

## 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 phase 4</b>	
<b>Directorate:</b> CYPS	<b>Service area:</b> Education and Inclusion
<b>Lead person:</b> Nathan Heath	<b>Contact number:</b> 01709 254821
Is this a:	
<input checked="" type="checkbox"/> <b>Strategy / Policy</b>	<input 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
To seek Cabinet approval to move forward with Phase 4 of the Rotherham Special Education Needs and Disability (SEND) programme of activity.
Proposals are to:
Create 10 additional SEND resource bases in mainstream education and providing a minimum of 100 additional SEND places across this phase of SEND sufficiency and enhance both mainstream and specialist SEND accessibility, through targeted investment in schools to enhance their ability to meet a wider level of SEND needs within their individual education settings.
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investment in schools to enhance their ability to meet a wider level of SEND needs within their individual education settings.

### 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)*

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**

*(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)*

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**

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

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 the LA to meet the need for additional SEND places in the borough.

Date to scope and plan your Equality Analysis:

August 2022

Date to complete your Equality Analysis:

9.9.22

Lead person for your Equality Analysis (Include name and job title):	Nathan Heath Assistant Director of Education and Inclusion
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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
Nathan Heath	Assistant Director of Education and Inclusion	August - September 2022
Julie Day	Head of SEND	August - September 2022
Dean Fenton	Head of Access to Education	August - September 2022
SEND strategic board		August - September 2022

## 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>	August - September 2022
<b>Report title and date</b>	SEND sufficiency phase 4
<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>	Scheduled for Cabinet for October 2022
<b>Date screening sent to Performance, Intelligence and Improvement</b> <a href="mailto:equality@rotherham.gov.uk">equality@rotherham.gov.uk</a>	September 2022