

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: Cabinet Response to the Recommendations from the Scrutiny Review - Preparation for Adulthood for Children and Young People with Special Educational Needs and Disabilities (SEND)	
Date of Equality Analysis (EA): 31/10/24	
Directorate: CYPS	Service area: Commissioning, Performance and Quality
Lead Manager: Helen Sweaton	Contact number:
Is this a:	
<input type="checkbox"/> Strategy / Policy	<input checked="" type="checkbox"/> Service / Function
<input type="checkbox"/> 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)
Helen Sweaton	RMBC/ Rotherham ICB	Joint Assistant Director
Kirsty-Louise Littlewood	RMBC	Adults Assistant Director
CaryAnne Sykes	RMBC	Head of SEND
Anna Clack	Rotherham ICB	Strategic Commissioning
Paul Stinson	RMBC	HOS Commissioning
James Chapman	RMBC	SEND Service Manager
Helen Fisher	RMBC	Adults HOS
Jayne Fitzgerald	RPCF	

3. What is already known? - see page 10 of Equality Screening and Analysis Guidance
<p>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.)</p> <p>The Improving Lives review group on Preparation for Adulthood for Children and Young People with Special Educational Needs and Disabilities (SEND) produced a stand-alone report with recommendations that have been used to inform further development of the Preparation for Adulthood work programme.</p> <p>The Services affect children and young people with SEND and their families.</p> <p>In relation to equalities, the review group identified the requirement for further workforce training to be completed with a focus on Equalities, Diversity and Inclusion, to ensure targeted work could be completed within communities and to improve engagement levels with communities. The review group recommended that there should be a further focus on enhancing equalities, diversity and inclusion in relation to the area of preparation for adulthood, which a particular focus on improving engagement levels with children and young people with SEND in communities, such as the BAME and Roma Slovak communities.</p> <p>In relation to human rights advice and implications, the review group identified the requirement for progress relating to children and young people with SEND feeling unsafe in general within communities, online and at school. The review group recommended that the feedback from the Autism Strategy Consultation should be reflected in the support offer available.</p>
<p>What equality information is available? (Include any engagement undertaken)</p> <p>Quality information is already captured and used to shape priorities and deliver existing services across the Local Authority, health and education sectors.</p> <p>Equality information is available through the following sources:</p>

- Performance Practice and Learning
- CYPS performance reporting – Scorecards and Dashboards (Insight)
- Audit and QA activity
- Section 11
- DfE reporting
- Department for Health & Social Care
- Ofsted

A work plan is in place which reports into the SEND Executive Board and Place Board. Reporting includes the capturing of data, including diversity and equality, and feedback from different children and groups which will continue to be used to monitor, scrutinise and inform the plan. This work plan is owned and delivered on by the PfA Strategic Group, a multi-agency group offering cross partnership challenge and co working.

Rotherham is a large minster town in South Yorkshire, England which along with its nearby settlements form the Metropolitan Borough of Rotherham, with a population of 265,800 (ONS, 2021).

- The population of Rotherham is 265,800 (Census data, 2021)
- There are 125 schools in Rotherham.
- The percentage of children and young people who are eligible for free school meals is 11,621 — or 68% (Data as of July 2022)
- Rotherham ranks as the 35th most deprived upper tier local authority in England out of a total of 151 upper-tier local authorities (Index of multiple deprivation 2019 by LSOA)
- 20.4% of pupils in Rotherham (9,325) have identified SEND needs compared to 17.1% nationally (Spring School Census 2023)

11926 (as of 23/04/2024) Children and Young People with SEND in Rotherham

- **3367 have an open ECHP**
- **8560 receive SEN support**

Of the children open to the service 7572 are male or identify as male, and 4417 are female or identify as female

Ethnicity	Count
A1 - White British	9789
C2 - Pakistani	566
A3 - Any other White background	300
A5 - Gypsy / Roma	297
B2 – White and Black African	230
B3 - White and Asian	148
White and Black Caribbean	127
B1 - White and Black Caribbean	116

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B4 - Any other mixed background	91
E4 - Information not yet obtained	87
C4 - Any other Asian background	78
E2 - Any other ethnic group	75
C1 - Indian	40
E3 - Refused	36
E1 - Chinese	25
D3 - Any other Black background	23
A2 - White Irish Bangladeshi	16
	6

Recruitment to staff roles considers the need for the workforce to reflect the communities in which they work.

Translation services are utilised as a range of bespoke provision is in place including specific targeted support groups for LGBT young people, BAME young people, Girls and young women, faith-based groups and provision, support for Ukraine and Afghanistan families and young people with autism.

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

We would like to improve access and availability of health data, in particular in relation to measuring impact.

We are working to improve the collection and analysis of qualitative information to demonstrate impact more clearly.

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

A range of approaches will be used to ensure that children, young people and families play a key part in the evaluation of the strategy and that their individual needs and protected characteristics are considered.

