

## 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:** Cabinet Response to the Recommendations from the Scrutiny Review - Preparation for Adulthood for Children and Young People with Special Educational Needs and Disabilities (SEND)

**Directorate:** CYPS

**Service area:** Commissioning

**Lead person:** Helen Sweaton

**Contact:**  
helen.sweaton@rotherham.gov.uk

Is this a:

Strategy / Policy

Service / Function

Other

**If other, please specify**

### 2. Please provide a brief description of what you are screening

The Improving Lives review group on Preparation for Adulthood for Children and Young People with Special Educational Needs and Disabilities (SEND) produced a stand-alone report with recommendations that have been used to inform further development of the Preparation for Adulthood work programme.

The Cabinet decision to accept the response to the recommendations will impact on services involved in the delivery of the PfA work programme.

The Services affect children and young people with SEND and their families.

### 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?**

The services reviewed offer access to all communities and groups including those with protected characteristics.

- **Key findings**

In relation to equalities, the review group identified the requirement for further workforce training to be completed with a focus on Equalities, Diversity and Inclusion, to ensure targeted work could be completed within communities and to improve engagement levels with communities. The review group recommended that there should be a further focus on enhancing equalities, diversity and inclusion in relation to the area of preparation for adulthood, which a particular focus on improving engagement levels with children and young people with SEND in communities, such as the BAME and Roma Slovak communities.

In relation to human rights advice and implications, the review group identified the requirement for progress relating to children and young people with SEND feeling unsafe in general within communities, online and at school. The review group recommended that the feedback from the Autism Strategy Consultation should be reflected in the support offer available.

- **Actions**

Date to scope and plan your Equality Analysis:	October 24
Date to complete your Equality Analysis:	October 24
Lead person for your Equality Analysis (Include name and job title):	Helen Sweaton, Joint Assistant Director, Commissioning, Performance and Quality.

## 5. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening:

Name	Job title	Date
Helen Sweaton	Assistant Director, Commissioning, Performance and Quality	31 <sup>st</sup> October 2024

## 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>	October 24
<b>Report title and date</b>	Cabinet Response to the Recommendations from the Scrutiny Review - Preparation for Adulthood for Children and Young People with Special Educational Needs and Disabilities (SEND) December 24
<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>	Cabinet – December 2024
<b>Date screening sent to Performance, Intelligence and Improvement</b> <a href="mailto:equality@rotherham.gov.uk">equality@rotherham.gov.uk</a>	31 <sup>st</sup> October 2024.