

## 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	
<b>Title: SEND Sufficiency Development Phase 3</b>	
<b>Directorate: Children and Young People's Services</b>	<b>Service area: Special Education Needs and Disability (SEND)</b>
<b>Lead person: William Shaw</b>	<b>Contact number: 07585 795 977</b>
Is this a:	
<input type="checkbox"/> <b>Strategy / Policy</b>	<input checked="" type="checkbox"/> <b>Service / Function</b>
<input type="checkbox"/> <b>Other</b>	
<b>If other, please specify</b>	

2. Please provide a brief description of what you are screening
A proposal to address current and future Special Education Needs and Disability (SEND) sufficiency issues that have been highlighted by SEND data and identified in the Rotherham SEND Sufficiency and Social Emotional Mental Health Strategies.
Rotherham currently has two key issues in relation to sufficiency of education for

children with special education needs and disabilities that need to be addressed.

1. There is a lack of designated social, emotional and mental health (SEMH) educational provision
2. Newman Special School building needs extensive work in order to bring it to the required standard to effectively deliver education for children and young people with disabilities

A strategic options appraisal outlines four different approaches to responded to the issues identified and deliver the required outcomes for Rotherham children and young people. The four approaches are new build, re purpose of existing educational buildings, purchase new buildings or do nothing

The recommended option incorporates the purchase of Dinnington college, specifically the red line site identified in appendix B which incorporates Block A, C, B and D at Dinnington college.

Block A would be adapted to provide a primary and secondary designated SEMH educational provision for up to 125 children and young people, under the DfE Academy / Free school presumption process.

Block C and D adapted to provide Upper school provision for c40 young people from Newman School.

Block B to be demolished and adapted to provide (along with other outdoor space) the required soft and hard play area for the 2 educational provisions above.

A managed transfer of children and young people with SEMH needs from PRUs into the new SEMH provision. This transition will enable the rationalisation (and the associated cost saving) of the PRU provision from 6 buildings to 1.

Transfer of the upper school provision from Newman site to Dinnington College. This will enable the works to be completed at Newman school whilst remaining operational for the remaining children and young people. Proposals to consult under the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013, would be required to make the Dinnington site a permanent annex of Newman School.

Planned works to Newman school include the demolition of the upper school block 947m<sup>2</sup> and rebuild to the same specification and GIFA.

The proposed option will enable

- Children and young people with SEMH needs to be placed in a designated provision, in line with their Education, Health and Care plan.
- Reduce the operational and inspection risk of having children place in appropriate educational provision.
- RMBC to develop the new SEMH relatively quickly with minimal adaptation costs
- The cost avoidance of not building a new SEMH school.

- A partial re-build of Newman School enables an incremental re development of the buildings. This avoids critical maintenance works being completed on poor standard buildings that deliver no long-term solution.
- The cost avoidance of a complete rebuild of Newman school.
- Options can be presented on the redevelopment of Newman lower School. However, this building capacity may not be needed if Newman upper school stay at Dinnington long term.
- Increase of SEN sufficiency around SEMH in line the projected sufficiency data.
- Combining the SEMH provision currently operating separately at Rowan and Aspire will create efficiencies in terms of stream-lining leadership and site costs.

### 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?**

Rotherham Council is ambitious and wants to achieve good outcomes for children and young people particularly those with special education needs and disabilities. The newly published Special Education Needs and Disability (SEND) Strategy details Rotherham's four over-arching strategic outcomes for children and young people with SEND which are:

**Wellbeing:** All children and young people in Rotherham with SEND to enjoy good physical and mental health.

**Preparation for adulthood:** All young people in Rotherham with SEND are well prepared and supported to exercise choice and control that enable them to enjoy fulfilling lives.

**CYP and parents voice:** All Children and Young People in Rotherham with SEND and their families have their voices heard and this makes a difference to their experiences and outcomes.

**Whole child progress:** All children and young people in Rotherham with SEND have positive opportunities to make progress in a person-centred way.

Rotherham's SEND strategy was produced in partnership with parent, carers and Children with SEND at a co-produced Voices Day held in November 2019. The strategy includes a focus on the concerns of families and children to ensure that to meet the needs of children and young people with social, emotional and mental health issues are

met.

Social, emotional and mental health (SEMH) issues can include a diagnosis of ADHD, attachment issues, a diagnosed mental illness such as depression or anxiety and sometimes includes mental health issues experienced by young people with autism spectrum conditions.

Accordingly, there is a Rotherham SEMH strategy in place to address these needs and one of the strategic actions within the SEMH Strategy is to address education sufficiency needs for children with SEMH as at present Rotherham has no designated provision to meet the needs of children who need to attend a specialist SEMH School.

Currently requests for Education, Health and Care plans (EHCP) for children with SEMH needs comprises 47% of all current requests for assessment. In numbers this equates to 290 children being assessed for this education need within the last 18 months. (January 2019-June 2020). It is evident that this is an increased and ongoing demand for specialist SEMH education provision.

See SEND Sufficiency Strategy and data for further demographic detail and information.

Issues around race, disability, maternity, belief, gender and sexual orientation will be carefully considered in the decision making process for educational provision for individual children and young people as part of the new provision.

Children and young people with the protected characteristics above will be involved with the development of the new education provision and associated educational spaces.

- **Key findings**

SEND children are some of Rotherham's most vulnerable children. This proposal will seek to improve the health, social care and education outcomes and address inequalities for these children.

The proposal will ensure more of Rotherham children how education provided in designated provision linked to the needs identified in their Education, Health and Care plan.

It will ensure children with disabilities are provided with education in buildings and educational spaces that meet their needs.

It will also ensure more Rotherham children have their specific educational needs met in Rotherham, close to families and local communities.

Children being educated in Rotherham will enable them to access local services, help and support more easily.

The SEND Sufficiency Strategy provides detailed information on the profile of SEND children in Rotherham. This information will inform the development and implementation of the proposal.

- **Actions**

A range of approaches will be used to ensure that SEND children and parent / carers play a key part in design, delivery and implementation of the proposal.

The parent care forum will be a significant stakeholder in the planning of effective consultation and also ensuring the views of parent / carers is heard and acted upon.

Frontline staff, partner agencies, foster carers and parents / carers will also be consulted and be able inform the developments and implementation.

The development of designated SEMH educational provision will ensure that Rotherham SEND children are educated for in a range of settings by consistent, trained and well supported staff.

Date to scope and plan your Equality Analysis:	29/09/20
Date to complete your Equality Analysis:	11/12/20
Lead person for your Equality Analysis (Include name and job title):	William Shaw CYPS Head of Development Programmes

## 5. Governance, ownership and approval

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

Name	Job title	Date
Jenny Lingrell	Assistant Director Commissioning, Performance & Inclusion	29/09/20
Steve Eling	Policy and Equalities Manager	29/09/20

## 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](mailto: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.

<b>Date screening completed</b>	
<b>Report title and date</b>	
<b>If relates to a Cabinet, key delegated officer decision, Council, other committee or a significant operational decision – report date and date sent for publication</b>	
<b>Date screening sent to Performance, Intelligence and Improvement</b> <a href="mailto:equality@rotherham.gov.uk">equality@rotherham.gov.uk</a>	