

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: Darren R Dobson	Contact number: 07891 270396

1. Title: Farsley Springbank Junior School and Farsley Westroyd Infant 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 2012 Farsley Springbank Junior School and Farsley Westroyd Infant School was identified as the schools suitable for expansion. The Springbank proposal is to convert from 2 FE Junior to 2 FE Primary (240 to 420 pupils) from September 2015. Farsley Wetsroyd Infant School will convert from a 2FE Infant to 1FE Primary (180 to 210 pupils) from September 2015. The new accommodation across both sites include additional classrooms and ancillary areas, plus internal remodelling to the main block.

- **Purpose**

A screening exercise has been carried out to determine if the additional spaces

required plus essential additional facilities to bring the school's accommodation in line with 2 FE Primary School requirements, will impact on equality.

The new accommodation will be fully DDA compliant. There will be additional accessible toilets and improved access around both developments. 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. Where steps are unavoidable within the building an alternative method will be installed such as a lift or ramp.

The expansion is necessary to ensure that the Authority can fulfil its 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 to all three sites.

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

Full public consultation has taken place relating to the Statutory Notice proposal to change the age range of the children at these schools and increase the numbers of pupils at the school. As part of that consultation the outline initial feasibility drawings were provided at two open meetings advertised to parents and local residents. Verbal feedback was not recorded unless the person attending requested this. Written feedback was encouraged at the consultation on the design consultations. Final Determination of the Statutory Notice was approved 25th June 2014 at Executive Board meeting.

In addition, the Project Team has consulted with staff, governors and pupils on the possible features and facilities of any extension.

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 meetings were held – planning application was submitted July 2014
- Highways have been commissioned to investigate and undertake stage 1 and Stage 2 checks.
- Consultation with Governing Body.
- Staff consultation on the proposal (through regular design meetings with Leeds City Council, the design team and the head teacher).
- Pre Planning Public consultation took place in October/November 2013
- Consultation with pupils has taken place.
- Ward members have been consulted on the proposal to consult on the issuing of a Statutory Notice to change admission numbers. A briefing to ward members was undertaken in February 2015 at the end of RIBA Stage E, and further briefings will be issued at appropriate stages in the project development.

- **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 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 buildings will be single storey, with level access from all internal and external doors. The design has been 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. Where internal steps are unavoidable due to level changes and cannot be ramped due to design constraints, lifts or ramps have been provided as part of the project.

Car parking

The existing school car parks will be increased in size, and will provide additional accessible designated spaces.

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
Nigel Wilson	Basic Need Programme Manager	27/04/2015

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	27/04/2015
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Date sent to Equality Team	29/04/2015
Date published (To be completed by the Equality Team)	