Existing data and established methodology across the children’s workforce will continue to be used to monitor impact on those groups with protected characteristics.

Service users have been involved with the development of the actions within the work programme and influence decision making and delivery through the work of the parent carer forum and guiding voices, as well as frontline staff, partner agencies.

- Continue engagement with the Parent Carer Forum
- Continue to develop quality assurance

<p>Engagement undertaken with customers. (date and group(s) consulted and key findings)</p> <p><i>7TH December 2023. 5th February 2024, 20th February 2024 11th March 2024 15th April 2024</i></p>	<p>No engagement has taken place with service users in respect of the scrutiny review.</p> <p>The vision and outcomes framework underpinning the preparation for adulthood work was co-produced as part the of the SEND Strategy development.</p> <p>To inform the SEND Strategy a consultation and engagement activity through co-production workshops was undertaken. The core aim of this was to consult on the outcomes of this strategy to give children and young people the opportunity to feedback to make sure the outcomes are right for them.</p> <p>Leading on from this, a comprehensive and engagement activity will be undertaken. The development of the revised Strategy will involve collaborative working across Rotherham’s key stakeholders.</p> <p>Following approval of the outcomes and key performance indicators the draft SEND Strategy will be completed with the support from the CDC. This will be followed by a 12-week consultation process.</p> <p>FINDINGS:</p> <p>Feedback from the young people we have engaged with (Guiding Voices and School Engagement), identifies this does not always happen and when it does, they do not always feel their thoughts and feelings are included in their aspirational outcomes.</p> <p>The co-production workshops and engagement with young people highlighted the need for the New Rotherham SEND Strategy to be written in a format that enables the children and young people to see how it will impact their lives. The outcome of the co-produced development is reflected in the language used to in the 7 outcome statements.</p>
<p>Engagement undertaken with staff (date and group(s)consulted and key findings)</p>	<p>Rotherham Strategy Development Workshop in Developing the SEND Outcomes Framework and SEND Strategy. <i>(7TH December 2023. 5th February 2024, 15th April 2024)</i></p>

4. The Analysis - of the actual or likely effect of the Policy or Service (Identify by protected characteristics)
<p>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)</p> <p>The services delivering support for preparation for adulthood are targeted towards children and young people with special educational needs and/ or disability. These children and young people, and their families may also have other protected characteristics.</p>
<p>Does your Policy/Service present any problems or barriers to communities or Groups?</p> <p>It is not envisaged that the plan will present any barriers to communities and groups.</p>
<p>Does the Service/Policy provide any positive impact/s including improvements or remove barriers?</p> <p>The actions identified as a result of the recommendations in this report will enhance equalities, diversity and inclusion in relation to the area of preparation for adulthood, with a particular focus on improving engagement levels with children and young people with SEND in communities, such as the BAME and Roma Slovak communities.</p>
<p>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)</p> <p>The actions identified as a result of the recommendations in this report will enhance community relations by improving the relationship with the voluntary sector and increasing engagement with community groups.</p>

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: Cabinet Response to the Recommendations from the Scrutiny Review - Preparation for Adulthood for Children and Young People with Special Educational Needs and Disabilities (SEND)
Directorate and service area: Childrens – Commissioning, Performance and Quality
Lead Manager: Helen Sweaton
Summary of findings:
<p>The Improving Lives review group on Preparation for Adulthood for Children and Young People with Special Educational Needs and Disabilities (SEND) produced a stand-alone report with recommendations that have been used to inform further development of the Preparation for Adulthood work programme.</p> <p>The Services affect children and young people with SEND and their families.</p> <p>The actions identified as a result of the recommendations will enhance equalities, diversity and inclusion in relation to the area of preparation for adulthood, with a particular focus on improving engagement levels with children and young people with SEND in communities, such as the BAME and Roma Slovak communities. The actions will also enhance community relations by improving the relationship with the voluntary sector and increasing engagement with community groups.</p>

Appendix 3

Action/Target	State Protected Characteristics as listed below	Target date (MM/YY)
Cabinet Approval of response to recommendations	As Above	16th December 2024
Draft response to recommendations identifying additional actions to be included in the PfA Work Programme	A, D, S, RE, RoB, SO, C, O	January 2025
Implementation of the PfA Work programme	As Above	January 2025 (reviewed annually)

***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
Nicola Curley	Strategic Director, Children and young people	31 st October 2024
Cllr Cusworth	Lead Member CYP	11 th November 2024

7. Publishing	
<p>The Equality Analysis will act as evidence that due regard to equality and diversity has been given.</p> <p>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.</p> <p>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.</p>	
Date Equality Analysis completed	31.10.24
Report title and date	Cabinet's Response to Scrutiny Review -- Preparation for Adulthood for Children and Young People with Special Educational Needs and Disabilities (SEND)
Date report sent for publication	
Date Equality Analysis sent to Performance, Intelligence and Improvement equality@rotherham.gov.uk	01.11.24