

## 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.

<b>1. Title</b>		
<b>Title:</b> Special Educational Needs and Disabilities Sufficiency Strategy 2026-2029		
<b>Directorate:</b> CYPs	<b>Service area:</b> Education and Inclusion	
<b>Lead person:</b> Mark Cummins	<b>Contact:</b> mark.cummins@rotherham.gov.uk	
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

The report screens the activities undertaken in finalising a new SEND Sufficiency Strategy for Rotherham. The SEND Sufficiency Strategy will be implemented from 1<sup>st</sup> April 2026 running until March 31<sup>st</sup> 2029. The Strategy has been created as part of the Council's responsibility to create a sufficiency of education placements for all pupils.

## Appendix 3

### 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?	×	
Could the proposal affect service users?	×	
Has there been or is there likely to be an impact on an individual or group with protected characteristics?	×	
Have there been or likely to be any public concerns regarding the proposal?		×
Could the proposal affect how the Council's services, commissioning or procurement activities are organised, provided, located and by whom?	×	
Could the proposal affect the Council's workforce or employment practices?		×
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).

## Appendix 3

### • How have you considered equality and diversity?

Equality and diversity has been thoroughly considered as part of the development of the new SEND Sufficiency Strategy which is to be implemented from 1<sup>st</sup> April 2026 running until 31<sup>st</sup> March 2029.

There has been wide reaching and ongoing consultation with stakeholders as part of the development of the SEND Sufficiency Strategy this has included a focus on equality and diversity. Consultation has taken place with the following groups:

Parents/carers  
Parents / Carers Forum  
Schools  
Pupil Referral Units  
Elected Members  
Department for Education  
Ofsted  
Teaching Staff  
Health professionals

Consultation will continue throughout the lifespan of the Strategy this will include a focus on assessing the impact of the strategy on equality and diversity.

Equality information is collated as part of statutory returns on the local SEND and Alternative provision cohort to the Department for Education and for internal monitoring as part of the Education and Inclusion scorecard. This includes pupil level data such as name, DOB, address, SEND Primary need type, Ethnicity and Gender. This data will continue to be monitored throughout the duration of the Strategy.

### • Key findings

In Rotherham 23.5% of pupils have either a statutory plan for Special Educational Need or Disability (SEND), known as an Education Health Care Plan (EHCP), or are receiving SEND support (previously known as school action and school action plus). This compares to an average of 19.6% across all England Authorities.

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 EDI assessment suggested that the proposal would have implications for the accessibility of education provision that would affect service users (both individual and groups).

As the Strategy is in line with the Council's duty to create sufficiency of education provision and with reference to the core aspirations of the Strategy there were no negative equality and diversity impacts identified at this point.

## Appendix 3

<ul style="list-style-type: none"><li><b>Actions</b></li></ul> <p>Equality and Diversity will be included as part of this engagement, with opportunities to adapt the Strategy if monitoring suggests activity is having an adverse impact on protected groups.</p>		
Date to scope and plan your Equality Analysis:	September 2025	
Date to complete your Equality Analysis:	November 2025	
Lead person for your Equality Analysis (Include name and job title):	Mark Cummins SEND Transformation Project Lead	
<b>5. Governance, ownership and approval</b>		
Please state here who has approved the actions and outcomes of the screening:		
Name	Job title	Date
Niall Devlin	Assistant Director Inclusion and Education	October 2025
Helen Sweaton	Joint Assistant Director Commissioning, Performance and Quality	October 2025
Cary-Anne Sykes	Head of Service - SEND	October 2025
<b>6. Publishing</b>		
This screening document will act as evidence that due regard to equality and diversity has been given.		
If this screening relates to a <b>Cabinet, key delegated officer decision, Council, other committee or a significant operational decision</b> a copy of the completed document should be attached as an appendix and published alongside the relevant report.		
A copy of <b>all</b> screenings should also be sent to <a href="mailto:equality@rotherham.gov.uk">equality@rotherham.gov.uk</a> 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>	10/10/2025	
<b>Report title and date</b>	Special Educational Needs and Disabilities Sufficiency Strategy	
<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>	09/02/2026	
<b>Date screening sent to Performance, Intelligence and Improvement</b> <a href="mailto:equality@rotherham.gov.uk">equality@rotherham.gov.uk</a>	19/11/2025	