting pupils with medical conditions in school

- www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

Key documents

Children and Families Act 2014

www.legislation.gov.uk/ukpga/2014/6/contents/enacted

Equality Act 2010

www.gov.uk/equality-act-2010-guidance

Special educational needs and disability: a guide for parents and carers:

www.gov.uk/government/publications/send-guide-for-parents-and-carers

SEND Code of Practice: 0 to 25 years: www.gov.uk/government/publications/send-code-of-practice-0-to-25

The Rotherham context

In Rotherham we believe that every child should have the opportunity to reach their full potential and that children are best supported to grow and achieve within their own families. Taking into account significant changes in national policy, there is now a focus on collaborative working between schools and partner agencies such as health and social care through such developments as the Children and Families Act 2014 and Special Educational Needs and Disability (SEND) Code of Practice 2015.

Identifying and removing barriers to access and participation must take into account extended services, new ways of working and new approaches to curriculum delivery in and around partnerships of schools, both mainstream and special. Early identification and response to issues arising is paramount, and it is the function of this document to provide an overview of the provision that will ensure that this inclusive strategy is championed throughout our services for children and young people.

Census Statistics

In Rotherham we support:

- 19.8% - 8986 pupils with Special Educational Needs*
- Our 7 special schools have 955 pupils on roll*; all have a Special Educational Need.
- 7736 pupils (17%) with SEND are supported in mainstream settings*
- 295 pupils (0.6%) with SEND are supported in our maintained Nursery Schools and Pupil Referral units*
- *Source: 2022 School Census- January Spring return
- November 2022- shows that 4.2 % (2838) children/young people have Education Health and Care Plans In the borough compared to the latest national average of 4.0%.

Access to the Curriculum

Ensuring access to the curriculum is vital in providing equal opportunities to children and young people with SEND. Considerable progress has been made to improve the accessibility of the curriculum, covering both teaching and learning, as well as Early Years, trips and visits, after school activities and extended school activities.

Schools and educational settings (including Early Years) are responsible for providing a broad and balanced curriculum for all pupils and play a key role in planning to increase access to the curriculum for all pupils. Therefore, schools are required to have in place an 'Accessibility Plan' that demonstrates what actions the school is taking to increase access to the curriculum, particularly for those pupils with SEND.

The following is considered good practice:

- **Develop effective classroom partnerships** by adopting adaptive teaching/curriculum differentiating the learning objectives and outcomes, ensuring all staff are fully briefed and can adjust the lesson to meet the needs of individual pupils. This partnership should be underpinned by encouraging independence amongst pupils.
- **Develop a whole school approach** that raises the capability of all school staff to assist in the teaching of pupils with SEND in mainstream settings. In particular this approach should focus on ensuring school staff can provide care and support for vulnerable pupils, and know who to speak to, to find out more.
- **Make SEND a priority** by ensuring there is a member of the governing body, or a sub-committee, with specific oversight arrangements for SEN and disability. This should include regular reviews between the head teacher, SENCO and the governing body on how resources are being allocated and the impact of this allocation.

- **Achieve Rotherham Charter status** by demonstrating clear evidence that parents, carers, children and young people are valued as equal partners in decisions that involve them and in the development of school systems and processes, and that this practice has become sustainable over time, embedding whole school commitment to the four Cornerstone principles which are: Welcome and Care, Value and Include, Communicate and Partnership, thus creating a whole school culture of trust.

Available Local Authority Support

The Local Authority will assist Educational settings (to include nurseries and colleges) wherever possible, to establish the above good practice and will provide advice, support and specialist provision to ensure all pupils can access the curriculum.

The Local Authority will also:

- Continue to adopt a holistic approach to education, health and care provision through our Education, Health and Care Plans (EHCPs), and also through joint commissioning of services for children and young people with SEND. Ensuring plans are specific about the provision required to make the school curriculum more accessible for individual pupils with SEND.
- Make mandatory SEND Awareness training for the children and young people's workforce including a module on accessibility.
- Continue to support schools to improve access to the curriculum for children and young people with SEND through the provision of targeted, high-quality training and continuous professional development and learning (CPDL).
- Continue to develop the Rotherham SEND Resource kit.
www.sendcorotherham.co.uk
- contribute to Forge CPD Home | Forge CPD - Online CPD for Schools - Wath upon Dearne. www.forgecpd.com
- Creation of multi-agency training and CPDL which focuses on person-centred approaches to the planning and delivery of all work with a learner with SEND has high aspirational outcomes, centred around the child or young person
- Embed a graduated approach enabling all schools to meet the needs of their pupils.
- Continue to engage with children, young people, and their families to inform good practice within schools and settings. This work is supported by Rotherham's Genuine Partnerships

Communication and Interaction

The Specialist Inclusion Team promotes inclusive practice through consultancy and CPD to deliver its key priorities:

- Early Identification and Intervention
- Continuing Professional Development is offered for: individual schools, multi-academy trusts, Learning Communities, across all Rotherham schools.
- Development of multi-agency work to best meet the needs of children and their families within the Borough.

- Development of Autism friendly environments and settings. Support is offered to: head teachers, SEN Governors, SEN Coordinators/Inclusion Managers, school staff, children with significant learning difficulties and disabilities, their parents/carers. It is a partly traded service.

Access to the Curriculum

- Support pupils' understanding of the spoken word by using visual clues, gestures, illustrations, diagrams, and the written word.
- Increased adaptation of activities and materials by presentation, outcome, timing, scaffolding and additional resources.
- Modify adult language in terms of complexity, vocabulary, utterance, and speed.
- Differentiated questioning and targeted simplified level/pace/amount of teacher talk.
- Repeat instructions and modify the instruction if required.
- Teach strategies to pupils that support self-learning and self-help
- Provide resources and displays that support and promote independence.
- Identify key vocabulary of the curriculum and teach definitions and cueing sentences.
- Support the organisation of language through visual imagery.
- Provide written information in a straightforward style.
- Ensure that details of homework are given in sufficient time to allow for processing and understanding. Present a written/visual copy if possible.
- Support the development of conversational skills and other aspects of social communication.
- Alternative forms of recording routinely used.
- Use of visual, auditory, and kinaesthetic approaches.
- Small steps approaches

Expectations of the School/Setting:

- To develop a culture of inclusive and autism friendly practice.
- Seeking specialist advice within the graduated response and acting upon this.
- Offer targeted CPD to staff in developing their skills and knowledge around autism.
- Provide Quality First Teaching in the classroom, including appropriate differentiation to meet the needs of pupils with autism
- Work effectively with speech and language therapists
- Deliver speech and language programmes
- Use a child's preferred method of communication e.g. signing, communication aid, PECS

Cognition and Learning

The Specialist Inclusion Team is a team of experienced specialist teachers; all of whom have previously held the SENCO role in mainstream schools; that provide

specialist advice to schools and settings within and beyond Rotherham, for Early Years through to Post 16 Provisions, covering the range of Special Educational Needs. It is a partly traded service.

Access to the Curriculum

The Local Authority Learning Support Service offers the following to support access to the curriculum:

- A committed vision to the inclusion of all children within their local school.
- Provides curriculum support to Early Years settings, Primary schools, Secondary schools and Post-16 settings.
- Specialist advice and support to settings, teachers and parents around a wide variety of learning needs and how to support access to the curriculum, e.g., dyslexia, dyscalculia, autism, Down's Syndrome, motor skills.
- Identification, programme setting, monitoring and reviewing of pupils who require a bespoke Learning Support Programme devised by the Learning Support Service Teacher.
- Training and support of Teaching Assistants, Newly Qualified Teachers, Teachers, Governors and parents and carers around special educational needs.
- Support in curriculum planning and differentiation to enable staff to develop Quality First Teaching in the classroom and a robust graduated response to need.
- Advice on suitable resources to allow children to access the curriculum.
- Teaching support for children as individuals or within a group.
- Linking schools and settings with all the professional services and voluntary agencies which may be involved in meeting a child's special educational needs.
- Support to Head Teachers, SEN Governors, SEN Coordinators/ Inclusion Managers to support the development of best inclusive practice to raise the attainment for all children.
- Support for the delivery of interventions.
- Promoting a graduated response to need in line with SEN Code of Practice and Children & Families Act.
- Facilitating Early Identification and Intervention.
- Support to the Leadership Team to address the school's priorities within its strategic planning and the provision of targeted CPD to champion these priorities.
- Support to the SENCO/Inclusion Manager to develop whole school provision and practice e.g., provision, management/establishing a graduated, approach/effective deployment of resources.
- Interrogation of pupil data to identify and address underachievement in targeted year group(s)/Key Stages, to aid effective planning, delivery and evaluation of targeted intervention, matched to individual pupil/cohort need.
- An outreach service to support pupils with the most persistent dyslexic needs.
- Promoting a culture of independence for pupils.

Expectations of the School/Setting:

- To develop a culture of inclusive practice.
- Facilitate early identification and intervention and follow a graduated response to meeting pupil's needs as set out in the SEND Code of Practice and the Children & Families Act.
- Seeking specialist advice within the graduated response and acting upon this.
- Seeking and engaging with all the professional services and voluntary agencies which may be involved in meeting a child's special educational needs.
- Offer targeted CPD to staff in developing their skills and knowledge around SEND.
- Provide Quality First Teaching in the classroom, including appropriate differentiation to meet the needs of pupils with SEND.
- Make available suitable resources to allow children to access the curriculum.
- Provide the SENCO/Inclusion Manager with time away from the classroom to develop whole school provision and practice.
- To interrogate pupil data to identify and address underachievement in targeted year group(s)/Key Stages, to aid effective planning, delivery and evaluation of targeted intervention, matched to individual pupil/cohort need.

Sensory and Physical

Hearing Impairment

Access to the curriculum

The Local Authority Hearing Impairment Team offers the following to support access to the curriculum:

- Offer advice and guidance to parents, educational settings, other professionals.
- Operate an open referral system – all children referred are offered an assessment and recommendation of support, advice, and training
- Assess, monitor, and support progress of children as identified through and supported by National Eligibility Framework and Newborn Hearing Screening.
- Provide Specialist Services to support Schools and Settings. (See Local Offer)
- Facilitate peer support for schools, settings, and families to encourage support networks.
- Provide specialist support/equipment to support learning, language development and literacy.
- Support families, settings, deaf and hearing impaired children to maximise their learning by overcoming any potential barriers to learning.
- Run two Resource Bases to meet the needs of deaf children requiring maximum support for their learning.

- The Hearing Impairment Team 's advice and support is offered through the Peripatetic Team and the two Resource Provisions as appropriate
- Offer British Sign Language (BSL) Level 1 and 2 teaching qualifications accredited by Signature to schools, settings and other professionals through their registered centre.
- Offer bespoke British Sign Language communication training to families.
- Offer a deaf role model for schools, settings, deaf and hearing impaired children and young people and their families.
- Offer Family Support through family support worker.
- Offer Personal Understanding of Deafness Programme to help children understand their own hearing loss and develop good levels of self-esteem and strategies to aid communication.

Expectations of the School/Settings:

- Refer children and young people who they believe to be having difficulty hearing to the Hearing Impaired Team.
- Work collaboratively with the Hearing Impaired Team to maximise the success of deaf children and young people.
- Contribute to the assessment of any referred child who they suspect has a difficulty with hearing.
- Take on the training and advice offered by Hearing Impaired Team to support the needs of a child who has a hearing loss.
- Support children's attendance at appointments specific to their inclusion, including medical appointments

Visual Impairment

Access to the Curriculum

The Local Authority Visual Impairment Team offers the following to support access to the curriculum:

- Offer advice and guidance to parents, educational settings and other professionals.
- Operate an open referral system – all children referred are offered an assessment and recommendation of support and advice and training.
- Assess, monitor and support progress of children as identified through and supported by the National Eligibility Framework.
- Provide specialist services to support schools and settings. (See Local Offer)
- Facilitate peer support for schools, settings and families to encourage support networks.
- Provide specialist support/equipment to support learning and language development.
- The VI Team 's advice is offered through the Peripatetic Team.

Expectations of the School/Settings:

- Identify pupils who have been diagnosed with a visual impairment.

- Refer children and young people who they believe to have a difficulty with vision to the Visual Impairment Team.
- Work collaboratively with the Visual Impairment Team to maximise the successes of visually impaired children and young people.
- Contribute to the assessment of any referred child who they suspect has a difficulty with vision.
- Take on the training and advice offered by the Visual Impairment Team to support the needs of a child who has vision loss.
- Support children's attendance at appointments specific to their inclusion, including medical appointments

Social Emotional & Mental Health

Access to the Curriculum

Primary and Secondary Outreach Teams are able to offer.

- Bespoke 1:1 support on school site for individual pupils through single point referral
- Pupil Support Plan, EHCP advice and support
- Access to Outreach Teams continued professional development (CPD) sessions focusing on trauma informed, attachment and therapeutic offers
- Inclusion Worker support within school/academy to model strategies to a key worker
- Transition Support
- Half termly monitoring meetings to raise early support cases for advice
- Exclusion training and advice
- Behaviour policy advice
- Offer of family support sessions
- Graduated Approach support
- SEMH Governor training on SEMH, Suspensions and Exclusions
- Liaison with key external agencies
- By agreement, outreach team may offer support for out of area vulnerable pupils to transition to a mainstream setting

Expectations of the School/Settings:

- Identify pupils who are experiencing a social, emotional or mental health difficulty that is impacting upon their ability to access learning.
- To develop a culture of inclusive practice that takes into account the diverse needs of children with social, emotional and mental health needs.
- Seeking specialist advice within the graduated response and acting upon this.
- Offer targeted CPD to staff in developing their skills and knowledge around social, emotional and mental health needs.
- Provide Quality First Teaching in the classroom, including appropriate differentiation to meet the needs of pupils with social, emotional and mental health needs

Access to Environment

Reasonable adjustments may be needed to ensure equal access to the environment, including the creation of safe spaces, calming areas, and individual workstations.

Since September 2012 there has also been a requirement for educational settings to provide auxiliary aids for disabled pupils subject to the Reasonable Adjustment Duty.

Support services are available to advise educational settings about suitable and reasonable adaptations to the inside and outside environment to help include pupils with SEND.

This advice and guidance includes but is not limited to the following topics:

- Uses of physical space and how to reduce distractions.
- Identification of existing barriers to accessing physical space and recommendations on how these can be overcome for individuals or pupil cohorts
- Opportunities to present information visually.
- Providing organisational strategies to complete activities.
- Using visual structures to help with organisation, increase clarity and provide instruction.

The following sections represent a summary of available LA support for each category of environmental access, and what is expected of the school.

The Specialist Inclusion Team can offer advice around:

- Supporting transition arrangements for children as they move between different phases of education.
- Carrying out specialist assessments and monitoring children's progress. Provide on-going advice on how to meet the needs of individual children.
- Provide specialist services to support schools in meeting the needs of pupils attending a mainstream school

Communication and Interaction

Sensory sensitivities are part of the experience of many children and young people on the autism spectrum. Staff should be aware of the sensory needs of children, with use of a pen portrait or passport to collect information.

Expectations of schools

These are set out in the graduated response guidance available from the Specialist Inclusion Team and on Rotherham's Local Offer.

The Autism Communication Team booklet: **Basic strategies to support children with Autism and other social communication difficulties** is available to all school settings.

Other factors to consider include:

- Fluorescent lights are regularly checked and changed if necessary to reduce buzzing noises.
- The impact of wall displays is considered, as busy and cluttered wall displays can be distracting.
- Provide designated areas for specific activities to give clarity to the classroom organisation.
- Pupils have the opportunity to work at a workstation to focus their attention, if necessary.
- Televisions, videos, audio systems, lights and computers are switched off when not in use to avoid a mains electricity 'hum'.
- Staff to be aware that the acoustics of the gym, dining hall and hall may echo and be distressing for some pupils.
- There are agreed strategies in place when noise becomes too much for individual pupils. The provision of a quiet room/space which is available provides a calm place for pupils to relax.
- Staff are aware that smells may be distressing for some pupils.
- Alternative toileting arrangements are allowed, e.g., possible use of staff or disabled toilets.
- Willingness of the school to adapt the school uniform, e.g., wear a sweatshirt, a necktie loosely or one that pins on)
- Alternative arrangements are made for pupils who find writing to be physically painful or difficult.
- There is a designated place and a clear system/routine for pupils to follow if they feel they need to withdraw due to sensory overload to 'chill out.'
- Pupils are allowed to enter the dinner hall before or after peers to avoid queuing and crowds.
- A system of support is available for pupils experiencing sensory overload.

