

Equality, Diversity, Cohesion and Integration Screening



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: Built Environment
Lead person: Shaya Alexander	Contact number: 247 5357

1. Title: Rufford Park Primary– Basic Need scheme.

Is this a:

Strategy / Policy

Service / Function

Other

This project forms part of Children's Services Basic Need Programme

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

- **Main aim**

The rapidly increasing birth rate in Leeds has resulted in the need to provide an additional amount of places for reception age children in this area of the city. Rufford Park Primary School was identified as one of the schools for expansion in 2012. The school admission limit will rise from 1FE to 1.5FE (210 to 315 pupils) from September 2014. The school will admit a bulge cohort in September 2013. It has been identified that the 2013 cohort can be accommodated within the existing footprint and that additional accommodation will be required from September 2014. New accommodation will consist of a 2-storey linked extension.

- **Purpose**

A screening exercise has been carried out to determine if the addition of 4 new teaching spaces to bring the school's accommodation in line with 1.5FE requirements, will impact on equality.

The new accommodation will be fully DDA compliant. A new lift will be included within the design allowing for the extension to be fully accessible. There will also be an additional disabled toilet. A series of external ramps and footpaths will also ensure that all external areas are fully accessible and pupil flow is maximised across the play areas.

The 4 new classrooms are necessary to fulfil the Authorities legal duty to provide a school place for every child and where possible, in the school of parental preference.

The additional accommodation will be of traditional build construction, in the form of a 2-storey block, situated to the rear of the main building. Access internally will be via the existing school corridor, which will be extended.

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?		No
Have there been or likely to be any public concerns about the policy or proposal?		No
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?		No
Could the proposal affect our workforce or employment practices?		No
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 	Yes	

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?** (think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

Consultation & involvement

As part of our project management process a communications plan has been created to highlight all key stakeholders that have a vested interest in the project. This identifies how they are to be communicated with and the frequency of the communication.

The following communication has taken place at this stage in the process.

- Consultation with Planning and Highways officers;
 - Pre planning meeting has been held – planning application to be submitted 01/07/13.
 - Highways have been commissioned to design and implement all off-site highways requirements.
- Consultation with Governing Body (review of drawings to ensure stakeholder satisfaction) – further meeting arranged 17/06/2013.
- Staff consultation on the design of the building (through regular design meetings with Leeds City Council, the design team and the head teacher). Staff Meeting is arranged 24/06/13.
- Pre Planning Public consultation to take place on 24/06/2013.
- Consultation with pupils has already taken place and a further consultation is arranged 24/06/2013.
- Ward member briefing has been issued and further briefings will be issued at appropriate stages in the project development i.e. prior to start of construction work.

- **Key findings**

(think about any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

The outcome of the consultation sessions and evidence of how it has been

reflected within the design can be found in the key findings section below.

- **Actions**

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

The building was designed and will be constructed taking into account the Disability Discrimination Act and all current building regulations associated with it.

Access to the building

The building is 2-storey, with level access from all internal and external doors. A lift will be provided internally so that the accommodation is fully assessable. The design will be reviewed by an Access Officer as part of the planning approval process and all comments/feedback incorporated into the design. All door widths will be sufficient to allow for wheelchair access.

Car parking

The existing school car park is deemed to have sufficient disabled parking/drop off facilities therefore no additional spaces will be delivered as part of this project.

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:	
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Date to complete your impact assessment	
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Lead person for your impact assessment (Include name and job title)	
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6. Governance, ownership and approval

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

Name	Job title	Date
James Saunders	Basic Need Programme Manager	11/06/2013

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.

Please send a copy to the Equality Team for publishing

Date screening completed	11/06/2013
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Date sent to Equality Team	11/06/2013
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Date published (To be completed by the Equality Team)	
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