

# 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.

<b>Directorate:</b> Children’s Services	<b>Service area:</b> Built Environment
<b>Lead person:</b> Debra Penny Project Co-ordinator PPPU	<b>Contact number:</b> 07891 270288

**1. Title:** Broadgate Primary School – 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. In 2013 Broadgate Primary School was identified as one of the schools for expansion. The school admission limit will change as a result of converting from a 1FE Junior to a 2FE primary school (210 to 420 pupils) from September 2015.

• **Purpose**

A screening exercise has been carried out to determine if the addition of new teaching spaces to bring the school’s accommodation in line with 2FE requirements, will impact on equality.

The new accommodation will be fully DDA compliant. It includes a new build two

storey block to accommodate six classrooms, staff and meeting rooms which includes a lift. There are also remodelling work in the main block to form an opening and external covered walkway to the new block and a small extension to the existing block 2 on the site.

The 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.

### 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"> <li>• Eliminating unlawful discrimination, victimisation and harassment</li> <li>• Advancing equality of opportunity</li> <li>• Fostering good relations</li> </ul>	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)

### **School Admissions**

The primary school provides education for all pupils, The school is becoming oversubscribed and an increase in admission numbers will allow for more children to be education within the school's values and ethos.

### **Consultation & involvement**

As part of the project management process around the design of the build, 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 consultees have been involved in various communications during the consultation process.

- School Governors and staff
- Parents and the school pupils
- Planning
- Highways
- Sport England
- Local Ward Members
- Local residents
- LCC Childrens Centre
- Horsforth Town Council
- Local neighbouring school St Mary's RC Primary
- RC Diocese
- Building Control
- Several public consultation and planning consultation meetings took place at the school in addition to letters/surveys to residents during the period January to October 2014.
- Planning notices for the public to comment on the application have been published during the approval process which started on 15 October 2014.

• **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 new block adjacent to the main school existing building will be 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 will be extended and improved to include designated disabled parking/drop off facilities and these improvements 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
Jill Gough	Executive Project Manager	24/11/14

**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

<b>Date screening completed</b>	24/11/14
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<b>Date sent to Equality Team</b>	Expected November 2014 second version resubmitted 8/1/2015
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<b>Date published</b>	
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(To be completed by the Equality Team)