Cognition and Learning

The Local Authority **Learning Support Service** offers the following:

- Recommendations on physical adjustments to the classroom and wider school environment including appropriate seating, lighting, furniture and displays.
- Advice on providing quiet places or those with low stimulation to support particular pupil's needs
- Recommendations of resources to meet pupils' needs such as adapted writing equipment, reading materials, mathematical equipment, scissors, use of information technology, including appropriate hard/software and apps.
- Recommendations around access to Physical Education in terms of apparatus or organisation of equipment.
- Advice to staff around their adaption of their spoken delivery of lessons to meet the needs of pupils with processing, language or sensory needs, including volume, speed of delivery and complexity of language used.

- Recommendations around the use of visual prompts and visual timetables to support pupil's understanding and building independence skills.

Expectations of schools/setting:

- When addressing communication needs, avoiding asking pupils to read in public unless they are comfortable to do so; instead find an area of strength for them to demonstrate publicly.
- Use a multi-sensory approach during lessons to maximise learning channels.
- Carefully considering presentation of work sheets e.g., reducing the amount/enlarging the text, use of coloured text to emphasise key information.
- Providing pupils with photocopies of key text to allow for highlighting.
- Regularly placing the child in a group where they can contribute knowledge.
- Ensuring the work/materials suit the child's mental age, as well as reading age. Learning Support Assistants may also be required.
- Ensuring adequate reinforcement/consolidation of reading and writing skills to the level of automaticity.
- Use of colour and visual clues to support reinforcement.
- Helping the pupil organise themselves by developing visual timetables, prompts and structures to support their memory and routines.
- Use alternative methods for recording content, e.g., Dictaphone, scribe, drawings and jottings; including methods that support revision.
- Use positive feedback when marking work, and focus on marking content rather than accuracy, neatness, or quantity, ensuring the pupil is able to understand the feedback

Sensory and Physical

The Occupational Therapy Team offer advice and support to ensure children with physical needs are able to take part in everyday activities and be as independent as possible. Children can be referred for Occupational Therapy by health visitors, school nurses, learning support services, mental health practitioners, social workers, GPs, hospital colleagues (including paediatricians and other therapists), or from the Special Educational Needs Coordinator (SENCo) at the child's school.

The Occupational Therapy Team will tailor support to meet each child's needs. This may include:

- Individual advice or a suggested programme of activities for home / school e.g. to help a child learn to dress themselves
- Assessment for specialist equipment e.g. seating, hoists, writing equipment
- Advice on how best to position and handle a child
- Advice on how to adapt the children's environment at home and at school to support their care and independence e.g. using the bathroom, joining in lessons.

Expectations of schools/setting:

- To ensure that moving and handling tasks are identified, assessed and risk reduction control measures are implemented.
- To ensure that individual pupil specific risk assessments and handling plans are completed, reviewed annually, and updated when circumstances around the needs of the child/young person change or become unclear for any reason.
- To ensure that parents/carers are made aware that a risk assessment will be carried out and a handling plan devised and implemented.
- To ensure that all staff/personnel involved in the child or young person's moving and handling are adequately trained and given all relevant information.
- Identify and allocate resources (staff, equipment and access strategies and adaptations) to comply with control measures to reduce moving and handling risks as far as is reasonably practicable.

The Specialist Inclusion Team are available to offer advice around:

- Assess, monitor and support progress of children identified as having high needs.
- Provide advice and guidance for schools and parents
- Provide specialist services to support schools in meeting the needs of pupils attending a mainstream school.
- Facilitate peer support for schools and parents to encourage support networks between schools, parents and voluntary agencies.
- Facilitate multi-agency work including health and social care professionals, early intervention teams, sensory specialists and school staff.
- Provide specialist equipment to support learning

The Children's Equipment Panel (CEP) meets monthly to determine whether Specialist Equipment Requests (SER) are required.

The purpose of the CEP is to take funding decisions for individual children/young people and applications for funding for equipment, where funding is not already agreed through standard contracting and commissioning, on behalf of Rotherham Integrated Commissioning Board.

The Children's Equipment Panel are able to provide equipment for individual children, for example:

- Mobility Aids
- Postural Support Aids
- Communication Aids

Expectations of schools:

- Ensure that all pupil coat pegs, drawers and furniture are at appropriate heights.

- Sinks, taps and play equipment to be at a suitable height and suitable for pupils with poor motor skills.
- Playground markings to promote appropriate motor planning games and route planning.
- Ensure access to specially adapted cutlery, writing/ drawing implements, tools/ toys.
- Handrails to be placed adjacent to steps.
- Adjustable height furniture in science and technology rooms.
- Alternative means of access determined to avoid difficult steps.
- Doorways to be wheelchair accessible.
- Fire doors to be suitable and accessible for physically impaired pupils.
- Liaise with health authority staff when considering the height of any toilet aids and equipment that may be required.
- Ensure that any adaptations to toilet areas allow space for a changing bench and suitable storage areas.
- All uneven surfaces on the premises to be monitored and repaired.
- Any obstacles, steps or uneven surfaces that cannot be removed to be clearly marked.
- The tread and riser of steps to be clearly marked with a contrasting colour.

The Hearing Impairment Team have an Educational Audiologist and co-work with the Rotherham Audiology services and Nottingham Cochlear Implant Team, as well as ensuring close liaison with Rotherham ENT and other neighbouring Audiology and ENT services.

- The HI Team can support schools and settings to improve the acoustic environment to maximise access to speech.
- Training and acoustics assessment is offered to schools and settings, particularly on transition.
- Deaf children and young people are assessed for their equipment needs to access the curriculum.
- This could involve the loan of a radio aid or sound field system where appropriate with training and maintenance support.
- There are two schools set up with Local Authority run Resource Provisions for Deaf and Hearing Impaired Children and Young People in Rotherham:
- Bramley Grange Primary (Resource Base with 11 places)
- Wickersley Sports School and College (Resource Base with 11 places)
- These two schools are resourced to meet the needs of deaf children with the highest needs related to their deafness.

Expectations of Schools:

- To understand the social and emotional needs of deaf and hearing impaired children and the effect this can have on their personal and educational development.

- Appropriate use of soft furnishings, such as curtains, blinds and drapes and other noise reducing strategies to reduce sound reverberation.
- To provide an acoustically favourable environment for members of Hearing Impairment Team to carry out effective and specialist assessments.
- A quiet learning environment and adjustments as advised by the Hearing Impairment Team.
- Staff will support deaf and Hearing Impaired pupils to wear radio aids and ensure they wear them themselves.
- Deaf and Hearing Impaired pupils will sit in the best position to be able to see and hear the teacher and their peers as advised by the Hearing Impaired Team to maximise access to auditory information as well as lip clues and facial expression
- All new builds and Schools and Educational Settings are required to follow the Design of Schools: performance standards February 2015 DfE Building Bulletin 93.

The Visual Impairment Team have a Habilitation Specialist who is trained and able to:

- Undertake an audit of the classroom and school environment regarding the needs of visually impaired pupils within the school. Recommendations will have regard to lighting and shade, colour and contrast, entrances, doorways and doors, floors, flooring and changes in surface, obstacles and clutter, signage, displays, furniture, fixtures and fittings, toilets and personal hygiene areas and outdoor areas.
- Assess the habilitation (mobility and independence) needs of individual Visually Impaired pupils.
- Devise and deliver programmes of habilitation training.
- Deliver any outdoor route familiarisation.
- Deliver cane skills training.

Expectations of Schools:

- Schools are aware of pupils with a visual impairment and their individual needs.
- To understand the social and emotional needs of visually impaired children and the effect this can have on their personal and educational development.
- Lighting is consistent throughout school, including corridors and entrances.
- Doors are kept fully open or shut, not ajar.
- Corridors are clear of clutter.
- Steps are appropriately marked with tactile paving and internal high marking
- Equipment is stored consistently in the same location.
- Advice and recommendations from the Visual Impairment Team or Low Vision Clinic is followed.
- Advice and recommendations from within school, i.e., SENCO, or from outside agencies is followed.

Educational Psychology Service

The Educational Psychology Service (EPS) uses applied psychology and creative problem-solving approaches to enhance the lives, learning and emotional wellbeing of children and young people between the ages of 0 and 25 in accordance with Health Care Professional Council (HCPC) guidance and regulation and the 2015 SEND Code of Practice.

Referrals to the EPS are made by schools and settings that trade with the service. There is also a 'core offer' to schools which includes Statutory work, support and advice following any critical incident, and a link EP for signposting and information.

The Educational Psychology Service is committed to encouraging and supporting schools, colleges, settings and services to welcome and care, value and include, communicate and work in partnership with parents, carers, children and young people, recognising trust to be the essential factor in all their relationships. These are the core principles of the Rotherham Charter.

For more information visit Rotherham EPS Website:

www.rotherham.gov.uk/eps/

Early Help – Support, prevention and early intervention for children and families

Our Early Help Team provides intense, focused support when problems first emerge. The right Early Help services at the right time can reduce or prevent specific problems from getting worse

All families go through trying times at some point. Early Help staff will work with you at these times so that small problems don't get bigger. We work with children, young people, and families to offer support and advice when it's most needed.

We can work with you in your local area at one of our centres or even in your home. We can help you:

- If you are worried about a child's health, development, or behaviour
- If you are a child carer or young person looking to find training or further education
- If you are a child carer or young person looking for advice on employment or benefits

Maybe your child or your family is, or has been, affected by domestic abuse, drugs, alcohol, or crime. Or maybe you've had a bereavement which has made things harder.

We can provide help in a child's early years. We also support children who are missing from school or home and give support when children or young people are involved in risky behaviour: www.rotherham.gov.uk/earlyhelp

Admissions

Available local authority support:

- The LA will ensure all admission arrangements comply with the DfE School Admissions Code.
- The LA will coordinate applications for places at infant, junior, primary and secondary schools as part of the normal admissions rounds.
- Provide clear information to both schools and parents/carers in relation to admissions and pupils with SEND.

Expectations of Schools:

- The governing body/academy trust to ensure compliance with statutory admissions arrangements including the school admissions code and locally agreed policies and procedures, including determining admission policies and consideration of parental applications.
- To admit every child who is allocated a place, and make suitable arrangements for that child, regardless of that child's needs or support requirements.

Transport

Available local authority support:

- The LA will provide home to school transport to children who are entitled to it under the law and council policy.
- The LA will work with schools and parents/carers when conducting assessments and will inform them of the outcomes.
- Personal Budgets are being developed and Transport is an area where access to a Personal Budget may be more flexible for the young person/family. This can be requested from the LA. The request would then be considered.

Expectations of schools:

- To support the LA and parents/carers in the management of pupil behaviour whilst that pupil is on home to school transport.
- To support young people and Parents to feel confident about travelling as independently as possible and developing appropriate skills in this area.

Access to Information

As part of the Annual School Census return, Rotherham Council collects information about the numbers of children and young people with special educational needs and /or disabilities (SEND) which is broken down by different types of specific needs. This data is used, along with data held by the statutory Education Health and Care Assessment Team to study trends over time whilst monitoring the effectiveness of initiatives and interventions for these children and young people in providing them with the support they need.

Evaluation and Review

This Strategy covers the period 2023-2026 and will be regularly reviewed by the contributors and revised/updated as required within this time period.

As the Local Authority are currently strategically developing the area of SEND, the first review of this strategy will take place in August 2024.

The overall responsibility for this evaluation and review will rest with the Accessibility Strategy Focus Group.

Schools and Academies are required to provide information on their websites regarding their Accessibility Plans and their implementation of the Equality Act 2010.

As part of SEND area inspections, Ofsted and CQC inspectors may discuss with Schools and Academies how they are meeting statutory requirements and evaluate and report on the impact of the school's actions. This may include a school's Accessibility Plan as part of the evidence.

Rotherham Council and local partners in health, social care, education, private or voluntary providers, parents, carers and young people have co-produced a new online resource containing all of the provision and support services available in Rotherham to children and young people with SEND, their parents and carers, and practitioners and professionals.

The Strategy will be published on the Local Offer

Our Local Offer can be found at: www.Rotherhamsendlocaloffer.org.uk

Appendix One: Local Authority Action Plan 2023-2026



Action Plan.

06.04.2023. Accessibil

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. This plan seeks to address the statutory requirements of the Equality Act 2010 and to further the aims of our vision statement and will be delivered alongside the Strategy for Children and Young People with SEND.

1/Increase the extent to which disabled pupils can participate in the curriculum This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum.

2/ Improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education This covers improvements to the

physical environment of the school and physical aids to access education e.g., enhanced fire alarms systems for pupils with sensory impairment, disabled and allocated parking spaces

3/Improve the delivery of information to disabled pupils and their parents/carers through the Local Offer and schools This could include paper copies, timetables, textbooks, information about the school and school events. This information should be available in various preferred formats within a reasonable timeframe and be provided by individual schools.

Appendix 2:

School Accessibility Plan

This section provides an overview of the statutory duty of schools to develop and publish an Accessibility Plan that outlines how the school will improve access to education for disabled pupils over time.

The school's Governing Body holds responsibility for publishing the Accessibility Plan, and as part of a regular review process, schools will need to have regard to the need of providing adequate resources for implementing this plan and reviewing this plan.

An Accessibility Plan will be deemed satisfactory when:

- It is published on the school's website.
- It covers the following three strands of increasing access over time:
- Increased access to the curriculum for disabled pupils.
- Improvements to the physical environment to increase access to education and associated services at the school; and
- Improvements in the provision of information for disabled pupils where it is provided in writing for pupils who are not disabled.

In addition, an Accessibility Plan should be:

- Adequately resourced.
- Implemented.
- Reviewed regularly.
- Revised as necessary (e.g., when accommodation improvements or repair and maintenance work are being planned).
- Revised, if necessary, during a three-year period and ensure information is reported to parents/ carers annually
- A free-standing document or part of the school development plan
- Published in the context of the Equality Act 2010, which can be interpreted as making the school's Accessibility Plan widely and easily available.

Regarding the final point, it is suggested that the school's Accessibility Plan is published on the school website, and hard copies can be provided upon request. The school should be prepared to make available versions of the plan in other,

accessible formats to meet the needs of those requesting it, i.e., parents with English as an additional language.

Appendix Three:

Supporting Schools and Parents

This section provides an overview of how the local authority and others can support schools and parents in ensuring that all children and young people can access education equally in Rotherham.

The Rotherham Local Offer

Rotherham Council and local partners in health, social care, education, private or voluntary providers, parents, carers and young people have coproduced a new online resource containing all of the provision and support services available in Rotherham to children and young people with SEND, their parents and carers, and practitioners and professionals. Our Local Offer can be found at:

www.Rotherhamsendlocaloffer.org.uk

Assessing Individual Need

Adaptations required for individual pupils are established by specialist teachers and other professionals, including health and social care workers if a child has a One Plan or an Education, Health and Care Plan of Special Educational Needs.

Rotherham Council has access to a range of specialist advice and support, available to schools and parents. The SEND Information, Advice and Support Service can help provide impartial and confidential support over the telephone, or in person, via telephone on 01709 823627 www.rotherhamsendiass.org.uk

Available support

There are a wide range of local advice and guidance services available to schools and parents. For more information, please visit the Local Offer website at:

www.Rotherhamsendlocaloffer.org.uk

Rotherham Parents Forum Limited

The forum is led by Rotherham parents, working in partnership with RMBC, Rotherham CCG and supported by Contact a Family. Our main aim is to ensure the needs of all children and young people (aged 0-25) who are disabled or have additional needs in Rotherham are met. Our vision is that all children, young people and their families living with disabilities/additional needs in our town enjoy the same opportunities, hopes and aspirations as other families in Education, Health, Social Care and leisure. www.rpcf.co.UK

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Appendix 2



Accessibility Funding Framework

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- 1. Executive Summary**
- 2. Purpose of Funding Framework**
- 3. Funding process**
- 4. Expected Outcomes**
- 5. Risks**

1. Executive Summary

Included within the Safety Valve Agreement is Capital Accessibility Funding inclusive of both mainstream and special schools. An allocation of £375k p.a. for each of mainstream and special schools is included across the 4 years of Safety Valve.

