

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: <i>Prescribed Alteration to the Willows Special School</i>	
Date of Equality Analysis (EA): <i>23.7.21 to 16.8.2021</i>	
Directorate: <i>CYPS</i>	Service area: <i>Education</i>
Lead Manager: <i>Dean Fenton</i>	Contact number: <i>01709 254821</i>
Is this a:	
<input type="checkbox"/> Strategy / Policy	<input type="checkbox"/> Service / Function
	<input checked="" type="checkbox"/> Other
If other, please specify	
Prescribed alteration to the Willows school to increase number of planned places to align to capacity assessment.	

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)
<i>Dean Fenton</i>	<i>RMBC CYPS</i>	<i>Head of Access to Education</i>
<i>Jackie Ross</i>	<i>RMBC CYPS</i>	<i>Interim Head of SEND/Inclusion</i>
<i>Chris Stones</i>	<i>RMBC CYPS</i>	<i>Principal Officer – School Organisation</i>

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.)

Proposal to make prescribed alterations to the Willows Special School by increasing the number of planned places at the school from 120 to 150 to align to the capacity of the school and pupils attending.

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

Pre statutory consultation was undertaken with parents of pupils at the school, staff, governors, all Rotherham schools, Elected members, MPs and parish councils and via Neighbourhoods teams and corporate communications.

Consultation allowed an opportunity to comment on proposals as reported to Cabinet on 14th June 2021.

The school is a special designation school for children with moderate learning difficulties who have an Education, Health and care plan (EHCP) naming the school.

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

None

What monitoring arrangements have you made to monitor the impact of the policy or service on communities/groups according to their protected characteristics?

Yes, access to the school is via statutory EHCP process.

Engagement undertaken with customers. (date and group(s) consulted and key findings)

Stakeholder consultation took place between 29.6.21 and 9.8.21 as part of the pre statutory consultation process aligned to DfE regulations for prescribed alterations. No objections / concerns were raised.

Engagement undertaken with staff (date and group(s) consulted and key findings)	<i>Stakeholder consultation took place between 29.6.21 and 9.8.21 as part of the pre statutory consultation process aligned to DfE regulations for prescribed alterations. No objections / concerns were raised.</i>
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4. The Analysis - of the actual or likely effect of the Policy or Service (Identify by protected characteristics)
<p>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)</p> <p><i>Places at the school are allocated via EHCP statutory process which includes consultation with all parties with ultimate access to tribunal. Special schools are designated to meet specific needs of children hence place allocation via statutory EHCP process.</i></p>
<p>Does your Policy/Service present any problems or barriers to communities or Groups?</p> <p><i>No – the prescribed alteration seeks to establish additional permanent places at the school aligning the number of places to the capacity assessment following DfE statutory process.</i></p>
<p>Does the Service/Policy provide any positive impact/s including improvements or remove barriers?</p> <p><i>Yes – the prescribed alteration would establish 30 places at the willows school on a permanent basis to ensure children with moderate learning disabilities are able to continue to access specialist provision in borough.</i></p>
<p>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)</p> <p><i>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 the create resources for children with specific needs.</i></p>

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: <i>Prescribed Alteration to the Willows Special School</i>
Directorate and service area: <i>Children and Young People’s Services – Education and Inclusion</i>
Lead Manager: <i>Dean Fenton</i>
Summary of findings:
<i>The prescribed alteration seeks to provide 30 permanent places to a special school aligning available places to capacity available. Places allocated at the school are via statutory EHCP process. Wide reaching consultation has not raised any issues or concerns.</i>

Action/Target	State Protected Characteristics as listed below	Target date (MM/YY)
<i>Complete prescribed alteration process in line with DfE guidance</i>	<i>A D S GR RE RoB SO</i>	<i>January 2022</i>

***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 of Education and Inclusion	2.9.21

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	16.8.21
Report title and date	<i>Prescribed alteration to the Willows School</i>
Date report sent for publication	3.9.21
Date Equality Analysis sent to Performance, Intelligence and Improvement equality@rotherham.gov.uk	24.8.2021