

# Equality Impact Assessment Number: 1244

## PART A

### Introductory Information

**Proposal name**

Ensuring a good education for children who cannot attend school because of health needs- Policy Statement

#### Brief aim(s) of the proposal and the outcome(s) you want to achieve

Department for Education statutory guidance requires all local authorities to have a written, publicly accessible policy statement on their arrangements to comply with their legal duty towards children with additional health needs.

The local authority duty is to arrange suitable full-time education (or as much education as the child's health condition allows) for children of compulsory school age who, because of illness, would otherwise would not receive suitable education.

The proposed policy fills that current gap of no up to date published policy being in place and will support the aims of the Sheffield Inclusion Strategy 2020-2025. That *"Sheffield will be an inclusive city where we work together to ensure that all children and young people get the right support at the right time so that they can live a happy and fulfilled life"*

The policy identifies support that is in place to identify children and young people and support schools to deliver appropriate education support. The local authority commissions Becton Hospital School via Chapel House to deliver provision where required.

#### Proposal type

Budget       Non Budget

#### If Budget, is it Entered on Q Tier?

Yes       No

If yes what is the Q Tier reference

#### Year of proposal (s)

<input type="radio"/> 21/22	<input checked="" type="radio"/> 22/23	<input type="radio"/> 23/24	<input type="radio"/> 24/25	<input type="radio"/> other
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#### Decision Type

- Coop Exec
- Committee (e.g., Health Committee) which committee
- Leader
- Individual Coop Exec Member
- Executive Director/Director

- Officer Decisions (Non-Key)
- Council (e.g., Budget and Housing Revenue Account)
- Regulatory Committees (e.g. Licensing Committee)

**Lead Committee Member**

Cllr Dale /Cllr Rooney

**Lead Director for Proposal**

Andrew Jones

**Person filling in this EIA form**

Tim Armstrong

**EIA start date**

02/09/22

**Equality Lead Officer**

- |  |                                    |
|--|------------------------------------|
| <input type="radio"/> Adele Robinson         | <input type="radio"/> Ed Sexton    |
| <input type="radio"/> Annemarie Johnston     | <input type="radio"/> Louise Nunn  |
| <input checked="" type="radio"/> Bashir Khan | <input type="radio"/> Beverley Law |

**Lead Equality Objective ([see for detail](#))**

<input checked="" type="radio"/> Understanding Communities	<input type="radio"/> Workforce Diversity	<input type="radio"/> Leading the city in celebrating & promoting inclusion	<input checked="" type="radio"/> Break the cycle and improve life chances
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**Portfolio, Service and Team**

**Is this Cross-Portfolio**

- Yes       No

**Portfolio/s**

Childrens Services

**Is the EIA joint with another organisation (e.g. NHS)?**

- Yes       No      Please specify

**Consultation**

**Is consultation required? (Read the guidance in relation to this area)**

- Yes       No

**If consultation is not required, please state why**

In developing the policy discussion has taken place with colleagues in the NHS and across schools, including Becton Hospital School. There is no requirement for formal consultation on this policy statement.

**Are Staff who may be affected by these proposals aware of them?**

Yes       No

**Are Customers who may be affected by these proposals aware of them?**

Yes       No

**If you have said no to either please say why**

## Initial Impact

Under the [Public Sector Equality Duty](#) we have to pay due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

For a range of people who share protected characteristics, more information is available on the [Council website](#) including the [Community Knowledge Profiles](#).

## Identify Impacts

**Identify which characteristic the proposal has an impact on tick all that apply**

<input checked="" type="radio"/> Health	<input type="radio"/> Transgender
<input checked="" type="radio"/> Age	<input type="radio"/> Carers
<input checked="" type="radio"/> Disability	<input type="radio"/> Voluntary/Community & Faith Sectors
<input type="radio"/> Pregnancy/Maternity	<input type="radio"/> Cohesion
<input type="radio"/> Race	<input type="radio"/> Partners
<input type="radio"/> Religion/Belief	<input checked="" type="radio"/> Poverty & Financial Inclusion
<input type="radio"/> Sex	<input type="radio"/> Armed Forces
<input type="radio"/> Sexual Orientation	<input type="radio"/> Other
<input type="radio"/> Cumulative	

## Cumulative Impact

**Does the Proposal have a cumulative impact?**

Yes       No

<input type="radio"/> Year on Year	<input type="radio"/> Across a Community of Identity/Interest
<input type="radio"/> Geographical Area	<input type="radio"/> Other

*If yes, details of impact*

**Local Area Committee Area(s) impacted**

All       Specific

*If Specific, name of Local Committee Area(s) impacted*

## Initial Impact Overview

**Based on the information about the proposal what will the overall equality impact?**

The Department for Education statutory guidance Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk) states that schools and academies should be supporting pupils with medical needs to continue to engage with learning on school site, with reasonable adjustments made and in line with the child's treatment plan.