The intention of Schools Accessibility Funding is to support schools to meet a wider level of SEND need through adaptations to existing buildings. This supports our sufficiency strategy through moving the SEND continuum towards the mainstream.

To support the development of Accessibility Funding the LA's School's Accessibility Strategy has been updated with input from across Specialist Inclusion Services, Education and wider partners such as SENDIASS and Guiding Voices.

The School's Accessibility Strategy identifies the support available to schools from the local authority whilst also identifying schools statutory responsibilities in relation to their own Accessibility planning.

Included within the Schools Accessibility Strategy is a clear LA action plan which details outcomes against each core area. This will be tracked and reported over time to measure progress.

The Accessibility Funding Strategy proposes three distinct areas including:

- Targeted work across mainstream and special schools linked to accessibility requirements for individual pupils and cohorts
- Individual requests and contributions for individual pupils linked to established equipment panel
- A small capital grant programme for schools open through application and assessment in line with schools own accessibility planning

In order to inform the Special Schools Accessibility planning capacity assessment work has been completed by an external consultant. This has identified capacity gaps across the SEND estate which could be mitigated through Accessibility Funding.

Where sufficient capacity does not exist it is proposed Accessibility Funding will contribute to the development of additional provision for specific pupil cohorts who are struggling to access the existing curriculum offer within our special schools.

2. Purpose of Funding Framework

The Accessibility Strategy that underpins the Funding Framework identifies support for SEND pupils three core areas:

- **To increase the extent to which SEND and/or disabled pupils can participate in the curriculum**
- **To improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education**
- **To improve the delivery of information to disabled pupils and their parents/carers through the Rotherham Local Offer**

3. Funding Process

Please see below the process which has been developed:

- New requests and contributions associated with individual pupils will be facilitated through Equipment Panel (Appendix 1). Where new requests and contributions fall outside of the remit of Equipment Panel these will be escalated for consideration for targeted accessibility funding.
- Targeted work with the EHCP Team is planned to identify pupils who require adaptations to school buildings in order for their needs to be met in mainstream. Scoping will include key transition points and ensuring a spread of accessible provision across the LA.
- In addition to this a small Capital Grants Programme will be developed for mainstream schools in an initial funding round with grants being capped at £50,000. Contributions will be sought from schools through the application process to maximise value for money. Depending on applications received and interest further funding rounds could be rolled out from September 2023.
- To support implementation there is a clear application process, guidance, timeline and shortlisting model. This is supported by performance measures which will track impact over time against successful applications
- The grant funding process will include a mixed model of procurement including direct award of grants to schools to complete any capital works.
- The School's Accessibility Strategy and associated Accessibility Funding Strategy will be monitored by a dedicated sub-group feeding into the established CYPS SEND Sufficiency Board. The sub-group will be responsible for monitoring the action plan within the over-arching strategy and implementing the funding framework

4 Expected Outcomes

Schools will be required to report on measurable outcomes detailed in their application form. The reporting information can be provided from the school along with termly data submissions or upon request from the Commissioning Team and Asset Management.

The expected outcomes will be analysed by the commissioning team to insure there is impact, positive outcomes, and the best utilisation of the Accessibility Funding.

Outcomes will be in line with both the Local Authorities School's Accessibility Strategy and the schools individual Accessibility planning.

5 Risks

- Despite market engagement with schools both directly and at SENCO network event the demand for funding is not known. To mitigate a funding process has been developed to facilitate the monitoring of applications, managing expectations and delivering against identified areas of need.
- Schools were notified during the market engagement that their School Accessibility Strategy/Policy is required to be updated prior to awarding funding.
- Intelligence across the two remaining funding strands is currently being established, this will be supported by refreshed terms of reference for the Equipment panel and insight from the EHCP Team.
- School's Accessibility Funding was rolled from 22/23 as such there is an additional allocation for both mainstream and special schools in 23/24

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ACCESSIBILITY GRANT FUNDING

Guidance to grant
application and award
process

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Background Information

Our vision for our children and young people with SEN and disabilities is the same as for all our children and young people; that they be safe, happy, healthy, confident, and successful, contributing to a thriving, inclusive community that is welcoming to all.

Children and young people with special educational needs or disability can have significantly greater difficulties or barriers to learning than the majority of others of the same age. If we are to achieve our vision, we need to work together to personalise our approaches to improve their experiences and outcomes.

We aim to:

- **Lift aspirations and build on existing strengths**
- **Increase Personalisation – such that provision and support is designed and delivered in collaboration with children, young people and their families so that it is person centred, responsive and better matched to need**
- **Focus on and improve outcomes that are important to, and for, our children, young people, families and communities**
- **Enhance Partnerships – so that we can jointly commission to collectively achieve and sustain our vision**

The Children and Families Act (2014) came into force in September 2014. The Act placed new duties on RMBC, the CCG and providers of education, health, or care services to work together to ensure coordinated support for children and young people with SEND and their families. Rotherham education, health and care services aim to create an integrated system from birth to 25 where children and young people with special needs and their parents or carers are fully involved in decisions about their support and aspirations.

We aim to ensure that all children and young people with SEND have a full range of support and opportunities available to them and are provided with opportunities to maximise their life chances, goals and aspirations.

Our strategy along with the Accessibility Grant funding intends to achieve this vision by improving access to education and educational achievement for these children and young people, and empowering them in their families, schools and communities. This is articulated in our aspirations for Children and Young People's Services. These are:

- Children get the best start in life
- Children and young people safe from harm
- Young people feel empowered to succeed and achieve their aspirations

- Children and young people have fun things to do and safe places to go

This will mean our children, young people and families are proud to live and work in Rotherham. We believe that parents, carers, schools, the local authority, and partners should work together to ensure opportunities for every child and young person to strive for the highest aspirations. We believe that we must all work towards removing any barriers that may exist to learning and participation that can hinder or exclude children and young people with SEND.

Our three key aims will turn our vision and aspirations into reality, these aims are:

- **To increase the extent to which SEND and/or disabled pupils can participate in the curriculum**
- **To improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education**
- **To improve the delivery of information to disabled pupils and their parents/carers through the Rotherham Local Offer**

We will realise our vision, aspirations and aims by engaging in efficient, appropriate, and timely ways with a wide range of groups, agencies and individuals to bring together the best outcomes for children and young people in Rotherham.

This engagement will allow us to best match the needs and requirements with available provision and services. Our engagement will be with parents, carers, schools and children and young people across Rotherham.

Criteria

In order to be eligible for consideration for funding, applicants must be able to demonstrate the following:

- Improved outcomes for an existing or future cohort of pupils/learners with Education Health and Care Plans/SEND that will remain in the school/setting during the academic year 2023/24;
- A proven track record of delivering high quality SEND provision;
- How Capital Funding will support the enhancement of provision for children/young people with EHCP's and SEND, complying with the Equality Act 2010 regulations and/or improve accessibility to the setting;
- How the Capital Funding will support the school to meet a wider level of SEND need.

The Accessibility Grant Funding will be allocated to providers using the eligibility criteria outlined above and using the Scoring Assessment please see Annex 2.

Applications for funding must be submitted electronically.

Accessibility Grant Funding

Grants will only be awarded from July 2023 for **capital** expenditure projects. It cannot be used for the procurement of equipment unless of a capital nature.

Projects **must** either:

- Increase the number of places available to children/young people with SEND, or;
- Enhance existing provision for children/young people with SEND.

Examples of projects might include, but are not limited to:

- Refurbishing an existing space to create a sensory room;
- Developing an accessible toilet into a personal care suite;
- Creating an all-weather outside classroom;
- Adapting classrooms for vocational training;
- Creating a training kitchen;
- Improving accessibility through providing low stimulus signage and lighting;
- Developing an external, safe sensory exploration space;
- Creating a classroom specifically for the use of pupils with ASD;
- Converting of existing areas to create breakout room
- Converting an empty room in to a therapy suite

Conditions of Grant

Match funding from applicants will be taken into consideration as part of the evaluation of the bid and value for money.

All bids **must** clearly demonstrate value for money.

All successful providers must adhere to financial conditions in line with the Financial terms and conditions included within the Grant Agreement.

Applications for equipment **will not** be considered unless of a capital nature

Applications for vehicles **will not** be considered.

Funding **cannot** be given to pay for work that has already been carried out.

Evaluation Criteria

The following criteria will be scored and ranked by the Evaluation Panel as part of the decision making and allocation process:

- Number of children/young people who will benefit from provision enhancement;
- Creativity of the project;
- Co-production with parent/carers and children and young people;
- Clarity of impact on identified cohort of children/young people with SEND including details of how impact will be measured and reported;
- Value for money;
- Value added and/or match funding.

The decision of the Multi-Agency Evaluation Panel is final.

General Considerations

As part of your application, you will need to consider and be responsible for the following:

- School/settings need to clearly set out their proposals providing assurance that there will be no negative impact on their net capacity.
- Planning permission may be required where you are making significant alterations to buildings or land. Settings will be responsible for submitting any necessary planning permission ahead of any works starting.
- Schools/settings are responsible for ensuring all building regulations are adhered to.
- Section 77 approval - Sport England must be consulted on any development which is likely to change or prejudice the use, or lead to the loss of use, of land being used [or has been used in the past 10 years] as a playing field. This only applies to Schools/Academies.

- If you are unable to recover VAT, please make sure that you account for VAT and make this clear in your costs.
- Please make sure you include all relevant costs in your application along with a timeline for work to be completed.
- If you occupy Council premises, you will need to use Council approved suppliers.
- Have regard to the Department for Education – School Buildings Construction Framework Agreement.

Application Process

Applications should be made using the form in Annex 1. Please ensure that all parts are completed before submission.

Questions regarding your application should be directed to sendtransformation@rotherham.gov.uk in which a response will be provided within 2 weeks.

Key Dates

Key Dates	
Date completed applications must be returned.	
Date applications will be considered by Panel.	
Date applicants will be notified of outcome.	
Expected date grants will be awarded	

Completed applications must be returned week commencing xxxxx to:
sendtransformation@rotherham.gov.uk

Annex 1 – Application Form

Annex 1

Accessibility Grant Funding Application Form

Please read the guidance notes carefully before completing your application.

1. School/Setting Details	
School/Setting name:	
Address:	
Telephone:	
E-mail address:	
Website:	
Designation: e.g. mainstream secondary	
Key stages covered:	

2. Person completing this application	
Contact name:	
Position:	
Direct telephone:	
E-mail address:	
Date:	
Date discussed and agreed by governing body/trustees:	

3. School/Setting Cohort			
Number on Roll:		PAN:	
Number on SEND register:		Number of EHCPs:	
Number of children/young people directly benefitting from project:			

4. Proposed project	
Purpose of funding: <i>Please outline works to be completed</i>	
Total funding requested: (up to a maximum of £50,000)	

5. Breakdown of costs		
	Element	Cost

<p>Please provide a breakdown of all costs associated with the project.</p> <p><i>For example; architect fees, materials, labour, demolition, decoration</i></p>		
<p>Explain how this project will impact on your ability to meet the needs of children/ young people with SEND.</p> <p><i>Will the project result in an increase in the number of places for CYP with SEND?</i></p> <p><i>How will the funding enhance the current provision offered to CYP with SEND?</i></p>		
<p>Will any additional costs be met from other sources?</p> <p><i>How will the school/setting equip any additional space?</i></p> <p><i>Does the school/setting have a contingency for any works that go beyond the sum requested?</i></p>		
<p>How will the school/setting track expenditure and report actual spend?</p>		

6. Co-production	
<p>How will children/ young people with SEND be involved in decision making about the project?</p>	
<p>How will the views of children/young people be captured and shared?</p> <p><i>Please consider pre- and post-project voice of the child.</i></p>	
<p>How will parents/ carers be consulted with?</p>	

7. Other considerations	
<p>Will the project be completed by 31st July 2024</p>	<p>yes/no*</p>
<p>Will you be able provide before and after photographs?</p>	<p>yes/no*</p>

Will you be willing to provide updates on work carried out in	yes/no*
---	---------

*Delete as appropriate

Signed: <i>(electronic is acceptable)</i>	
Designation:	
For and on behalf of:	
Date:	

Completed application forms must be submitted via email to the SEND Commissioning Team: sendtransformation@gov.uk

Annex 2 – Scoring Assessment

Annex 2

Applications for the Accessibility Grant Funding will go through an initial screening check to ensure that the following criteria have been met:

Initial Screening		
Question:	Response:	Notes:
Was the application received on or before the deadline?	Y/N	Requires yes response
Does the proposed project either: <ul style="list-style-type: none"> • Increase the number of places for SEND; or • Enhance the provision for SEND? 	Y/N	Requires positive response to either or both statements
Does the proposed project have a negative impact on PAN?	Y/N	Requires negative response
Will the proposed project be delivered in 2023?	Y/N	Requires positive response

Applications will then go on to be considered by a Multi-Agency Panel. This will comprise of:

- Council Officers
- Parent Carer Forum representative

- Early Years representative
- Health Partners
- CYPS Asset Management

The proposed projects will also be shared with children and young people with SEND to ascertain their opinions.

Criteria against which proposed projects will be measured		
Criteria:	Scoring: (Points up to a maximum of this figure will be awarded)	Considerations:
Number of CYP that will benefit from the proposed project	20	If a single child is to benefit from the project, consider impact on other mainstream pupils.
Creativity of the proposed project	10	Novelty. Use of space. Resources. Multi-purpose.
Evidence of CYP and parent/carer involvement/consultation in the proposed project	10	CYP and/or parent/carer(s) have been involved in the planning of the project
Proposed outcomes/impact	30	Proposed outcomes meet the criteria for the HNCPA and the SEND Strategy
Value for money	20	Represents a good use of the additional funding
Value added/school contribution	10	Additional funding sources used

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Appendix 4a

PART A - Initial Equality Screening Assessment

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality and diversity.

A **screening** process can help judge relevance and provide a record of both the process and decision. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions.

Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality and diversity
- whether or not equality and diversity is being/has already been considered, and
- whether or not it is necessary to carry out an Equality Analysis (Part B).

Further information is available in the Equality Screening and Analysis Guidance – see page 9.

1. Title	
Title: Schools Accessibility Strategy	
Directorate: CYPS	Service area: Commissioning, Performance and Quality
Lead person: Mark Cummins	Contact: mark.cummins@rotherham.gov.uk
Is this a:	
<input checked="" type="checkbox"/> Strategy / Policy	<input type="checkbox"/> Service / Function
<input type="checkbox"/> Other	
If other, please specify	

2. Please provide a brief description of what you are screening

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. There are three main categories of adjustment that schools are expected to make for children: Improving access to the curriculum, improving physical access to buildings including providing specialist equipment and improving access to information.

The Rotherham School's Accessibility Strategy identifies the support available to schools from the local authority whilst also identifying schools' statutory responsibilities in relation to their own Accessibility planning.

As part of the CYPS Safety Valve Agreement and SEND Sufficiency Phase 4 there is School Accessibility Capital Funding across both mainstream and special schools over the next 3 years. The intention of Schools Accessibility Funding is to support schools to meet a wider level of SEND need through adaptations to existing buildings, this aligns to our overall SEND Sufficiency Strategy.

3. Relevance to equality and diversity

All the Council's strategies/policies, services/functions affect service users, employees or the wider community – borough wide or more local. These will also have a greater/lesser relevance to equality and diversity.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, disability, sex, gender reassignment, race, religion or belief, sexual orientation, civil partnerships and marriage, pregnancy and maternity and other socio-economic groups e.g. parents, single parents and guardians, carers, looked after children, unemployed and people on low incomes, ex-offenders, victims of domestic violence, homeless people etc.

