

## 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.

<b>1. Title</b>	
<b>Equality Analysis title: SEND sufficiency phase 4</b>	
<b>Date of Equality Analysis (EA): 9.9.22</b>	
<b>Directorate:</b> <i>CYPS</i>	<b>Service area:</b> <i>Education and Inclusion</i>
<b>Lead Manager:</b> Nathan Heath	<b>Contact number:</b>
<b>Is this a:</b>	
<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. 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>Nathan Heath</i>	<i>RMBC CYPS</i>	<i>Asst Director of Education and Inclusion</i>
<i>Dean Fenton</i>	<i>RMBC CYPS</i>	<i>Head of Access to Education</i>
<i>Julie Day</i>	<i>RMBC CYPS</i>	<i>Head of SEND/Inclusion</i>
<i>SEND Strategic Board</i>	<i>Multi Agency</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.)

To seek Cabinet approval to move forward with Phase 4 of the Rotherham Special Education Needs and Disability (SEND) programme of activity:

To create 10 additional SEND resource bases in mainstream education creating a minimum of 100 additional SEND places across this phase of SEND sufficiency.

To 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.

**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 proposals including:

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

<p>Stakeholder consultation at all stages of the process across the 3 previous phases of SEND sufficiency and ongoing work has supported the development of proposals for SEND sufficiency phase 4 requirements to continue to meet the needs of pupils with SEND needs.</p> <p>Regular reporting to SEND strategic board.</p> <p>Communications and engagement strategy.</p>	
<p><b>Are there any gaps in the information that you are aware of?</b></p> <p><i>None identified</i></p>	
<p><b>What monitoring arrangements have you made to monitor the impact of the policy or service on communities/groups according to their protected characteristics?</b></p> <p>A multi – agency SEND Strategic Board retains oversight of proposals, implementation and impact.</p>	
<p><b>Engagement undertaken with customers. (date and group(s) consulted and key findings)</b></p>	<p><i>There has been ongoing engagement across SEND Sufficiency phases 1,2 and 3 which has continued to develop proposals for phase 4 with continuous sessions with stakeholders such as:</i></p> <ul style="list-style-type: none"> <li><i>Sponsors / schools</i></li> <li><i>Staff</i></li> <li><i>Elected members</i></li> <li><i>Local residents</i></li> <li><i>Parent/carer forum</i></li> <li><i>Parents/children who will be attending the schools / settings</i></li> <li><i>Neighbouring schools across the authority</i></li> <li><i>Wider community engagement</i></li> <li><i>Transport</i></li> <li><i>Ofsted</i></li> <li><i>DfE</i></li> <li><i>Schools Forum</i></li> <li><i>Education Consultative Committee</i></li> <li><i>Rotherham Education Strategic Partnership</i></li> </ul> <p><i>The ongoing engagement has been used as part of the process to bring about the proposals for SEND Sufficiency phase 4 developments</i></p>
<p><b>Engagement undertaken with staff (date and group(s) consulted and key findings)</b></p>	<p><i>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</i></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

<b>Title of analysis: Establishment of Elements Academy</b>
<b>Directorate and service area:</b> <i>Children and Young People’s Services – Education and Inclusion</i>
<b>Lead Manager: Nathan Heath</b>
<b>Summary of findings:</b>
<i>The opening of the new Elements Academy seeks to provide permanent school places aligned to the needs of the children who will be attending and in line with Education, Health and Care Plans. 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)
<p>The proposed profile of provision informed by current SEND needs and provision mapping would be to create the following:</p> <ul style="list-style-type: none"> <li>• 2 Primary phase Social Emotional Mental Health resource base provisions – 20 places in total</li> <li>• 2 Secondary phase Social Emotional Mental Health resource base provisions – 20 places in total</li> <li>• 2 Primary phase Communication and interaction resource base provisions - 20 places in total</li> </ul>	<p><i>A, D, S, GR, RE,</i></p>	

<ul style="list-style-type: none"> <li>• 2 Secondary phase Communication and interaction resource base provisions -20 places in total</li> <li>• 2 Secondary Moderate Learning Difficulty resource base provisions -20 places in total</li> </ul> <p>Total minimum places – 100 places</p>		
<p>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.</p>		

**\*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	9.9.22
CYPS DLT		

Cllr Victoria Cusworth	Cabinet Member for Children and Young People	
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## 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](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 Equality Analysis completed</b>	9.9.22
<b>Report title and date</b>	<i>SEND Sufficiency Stge 4</i>
<b>Date report sent for publication</b>	
<b>Date Equality Analysis sent to Performance, Intelligence and Improvement</b> <a href="mailto:equality@rotherham.gov.uk">equality@rotherham.gov.uk</a>	