

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:	Contact number:

1. Title: Proposed Expansions of Special Inclusive Learning centres		
Is this a:		
<input type="checkbox"/> Strategy / Policy	<input checked="" type="checkbox"/> Service / Function	<input type="checkbox"/> Other
If other, please specify		

2. Please provide a brief description of what you are screening
<p>Leeds has been successful in bidding for funding for proposed expansions to two Special Inclusive Learning Centres (SILCs), to provide an additional approximately 200 new places for children and young people with Special Educational Needs (SEN) from across the city. The proposed expansions would make a significant contribution to plans to address an identified shortfall of places for children and young people with SEN both in the current year and in the years ahead.</p>

3. Relevance to equality, diversity, cohesion and integration
<p>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.</p>

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**.

<p>4. Considering the impact on equality, diversity, cohesion and integration</p> <p>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).</p> <ul style="list-style-type: none"> • How have you considered equality, diversity, cohesion and integration? <p>Plans for the proposed expansions have been discussed with and informed by discussion with key stakeholders with an interest in promoting the equality of children and young people with SEN and their families. This has included principals of Leeds SILCs; members of the Leeds Complex Needs Partnership Board; and members of the SEN Strategy Education Task group.</p> <p>Advice on suitable sites for expansion has been sought from colleagues in the Built Environments Team on the basis of increasing of equality of access for all children and young people with SEN from all areas of the city; and especially any areas of the city where need is not currently met and/or is significantly greater than other areas.</p>

The expansions have been sought to further the cohesion and integration of children and young people with SEN with their local communities, to reduce the current rising numbers of children and young people with SEN accessing school places outside of Leeds and away from their home communities, due to lack of adequate places in provision that would meet their needs in Leeds.

- **Key findings**

Positive Impact:

The sites identified for expansion have been chosen to meet rising needs specifically in the south and central areas of the city; and also in the case of the city centre site have been chosen to provide an accessible central site for children and young people from across Leeds with minimal and straightforward travel arrangements.

The proposed expansions will thus have positive implications for equality for children and young people and their families, in that they provide the opportunity for children with SEN to access excellent education provision in their local community and/or with minimal and simple travel/transport arrangements.

The SILCs identified for expansion have also been chosen for their high standard of teaching and learning, having been rated as either 'Good' or 'Outstanding' by Ofsted and having had their high quality leadership noted in Ofsted inspections. This has positive implications for the attainment of children and young people with SEN and for redressing a current imbalance which is identified between the levels of educational attainment of children with SEN, and the levels of attainment of their peers.

The proposed expansions would also redress the inequality currently experienced by children and young people who must access to places outside of the Local Authority and thus away from their local communities, due to lack of adequate capacity in Leeds' current provision; it would also reduce the inconvenience and cost associated with travel to placements in other Authorities.

Consultation activity recently undertaken by the Complex Needs Service indicates a strong feeling amongst education practitioners, parents, and voluntary organisations that increased capacity in Leeds schools would be beneficial to best meet the needs of children and young people with autism spectrum conditions, which is a key area of rising need for Leeds and contributes significantly to increased demand for places.

Negative Impact

There is no identified 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 statutory consultation in September 2013 as is required under the Education and Inspections Act 2006. A full SEN impact assessment will be drawn up from this consultation to ensure the greatest positive impact and the least negative impact on children with SEN 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

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	
Date sent to Equality Team	
Date published (To be completed by the Equality Team)	