Questions	Yes	No
Could the proposal have implications regarding the accessibility of services to the whole or wider community? <i>(Be mindful that this is not just about numbers. A potential to affect a small number of people in a significant way is as important)</i>	x	
Could the proposal affect service users? <i>(Be mindful that this is not just about numbers. A potential to affect a small number of people in a significant way is as important)</i>	x	
Has there been or is there likely to be an impact on an individual or group with protected characteristics? <i>(Consider potential discrimination, harassment or victimisation of individuals with protected characteristics)</i>	x	
Have there been or likely to be any public concerns regarding the proposal? <i>(It is important that the Council is transparent and consultation is carried out with members of the public to help mitigate future challenge)</i>		x
Could the proposal affect how the Council's services, commissioning or procurement activities are organised, provided, located and by whom? <i>(If the answer is yes you may wish to seek advice from commissioning or procurement)</i>	x	
Could the proposal affect the Council's workforce or employment practices? <i>(If the answer is yes you may wish to seek advice from your HR)</i>		x

business partner)

If you have answered no to all the questions above, please explain the reason

If you have answered **no** to all the questions above please complete **sections 5 and 6**.

If you have answered **yes** to any of the above please complete **section 4**.

4. Considering the impact on equality and diversity

If you have not already done so, the impact on equality and diversity should be considered within your proposals before decisions are made.

Considering equality and diversity will help to eliminate unlawful discrimination, harassment and victimisation and take active steps to create a discrimination free society by meeting a group or individual's needs and encouraging participation.

Please provide specific details for all three areas below using the prompts for guidance and complete an Equality Analysis (Part B).

- **How have you considered equality and diversity?**

Equality and diversity has been considered at all key stages of the SEND sufficiency programme (SEND sufficiency 1, 2 and 3) and will continue to be considered across phase 4

- **Key findings**

In Rotherham 19.7% of pupils have a statutory plan of SEND (Education Health Care plan) or are receiving SEN support (previously school action and school action plus). This compares to an average of 17.4% across all English metropolitan boroughs. In order that the educational needs of children and young people in the borough with SEND can continue to be met, the council has a responsibility to create a sufficiency of education provision to meet the needs of all pupils. The send sufficiency phase 4 programme will further enhance and support the statutory duty placed on the Local Authority to meet the needs of children with SEND needs in schools / settings.

- **Actions**

Wide ranging consultation has taken place across SEND Sufficiency phases 1,2 and 3 and this work has informed and also highlighted the requirements for SEND sufficiency phase 4 programmes work to further enhance opportunities for pupils.

Schools/settings will be invited to bring forward proposals to support improving Accessibility linked to the LA's School's Accessibility Strategy and Funding Strategy.

Date to scope and plan your Equality Analysis:	March-April 2023
Date to complete your Equality Analysis:	May 2023
Lead person for your Equality Analysis (Include name and job title):	Mark Cummins SEND Transformation Project Lead

5. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening:

Name	Job title	Date
Nathan Heath	Assistant Director Inclusion and Education	April-May 2023
Helen Sweaton	Joint Assistant Director Commissioning, Performance and Quality	April-May 2023
Julie Day	Head of Service - SEND	April – May 2023

6. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given.

If this screening relates to a **Cabinet, key delegated officer decision, Council, other committee or a significant operational decision** a copy of the completed document should be attached as an appendix and published alongside the relevant report.

A copy of **all** screenings should also be sent to equality@rotherham.gov.uk For record keeping purposes it will be kept on file and also published on the Council's Equality and Diversity Internet page.

Date screening completed	05/05/2023
Report title and date	Schools Accessibility Funding
If relates to a Cabinet, key delegated officer decision, Council, other committee or a significant operational decision – report date and date sent for publication	26/06/2023
Date screening sent to Performance, Intelligence and Improvement equality@rotherham.gov.uk	05/05/2023

Appendix 4b

PART B – Equality Analysis Form

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality and diversity.

This form:

- Can be used to prompt discussions, ensure that due regard has been given and remove or minimise disadvantage for an individual or group with a protected characteristic
- Involves looking at what steps can be taken to advance and maximise equality as well as eliminate discrimination and negative consequences
- Should be completed before decisions are made, this will remove the need for remedial actions.

Note – An Initial Equality Screening Assessment (Part A) should be completed prior to this form.

When completing this form consider the Equality Act 2010 protected characteristics Age, Disability, Sex, Gender Reassignment, Race, Religion or Belief, Sexual Orientation, Civil Partnerships and Marriage, Pregnancy and Maternity and other socio-economic groups e.g. parents, single parents and guardians, carers, looked after children, unemployed and people on low incomes, ex-offenders, victims of domestic violence, homeless people etc. – see page 11 of Equality Screening and Analysis Guidance.

1. Title	
Equality Analysis title: Schools Accessibility Strategy	
Date of Equality Analysis (EA):05/05/2023	
Directorate: CYPS	Service area: Commissioning, Performance and Quality
Lead Manager: Mark Cummins	Contact number: 01709 807123
Is this a:	
<input checked="" type="checkbox"/> Strategy / Policy	<input type="checkbox"/> Service / Function
	<input type="checkbox"/> Other
If other, please specify	

2. Names of those involved in the Equality Analysis (Should include minimum of three people) - see page 7 of Equality Screening and Analysis Guidance

Name	Organisation	Role (eg service user, managers, service specialist)
Nathan Heath	RMBC	Director Education and Inclusion
Helen Sweaton	RMBC	Joint Assistant Director Commissioning, Performance and Inclusion
Julie Day	RMBC	Head of Service - SEND
SEND Partnership Board	Multi-agency Strategic Board	

3. What is already known? - see page 10 of Equality Screening and Analysis Guidance

Aim/Scope (who the Policy/Service affects and intended outcomes if known)

This may include a group/s identified by a protected characteristic, others groups or stakeholder/s e.g. service users, employees, partners, members, suppliers etc.)

The Rotherham School's Accessibility Strategy identifies the support available to schools from the local authority whilst also identifying schools' statutory responsibilities in relation to their own Accessibility planning.

As part of the CYPS Safety Valve Agreement there is School Accessibility Capital Funding across both mainstream and special schools over the next 3 years. The intention of Schools Accessibility Funding is to support schools to meet a wider level of SEND need through adaptations to existing buildings, this aligns to our overall SEND Sufficiency Strategy outlined in Phase 4

What equality information is available? (Include any engagement undertaken)

As part of developing proposals for SEND sufficiency programmes phases 1,2 and 3 equalities impact assessments were completed in line with DfE requirements aligned to the free school presumption process for SEND phase 3 and in line with RMBC requirements for SEND sufficiency phases 1 and 2. The Equality impact assessments were appendix's to subsequent cabinet reports.

There has been wide reaching and ongoing consultation with stakeholders since the development of SEND sufficiency phase 1. This has been replicated for the update of the School's Accessibility Strategy this includes:

- Parents/carers
- Parents / Carers Forum
- Community engagement
- Schools
- Pupil Referral Units
- Elected Members
- DfE
- Ofsted
- Staff

<p>Equality information is collated as part of our statutory returns on our SEND cohort to the Department for Education and for internal monitoring as part of the EHCP process. This includes pupil level data such as name, DOB, address, SEND Primary need type, Ethnicity and Gender. Information will be updated through performance management arrangements with schools who are successful with funds to support their Accessibility planning.</p>	
<p>Are there any gaps in the information that you are aware of?</p> <p>None identified</p>	
<p>What monitoring arrangements have you made to monitor the impact of the policy or service on communities/groups according to their protected characteristics?</p> <p>A multi – agency SEND Strategic Board retains oversight of proposals, implementation and impact.</p>	
<p>Engagement undertaken with customers. (date and group(s) consulted and key findings)</p>	<p>There has been ongoing engagement across SEND Sufficiency phases 1,2 and 3 which has continued to develop proposals for phase 4 including the update of the Schools Accessibility Strategy and Accessibility Funding Strategy. This has included continuous sessions with stakeholders such as:</p> <ul style="list-style-type: none"> Sponsors / schools Staff Elected members Local residents Parent/carer forum Parents/children who will be attending the schools / settings Neighbouring schools across the authority Wider community engagement Transport Ofsted DfE Schools Forum Education Consultative Committee Rotherham Education Strategic Partnership <p>The ongoing engagement has been used as part of the process to bring about the proposals for SEND Sufficiency phase 4 development</p>

<p>Engagement undertaken with staff (date and group(s) consulted and key findings)</p>	<p>Staff in both the LA and schools/settings have been involved (as above) and where necessary / appropriate this has also included involvement from wider staffing including RMBC HR, legal, Finance, Asset Management, planning and RMBC Education and Inclusion</p>
---	--

4. The Analysis - of the actual or likely effect of the Policy or Service (Identify by protected characteristics)

How does the Policy/Service meet the needs of different communities and groups? (Protected characteristics of Age, Disability, Sex, Gender Reassignment, Race, Religion or Belief, Sexual Orientation, Civil Partnerships and Marriage, Pregnancy and Maternity) - see glossary on page 14 of the Equality Screening and Analysis Guidance)

In Rotherham 19.7% of pupils have a statutory plan of SEND (Education Health Care plan) or are receiving SEN support (previously school action and school action plus). This compares to an average of 17.4% across all English metropolitan boroughs.

In order that the educational needs of children and young people in the borough with SEND can continue to be met, the council has a statutory responsibility to create a sufficiency of education provision to meet the needs of all pupils.

The work to create new education places across the previous SEND sufficiency programme phases 1,2 and 3 and proposals for phase 4 support the LA's statutory duty to meeting the needs of pupils impacted.

Does your Policy/Service present any problems or barriers to communities or Groups?

No – places created under the SEND sufficiency strategy are for pupils with identified SEND needs. The SEND sufficiency strategy aims to create additional local places to support pupil needs.

Does the Service/Policy provide any positive impact/s including improvements or remove barriers?

Yes – the SEND sufficiency programme creates more specialist provision meaning children who will attend are able to access specialist provision in borough in line with their needs.

What affect will the Policy/Service have on community relations? (may also need to consider activity which may be perceived as benefiting one group at the expense of another)

As part of the ongoing SEND sufficiency strategy work, wider community consultation and parent/carer representation is sought when developing sufficiency plans. The SEND sufficiency strategy and phase 1, 2 and 3 programmes to create additional capacity have been received and supported positively as they create resources for children with specific needs within borough. The ongoing work has helped to identify the additional capacity required to further enhance this work in SEND sufficiency phase 4. There has been ongoing consultation with all stakeholders since the commencement of SEND Sufficiency phase 1 to ensure any concerns have been addressed in advance of development and implementation of the previous phases. This work will continue across SEND sufficiency phase 4.

Please list any **actions and targets** that need to be taken as a consequence of this assessment on the action plan below and ensure that they are added into your service plan for monitoring purposes – see page 12 of the Equality Screening and Analysis Guidance.

5. Summary of findings and Equality Analysis Action Plan

If the analysis is done at the right time, i.e. early before decisions are made, changes should be built in before the policy or change is signed off. This will remove the need for remedial actions. Where this is achieved, the only action required will be to monitor the impact of the policy/service/change on communities or groups according to their protected characteristic - See page 11 of the Equality Screening and Analysis guidance

Title of analysis: School's Accessibility Strategy
Directorate and service area: CYPs. Commissioning, Performance and Quality
Lead Manager: Mark Cummins
Summary of findings:
The Rotherham School's Accessibility Strategy identifies the support available to schools from the local authority whilst also identifying schools' statutory responsibilities in relation to their own Accessibility planning. The Schools Accessibility Strategy and Funding Strategy are key parts of SEND Sufficiency Phase 4. Wide reaching consultation has not raised any issues or concerns

Action/Target	State Protected Characteristics as listed below	Target date (MM/YY)
The second proposed aspect of SEND sufficiency phase 4, is to support School Access Issues (in both Mainstream Schools and Special Schools) creating two funding streams which would be accessible through application and assessment for schools to request capital investment to support the schools to meet a higher threshold of SEND need through adaption to existing buildings and allow a wider level of complexity of need to be met within individual settings.	A, D, S, GR, RE,	

***A = Age, D= Disability, S = Sex, GR Gender Reassignment, RE= Race/ Ethnicity, RoB= Religion or Belief, SO= Sexual Orientation, PM= Pregnancy/Maternity, CPM = Civil Partnership or Marriage. C= Carers, O= other groups**

6. Governance, ownership and approval

Please state those that have approved the Equality Analysis. Approval should be obtained by the Director and approval sought from DLT and the relevant Cabinet Member.

Name	Job title	Date
Nathan Heath	Assistant Director Education and Inclusion	May 2023
Helen Sweaton	Joint Assistant Director Commissioning, Performance and Quality	May 2023
Cllr Victoria Cusworth	Cabinet Member for Children and Young People	

7. Publishing

The Equality Analysis will act as evidence that due regard to equality and diversity has been given.

If this Equality Analysis relates to a **Cabinet, key delegated officer decision, Council, other committee or a significant operational decision** a copy of the completed document should be attached as an appendix and published alongside the relevant report.

A copy should also be sent to equality@rotherham.gov.uk For record keeping purposes it will be kept on file and also published on the Council's Equality and Diversity Internet page.

Date Equality Analysis completed	April-May 2023
Report title and date	Schools Accessibility Strategy
Date report sent for publication	June 2023
Date Equality Analysis sent to Performance, Intelligence and Improvement equality@rotherham.gov.uk	May 2023

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Appendix 5 – Accessibility Funding.

Will the decision/proposal impact...	Impact	If an impact or potential impacts are identified			
		Describe impacts or potential impacts on emissions from the Council and its contractors.	Describe impact or potential impacts on emissions across Rotherham as a whole.	Describe any measures to mitigate emission impacts	Outline any monitoring of emission impacts that will be carried out
Emissions from non-domestic buildings?	No change	Emissions will remain at similar levels to current across the borough. The proposed new SEND Accessibility Funding will be primarily repurposed existing space in existing school buildings	Emissions overall will remain at similar levels as the pupils will remain in Rotherham.	Adaptations to existing buildings to create increased accessibility for SEND students across the borough will be completed to current building code and overseen by asset management service.	Monitoring of transitions of pupils will be facilitated and monitored via EHCP process / SEND protocols.
Emissions from transport?	Impact unknown	Transport journeys will be evaluated by RMBC Corporate Transport Unit and EHCP team. Accessibility Funding will support pupils being able to stay in mainstream school settings close to their homes which will reduce environmental impacts.	Pupils travel to school in line with their EHCP / travel to school plan. Any changes to school placement are determined via the EHCP process / placement in a SEND resource and transport implications considered at that point.	Mitigating measures are considered via the individual pupils travel to school plan and monitored by the Transport team.	Transport to school arrangements are kept under review by the Corporate Transport Unit. Ongoing monitoring / assessment by Transport Unit.
Emissions from waste, or the quantity of waste itself?	No change	There will be no change in the overall amount of waste generated by schools overall compared to present.	Waste levels across the borough will remain at similar levels to present.	Schools have a waste management process	Impact will be monitored by the school governing body and LA.
Emissions from housing and domestic buildings?	N/A	N/A	N/A	N/A	N/A

Emissions from construction and/or development?	Impact unknown	The proposed new SEND resources will primarily refurbished existing school space designed to existing building code.	There will be some short term impact during development phase. This will be overseen by Asset Management Service.	Work will be planned and overseen by Asset Management Service.	Monitoring will be coordinated by Asset Management Service and Governing Bodies.
Carbon capture (e.g. through trees)?	No change	N/A	N/A	N/A	N/A

Identify any emission impacts associated with this decision that have not been covered by the above fields:

None

Please provide a summary of all impacts and mitigation/monitoring measures:

Transport implications of school transport arrangements are kept under review by Corporate Transport Unit.
Emissions overall will remain at similar levels.

Supporting information:

Completed by: (Name, title, and service area/directorate).	Mark Cummins SEND Transformation Project Lead
Please outline any research, data, or information used to complete this [form].	
If quantities of emissions are relevant to and have been used in this form please identify which conversion factors have been used to quantify impacts.	
Tracking [to be completed by Policy Support / Climate Champions]	

Committee Name and Date of Committee Meeting

Cabinet – 19 June 2023

Report Title

Finance Update

Is this a Key Decision and has it been included on the Forward Plan?

