

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: Section 106 Developer Contributions policy (Education) revision	
Date of Equality Analysis (EA): 11.07.25	
Directorate: CYPS	Service area: Education and Inclusion
Lead Manager: Sarah Whitby, Head of Service Access to Education	Contact number:
Is this a: <input checked="" type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input type="checkbox"/> Other	
If other, please specify	

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)
Sarah Whitby	RMBC	Head of Service – Access to Education
Christopher Stones	RMBC	Principal Officer – School Organisation and Planning
Joanne Unwin	RMBC	Principal Officer – School Admissions

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.)

Children and Young People, who may have one or multiple protected characteristics, including children from a range of socio-economic backgrounds (e.g. affordable housing).

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

Previous Equalities Impact Assessments (EIA) aligned to growth demand on school places.

Information about whole school age population in Rotherham.

Data is all from the 2025 Spring School census dataset:

Total number of CYP within the latest Spring School census return – 45,531

% of CYP eligible for FSM is at 31.4% (R-Y11 pupils only)

76.2% of pupils are White British, 23.9% BME

23.5% of pupils are identified with any form of SEND . 6.3% of pupils have a EHCP and

17.2% of pupils are identified as SEN Support.

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

None identified

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

Monitoring via annual School Capacity Return (SCAP) to the Department for Education. Ongoing analysis of school age population data.

Engagement undertaken with customers. (date and group(s) consulted and key findings)	Engagement with a range of stakeholders from 2017 to date to inform SEND sufficiency programmes. Engagement with a range of stakeholders linked to prescribed alterations to maintained schools / significant changes to Academies – mainstream infrastructure. These online consultations will have been related to specific projects and details of each consultation are included within the agreement for individual projects.
Engagement undertaken with staff (date and group(s) consulted and key findings)	Staff both within RMBC and wider partner agencies have been consulted in all above stated projects and in relation to the policy revisions.

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)

Meets RMBC priority to ensure 'Every child able to fulfil their potential' by improving accessibility to school places in areas of need and creating additional mainstream places or specialist provision aligned to mainstream education with dedicated resources to meet the needs of children and young people with SEND where it can be evidenced when seeking S106 developer contributions.

Does your Policy/Service present any problems or barriers to communities or Groups?

No – the proposals aim to further improve the offer for children and Young People in areas where housing developments put pressure on existing education infrastructure.

Does the Service/Policy provide any positive impact/s including improvements or remove barriers?

Yes – the proposals will provide a positive impact by improving accessibility to education and access to specialist educational resources where requests for contributions from developers are sought.

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)

The proposals will have a positive impact on accessing the education and support offer for children by improving accessibility and creating specialist provision aligned to mainstream education in areas of need where a shortfall of places can be evidenced.

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: Section 106 Developer contributions policy
Directorate and service area: CYPS
Lead Manager: Sarah Whitby
Summary of findings:
There would be no adverse effects on any characteristics or groups of children and Young People as the proposal will enhance support, enhance the offer of places available and improve access for those with identified SEND needs.

Action/Target	State Protected Characteristics as listed below	Target date (MM/YY)
Add decision to forward plan	A, D, S, GR, RE, RoB, C	June 2025
Officer decision to be taken in respect of the revised policy	"	August 2025
Implementation of revised policy	"	August 2025
Review annually	"	August 2025

***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
Niall Devlin	Assistant Director – Education and Inclusion	16.07.25
Christopher Stones	Principal Officer – School Organisation and Planning	16.07.25
Sarah Whitby	Head of Service – Access to Education	16.07.25
CYPS DLT		

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	16.07.25
Report title and date	Section 106 -Education Contributions policy
Date report sent for publication	
Date Equality Analysis sent to Performance, Intelligence and Improvement equality@rotherham.gov.uk	