Appendix 4b

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: Schools Accessibility Strategy
Date of Equality Analysis (EA):05/05/2023

Directorate: CYPS	**Service area:** Commissioning, Performance and Quality
Lead Manager: Mark Cummins	**Contact number:** **01709 807123**

Is this a:

[×] **Strategy / Policy**   [ ] **Service / Function**   [ ] **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)**
Nathan Heath	RMBC	Director Education and Inclusion
Helen Sweaton	RMBC	Joint Assistant Director Commissioning, Performance and Inclusion
Julie Day	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, others groups or stakeholder/s e.g. service users, employees, partners, members, suppliers etc.)

The Rotherham School's Accessibility Strategy identifies the support available to schools from the local authority whilst also identifying schools' statutory responsibilities in relation to their own Accessibility planning.

As part of the CYPS Safety Valve Agreement there is School Accessibility Capital Funding across both mainstream and special schools over the next 3 years. The intention of Schools Accessibility Funding is to support schools to meet a wider level of SEND need through adaptations to existing buildings, this aligns to our overall SEND Sufficiency Strategy outlined in Phase 4

What equality information is available? (Include any engagement undertaken)
As part of developing proposals for SEND sufficiency programmes phases 1,2 and 3 equalities impact assessments were completed in line with DfE requirements aligned to the free school presumption process for SEND phase 3 and in line with RMBC requirements for SEND sufficiency phases 1 and 2. The Equality impact assessments were appendix's to subsequent cabinet reports.

There has been wide reaching and ongoing consultation with stakeholders since the development of SEND sufficiency phase 1. This has been replicated for the update of the School's Accessibility Strategy this includes:
Parents/carers
Parents / Carers Forum
Community engagement
Schools
Pupil Referral Units
Elected Members
DfE
Ofsted
Staff

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Equality information is collated as part of our statutory returns on our SEND cohort to the Department for Education and for internal monitoring as part of the EHCP process. 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 with schools who are successful with funds to support their Accessibility planning.

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

None identified

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

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

Engagement undertaken with customers. (date and group(s) consulted and key findings)	There has been ongoing engagement across SEND Sufficiency phases 1,2 and 3 which has continued to develop proposals for phase 4 including the update of the Schools Accessibility Strategy and Accessibility Funding 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 DfE Schools Forum Education Consultative Committee Rotherham Education Strategic Partnership The ongoing engagement has been used as part of the process to bring about the proposals for SEND Sufficiency phase 4 development

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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)

In Rotherham 19.7% of pupils have a statutory plan of SEND (Education Health Care plan) or are receiving SEN support (previously school action and school action plus). This compares to an average of 17.4% across all English metropolitan boroughs.

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 statutory responsibility to create a sufficiency of education provision to meet the needs of all pupils.

The work to create new education places across the previous SEND sufficiency programme phases 1,2 and 3 and proposals for phase 4 support the LA's statutory duty to meeting the needs of pupils impacted.

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

No – places created under the SEND sufficiency strategy are for pupils with identified SEND needs. The SEND sufficiency strategy aims to create additional local places to support pupil needs.

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

Yes – the SEND sufficiency programme creates more specialist provision meaning children who will attend are able to access specialist provision in borough in line with their needs.

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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. The ongoing work has helped to identify the additional capacity required to further enhance this work in SEND sufficiency phase 4. There has been ongoing consultation with all stakeholders since the commencement of SEND Sufficiency phase 1 to ensure any concerns have been addressed in advance of development and implementation of the previous phases. This work will continue across SEND sufficiency phase 4.

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.

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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: School's Accessibility Strategy
Directorate and service area: CYPS. Commissioning, Performance and Quality
Lead Manager: Mark Cummins
Summary of findings:
The Rotherham School's Accessibility Strategy identifies the support available to schools from the local authority whilst also identifying schools' statutory responsibilities in relation to their own Accessibility planning. The Schools Accessibility Strategy and Funding Strategy are key parts of SEND Sufficiency Phase 4. Wide reaching consultation has not raised any issues or concerns

Action/Target	State Protected Characteristics as listed below	Target date (MM/YY)
The second proposed aspect of SEND sufficiency phase 4, is to support School Access Issues (in both Mainstream Schools and Special Schools) creating two funding streams which would be accessible through application and assessment for schools to request capital investment to support the schools to meet a higher threshold of SEND need through adaption to existing buildings and allow a wider level of complexity of need to be met within individual settings.	A, D, S, GR, RE,	

*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

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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 Education and Inclusion	May 2023
Helen Sweaton	Joint Assistant Director Commissioning, Performance and Quality	May 2023
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	April-May 2023
Report title and date	Schools Accessibility Strategy
Date report sent for publication	June 2023
Date Equality Analysis sent to Performance, Intelligence and Improvement equality@rotherham.gov.uk	May 2023

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