

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: Education Psychology Service – New model of delivery	
Directorate: CYPS	Service area: Education & Inclusion
Lead person: Niall Devlin	Contact: niall.devlin@rotherham.gov.uk
Is this a:	
<input type="checkbox"/> Strategy / Policy	<input checked="" type="checkbox"/> Service / Function
	<input type="checkbox"/> Other
If other, please specify	

2. Please provide a brief description of what you are screening
<p>Implementation of the revised Educational Psychology Service (EPS) delivery model, following approval of recurrent investment through the 2026/27 budget.</p> <p>The revised EPS delivery model sets out how approved resources will be deployed in practice to:</p> <ul style="list-style-type: none"> • strengthen statutory compliance for Education, Health and Care (EHC) assessments; • improve timeliness and quality of Educational Psychology advice;

Appendix 2:

- protect and restore targeted early intervention and inclusion-focused support; and
- reduce reliance on agency staffing through increased permanent capacity.

The proposal focuses on service delivery arrangements and workforce deployment and does not introduce changes to eligibility criteria for statutory services.

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>	Yes	
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>	Yes	
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>	Yes	
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>	Yes	
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>	Yes	
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>	Yes	
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?**

Equality and diversity considerations have been integral to the design of the revised Educational Psychology Service (EPS) delivery model. The model is focused on improving equitable access to statutory and non-statutory Educational Psychology support for children and young people, particularly those with Special Educational Needs and Disabilities (SEND).

The revised model responds to evidence of increasing statutory demand and complexity of need. Dedicated capacity for statutory assessments and protected early intervention activity are intended to reduce delays, improve consistency and avoid displacement of preventative support.

- **Key findings**

Children and young people with disabilities are the primary group affected.

Improved timeliness and quality of advice support equitable statutory processes.

No changes to eligibility criteria or thresholds are proposed.

Benefits will be experienced borough-wide, with targeted support based on need.

- **Actions**

- Proceed to a full Equality Analysis (Part B).
- Monitor statutory performance and access data.
- Engage schools during implementation.

Appendix 2:

<ul style="list-style-type: none"> Review equality impacts after year one. 	
Date to scope and plan your Equality Analysis:	May 2026
Date to complete your Equality Analysis:	May 2026
Lead person for your Equality Analysis (Include name and job title):	Niall Devlin – Service Director, Education & Inclusion

5. Governance, ownership and approval

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

Name	Job title	Date
Niall Devlin	Service Director, Education & Inclusion	May 2026
Nicola Curley	Executive Director, CYPS	May 2026

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 For record keeping purposes it will be kept on file and also published on the Council's Equality and Diversity Internet page.

Date screening completed	29 th April 2026
Report title and date	Education Psychology Service: Revised Delivery Model – 6 th July 2026
If relates to a Cabinet, key delegated officer decision, Council, other committee or a significant operational decision – report date and date sent for publication	July 2026
Date screening sent to Performance, Intelligence and Improvement equality@rotherham.gov.uk	06/05/2026