

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: Prescribed Alteration to the Willows Special School	
Directorate: CYPS	Service area: Education
Lead person: Dean Fenton / Jackie Ross	Contact number: 01709 254821
Is this a:	
<input type="checkbox"/> Strategy / Policy	<input type="checkbox"/> Service / Function
	<input checked="" type="checkbox"/> Other
If other, please specify: Change to official number of registered places at the school	

2. Please provide a brief description of what you are screening
As the number of pupils at the school currently exceeds the registered number of places by above 10% and this is likely to be the case for more than 2 years (already been so for 1 year), then it is necessary to complete a prescribed alteration under the DfE Prescribed alterations to maintained schools (England) regulations.

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?**

(think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

The proposal is seeking to commence a period of pre statutory consultation on proposals to increase the registered number of places at the Willows Special School from 120 to 150 registered places.

As the school is a school for children with an Education, Health and Care Plan (EHCP), once a period of pre statutory consultation is approved, the outcome of the consultation will inform recommendations to Cabinet when seeking approval to move to the next stage of statutory consultation on proposals. The consultation will also inform a full equalities impact assessment.

- **Key findings**

(think about any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

The school is an inclusive school that accommodates pupils who have an Education, Health and Care Plan (EHCP) naming the school.

The prescribed alterations to maintained schools (England) regulations require that as the schools registered number of places (120) has been exceeded by 10% or 20 pupils – which ever is least, and the excess will remain for over 2 years (already been exceeded for 1 year), then prescribed alterations should be made to amend the registered number of places.

- **Actions**

(think about how you will promote positive impact and remove/reduce negative impact)

The first part of the prescribed alterations process after approval is to consult all stakeholders on the proposals and report back to decision makers on the outcome and seek approval to commence a period of statutory consultation whilst submitting proposals being consulted on to DfE.

Date to scope and plan your Equality Analysis:	June 2021
Date to complete your Equality Analysis:	August 2021
Lead person for your Equality Analysis (Include name and job title):	Dean Fenton

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 of Education and Inclusion	13.4.2021 23.8.2021 (reviewed)

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	9.4.2021 23.8.2021 (reviewed)
Report title and date	Prescribed alterations to the Willows school
If relates to a Cabinet, key delegated officer decision, Council, other committee or a significant operational decision – report date and date sent for publication	Scheduled for Cabinet for June 2021 (1 st report) seeking approval to commence a period of pre statutory consultation.
Date screening sent to Performance, Intelligence and Improvement equality@rotherham.gov.uk	13.4.2021 24.8.2021