

Appendix 4a

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: Schools Accessibility Strategy	
Directorate: CYPS	Service area: Commissioning, Performance and Quality
Lead person: Mark Cummins	Contact: mark.cummins@rotherham.gov.uk
Is this a:	
<input checked="" type="checkbox"/> Strategy / Policy	<input type="checkbox"/> Service / Function
<input type="checkbox"/> Other	
If other, please specify	

2. Please provide a brief description of what you are screening
An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. There are three main categories of adjustment that schools are expected to make for children: Improving access to the curriculum, improving physical access to buildings including providing specialist equipment and improving access to information.

The Rotherham School's Accessibility Strategy identifies the support available to schools from the local authority whilst also identifying schools' statutory responsibilities in relation to their own Accessibility planning.

As part of the CYPS Safety Valve Agreement and SEND Sufficiency Phase 4 there is School Accessibility Capital Funding across both mainstream and special schools over the next 3 years. The intention of Schools Accessibility Funding is to support schools to meet a wider level of SEND need through adaptations to existing buildings, this aligns to our overall SEND Sufficiency Strategy.

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?**

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**

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**

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 support improving Accessibility linked to the LA's School's Accessibility Strategy and Funding Strategy.

Date to scope and plan your Equality Analysis:	March-April 2023
Date to complete your Equality Analysis:	May 2023
Lead person for your Equality Analysis (Include name and job title):	Mark Cummins SEND Transformation Project Lead

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 Inclusion and Education	April-May 2023
Helen Sweaton	Joint Assistant Director Commissioning, Performance and Quality	April-May 2023
Julie Day	Head of Service - SEND	April – May 2023

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	05/05/2023
Report title and date	Schools Accessibility Funding
If relates to a Cabinet, key delegated officer decision, Council, other committee or a significant operational decision – report date and date sent for publication	26/06/2023
Date screening sent to Performance, Intelligence and Improvement equality@rotherham.gov.uk	05/05/2023