Yes

Strategic Director Approving Submission of the Report

Judith Badger, Strategic Director of Finance and Customer Services

Report Author(s)

Rob Mahon – Assistant Director Financial Services

Rob.Mahon@rotherham.gov.uk

Owen Campbell – Head of Corporate Finance

Owen.Campbell@rotherham.gov.uk

Ward(s) Affected

Borough-Wide

Report Summary

This report provides an update to Cabinet on a number of financial matters. The report is provided as an interim update for Cabinet, following on from the approval of the Budget and Council Tax 2023/24 report at Council on 1 March 2023 and in advance of the Financial Outturn 2022/23 report and May Financial Monitoring 2023/24 report to be submitted to Cabinet in July 2023.

This report also provides an update on the Council's administration of the Local Council Tax Support Top Up payment and Household Support Fund for 2023/24 along with a number of Capital Programme variations and an update on Feasibility Funding received from the South Yorkshire Mayoral Combined Authority.

Recommendations

1. That the update on the revenue budget financial outturn 2022/23 be noted.
2. That the Council's progress on the delivery of the Local Council Tax Support Top Up payment 2023/24 be noted.
3. That the Council's delivery of the Household Support Fund 2022/23 be noted.

4. That Cabinet delegates the decision to allocate and spend the £3m Feasibility Fund to the Strategic Director for Regeneration & Environment in consultation with the Leader of the Council and Assistant Director Financial Services.
5. That Cabinet approve the capital budget variations as detailed in section 2.7 of the report.

List of Appendices Included

Appendix 1: Equality Screening

Appendix 2: Carbon Impact Assessment

Background Papers

Budget and Council Tax Report 2022/23 to Council on 2 March 2022

December Financial Monitoring Report to Cabinet 13 February 2023

Budget and Council Tax Report 2023/24 to Council on 1 March 2023

Consideration by any other Council Committee, Scrutiny or Advisory Panel

No

Council Approval Required

No

Exempt from the Press and Public

No

Finance Update

1. Background

- 1.1 This report is provided to update Cabinet on a number of financial and budget matters following on from the approval of the Budget and Council Tax 2023/24 report at Cabinet on 13 February 2023 and at Council on 1 March 2023.
- 1.2 The report is an interim update to Cabinet in advance of the more detailed Financial Outturn 2022/23 and Financial Monitoring 2023/24 reports which will be submitted to Cabinet on 10 July 2023.

2. Key Issues

2.1 Revenue Budget Financial Outturn 2022/23

- 2.1.1 The Financial Outturn 2022/23 report to Cabinet in July 2023 will set out the full details of expenditure against budget for 2022/23, revenue and capital, along with an updated analysis of revenue reserves and an updated position of the Capital Programme.
- 2.1.2 The Financial Monitoring Report 2022/23 submitted to Cabinet on 13 February 2023 was based on the financial monitoring position as at December 2022, which outlined that the Council anticipated an overspend of £8.4m. This forecast position was also outlined in the Budget and Council Tax 2023/24 report which was submitted to the same Cabinet meeting and also to Council on 1 March 2023. The overspend was to be funded from the Transformation Reserve (£4.1m) and Budget and Financial Strategy Reserve (£4.3m) as approved at Council as part of the Budget and Council Tax 2023/24 report though the report noted the Council's intention was to further improve that outturn position, if possible, which would see a lower value call on reserves.
- 2.1.3 The final Financial Monitoring position as at outturn reflects an overspend of £7.3m for the financial year 2022/23. The core Directorates services have a year-end overspend of £1.8m, an improvement of £1.1m from the £2.9m Directorate overspend forecast within the February Cabinet report. The remaining £5.5m cost pressure sits within Central Services and relates to inflationary and energy price pressures that were reported to Cabinet throughout 2022/23. This improved position means that the final call on reserves to balance the Council's outturn position was £7.3m, funded from the Transformation Reserve (£4.1m) and Budget and Financial Strategy Reserve (£3.2m).

2.1.4 The main reasons for the improvement in the Directorate outturn position are as follows, though more detailed narratives will follow in the Financial Outturn report to Cabinet in July 2023:

- Children & Young People's overspend has reduced by £0.3m. The movement reflects a reduction in Home to School Transport costs as growth in demand was lower than had been estimated. CYPs budgets fund certain placement types, Looked After Children (LAC) with no Education, Health, and Care Plan (EHCP), LAC with EHCP that are out of borough and Post 19 transport. In addition, placement costs have also reduced over the last part of the financial year.
- Adult Care, Housing & Public Health underspend has increased by £1.3m, as several high cost care packages are instead being directly funded by Continuing Health Care (CHC) or are not eligible for support from the Council in addition to several smaller variances across staffing and overheads.
- Regeneration and Environment Services final outturn overspend has increased, with a final outturn of £2.9m, up £0.7m on December's forecast. The final outturn on Home to School Transport was £0.1m greater than estimated relating to higher than anticipated operational costs (not increased demand). Facilities Services outturn increased by £0.6m due in the main to increases in food costs, moving forwards these will be covered by a contractual increase in fees from September 2023.
- Assistant Chief Executive and Finance and Customers Services underspend have both increased by £0.1m as services have continued to defer spending, delay recruitment and maximise grant usage to support the overall Council position without adversely impacting service delivery.

2.1.5 The overspend in Central Services is largely made up of the inflationary pressures as a result of the Local Government Pay Award 2022/23, energy inflation and wider contractual inflation. The impact has been dampened through use of carried forward Covid new burdens funding and improvements in Treasury Management forecasts.

2.1.6 This overspend in Central Services has been maintained at £5.5m. However, due to further savings within Treasury Management as detailed below, the transfer to the Treasury Management Reserve was improved by £2.3m and has been processed as per the approvals within the Budget and Council Tax report 2023/24 to support the MTFS position.

2.1.7 The improvement in the treasury outturn position is linked to:

- Slippage on the Capital Programme that has reduced the need to borrow during 2022/23.

- PWLB borrowing of £227m in 2021/22 has meant that the Council hasn't needed to borrow during 2022/23 when rates have been higher and as a result has had more liquid cash available for investments.
- The Council carrying cash balances due to above, has been able to invest them in a higher interest return market, increasing interest on investments.

2.1.8 The improvements in the Directorate forecast outturns represent a positive direction of travel for the Council's finances and a significant improvement from the £18.2m forecast overspend reported in the September Financial Monitoring to Cabinet in November. This prudent financial management will be important in managing future budget pressures given the known volatility in external factors that was highlighted as the main budget risk in the Budget and Council Tax report 2023/24.

2.1.9 In addition, the Council is able to report secured delivery of planned savings for 2022/23. The table below provides an update on the £11.5m of planned savings to be delivered over the medium term.

Table 1: Planned delivery of £11.5m savings

Saving	2022/23	2023/24	2024/25 & Total FYE	Secured as at 31 st March 2023
	£000	£000	£000	£000
ACHPH	2,800	2,800	2,800	2,800
ACHPH – One off saving	500	0	0	500
CYPS	971	4,739	7,411	1,120
R&E	374	762	784	293
R&E Customer & Digital	200	500	500	200
Total Savings	4,845	8,801	11,495	4,913

2.1.10 Whilst the energy price rises, and inflation, will impact the Council's costs in the provision of services there was some mitigation in future years through increased core funding as business rates income is indexed to the rate of inflation. However, those increases in core resources are not sufficient to cover the increase in the Council's base costs. It is currently expected that the period of high inflation will last for a further 12-18 months before returning to a more normal level but the cost increase being experienced will raise the base cost of services on which future inflation is applied meaning a compounding impact. This has been accounted for within the Council's

Budget and Council Tax Report 2023/24 though the report flags that uncertainty around inflation, energy and pay is the biggest budget risk.

CYPS Fostering Allowances and Skills Payments 2023/24

2.2

2.2.1 Fostering Allowances are statutorily uplifted annually each year by Government and for 2023/24 the uplift was (February 2023) as 12.4%. This uplift will impact the costs of Foster Care Allowances, Special Guardianship Order, Child Arrangements Order and Adoption, the total cost of that uplift is £700k, a £603k increase on the 2023/24 costs. Prior to 2023/24, 2 of the 4 fostering allowances (based on age range) that Council was paying were above the national maintenance allowance therefore dampening the impact of the 12.4% uplift to Rotherham.

2.2.2 In addition, it was agreed at Cabinet in October 2022 that the skills payments annual uplift would also be uplifted at the same rate as the Fostering Allowances, as such skills payments have been uplifted by 12.4% at a cost of £180k (these rates had remained unchanged for a number of years). An officer decision was recorded for this uplift in May 2023.

2.2.3 Budget provision was made for inflation on CYPS placements, however it was not based on 12.4% as such these uplifts along with potential uplifts across Independent Fostering Agencies and Residential Care markets that are still to be confirmed, are likely to create a budget pressure for 2023/24. At present the wider impact is therefore unknown but will be closely monitored through the Council's management of the Medium Term Financial Strategy.

2.3 Local Council Tax Support Top Up Scheme 2023/24

2.3.1 Council approved as part of the Council's Budget and Council Tax Report on the 1 March 2023, a Local Council Tax Support Top Up Scheme to run during 2023/24 and 2024/25. The scheme provides an additional award of up to £117.60 additional support to low income households most vulnerable to rising household costs, through reduced Council Tax bills. The application of the scheme includes all those becoming eligible up to and including 31 March 2024. At the time of writing a total of £1.434m has been awarded across 14,135 accounts, with 10,295 of these accounts being reduced to nil. Those bill payers in receipt of this award have been provided with a Council Tax bill that shows the top up support from the Council along with a letter explaining the reason for the award.

2.3.2 The scheme will continue to provide awards as required to new LCTS applicants during the course of 2023/24. The cost of this support for 2023/24 is to be funded from the Council's Household Support Fund allocation for 2023/24 as approved with the Household Support Fund April 2023 – March 2024 Cabinet report.

2.4 Household Support Fund 2022/23

2.4.1 Cabinet approved plans in July and September to deliver just under £5m of support to vulnerable households with energy and food costs funded from the Council's Household Support Fund grant in 2022/23.

2.4.2 As of 31 March 2023 the Council had fully spent this grant allocation, delivering over 156,000 Free School Meals vouchers across the school holidays up to and including Easter 2023. The Household Support Fund contributed to the delivery of the Council's Energy Crisis Support Scheme which paid 5,294 grants totalling £1.9m to support households with their fuel bills and funded one off energy payments to vulnerable pensioners of over £1m to 8,714 people. In addition, the VCS support scheme provided support to vulnerable households over Christmas and the New Year as planned and distributed 6,466 food parcels through to the end of March.

2.5 Domestic Abuse Duty Funding Proposals for the Financial Year 2023-24

2.5.1 The Domestic Abuse Act 2021 introduced new requirements for local authorities in relation to domestic abuse services. As a result, the Government provided £617,069 funding in the financial year 2021-2022 and a year later, allocated £619,679 for 2022-2023. In August 2021, the Council's Cabinet agreed a range of projects utilising the funding, many of which were to be recurring projects in light of the likely continuation of the funding after 2021-2022. In December 2022, the Department for Levelling Up, Housing and Communities (DLUHC) confirmed further Domestic Abuse Duty funding for the 2023-2024 and 2024-2025 financial years of £632,075 and £644,001 respectively. An officer decision has been made and recorded in relation to the non-recurring spend, which equated to £329k. This funding has been targeted based on the existing agreed strategy and will support the following additional activities:

- Target hardening for Domestic Abuse victims in private rented or own property
- Accommodation for victims
- Homeless prevention funding
- Domestic Abuse workers embedded within Housing Services

2.6 Feasibility Fund

2.6.1 The South Yorkshire Mayoral Combined Authority (SYMCA) have allocated £3m of revenue funding to the Council as a 'Feasibility Fund'. The aim of this grant is to facilitate the development and delivery of Rotherham's Place Based Investment Strategy (PBIS) by reducing capacity and capability

constraints and contributing to the development and delivery of both capital and revenue projects. The PBIS was presented to Cabinet in February 2023.

2.6.2 It is anticipated that the fund will be used to support resourcing costs, investment planning, strategy development, consultation, project preparation and costs associated with land holding on major projects. As such this report seeks approval to delegate the decision to allocate and spend the £3m Feasibility Fund to the Strategic Director for Regeneration & Environment in consultation with the Leader of the Council and Assistant Director Financial Services.

2.7 Capital Programme Variations

2.7.1 On 25 April 2023 a report was presented to Capital Programme Monitoring and Delivery Board (CPMDB) providing a summary of the latest position on a number of key Regeneration projects. Over the last two years projects have been in the early design and preparation phase. Now that projects are at a later stage in development the programme budgets have been realigned to take account of emerging design constraints, inflationary pressures and where efficiencies can be achieved. The following variations are presented for Cabinet awareness and where required approval.

2.7.2 **Markets & Library**

In February 2022 a funding profile was agreed for the Market and Library development. However, in December 2023 DLUHC made available further funding of £3.4m via the SYMCA, with a funding agreement signed in March 2023. This funding was unexpected with Government handing it out automatically via the SYMCA. The Council proposes to use this funding to support the Markets and Library project.

2.7.3 **Century II**

Providing 22 workshops, 16 office units and 2 laboratory facilities this project was initially developed in 2017. A prolonged design stage and significant inflationary uplift resulted in a budget overrun of £549k. The scheme is now approaching completion and that cost overrun is not expected to increase further. It is therefore proposed that £549K is redirected from the wider R&E capital programme to address the funding gap on Century II. In the main this surplus funding is coming from completed schemes with small savings. In summary the funding breakdown is therefore as follows:

Proposed Funding Allocation	
Building Back Better	£3,600,000
Gainshare	£1,000,000

Council Funded Borrowing	£1,600,000
Other redirected R&E Capital	£549,000
TOTAL	£6,749,000

2.7.4 **3-7 Corporation Street**

Funding from Town Deal and Levelling Up Fund has been secured for this project to include land acquisition, demolition and a contribution towards the redevelopment of the site. It is expected that a private sector development partner will be secured to provide match funding to the scheme and take on the delivery of the redevelopment of the site. However, until a private sector partner is secured a viability gap exists between the anticipated cost of the acquisition and development and funding available.

2.7.5 The Council will secure the necessary resources to deliver the scheme by making provision to fund this viability gap on the development through the Town Centre Investment Fund (TCIF). Should a private sector development partner be secured the TCIF balance of funding will be released back to support wider town centre investment.

2.7.6 The specifics of the funding arrangements for 3-7 Corporation Street are covered in greater detail within a separate Cabinet report on this agenda.

2.7.7 **Snail Yard**

Acquisition and demolition of the Primark building took place between late 2020 and July 2021. Increased costs of demolition and remediation were identified in October 2021 and in April 2022 a pre-tender cost exercise identified additional development costs and there was a need to re-design the scheme. To date this has led to an increased budget requirement of £920,000. It is proposed to use £570k of the Town Centre Investment Fund and £350k of SYMCA Gainshare to support the funding gap.

Proposed Funding Allocation	
Town Deal	£1,000,000
TCIF	£570,000
MCA Gainshare - Place Based Investment Funding (PBIS)	£350,000
TOTAL	£1,920,000

3. Options considered and recommended proposal

3.1 This report is retrospectively updating on outcomes and outputs from the Councils revenue outturn position and a host of key schemes where the approach has already been approved by Cabinet.

4. Consultation on proposal

4.1 Consultation with residents, business and partners was undertaken as part of the development of the 2022/23 budget setting and then again as part of budget setting for 2023/24.

5. Timetable and Accountability for Implementing this Decision

5.1 The report is mainly an update on a range of financial matters.

6. Financial and Procurement Advice and Implications

6.1 The financial implications are contained within the main body of the report.

6.2 There are no direct procurement implications arising from this report.

7. Legal Advice and Implications

7.1 No direct implications.

8. Human Resources Advice and Implications

8.1 No direct implications.

9. Implications for Children and Young People and Vulnerable Adults

9.1 The report includes reference to the cost pressures on both Children's and Adult Social care budget.

10. Equalities and Human Rights Advice and Implications

10.1 No direct implications.

11. Implications for CO2 Emissions and Climate Change

11.1 No direct implications.

12. Implications for Partners

12.1 The Council is maintaining close liaison and joint working with Partners on Covid matters, with particular regard to Health and Social Care.

