

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: Special Educational Needs and Disabilities Sufficiency Strategy 2026-2029	
Date of Equality Analysis (EA): May 2025	
Directorate: CYPS	Service area: Education and Inclusion
Lead Manager: Mark Cummins	Contact number: 01709 807123
Is this a: <input checked="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)
Niall Devlin	RMBC	Assistant Director Education and Inclusion
Helen Sweaton	RMBC	Joint Assistant Director Commissioning, Performance and Inclusion
Cary-Anne Sykes	RMBC	Head of Service - SEND
SEND and AP Partnership Board	Multi-agency Strategic Board	

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.)

The scope includes the activities undertaken and development of the new SEND Sufficiency Strategy for Rotherham. The Strategy will be implemented from 01/04/2026 running until 31/03/2029.

Rotherham has 57,453 children aged under 18 representing 21.7% of the local population (ONS, mid 2020). There are 45,763 children and young people attending Rotherham's schools as at January 2024 School Census. 465 children in a maintained nursery school, 24,661 pupils in primary schools, 19,303 pupils in secondary schools, 1,194 pupils in special schools and 140 pupils in Pupil Referral Units (PRUs).

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 Strategy outlines key workstreams which will support local SEND sufficiency arrangements. This includes supporting more pupils to be educated locally with peers in mainstream education with a reduction in young people being placed in settings outside of Rotherham. Distinct workstreams identified include a specific focus on Post 16 development, resource provision, Independent Non-Maintained Special and Independent Specialist Provision and the Graduated approach.

The Strategy proposes 7 key Aspirations which will if implemented have a positive impact on SEND Sufficiency arrangements and individual outcomes for pupils.

7 key aspirations

- More young people are able to be educated locally, in their communities with mainstream peers
- More young people are able to start their education journey successfully with a plan for their next phase of education

<ul style="list-style-type: none"> • We will work with our network of special schools to identify gaps in current provision and make best use of the places available across our special schools • Mainstream Schools are able to access a range of support and best practice guidance to create a more consistent offer to SEND pupils. • Our mainstream and special schools are more accessible places for SEND learners • More young people benefit from additional support to improve outcomes at post 16 and access employment • We will ensure that our network of local specialist provision is utilised to its fullest and continues to deliver good outcomes
<p>What equality information is available? (Include any engagement undertaken)</p> <p>Equality information is available through the following sources:</p> <ul style="list-style-type: none"> • Performance Practice and Learning • CYPS performance reporting – Scorecards and Dashboards (Insight) • Audit and QA activity. <ul style="list-style-type: none"> • Section 11 • DfE reporting • Department for Health & Social Care • Ofsted <p>There has been wide reaching and ongoing consultation with stakeholders as part of the development of the SEND Sufficiency Strategy. Equality and Diversity has been included at all stages of the consultation process. Stakeholders involved in shaping the strategy include:</p> <p>Parents/carers Parents / Carers Forum Community engagement Schools Pupil Referral Units Elected Members Department for Education Ofsted Teaching Staff Health professionals</p> <p>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. Information will be updated through performance management arrangements and quality assurance processes across a range of different education provision types throughout the life of the Strategy.</p>
<p>Are there any gaps in the information that you are aware of?</p> <p>None identified</p>

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

A range of approaches will be used to ensure that children, young people and families play a key part in the evaluation of the strategy and that their individual needs and protected characteristics are considered. Existing data and established methodology across the children's workforce will continue to be used to monitor impact on those groups with protected characteristics.

A multi – agency SEND Strategic Board retains oversight of proposals, implementation and impact of the Strategy.

Engagement undertaken with customers. (date and group(s) consulted and key findings)

There has been ongoing engagement as part of the development of the SEND Sufficiency Strategy. This has included continuous sessions with stakeholders such as:

Sponsors / schools

Staff

Elected members

Local residents

Parent/carer forum

Parents/children who will be attending the schools / settings

Neighbouring schools across the authority Wider community engagement

Transport

Ofsted

Department for Education

Schools Forum

Education Consultative Committee

Rotherham Education Strategic Partnership

The consultation has identified that a SEND Sufficiency Strategy is required locally with specific workstreams that are identified in the proposed Strategy.

Engagement undertaken with staff (date and group(s) consulted and key findings)

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

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)

The SEND Service covers a wide range of need and includes working directly with different communities and groups. Delivery of the proposed Strategy will support the service to take account of cultural differences and strengths, and the unique circumstances of some young people and families in Rotherham.

The impact of changes across the protected characteristics groups that SEND works with is monitored regularly as part of a broader SEND Strategy and is most likely to be initially experienced in the form of less frequent interventions, different models of engagement and reduced education placement moves. We will continue to monitor and check the impact across service users with protected characteristics and will adapt the provision under the strategy should monitoring identify an adverse or unequal impact on one group

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

No

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

Children and young people of Rotherham will be provided with a clear engagement process. As such, access to several engagement forums, through their schools, Voluntary organisations, school, and the Guiding Voices group will give children the opportunity to feedback into the service so that service provision can be effectively tailored to their needs.

The impact of the SEND Sufficiency Strategy will be work with partners to reduce barriers and increase access to educational, training and employment opportunities for children and young people with special educational needs and disabilities.

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 SEND Sufficiency Strategy will ensure that the service continues to work with specific groups identified through the Protected Characteristics and does not differentiate between different groups.

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: Special Educational Needs and Disabilities Sufficiency Strategy 2026-2029
Directorate and service area: CYPS. Commissioning, Performance and Quality
Lead Manager: Mark Cummins
Summary of findings:
The report screens the activities undertaken in creating a new SEND Sufficiency Strategy for Rotherham

Action/Target	State Protected Characteristics as listed below	Target date (MM/YY)
Delivery of additional school capacity and improved provision achieved through the implementation of the SEND Sufficiency Strategy.	A, D, S, GR, RE,	By 31/03/2029.

*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	November 2025
Helen Sweaton	Joint Assistant Director Commissioning, Performance and Quality	November 2025
Cllr Victoria Cusworth	Cabinet Member for Children and Young People	November 2025

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	November 2025
Report title and date	SEND Sufficiency Strategy Update
Date report sent for publication	February 2026
Date Equality Analysis sent to Performance, Intelligence and Improvement equality@rotherham.gov.uk	November 2025