

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, diversity, cohesion and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Directorate: Children's Services	Service area: Complex Needs
Lead person: Tony Bowyer, Sensory Service Lead	Contact number: 0113 3957498

1. Title: Proposal to change the host school of the City's Primary resourced provision for deaf and hearing impaired children

Is this a:

Strategy / Policy

Service / Function

Other

If other, please specify

2. Please provide a brief description of what you are screening

It is proposed that the City's Primary resourced provision for deaf and hearing impaired children be moved from Cottingley Primary Academy to Moor Allerton Hall Primary School by September 2014. There are no longer any children or staff at the provision at Cottingley. Through parental choice the children now attend other schools in Leeds. The contractual agreement between the Local Authority and the Cottingley Academy re the provision has now expired and will not be renewed.

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3. Relevance to equality, diversity, cohesion and integration

All the council’s strategies/policies, services/functions affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?	X	
Have there been or likely to be any public concerns about the policy or proposal?		X
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?	X	
Could the proposal affect our workforce or employment practices?		X
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 	X	

If you have answered **no** to the questions above please complete **sections 6 and 7**

If you have answered **yes** to any of the above and;

- Believe you have already considered the impact on equality, diversity, cohesion and integration within your proposal please go to **section 4**.
- Are not already considering the impact on equality, diversity, cohesion and integration within your proposal please go to **section 5**.

4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment. Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?**

Consultation has already taken place with parents of deaf children, schools, Sensory Service staff and the National Deaf Children's Society (NDCS) to look at the best method of improving outcomes for deaf and hearing impaired children in primary resourced provision in Leeds. All are supportive of the plan to move the provision to a school in the Allerton Grange area. We have not yet been able to consult around the specific choice of Moor Allerton Hall Primary School.

The Sensory Service has also looked at previous outcomes for deaf children and how they might be improved. This includes consideration of transition between primary and secondary school.

Consideration has been given to the ethnic mix of this cohort.

- **Key findings**

Positive Impact:

The proposal is designed to improve educational and other outcomes for deaf and hearing impaired children through:

- Providing education for them in a school which is deemed by Ofsted to be "good", with inspirational leadership.
- Providing a more seamless transition to secondary school, through schools which are already closely linked and transition many pupils between them annually.
- Giving profoundly deaf children the opportunity to transition to high school (Allerton Grange) with their hearing friends and peers. This will mean their communication methods are already better understood and practiced. They will be more accepted, happier, more included and less vulnerable.
- Giving parents the opportunity to send their deaf and hearing impaired children to specialist provision in a school that they feel confident will meet their educational, social and emotional needs.
- Providing a deaf peer group for deaf children. This is very important for deaf children and does not exist at Cottingley as through parental choice all deaf children have now left the school.
- Providing for more readily available specialist support and teaching by allowing flexible and swift movement of staff between Moor Allerton Hall and the adjacent Allerton Grange High School resourced provision.
- Creating a specialist base which will provide more suitable physical accommodation than has been available at Cottingley Primary School or Cottingley Primary Academy.

Many of the deaf children requiring the provision come from ethnic minority families. Moor Allerton Hall Primary school has a much wider intake regarding language and

ethnicity than Cottingley Academy Primary.

Parents of deaf children are keen for the provision to move from Cottingley to a good or outstanding school in the Allerton Grange area. This view is supported by the National Deaf Children's Society (NDCS).

As the provision serves children from across the City the proposed move does not mean that children will be travelling any further to access it.

There are now no children in the provision at Cottingley, therefore the move will not disrupt the continuity of education for any deaf or hearing impaired children.

Staff in the Sensory Service who would likely work within the new provision are very keen for it to move to a good school in the Allerton Grange Area. The exact staffing configuration and deployment are still to be decided. Staff are not permanently attached to any one school and can be deployed across the City as required. There will be no redundancies or overall change in people's work patterns.

Negative Impact

There is no perceived negative impact on equality, diversity, cohesion or integration for pupils, staff or residents.

• Actions

(think about how you will promote positive impact and remove/ reduce negative impact)

If this proposal is progressed, there will be ongoing and in depth consultation with all stakeholders and interested groups. This will include the relevant schools, parents of deaf children, voluntary sector bodies such as NDCS, the Leeds Children's Services Working Group and, importantly, deaf children themselves.

There will also be a statutory consultation as is required when an educational provision is changed in this way. A full SEN impact assessment will be drawn up from these consultations to ensure the greatest positive impact and the least negative impact on deaf children and their families.

5. If you are not already considering the impact on equality, diversity, cohesion and integration you will need to carry out an impact assessment.

Date to scope and plan your impact assessment:	
Date to complete your impact assessment	
Lead person for your impact assessment (Include name and job title)	

6. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
<p>7. Publishing This screening document will act as evidence that due regard to equality and diversity has been given. If you are not carrying out an independent impact assessment the screening document will need to be published.</p> <p>Please send a copy to the Equality Team for publishing</p>		
Date screening completed		
Date sent to Equality Team		
Date published (To be completed by the Equality Team)		