13. Risks and Mitigation

- 13.1. Budget management and spending controls remain as set out within the Council's Financial and Procurement Procedure Rules. Financial Monitoring reports to Cabinet will include information on Covid related spend and financial risk and also outline how this spend and risk is being managed and mitigated.

14. Accountable Officers

Owen Campbell – Head of Corporate Finance
 Rob Mahon - Assistant Director, Financial Services

Approvals obtained on behalf of Statutory Officers:-

	Named Officer	Date
Chief Executive	Sharon Kemp	05-06-23
Strategic Director of Finance & Customer Services (S.151 Officer)	Judith Badger	31-05-23
Assistant Director, Legal Services (Monitoring Officer)	Phil Horsfield	31-05-23

Report Author: Owen Campbell, Head of Corporate Finance
 Owen.Campbell@rotherham.gov.uk

This report is published on the Council's [website](#).

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Appendix 1

Initial Equality Screening Assessment (Part A)

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality and diversity.

A **screening** process can help judge relevance and provide a record of both the process and decision. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions.

Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality and diversity
- whether or not equality and diversity is being/has already been considered, and
- whether or not it is necessary to carry out an equality analysis.

Directorate: Finance and Customer Services	Service area: Finance
Lead person: Rob Mahon	Contact number: 01709 254518

1. Title:

Is this a:

Strategy / Policy

Service / Function

Other

If other, please specify

2. Please provide a brief description of what you are screening

The Council has a framework of budgetary monitoring and reporting that ensures budget management is exercised within annual cash limits.

Each month the Budget Manager receives timely information on income and expenditure to enable them to fulfil their budgetary responsibilities. Following the review of the budget information, each budget manager provides a forecast of their projected outturn position on each service. The Strategic Director subsequently provides a consolidated forecast for their directorate to the Chief Finance Officer and relevant Cabinet Member.

A budget monitoring report, which includes an up-to-date outturn forecast, information about significant variances from approved budgets and proposals for dealing with them, is submitted to Cabinet at least 6 times a year, culminating with the Councils Financial Outturn report.

Whilst the framework described above relates to revenue budgets, the capital programme is also similarly monitored and reported alongside the Council's revenue position.

The financial monitoring position report summarises the key variances for each directorate and considers the key financial pressures and risks.

This report is the penultimate financial report in the financial year, it sets out the Council's outturn position in brief as the full revenue outturn position is not presented to cabinet until July. The report also covers off any other key items to be noted at the time.

Given that the revenue and capital budgets have been approved by Council in February each year, when equality assessments would have been considered at that time in respect of the budget proposals, there are no further issues in respect of equality and diversity.

3. Relevance to equality and diversity

All the Council's strategies/policies, services/functions affect service users, employees or the wider community – borough wide or more local. These will also have a greater/lesser relevance to equality and diversity.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Could the proposal have implications regarding the accessibility of services to the whole or wider community?		X
Could the proposal affect service users?		X
Has there been or is there likely to be an impact on an individual or group with protected characteristics?		X
Have there been or likely to be any public concerns regarding the proposal?		X
Could the proposal affect how the Council's services, commissioning or procurement activities are organised, provided, located and by whom?		X
Could the proposal affect the Council's workforce or employment practices?		X

If you have answered **no** to all the questions above please complete **sections 5 and 6**.

If you have answered **yes** to any of the above please complete **section 4**.

4. Considering the impact on equality and diversity

If you have not already done so, the impact on equality and diversity should be considered within your proposals prior to carrying out an **Equality Analysis**.

Considering equality and diversity will help to eliminate unlawful discrimination, harassment and victimisation and take active steps to create a discrimination free society by meeting a group or individual's needs and encouraging participation.

Please provide specific details for all three areas below and use the prompts for guidance.

- **How have you considered equality and diversity?**

n/a

- **Key findings**

n/a

- **Actions**

n/a

Date to scope and plan your Equality Analysis:	<i>n/a</i>
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Date to complete your Equality Analysis:	<i>n/a</i>
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Lead person for your Equality Analysis (Include name and job title):	<i>n/a</i>
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5. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening:

Name	Job title	Date
Judith Badger	Strategic Director – Finance and Customer Services	24 May 2023

6. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given.

If this screening relates to a **Cabinet, key delegated officer decision, Council, other committee or a significant operational decision** a copy of the completed document should be attached as an appendix and published alongside the relevant report.

A copy of **all** screenings should also be sent to equality@rotherham.gov.uk For record keeping purposes it will be kept on file and also published on the Council's Equality and Diversity Internet page.

Date screening completed	24 May 2023
If relates to a Key Delegated Decision, Executive Board, Council or a Significant Operational Decision – report date and date sent for publication	
Date screening sent to Performance, Intelligence and Improvement equality@rotherham.gov.uk	

Will the decision/proposal impact...	Impact	If an impact or potential impacts are identified			
		Describe impacts or potential impacts on emissions from the Council and its contractors.	Describe impact or potential impacts on emissions across Rotherham as a whole.	Describe any measures to mitigate emission impacts	Outline any monitoring of emission impacts that will be carried out
Emissions from non-domestic buildings?	<i>no impact on emissions</i>				
Emissions from transport?	<i>no impact on emissions</i>				
Emissions from waste, or the quantity of waste itself?	<i>no impact on emissions</i>				
Emissions from housing and domestic buildings?	<i>no impact on emissions</i>				
Emissions from construction and/or development?	<i>no impact on emissions</i>				

Carbon capture (e.g. through trees)?	<i>no impact</i>				
Identify any emission impacts associated with this decision that have not been covered by the above fields:					

Please provide a summary of all impacts and mitigation/monitoring measures:

As this report is a financial update on previous events, updates on levels of funding moving forwards and doesn't approve anything directly to happen, it does not have any carbon implications.

Supporting information:	
Completed by: (Name, title, and service area/directorate).	Rob Mahon, AD Financial Services, Finance and Customer Services.
Please outline any research, data, or information used to complete this [form].	
If quantities of emissions are relevant to and have been used in this form please identify which conversion factors have been used to quantify impacts.	
Tracking [to be completed by Policy Support / Climate Champions]	

Committee Name and Date of Committee Meeting

Cabinet – 19 June 2023

Report Title

Multiply Programme

Is this a Key Decision and has it been included on the Forward Plan?

Yes

Strategic Director Approving Submission of the Report

Paul Woodcock, Strategic Director of Regeneration and Environment

Report Author(s)

Simeon Leach, Economic Strategy and Partnerships Manager

Simeon.leach@rotherham.gov.uk

Ward(s) Affected

Borough-Wide

Report Summary

Multiply is a national programme to improve numeracy skills, focusing on supporting people aged 19+, who currently do not have a Level 2 Maths qualification.

Multiply funding is allocated through the South Yorkshire Mayoral Combined Authority (SYMCA), which intends to devolve funding to the four local authorities in South Yorkshire to arrange delivery in their local area. The Council received £194,000 for 2022/23, which was granted to voluntary and community organisations for local delivery of predominantly engagement and confidence building work.

SYMCA is providing a further £408,000 per annum to the Council for each of the years 2023/24 and 2024/25. This will provide funding for a Multiply Manager to design and secure implementation of a Multiply Programme in Rotherham and grant funding to commission third party organisations to contractually deliver the programme outcomes and activity agreed with the South Yorkshire Combined Mayoral Authority.

Recommendations

That Cabinet:

1. Approve the acceptance and planned spend of an annual Multiply grant of £408,000 from SYMCA, for each of the years 2023/24 and 2024/25.

2. Delegates authority to the Assistant Director of Planning, Regeneration and Transport in consultation with the Cabinet Member for Jobs and the Local Economy, to agree grant awards, within the terms and conditions of the funding, to colleges, community organisations and other training providers to deliver the agreed learning activity and outputs for the Programme.

List of Appendices Included

- Appendix 1 Initial Equality Screening Assessment Form
- Appendix 1b Part B – Equality Analysis Form
- Appendix 2 Carbon Impact Assessment

Background Papers

The Multiply Investment Prospectus can be found at the link below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1068822/Multiply_Investment_Prospectus.pdf

Consideration by any other Council Committee, Scrutiny or Advisory Panel

None

Council Approval Required

No

Exempt from the Press and Public

No

Multiply Programme

1. Background

- 1.1 Multiply is a national programme, running until 31st March 2025, that will provide funding for local areas to deliver innovative solutions to increase adult numeracy levels. SYMCA has received £7.2M of Multiply funding which it will allocate to local authorities to deliver and/or procure the activity within their areas.
- 1.2 In 2022/23, the Council was allocated £194,000 to deliver Year 1 of the Multiply Programme. This funding was used to provide grants to 13 training organisations, the majority of them local, to deliver numeracy support and learning, mainly engagement focussed activity.
- 1.3 Rotherham's funding award for 2023/24 and 2024/25 is £408,000 per annum.

2. Key Issues

- 2.1 Multiply will target Rotherham residents, 19+, who do not have a Level 2 qualification in maths/numeracy. The Council is to act as the accountable body for the funding. This investment will make a material difference to local residents through delivering adult education outputs and deliver outcomes with lasting impact.
- 2.2 During Year 1, the Multiply Programme was delivered to 534 Rotherham residents:
 - Of these 376 learners, participated in sessions designed to increase interest and learner engagement with functional numeracy skills whilst diagnosing the individual's learning goals and needs.
 - Of these 165 learners progressed onto substantive short courses, accessing an average of 4 hours planned learning time with progressive learning outcomes for each session.
 - The provision was delivered by a mix of external tutors and maths specialists including accountants who delivered sessions specialising in money management.
 - Providers designed their own learning models to bring innovative approaches to the teaching of functional Maths skills. These included cooking on a budget, understanding maths and money, pattern making, family learning classes and teaching Maths through ESOL.
- 2.3 For Years 2 and 3, the funding will be used to procure activity to deliver the Multiply Delivery Plan. This Plan sets out the outputs that are expected to be delivered against an agreed amount of funding for each Multiply intervention. Outputs are split between "engagement" of learners (less than 2 hours of support) and "substantive learning (more than 2 hours).

Multiply Delivery Plan - Programme Outputs

		Number of Learners per year	
		Substantive (2 hours +)	Engagement (less than two hours)
1	Innovative numeracy programmes delivered together with employers – including courses designed to cover specific numeracy skills required in the workplace	204	415
2	Courses aimed at people who can't apply for certain jobs because of lack of numeracy skills and/or to encourage people to upskill in numeracy order to access a certain job/career	107	58
3	Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners (disadvantaged)	68	293
4	Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners (numeracy life skills)	68	293
5	Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression	74	203

2.4 A Multiply Manager has been employed in order to design the programme and secure implementation through commissioning third party organisations to contractually deliver the programme outcomes.

3. Options considered and recommended proposal

3.1 Option 1: **Recommended** - The Council accept the funding of £408,000 per annum over two years (23/24 and 24/25) and, through a grant award process, within the terms and conditions of the funding, commissions

colleges, community organisations and other training providers to deliver the agreed learning activity and outputs for the Programme. This option will allow the delivery of numeracy support in local areas and to help those residents most in need.

- 3.2 Option 2: The offer of funding is not accepted. This will mean that numeracy support and training will not be delivered in Rotherham unless SYMCA is able to agree an alternative delivery approach (for example direct contracting with providers). This is not a favoured approach for SYMCA; it is not in line with the delivery approach being implemented across the rest of South Yorkshire and is likely to result in additional cost and delay to the programme resulting in reduced outputs and outcomes. This option is not therefore recommended.

4. Consultation on proposal

- 4.1 The Rotherham Employment & Skills Board, SYMCA and the Employment and Skills Teams in the other South Yorkshire authorities have been consulted.

5. Timetable and Accountability for Implementing this Decision

- 5.1 The funding is available from 1st April 2023. £408,000 of funds are allocated for each year. There is no roll-over of unspent funds, so any grant not spent within year, must be returned to SYMCA and then Central Government.
- 5.3 The RiDO team will be responsible for management of grant agreements, ensuring that the money is spent correctly and that the agreed outputs are delivered in accordance with the Grant Funding Agreement that will be signed with SYMCA.

6. Financial and Procurement Advice and Implications

- 6.1 The Multiply Project commenced with an award to the Council of £194,000 for 2022/23, which was then granted to voluntary and community organisations for local delivery of predominantly engagement and confidence building work.
- 6.2 The Council has now been awarded a further £408,000 per annum for each of the years 2023/24 and 2024/25. This funding plan includes a management role for the Council's delivery of the initiative. It is envisaged that providers will include Rotherham and North Notts College (RNN) who will receive grant funding under a sealed funding agreement in line with the regional Multiply Delivery Plan. The Council will then invite service providers to bid for grants for the delivery of the programme with the remainder of the funding and as such there are no direct procurement implications.

7. Legal Advice and Implications

7.1 Subject to Legal Services approving the Grant Funding Agreement, there are no substantive legal issues arising from the content of this report other than as already detailed within the report.

8. Human Resources Advice and Implications

8.1 The staffing resource implications regarding the management of the programme are outlined within section 2 of the report.

9. Implications for Children and Young People and Vulnerable Adults

9.1 Multiply is a programme to improve numeracy skills, focusing on supporting people aged 19+, who currently do not have a Level 2 Maths qualification. Clients will include young people aged 19 to 25 and vulnerable adults and will assist those who are struggling with poor numeracy skills, not just in securing employment, but also in other areas of their lives.

9.2 Specific programme outcomes will include:

- Courses for parents wanting to increase their numeracy skills in order to help their children and help with their own progression.
- Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners – for example, those not in the labour market or other groups identified locally as in need.
- In-work numeracy through ESOL.
- Courses aimed at people who can't apply for certain jobs because of lack of numeracy skills and/or to encourage people to upskill in numeracy order to access a job/career.

10. Equalities and Human Rights Advice and Implications

10.1 Equalities Screening Form Parts A and B are appended to this report.

10.2 The Programme will focus on those areas and communities of interest that are most disengaged. Initial activity will focus around engagement and confidence building and activity will be delivered in localities, with an emphasis on engaging with the hardest to reach groups and those furthest from the employment market. The programme is expected to have a positive effect on equality and diversity by enhancing the life chances of excluded and under-represented communities across the borough.

11. Implications for CO2 Emissions and Climate Change

11.1 Carbon Impact Assessment is appended to this report. Approval Number CIA063.

12. Implications for Partners

- 12.1 The Council will work with RNN, Voluntary Action Rotherham (VAR) and other partners to make as wide a range of local organisations as possible aware of the opportunity to bid for funding.

13. Risks and Mitigation

- 13.1 That the full funding allocation is not spent, and some money has to be returned to Government.

Mitigation: The procurement process should identify any major risks. Deliverers will be required to make monthly monitoring returns, and any emerging issues will be identified early. In Year 1, over £150,000 of spend was delivered in just over 2 months.

- 13.2 There is insufficient interest in delivery of the activity.

Mitigation – 13 organisations delivered in Year 1 and the majority have shown an interest in delivering in subsequent years. The contract will be advertised on the Council and VAR websites. RNN has stated that it will be able to deliver further activity if additional funding became available for them.

14. Accountable Officers

Simeon Leach, Economic Strategy and Partnerships Manager
Tim O'Connell, Head of RiDO

Approvals obtained on behalf of Statutory Officers: -

	Named Officer	Date
Chief Executive	Sharon Kemp	05/06/23
Strategic Director of Finance & Customer Services (S.151 Officer)	Judith Badger	31/05/23
Assistant Director, Legal Services (Monitoring Officer)	Phil Horsfield	30/05/23

Report Author: Simeon Leach, Economic Strategy and Partnerships Manager

This report is published on the Council's [website](#).

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Appendix 1a

PART A - Initial Equality Screening Assessment

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality and diversity.

A **screening** process can help judge relevance and provide a record of both the process and decision. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions.

Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality and diversity
- whether or not equality and diversity is being/has already been considered, and
- whether or not it is necessary to carry out an Equality Analysis (Part B).

Further information is available in the Equality Screening and Analysis Guidance – see page 9.

