

## 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	
<b>Equality Analysis title: CYPS Schools Capital Programme</b>	
<b>Date of Equality Analysis (EA): May 2026</b>	
<b>Directorate:</b> CYPS	<b>Service area:</b> Education and Inclusion
<b>Lead Manager:</b> Mark Cummins	<b>Contact number:</b> 01709 807123
<b>Is this a:</b> <input type="checkbox"/> <b>Strategy / Policy</b> <input checked="" type="checkbox"/> <b>Service / Function</b> <input type="checkbox"/> <b>Other</b>	
<b>If other, please specify</b>	

**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 (e.g. service user, managers, service specialist)
Niall Devlin	RMBC	Director Education and Inclusion
Helen Sweaton	RMBC	Joint Assistant Director Commissioning, Performance and Inclusion
Cary-Anne Sykes	RMBC	Head of Service - SEND
SEND 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, other groups or stakeholder/s e.g. service users, employees, partners, members, suppliers etc.)

The Local Authority has a duty to maintain a sufficiency of school places within the Borough for the projected number of children requiring one, this includes for pupils with Special Education Needs and Disabilities (SEND). The Council also has a responsibility to maintain the condition of the Local Authority School Estate.

The intended outcome is that more children can attend a local school within their community and that the building they access are in an appropriate condition for the delivery of education.

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

Engagement is completed with key stakeholders including individual schools, parents, carers and young people. Engagement varies based on the individual scheme and the capital requirements.

As included in the Rotherham SEND Strategy (My Life, My Rights 2024-2029). Rotherham has 57,453 children aged under 18 representing 21.7% of the local population (ONS, mid 2020). 23% of children live in low-income. There are 45,763 children and young people attending Rotherham's schools as at January 2024 School Census. This includes 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)

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

Information about protected characteristics is limited as only information necessary for the admission of children to a school is collated- to request additional information in relation to protected characteristics is not lawful.

Information on the number of pupils accessing education provision is recorded and monitored to support with school planning arrangements.

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

Ongoing monitoring of the number of children able to access their local school.

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

Regular engagement is undertaken on CYPS School Capital projects. This includes:

- Academy Schools
- Local Authority maintained 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
- DfE
- Schools Forum
- Education Consultative Committee
- Rotherham Education Strategic Partnership

Consultation takes place in a variety of formats including formal engagement on specific capital schemes, forums and meetings to shape local Strategy and via voice and influence groups for parents/carers and young people.

The key outcomes of the engagement undertaken to date aligns to the Council's statutory responsibility to:

- Improve the condition of the Local Authority Maintained School Estate
- Provide sufficiency of places in mainstream schools

	<ul style="list-style-type: none"> <li>• Provide sufficiency of places for SEND pupils across both mainstream and special schools</li> </ul>
<b>Engagement undertaken with staff (date and group(s) consulted and key findings)</b>	Staff in both 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 proposals ensure that there are sufficient capital programmes to ensure that there are enough school places available locally. The proposals also ensure that the condition of the local authority school estate is maintained to an appropriate standard.

Local schools provide education provision including for Early Years, mainstream, Special Educational Needs and Post 16.

**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?**

Yes – the proposals will ensure that more pupils are able to access local schools.

**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)

Improved community relations as more families are able to access education provision locally.

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

<b>Title of analysis: CYPS Schools Capital Programme Update</b>
<b>Directorate and service area: CYPS. Commissioning, Performance and Quality</b>
<b>Lead Manager: Mark Cummins</b>
<b>Summary of findings:</b>
The report screens the CYPS Schools Capital Programme for 2026/2027

Action/Target	State Protected Characteristics as listed below	Target date (MM/YY)
Seek Cabinet approval for implementation of the Schools Capital Programme for 2026/2027	A, D, S, GR, RE,	<b>July 2026</b>

**\*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	May 2026
Helen Sweaton	Joint Assistant Director Commissioning, Performance and Quality	May 2026
Cllr Victoria Cusworth	Cabinet Member for Children and Young People	May 2026

## 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](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 Equality Analysis completed</b>	May 2026
<b>Report title and date</b>	CYPS Schools Capital Programme
<b>Date report sent for publication</b>	June 2026
<b>Date Equality Analysis sent to Performance, Intelligence and Improvement</b> <a href="mailto:equality@rotherham.gov.uk">equality@rotherham.gov.uk</a>	May 2026