The DFE 'Equality Act 2010 and Schools guidance' Equality Act Advice Final.pdf (publishing.service.gov.uk) states the Equality Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, the way it provides pupils access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

The local authority duty is to arrange suitable full-time education (or as much education as the child's health condition allows) for children of compulsory school age who, because of illness, would otherwise would not receive suitable education.

The proposed policy fills that current gap of no up to date published policy being in place.

The policy helps to address the priority to reduce exclusion in all forms by seeking to ensure that appropriate education provision is arranged and accessible to those who may be unable to access education due to health needs.

**Is a Full impact Assessment required at this stage?**  Yes  No

**If the impact is more than minor, in that it will impact on a particular protected characteristic you must complete a full impact assessment below.**

## Initial Impact Sign Off (EIA Lead to complete)

**EIAs must be agreed and signed off by the Equality lead Officer in your Portfolio or corporately. EIA signed off:**

Yes  No

Date agreed

6/9/22

EIA Lead

Bashir Khan

## Part B

### Full Impact Assessment

## Health

Does the Proposal have a significant impact on health and well-being (including effects on the wider determinants of health)?

Yes     No    *if Yes, complete section below*

### Staff

Yes     No

### Customers

Yes     No

### Details of impact

The policy helps to address the priority to reduce exclusion in all forms by seeking to ensure that appropriate education provision is arranged and accessible to those who may be unable to access education due to health needs.

### Comprehensive Health Impact Assessment being completed

Yes     No

*Please attach health impact assessment as a supporting document below.*

### Public Health Leads has signed off the health impact(s) of this EIA

Yes     No

Name of Health Lead Officer

## Age

### Impact on Staff

Yes     No

### Impact on Customers

Yes     No

### Details of impact

The policy helps to address the priority to reduce exclusion in all forms by seeking to ensure that appropriate education provision is arranged and accessible to those who may be unable to access education due to health needs.

## Disability

### Impact on Staff

Yes     No

### Impact on Customers

Yes     No

### Details of impact

The policy helps to address the priority to reduce exclusion in all forms by seeking to ensure that appropriate education provision is arranged and accessible to those who may be unable to access education due to health needs.

### **Pregnancy/Maternity**

**Impact on Staff**

Yes                       No

**Impact on Customers**

Yes                       No

**Details of impact**

### **Race**

**Impact on Staff**

Yes                       No

**Impact on Customers**

Yes                       No

**Details of impact**

### **Religion/Belief**

**Impact on Staff**

Yes                       No

**Impact on Customers**

Yes                       No

**Details of impact**

### **Sexual Orientation**

**Impact on Staff**

Yes                       No

**Impact on Customers**

Yes                       No

**Details of impact**

### **Gender Reassignment (Transgender)**

**Impact on Staff**

Yes  No

**Impact on Customers**

Yes  No

**Details of impact****Carers****Impact on Staff**

Yes  No

**Impact on Customers**

Yes  No

**Details of impact****Poverty & Financial Inclusion****Impact on Staff**

Yes  No

**Impact on Customers**

Yes  No

**Details of impact**

The policy helps to address the priority to reduce longer exclusion through missing out of education in all forms is mitigated by seeking to ensure that appropriate education provision is arranged and accessible to those who may be unable to access education due to health needs.

**Cohesion****Impact on Staff**

Yes  No

**Impact on Customers**

Yes  No

**Details of impact****Partners****Impact on Staff**

Yes  No

**Impact on Customers**

Yes  No

**Details of impact**

**Armed Forces**

**Impact on Staff**

Yes

No

**Impact on Customers**

Yes

No

**Details of impact**

**Other**

*Please specify*

**Impact on Staff**

Yes

No

**Impact on Customers**

Yes

No

**Details of impact**

**Action Plan and Supporting Evidence**

**What actions will you take to mitigate any equality impacts identified? Please include an Action Plan including timescales**

[Empty text box for Action Plan]

**Supporting Evidence** (Please detail all your evidence used to support the EIA)

[Empty text box for Supporting Evidence]

**Detail any changes made as a result of the EIA**

[Empty text box for changes made as a result of the EIA]



[Redacted]

Following mitigation is there still significant risk of impact on a protected characteristic.  Yes  No

If yes, the EIA will need corporate escalation? Please explain below

[Redacted]

### Sign Off – Part B (EIA Lead to complete)

EIAs must be agreed and signed off by the Equality lead Officer in your Portfolio or corporately. Has this been signed off?

Yes  No

Date agreed

6/9/22

Name of EIA lead officer

Bashir Khan

Review Date

30/09/2023

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