1. Title	
Title: Approval to accept and spend Rotherham's Multiply Grant for 2023/24 and 2024/25	
Directorate: R&E	Service area: RiDO
Lead person: Simeon Leach – Economic Strategy and Partnerships Manager	Contact number: 0794 990 1043 Simeon.leach@rotherham.gov.uk
Is this a:	
<input type="checkbox"/> Strategy / Policy	<input type="checkbox"/> Service / Function
	<input checked="" type="checkbox"/> Other
If other, please specify: It is to receive a grant to deliver numeracy training, mainly through 3 rd party organisations.	

2. Please provide a brief description of what you are screening

The Council has been offered £816k of "Multiply" funding by SYMCA to deliver numeracy support and training in Rotherham for 2023/24 and 2024/25, which we are seeking approval to accept.

Some of the funding will be used to pay for a Multiply Manager post, some will be passed to RNN for delivery and the rest will be procured for delivery, by local organisations where possible.

3. Relevance to equality and diversity

All the Council's strategies/policies, services/functions affect service users, employees or the wider community – borough wide or more local. These will also have a greater/lesser relevance to equality and diversity.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, disability, sex, gender reassignment, race, religion or belief, sexual orientation, civil partnerships and marriage, pregnancy and maternity and other socio-economic groups e.g. parents, single parents and guardians, carers, looked after children, unemployed and people on low incomes, ex-offenders, victims of domestic violence, homeless people etc.

Questions	Yes	No
Could the proposal have implications regarding the accessibility of services to the whole or wider community? <i>(Be mindful that this is not just about numbers. A potential to affect a small number of people in a significant way is as important)</i>	X	
Could the proposal affect service users? <i>(Be mindful that this is not just about numbers. A potential to affect a small number of people in a significant way is as important)</i>	X	
Has there been or is there likely to be an impact on an individual or group with protected characteristics? <i>(Consider potential discrimination, harassment or victimisation of individuals with protected characteristics)</i>	X	
Have there been or likely to be any public concerns regarding the proposal? <i>(It is important that the Council is transparent and consultation is carried out with members of the public to help mitigate future challenge)</i>		X
Could the proposal affect how the Council's services, commissioning or procurement activities are organised, provided, located and by whom? <i>(If the answer is yes you may wish to seek advice from commissioning or procurement)</i>		X
Could the proposal affect the Council's workforce or employment practices? <i>(If the answer is yes you may wish to seek advice from your HR business partner)</i>		X
If you have answered no to all the questions above, please explain the reason		

If you have answered **no** to all the questions above please complete **sections 5 and 6**.

If you have answered **yes** to any of the above please complete **section 4**.

4. Considering the impact on equality and diversity

If you have not already done so, the impact on equality and diversity should be considered within your proposals before decisions are made.

Considering equality and diversity will help to eliminate unlawful discrimination, harassment and victimisation and take active steps to create a discrimination free society by meeting a group or individual's needs and encouraging participation.

Please provide specific details for all three areas below using the prompts for guidance and complete an Equality Analysis (Part B).

• **How have you considered equality and diversity?**

We will be looking for Rotherham Vol/Comm organisations to deliver activity in localities, with an emphasis on engaging with the hardest to reach groups and those furthest from the employment market. Would therefore expect for this to have a positive effect on equality and diversity.

• **Key findings**

The whole ethos of Multiply is to assist those who are struggling with poor numeracy skills, not just in securing employment, but also effecting other areas of their lives. Specific programme outcomes that the activity must deliver includes:

- Courses for parents wanting to increase their numeracy skills in order to help their children and help with their own progression.
- Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners – for example, those not in the labour market or other groups identified locally as in need.
- In-work numeracy through ESOL
- Courses aimed at people who can't apply for certain jobs because of lack of numeracy skills and/or to encourage people to upskill in numeracy order to access a certain job/career.

• **Actions**

Call for bids will focus heavily on the need for the activity to focus on those areas and communities that are most disengaged. Initial activity will be engagement and confidence building, with any move to formal learning and qualifications not expected until learners are ready and properly prepared

Date to scope and plan your Equality Analysis:	28 th February 2023
Date to complete your Equality Analysis:	31 st March 2023
Lead person for your Equality Analysis	Simeon Leach

(Include name and job title):	Economic Strategy Manager
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5. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening:

Name	Job title	Date
Simeon Leach	Economic Strategy and Partnerships Manager	13/04/23
Tim O'Connell	Head of RiDO	
Louise Robinson	Multiply Manager	

6. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given.

If this screening relates to a **Cabinet, key delegated officer decision, Council, other committee or a significant operational decision** a copy of the completed document should be attached as an appendix and published alongside the relevant report.

A copy of **all** screenings should also be sent to equality@rotherham.gov.uk For record keeping purposes it will be kept on file and also published on the Council's Equality and Diversity Internet page.

Date screening completed	13 th April 2023
Report title and date	Approval to accept and spend Rotherham's Multiply Grant for 2023/24 and 2024/25 19 th June 2023
If relates to a Cabinet, key delegated officer decision, Council, other committee or a significant operational decision – report date and date sent for publication	Cabinet report
Date screening sent to Performance, Intelligence and Improvement equality@rotherham.gov.uk	13 th April 2023

Appendix 1b

PART B – Equality Analysis Form

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality and diversity.

This form:

- Can be used to prompt discussions, ensure that due regard has been given and remove or minimise disadvantage for an individual or group with a protected characteristic
- Involves looking at what steps can be taken to advance and maximise equality as well as eliminate discrimination and negative consequences
- Should be completed before decisions are made, this will remove the need for remedial actions.

Note – An Initial Equality Screening Assessment (Part A) should be completed prior to this form.

When completing this form consider the Equality Act 2010 protected characteristics Age, Disability, Sex, Gender Reassignment, Race, Religion or Belief, Sexual Orientation, Civil Partnerships and Marriage, Pregnancy and Maternity and other socio-economic groups e.g. parents, single parents and guardians, carers, looked after children, unemployed and people on low incomes, ex-offenders, victims of domestic violence, homeless people etc. – see page 11 of Equality Screening and Analysis Guidance.

1. Title	
Equality Analysis title: Approval to accept and spend Rotherham's Multiply Grant for 2023/24 and 2024/25	
Date of Equality Analysis (EA): 13th April 2023	
Directorate: Regeneration and Environment	Service area: Planning Regeneration and Transport
Lead Manager: Simeon Leach	Contact number: 0794 990 1043
Is this a:	
<input type="checkbox"/> Strategy / Policy	<input type="checkbox"/> Service / Function <input checked="" type="checkbox"/> Other

If other, please specify; Seeking approval to accept a grant

2. Names of those involved in the Equality Analysis (Should include minimum of three people) - see page 7 of Equality Screening and Analysis Guidance

Name	Organisation	Role (eg service user, managers, service specialist)
Tim O'Connell	RiDO	Manager
Simeon Leach	RiDO	Economic Partnerships & Strategy Manager
Louise Robinson	RiDO	Multiply Manager

3. What is already known? - see page 10 of Equality Screening and Analysis Guidance

Aim/Scope (who the Policy/Service affects and intended outcomes if known)
This may include a group/s identified by a protected characteristic, others groups or stakeholder/s e.g. service users, employees, partners, members, suppliers etc.)

The Multiply grant is to fund numeracy support and training for Rotherham residents aged 19+, who don't currently have a Level 2 qualification. It is recognised that delivery needs to happen within local communities and that high levels of engagement and confidence building support will be required before a number of recipients are able to move into more formal training

The following key stakeholders, have been identified for the Multiply programme:

- Local residents
- Voluntary and Community sector organisations
- Businesses – focus on green, care and construction sectors
- RNN
- Other training providers
- RMBC Staff
- Elected Members

What equality information is available? (Include any engagement undertaken)

Contextual information from a range of sources, including the Council Plan consultation:

Population

- Rotherham has a population of 265,000 of which 2,662 are resident in the town centre (mid-2020 estimates taken from ONS)

- The population is ageing; Rotherham has 52,000 people aged 65 years or over or 19.7% of the population, above the national average of 18.4%. The population aged over 65 is projected to increase to over 21% by 2026, with the largest increase being in the number of people aged over 75.
- Rotherham's BAME population is very concentrated in the inner areas of the town whilst the outer areas were 96% White British in 2011. 42% of BAME residents live in areas that are amongst the 10% most deprived in the country and for some groups the figure is higher. This compares with the Borough average of 19.5%.
- The age and gender profile of the town centre population is set out below

Age range	Male	Female	TOTAL
0-15	248	221	469
16-29	380	303	683
30-44	464	280	744
45-64	364	159	523
65+	124	119	243
All Ages	1,580	1,082	2,662

Health and Wellbeing

- Rotherham had 56,588 people with a limiting long-term health problem or disability in 2011, with 11.3% saying this limits their activity a lot, compared with the average of 8.3% nationally.
- In the Council Plan consultation, in response to the question on what would have the biggest positive impact on wellbeing and quality of life, men (30%) and those without a disability (27%) were more likely to state environmental improvements (23% overall), while more women and those with a disability stated 'More things to do in the community' (16% women, 22% with disability, 13% overall).

Economy

- Rotherham has a polarised geography of deprivation and affluence with the most deprived communities concentrated in the central area whilst the most affluent areas are to the south, although the overall pattern is complex.
- In the consultation for the Council Plan, 45% of respondents stated there were not enough job opportunities in their area, as opposed to 19% who stated there were enough. Those with no disabilities were more likely to state there were enough job opportunities in their area (21%) than those with disabilities (15%), with female respondents more likely to be unsure about the opportunities (37%), than men (32%).

Are there any gaps in the information that you are aware of?

The Council has information on the levels of qualifications that Rotherham residents have, but this isn't broken down to more detailed demographics.

The Council is working with colleagues at SYMCA to see if there is any more information that we can access with regard to employment and skills and the wider economic agenda.

What monitoring arrangements have you made to monitor the impact of the policy or service on communities/groups according to their protected characteristics?	
The Council will be asking for information (suitably anonymised) on all residents assisted by the project, including their protected characteristics. This will be used to help better target the support funded by Multiply in future years	
Engagement undertaken with customers. (date and group(s) consulted and key findings)	Meeting was held with relevant delivery organisations for the Year 1 activity – 3 rd January 2023. Further meetings will be held for this tranche of funding The E&S Board of the RTP have been kept informed of Multiply and its progress – last meeting was 11 th January 2023
Engagement undertaken with staff (date and group(s) consulted and key findings)	Regular meetings are held with teams from across the Council on the employment and skills agenda, including colleagues from Adults, CYPS and Partnerships services

4. The Analysis - of the actual or likely effect of the Policy or Service (Identify by protected characteristics)

How does the Policy/Service meet the needs of different communities and groups? (Protected characteristics of Age, Disability, Sex, Gender Reassignment, Race, Religion or Belief, Sexual Orientation, Civil Partnerships and Marriage, Pregnancy and Maternity) - see glossary on page 14 of the Equality Screening and Analysis Guidance)

In developing and progressing Rotherham's Multiply programme consideration has been given to the needs of a broad range of groups of people including those with protected characteristics who could benefit from improving their numeracy skills, for securing and progressing in employment, but also their day to day lives.

Does your Policy/Service present any problems or barriers to communities or Groups?

No

Does the Service/Policy provide any positive impact/s including improvements or remove barriers?

Delivery of the Multiply programme will provide an inclusive, safe and welcoming environment for all learners, with no pressure for them to move to formal learning until they are ready

What affect will the Policy/Service have on community relations? (may also need to consider activity which may be perceived as benefiting one group at the expense of another)

The project is expected to be neutral in terms of community relations.

Please list any **actions and targets** that need to be taken as a consequence of this assessment on the action plan below and ensure that they are added into your service plan for monitoring purposes – see page 12 of the Equality Screening and Analysis Guidance.

5. Summary of findings and Equality Analysis Action Plan

If the analysis is done at the right time, i.e. early before decisions are made, changes should be built in before the policy or change is signed off. This will remove the need for remedial actions. Where this is achieved, the only action required will be to monitor the impact of the policy/service/change on communities or groups according to their protected characteristic - See page 11 of the Equality Screening and Analysis guidance

Title of analysis: Approval to accept and spend Rotherham’s Multiply Grant for 2023/24 and 2024/25
Directorate and service area: R&E
Lead Manager: Simeon Leach
Summary of findings:
Multiply will focus on those with poor numeracy skills and as such often being further from the employment market. It engages with these people, help build their confidence and hopefully eventually become involved in more formal learning

Action/Target	State Protected Characteristics as listed below	Target date (MM/YY)
Further consultation with protected characteristic groups	All	Ongoing
Use the findings from the initial Year 1 Multiply activity to focus the funding in Years 2 and 3 on those groups most in need and who will benefit most from this support	All	06/23

***A = Age, D= Disability, S = Sex, GR Gender Reassignment, RE= Race/ Ethnicity, RoB= Religion or Belief, SO= Sexual Orientation, PM= Pregnancy/Maternity, CPM = Civil Partnership or Marriage. C= Carers, O= other groups**

6. Governance, ownership and approval

Please state those that have approved the Equality Analysis. Approval should be obtained by the Director and approval sought from DLT and the relevant Cabinet Member.

Name	Job title	Date
Simon Moss	Assistant Director Planning Regeneration and Transport	

7. Publishing

The Equality Analysis will act as evidence that due regard to equality and diversity has been given.

If this Equality Analysis relates to a **Cabinet, key delegated officer decision, Council, other committee or a significant operational decision** a copy of the completed document should be attached as an appendix and published alongside the relevant report.

A copy should also be sent to equality@rotherham.gov.uk For record keeping purposes it will be kept on file and also published on the Council's Equality and Diversity Internet page.

Date Equality Analysis completed	13/04/23
Report title and date	Approval to accept and spend Rotherham's Multiply Grant for 2023/24 and 2024/25
Date report sent for publication	
Date Equality Analysis sent to Performance, Intelligence and Improvement equality@rotherham.gov.uk	13/04/23

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Appendix 2

Will the decision/proposal impact...	Impact	If an impact or potential impacts are identified			
		Describe impacts or potential impacts on emissions from the Council and its contractors.	Describe impact or potential impacts on emissions across Rotherham as a whole.	Describe any measures to mitigate emission impacts	Outline any monitoring of emission impacts that will be carried out
Emissions from non-domestic buildings?	No Impact				
Emissions from transport?	No Impact				
Emissions from waste, or the quantity of waste itself?	No Impact				
Emissions from housing and domestic buildings?	No Impact				
Emissions from construction and/or development?	No Impact				

Carbon capture (e.g. through trees)?	No Impact				
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Identify any emission impacts associated with this decision that have not been covered by the above fields:

This report seeks approval to accept and spend Rotherham’s Multiply Grant for 2023/24 and 2024/25

As Multiply is a numeracy programme for residents without Level 2 qualifications, then there will be no impact on emissions from this work.

Please provide a summary of all impacts and mitigation/monitoring measures:

There are no impacts on emissions from this report and the awarding of grants to the local Vol/Comm organisations

Supporting information:	
Completed by: (Name, title, and service area/directorate).	Simeon Leach, Economic Strategy and Partnerships Manager, RiDO, Regeneration & Environment
Please outline any research, data, or information used to complete this [form].	None
If quantities of emissions are relevant to and have been used in this form please identify which conversion factors have been used to quantify impacts.	N/A
Tracking [to be completed by Policy Support / Climate Champions]	

**FORWARD PLAN OF KEY DECISIONS
1 June 2023 – 31 August 2023**

This is formal notice under the Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012 of Key Decisions due to be taken by the Authority and of those parts of the Cabinet meeting identified in this Forward Plan will be held in private because the agenda and reports for the meeting will contain confidential or exempt information as defined in the Local Government Act 1972.

Contact Information:-

Democratic Services
Riverside House
Main Street
Rotherham
S60 1AE

Email: governance@rotherham.gov.uk
Tel: 01709 822477

What is the Forward Plan?

The Forward Plan contains all the key decisions the Council expects to take over the next three months. It will be refreshed monthly and will give at least 28 days' notice of any Key Decisions and, if applicable, the Cabinet's intention to discuss an item in private. This gives you the opportunity to submit relevant documents to the decision maker concerning any individual Key Decisions and draws to your attention any relevant constitution process.

