

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: Establishment of Elements Academy	
Date of Equality Analysis (EA): 19.7.22	
Directorate: <i>CYPS</i>	Service area: <i>Education</i>
Lead Manager: Nathan Heath	Contact number:
Is this a: <input type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input checked="" type="checkbox"/> Other	
If other, please specify Establishment and opening of new Academy for Children with an Education, Health and Care Plan (EHCP) for children with a presenting need of Social, Emotional and Mental Health (SEMH)	

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)
<i>Nathan Heath</i>	<i>RMBC CYPS</i>	<i>Asst Director of Education and Inclusion</i>
<i>Dean Fenton</i>	<i>RMBC CYPS</i>	<i>Head of Access to Education</i>
<i>Julie Day</i>	<i>RMBC CYPS</i>	<i>Head of SEND/Inclusion</i>
<i>SEND Strategic Board</i>	<i>Multi Agency</i>	

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.)

Establishment and opening of Elements Academy – a new Academy for children with Education, Health and Care Plans with Social, Emotional and Mental Health needs.

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

As part of developing initial proposals an initial equalities impact assessment was completed in line with DfE requirements aligned to the free school presumption process. There has been wide reaching ongoing consultation with stakeholders including:

Parents/carers

Parents Forum

Community engagement

Schools

Pupil Referral Units

Elected Members

DfE

Ofsted

Staff who will be transferring from PRU settings to join Elements Academy

Stakeholder consultation at all stages of the process from establishing proposals to create a new school to opening following DfE guidance on procedural process which also includes stakeholder consultation.

Regular reporting to SEND strategic board.

Communications and engagement strategy.

Are there any gaps in the information that you are aware of?	
<i>None identified</i>	
What monitoring arrangements have you made to monitor the impact of the policy or service on communities/groups according to their protected characteristics?	
<i>Access to the school is via statutory EHCP process and SEND panel retain oversight as well as EHCP team.</i>	
Ongoing sponsor / LA / DfE meetings to oversee opening of the school and delivery of EHCP aims and outcomes aligned to statutory prescribed process.	
Engagement undertaken with customers. (date and group(s) consulted and key findings)	<i>June 21 - June 22 continuous stakeholder sessions with stakeholders such as: Appointed Sponsor Elected member Local residents Parent/carer forum Parents/children who will be attending the school Neighbouring schools Wider community engagement Transport Ofsted DfE Schools Forum Education Consultative Committee</i>
Engagement undertaken with staff (date and group(s) consulted and key findings)	<i>June 21 - June 22 stakeholder sessions with: Sponsor employees RMBC employees Staff affected at Rotherham Aspire and Rowan PRU who will be affected via staff engagement and TUPE meetings RMBC HR, legal, Finance, Asset Management, planning RMBC Education and Inclusion</i>

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)

Places at the school are allocated via EHCP statutory process which includes consultation with all parties with ultimate access to tribunal. Special schools are designated to meet specific needs of children hence place allocation via statutory EHCP process.

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

No – places at the school align to DfE statutory process and requirements and have been scrutinised by Ofsted pre opening and will be monitored through EHCP processes and future Ofsted frameworks.

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

Yes – the new school is a specialist provision meaning children who attend are able to access specialist provision in borough in line with their needs.

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)

As part of the ongoing SEND sufficiency strategy work, wider community consultation and parent/carer representation is sought when developing sufficiency plans. The SEND sufficiency strategy and phase 1, 2 and 3 programmes to create additional capacity have been received and supported positively as they create resources for children with specific needs within borough.

There has been ongoing consultation with all stakeholders between June 2021 and June 2022 to ensure any concerns have been addressed in advance of opening of the Academy.

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: Establishment of Elements Academy
Directorate and service area: <i>Children and Young People’s Services – Education and Inclusion</i>
Lead Manager: Nathan Heath
Summary of findings:
<i>The opening of the new Elements Academy seeks to provide permanent school places aligned to the needs of the children who will be attending and in line with Education, Health and Care Plans. Places allocated at the school are via statutory EHCP process. Wide reaching consultation has not raised any issues or concerns.</i>

Action/Target	State Protected Characteristics as listed below	Target date (MM/YY)
Opening of Elements Academy	<i>A D S GR RE RoB SO</i>	<i>1st September 2022</i>
Work with Academy Sponsor (Ethos Trust) to ensure smooth transition of pupils and establishment of new provision in line with EHCPs across the first academic year	”	August 2023
Work with sponsor to address any snagging issues from the redeveloped building in the 12 month snagging period which may create access issues to education for pupils aligned to EHCPs	”	August 2023
Handover in full of building assets to Ethos Trust post snagging period via lease agreement in line with DfE processes	”	August 2023

*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
Nathan Heath	Assistant Director of Education and Inclusion	19.7.22
CYPS DLT		
Cllr Victoria Cusworth	Cabinet Member for Children and Young People	

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	19.7.22
Report title and date	<i>Establishment of Elements Academy</i>
Date report sent for publication	
Date Equality Analysis sent to Performance, Intelligence and Improvement equality@rotherham.gov.uk	19.7.22