

## 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: Education Psychology Service – New model of delivery</b>	
<b>Date of Equality Analysis (EA):</b> 6th May 2026	
<b>Directorate:</b> CYPS	<b>Service area:</b> Education & Inclusion
<b>Lead Manager:</b> Niall Devlin – Service Director, Education & Inclusion	<b>Contact number:</b> 01709 254235
<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 (eg service user, managers, service specialist)
Niall Devlin	RMBC	Service Director, Education & Inclusion
Nicola Curley	RMBC	Executive Director, CYPS
Cary-Anne Sykes	RMBC	Head of Service, SEND

**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 Equality Analysis relates to implementation of the revised Educational Psychology Service (EPS) delivery model, following approval of recurrent investment through the 2026/27 budget.

The service primarily affects:

- Children and young people, particularly those with Special Educational Needs and Disabilities (SEND)
- Families and carers
- Schools and education settings
- EPS staff

The intended outcomes are to:

- Improve statutory compliance for Education, Health and Care (EHC) assessments
- Improve the timeliness and quality of Educational Psychology advice
- Protect and restore early intervention and inclusion-focused activity
- Reduce reliance on agency staffing and improve service sustainability

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

- Demand data showing sustained growth in statutory EHC assessment activity
- Evidence of increasing complexity of need, particularly relating to disability
- Performance data on statutory timescales and EPS contribution to EHC processes
- Workforce data relating to reliance on agency staff
- Equality Screening Assessment (Part A), which identified **children with disabilities** as the primary affected group
- Cabinet reporting and assurance processes

The data shows that EPS is a high-impact, statutory service primarily serving children and young people with disabilities and complex SEND, with a central role in reducing

<p>inequalities by enabling timely assessment, access to support, and more inclusive educational outcomes.</p>	
<p><b>Are there any gaps in the information that you are aware of?</b>  Engagement with schools and settings is planned but not yet complete</p> <p>These gaps will be addressed through ongoing monitoring and engagement during implementation.</p>	
<p><b>What monitoring arrangements have you made to monitor the impact of the policy or service on communities/groups according to their protected characteristics?</b></p> <p>The impact of the revised model will be monitored through:</p> <ul style="list-style-type: none"> <li>• Statutory timeliness and compliance measures</li> <li>• Monitoring access to EPS activity across statutory, targeted and traded functions</li> <li>• Review of workforce capacity, stability and continuity</li> <li>• Formal review of equality impacts after the first year of implementation</li> </ul>	
<p><b>Engagement undertaken with customers. (date and group(s) consulted and key findings)</b></p>	<p>Engagement with schools and education settings is planned between <b>May – July 2026</b> to support implementation from September 2026</p>
<p><b>Engagement undertaken with staff (date and group(s) consulted and key findings)</b></p>	<p>Internal consultation completed with EPS leadership, CYPs senior management, HR, Finance and Legal Services during development of the revised model</p>

**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 revised EPS delivery model directly supports children and young people with **disabilities** by improving access to timely, high-quality Educational Psychology advice within statutory EHC processes.

By protecting capacity for early intervention and inclusion-focused work, the model also supports:

- Children at risk of escalation
- Families and carers requiring earlier, preventative intervention
- Schools serving areas with higher levels of need

There are **no changes to eligibility criteria or thresholds**, ensuring equitable access across all communities.

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

No new barriers to access have been identified.  
The model reduces existing barriers caused by delay, displacement of early intervention activity, and reliance on agency staffing.

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

- Improved statutory compliance and reduced risk of unlawful delay
- Greater consistency and quality of Educational Psychology advice
- Improved continuity for children, families and schools
- Strengthened early intervention, supporting inclusive practice
- Reduced reliance on agency staff, supporting service sustainability

**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 model is expected to have a positive impact on community relations, improving confidence and trust in statutory SEND processes.  
No adverse impacts on community cohesion have been identified.

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: Education Psychology Service: Revised Delivery Model</b>
<b>Directorate and service area: CYPS – Education &amp; Inclusion</b>
<b>Lead Manager: Niall Devlin – Service Manager, Education &amp; Inclusion</b>
<b>Summary of findings:</b>
The Equality Analysis identifies a positive overall impact, particularly for children and young people with disabilities. The revised EPS delivery model improves equity of access, timeliness, quality and sustainability of service provision without introducing new barriers or unequal treatment.

Action/Target	State Protected Characteristics as listed below	Target date (MM/YY)
Monitor statutory compliance and access data by equality group	D, A, RE, O	Ongoing
Engage schools during implementation phase	D, O	Jul 2026
Review equality impact after year one of operation	D, O	Sep 2027
Report findings through CYPS governance	D, O	Ongoing
Revisit this EIA after the consultation	D, O	July 2026

\*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	Service Director, Education & Inclusion	May 2026
Nicola Curley	Executive Director, CYPS	May 2026
Cllr Victoria Cusworth	Cabinet Member for Children & 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 <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 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 Equality Analysis completed</b>	6 <sup>th</sup> May 2026
<b>Report title and date</b>	Education Psychology Service: Revised Delivery Model – Cabinet, 6 July 2026
<b>Date report sent for publication</b>	July 2026
<b>Date Equality Analysis sent to Performance, Intelligence and Improvement</b> <a href="mailto:equality@rotherham.gov.uk">equality@rotherham.gov.uk</a>	6 <sup>th</sup> May 2026