What is a Key Decision?

A Key Decision is one which is likely to:-

- relate to the capital or revenue budget framework that is reserved to the Council, or
- result in income, expenditure or savings of £400,000 or greater, or
- have a significant effect on two or more wards

A Key Decision can be made by the Cabinet. The Forward Plan also includes some matters which are not Key Decisions under the heading "Decisions which are not Key Decisions".

What does the Forward Plan tell me?

The plan gives information about:

- what key decisions are to be made in the next three months.
- the matter in respect of which the decision is to be made.
- who will make the key decisions.
- when those key decisions are likely to be made.
- what documents will be considered.
- who you can contact for further information.

Who takes Key Decisions?

Under the Authority's Constitution, Key Decisions are taken by the Cabinet. Key Decisions are taken at public meetings of the Cabinet. The Cabinet meets once a month on a Monday at 10.00am at Rotherham Town Hall. Meeting dates for 2022/23 are:

19 June 2023	18 September 2023	20 November 2023	22 January 2024	18 March 2024
10 July 2023	16 October 2023	18 December 2023	12 February 2024	15 April 2024

Further information and Representations about items proposed to be heard in Private

Names of contact officers are included in the Plan.

If you wish to make representations that a decision which is proposed to be heard in private should instead be dealt with in public, you should contact Democratic Services by no later than five clear working days before the meeting. At the end of this document are extracts from the Local Government Act 1972 setting out the descriptions of information which may be classed as "exempt", and the definition of confidential information.

The members of the Cabinet and their areas of responsibility are: -

Councillor Chris Read	Leader of the Council
Councillor Sarah Allen	Deputy Leader and Cabinet Member for Neighbourhood Working
Councillor Saghir Alam	Cabinet Member for Corporate Services, Community Safety and Finance
Councillor Dominic Beck	Cabinet Member for Transport and Environment
Councillor Amy Brookes	Cabinet Member for Housing
Councillor Victoria Cusworth	Cabinet Member for Children and Young People
Councillor Denise Lelliott	Cabinet Member for Jobs and Local Economy
Councillor David Roche	Cabinet Member for Adult Social Care and Health
Councillor David Sheppard	Cabinet Member for Social Inclusion

Decision title	Date added to the Forward Plan	What is the decision?	Cabinet Portfolio	Who will be consulted	Documents to be considered	Wards affected	Is the decision to be made in private	Directorate and contact for further information
KEY DECISIONS TO BE TAKEN ON 19 JUNE								
CHILDREN AND YOUNG PEOPLE'S SERVICES								
SEN Resource Bases	April 2023	To approve the development of the proposed SEN resource bases.	Cabinet Member for Children and Young People	Relevant Members, Officers and Stakeholders.	Report and appendices.	All Wards	Open	Nicola Curley nicola.curley@rotherham.gov.uk
Schools Accessibility Strategy	April 2023	To approve the implementation of the Schools Accessibility Strategy and proposed use of the Accessibility Fund.	Cabinet Member for Children and Young People	Relevant Members, Officers and Stakeholders.	Report and appendices.	All Wards	Open	Nicola Curley nicola.curley@rotherham.gov.uk
FINANCE AND CUSTOMER SERVICES								
Finance Update	March 2023	To note the anticipated outturn position 2022/23 prior to the more detailed outturn report being presented to Cabinet in July.	Cabinet Member for Corporate Services, Community Safety and Finance	Relevant Members, Officers and Stakeholders.	Report and Appendices	All Wards	Open	Judith Badger Tel: 01709 822046 judith.badger@rotherham.gov.uk
REGENERATION AND ENVIRONMENT								
Electric Vehicle Charging Project - Drummond Street Car Park	March 2023	<ol style="list-style-type: none"> Approves the £1.29m funding into the Capital Programme for the delivery of the Electric Vehicle Charging Project at Drummond Street Car Park, subject to planning approval. Approves the procurement of a concession contract to design, install and operate the Electric Vehicle Charging systems. 	Cabinet Member for Jobs and the Local Economy	Relevant Members, Officers and Stakeholders.	Report and appendices	Rotherham East	Open	Paul Woodcock Tel: 01709 822971 paul.woodcock@rotherham.gov.uk

Decision title	Date added to the Forward Plan	What is the decision?	Cabinet Portfolio	Who will be consulted	Documents to be considered	Wards affected	Is the decision to be made in private	Directorate and contact for further information
Hackney Carriage and Private Hire Licensing Policy	March 2023	To approve for consultation a revised draft Hackney Carriage and Private Hire Licensing Policy.	Cabinet Member for Jobs and the Local Economy	Relevant Members, Officers and Stakeholders	Report and appendices	All Wards	Open	Paul Woodcock Tel: 01709 822971 paul.woodcock@rotherham.gov.uk
3-7 Corporation Street Compulsory Purchase Order Update	June 2023	To note the progress made, next steps, and anticipated timescale for the Compulsory Purchase Order for 3-7 Corporation Street.	Cabinet Member for Jobs and the Local Economy	Relevant Members, Officers and Stakeholders	Report and appendices	Boston Castle	Part exempt	Paul Woodcock Tel: 01709 822971 paul.woodcock@rotherham.gov.uk
Multiply Programme	March 2023	To approve the acceptance of the Multiply grant from SYMCA for 2023/24 and 2024/25	Cabinet Member for Jobs and the Local Economy	Relevant Members, officers and stakeholders	Report and appendices	All Wards	Open	Paul Woodcock Tel: 01709 822971 paul.woodcock@rotherham.gov.uk

NON-KEY DECISIONS TO BE TAKEN ON 19 JUNE 2023

ASSISTANT CHIEF EXECUTIVE

Appointments to Outside Bodies	April 2023	To approve the Council's appointments for the municipal year 2023-24.	Leader of the Council	Relevant Members, Officers and Stakeholders.	Report and appendices.	All Wards	Open	Jo Brown Tel: 01709 255269 jo.brown@rotherham.gov.uk
Scrutiny Review Recommendations - Access to Primary Care	February 2023	To receive the report and consider the recommendations.	Cabinet Member for Adult Social Care and Health	Relevant Members, Officers and Stakeholders.	Report and appendices	All Wards	Open	Jo Brown Tel: 01709 255269 jo.brown@rotherham.gov.uk
Scrutiny Review Recommendations - Modern Slavery	February 2023	To receive the report and consider the recommendations.	Cabinet Member for Corporate Services, Community Safety and Finance	Relevant Members, Officers and Stakeholders.	Report and appendices	All Wards	Open	Jo Brown Tel: 01709 255269 jo.brown@rotherham.gov.uk

KEY DECISIONS TO BE TAKEN ON 10 JULY

ADULT CARE, HOUSING AND PUBLIC HEALTH

District Heating Charges 2023-2024	April 2023	To recommend to Council the amendments to the District Heating charges for 2023-2024 and delegate authority for any subsequent changes to pricing.	Cabinet Member for Housing	Relevant Members, Officers and Stakeholders.	Report and Appendices	All Wards	Open	Ian Spicer Tel: 01709 255992 ian.spicer@rotherham.gov.uk
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Decision title	Date added to the Forward Plan	What is the decision?	Cabinet Portfolio	Who will be consulted	Documents to be considered	Wards affected	Is the decision to be made in private	Directorate and contact for further information
Housing Development Programme Report 2023-24	April 2023	To approve the continuation of the Housing Delivery Programme.	Cabinet Member for Housing	Relevant Members, Officers and Stakeholders.	Report and appendices.	All Wards	Part exempt Information relating to the financial or business affairs of any particular person (including the authority holding that information)	Ian Spicer Tel: 01709 255992 ian.spicer@rotherham.gov.uk
Aids and Adaptations Policy	June 2023	To approve the proposed Aids and Adaptations Policy.	Cabinet Member for Housing	Relevant Members, Officers and Stakeholders.	Report and appendices	All Wards	Open	Ian Spicer Tel: 01709 255992 ian.spicer@rotherham.gov.uk
FINANCE AND CUSTOMER SERVICES								
Financial Outturn 2022-23	April 2023	To approve the unaudited revenue and capital outturn for 2022/23 and note the impact on reserves.	Cabinet Member for Corporate Services, Community Safety and Finance	Relevant Members, Officers and Stakeholders.	Report and appendices.	All Wards	Open	Judith Badger Tel: 01709 822046 judith.badger@rotherham.gov.uk
Covid Recovery Fund	March 2023	To note the use of the Covid Recovery Fund during 2022/23. To approve the proposed use of the remaining Covid Recovery Fund.	Cabinet Member for Corporate Services, Community Safety and Finance	Relevant Members, Officers and Stakeholders.	Report and Appendices	All Wards	Open	Judith Badger Tel: 01709 822046 judith.badger@rotherham.gov.uk
Treasury Management Outturn 2022-23	April 2023	To note treasury management activity during 2022/23 reviewed against the approved strategy, including the outturn position for the prudential indicators.	Cabinet Member for Corporate Services, Community Safety and Finance	Relevant Members, Officers and Stakeholders.	Report and appendices.	All Wards	Open	Judith Badger Tel: 01709 822046 judith.badger@rotherham.gov.uk
May 2023-24 Financial Monitoring Report	April 2023	To note the current revenue and capital monitoring position and agree any required actions.	Cabinet Member for Corporate Services, Community Safety and Finance	Relevant Members, Officers and Stakeholders.	Report and appendices	All Wards	Open	Judith Badger Tel: 01709 822046 judith.badger@rotherham.gov.uk

Decision title	Date added to the Forward Plan	What is the decision?	Cabinet Portfolio	Who will be consulted	Documents to be considered	Wards affected	Is the decision to be made in private	Directorate and contact for further information
Polling Districts and Polling Places Review 2023- Approval for consultation commencement	June 2023	To approve the commencement of a statutory review of Polling Places and Polling District Consultation paper	Cabinet Member for Corporate Services, Community Safety and Finance	Relevant Members, Officers and Stakeholders.	Report and appendices	All Wards	Open	Judith Badger Tel: 01709 822046 judith.badger@rotherham.gov.uk
REGENERATION AND ENVIRONMENT								
Rotherham Markets & Central Library	March 2023	To approve the implementation of the markets & Central Library development and contract award.	Cabinet Member for Jobs and the Local Economy	Relevant Members, Officers and Stakeholders.	Report and appendices	Boston Castle	Part exempt Information relating to the financial or business affairs of any particular person (including the authority holding that information)	Paul Woodcock Tel: 01709 822971 paul.woodcock@rotherham.gov.uk
Local Plan: Adoption of Supplementary Planning Documents	March 2023	To approve the adoption of the following Supplementary Planning Documents: • Developer Contributions SPD • Biodiversity Net Gain SPD • Trees SPD • Soils SPD • Development in the Green Belt SPD (minor amendment to existing SPD)	Cabinet Member for Jobs and the Local Economy	Relevant Members, officers and stakeholders.	Report and appendices	All Wards	Open	Paul Woodcock Tel: 01709 822971 paul.woodcock@rotherham.gov.uk
Maltby Project (Towns & Villages Fund)	April 2023	To approve the use of the Towns & Villages Funds to implement a project at Maltby.	Deputy Leader and Cabinet Member for Neighbourhood Working,	Relevant Members, Officers and Stakeholders.	Report and appendices.	Hellaby & Maltby West; Maltby East	Open	Paul Woodcock Tel: 01709 822971 paul.woodcock@rotherham.gov.uk
Wath Projects (Levelling Up Fund)	April 2023	To accept and approve the use of the Levelling Up Funds (LUF) to implement projects at Wath.	Cabinet Member for Jobs and the Local Economy	Relevant Members, Officers, and Stakeholders.	Report and appendices	Wath	Open	Paul Woodcock Tel: 01709 822971 paul.woodcock@rotherham.gov.uk
Rother Valley Country Park and Thrybergh Country Park Levelling Up Fund and implementation	April 2023	To approve the implementation of the Levelling Up projects at Rother Valley Country Park and Thrybergh Country Park	Cabinet Member for Jobs and the Local Economy	Relevant Members, Officers and Stakeholders.	Report and Appendices	Dalton & Thrybergh; Wales	Open	Paul Woodcock Tel: 01709 822971 paul.woodcock@rotherham.gov.uk
Building De-carbonisation Programme	March 2023	To approve the implementation of a Council Building De-carbonisation Programme.	Cabinet Member for Jobs and the Local Economy	Relevant Members, Officers and Stakeholders	Report and appendices	All Wards	Open	Paul Woodcock Tel: 01709 822971 paul.woodcock@rotherham.gov.uk

Decision title	Date added to the Forward Plan	What is the decision?	Cabinet Portfolio	Who will be consulted	Documents to be considered	Wards affected	Is the decision to be made in private	Directorate and contact for further information
NON-KEY DECISIONS TO BE TAKEN ON 10 JULY								
ASSISTANT CHIEF EXECUTIVE								
Equalities Annual Report	March 2023	To report on progress in delivering the Council's Equalities Strategy over the last 12 months and note the actions for the coming year.	Cabinet Member for Corporate Services, Community Safety and Finance	Relevant Members, Officers and Stakeholders.	Report and appendices	All Wards	Open	Jo Brown Tel: 01709 255269 jo.brown@rotherham.gov.uk
Annual Report on Council Plan and Year Ahead Delivery Plan Progress for 2022-2023.	March 2023	To receive the Annual Report on Council Plan and Year Ahead Delivery Plan Progress for 2022-2023.	Leader of the Council	Relevant Members, Officers and Stakeholders.	Report and appendices	All Wards	Open	Jo Brown Tel: 01709 255269 jo.brown@rotherham.gov.uk
FINANCE AND CUSTOMER SERVICES								
New Applications for Business Rates Relief	July 2022	To consider the recommendation for a new application for Business Rates discretionary relief.	Cabinet Member for Corporate Services, Community Safety and Finance	Relevant Members, Officers and Stakeholders.	Report and appendices	All Wards	Open	Judith Badger Tel: 01709 822046 judith.badger@rotherham.gov.uk
KEY DECISIONS TO BE TAKEN ON 7 AUGUST OR LATER								
REGENERATION AND ENVIRONMENT								
Dinnington Projects (Levelling Up Fund)	April 2023	To accept and approve the use of the Levelling Up Funds (LUF) to implement projects at Dinnington.	Cabinet Member for Jobs and the Local Economy	Relevant Members, Officers, and Stakeholders.	Report and appendices.	Dinnington	Part exempt	Paul Woodcock Tel: 01709 822971 paul.woodcock@rotherham.gov.uk

**LOCAL GOVERNMENT ACT 1972 SCHEDULE 12A
ACCESS TO INFORMATION: EXEMPT INFORMATION
PART 1
DESCRIPTIONS OF EXEMPT INFORMATION: ENGLAND**

1. Information relating to any individual.
2. Information which is likely to reveal the identity of an individual.
3. Information relating to the financial or business affairs of any particular person (including the authority holding that information).
4. Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or office holders under, the authority.
5. Information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.
6. Information which reveals that the authority proposes –
 - a. to give under any enactment a notice under or by virtue of which requirements are imposed on a person; or
 - b. to make an order or direction under any enactment.
7. Information relating to any action taken or to be taken in connection with the prevention, investigation or prosecution of crime.

**PART 2
QUALIFICATIONS: ENGLAND**

Paragraphs 1-8 repealed.

- 9 Information is not exempt information if it relates to proposed development for which the local planning authority may grant itself planning permission pursuant to regulation 3 of the Town and Country Planning General Regulations 1992.
- 10 Information which –
 - a. falls within any of paragraphs 1 to 7 above; and
 - b. is not prevented from being exempt by virtue of paragraph 8 or 9 above, is exempt information if and so long, as in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information

**LOCAL GOVERNMENT ACT 1972
SECTION 100A(3) – DEFINITION OF CONFIDENTIAL INFORMATION**

- Confidential information means –
- a. information furnished to the council by a Government department upon terms (however expressed) which forbid the disclosure of the information to the public; and
 - b. information the disclosure of which to the public is prohibited by or under any enactment or by the order of a court;
- and, in either case, the reference to the obligation of confidence is to be construed accordingly.