

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: Projects, Programmes and Procurement Unit	Service area: Children’s Services category team
Lead person: Melanie Hibbert	Contact number: 07891 277092

1. Title: Gledhow Primary School Learning Places Programme scheme

Is this a:

Strategy / Policy
 Service / Function
 Other

This project forms part of Children’s Services Learning Places Programme

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

- **Main aim**

As a consequence of the increasing birth rate in Roundhay and surrounding areas, it is necessary to expand provision at Gledhow Primary School from a 2 Form Entry with 420 pupil places, to a 3 Form Entry with 630 pupil places. This new scheme will be completed under the City Council’s Learning Places Programme which aims to ensure its statutory duties are met with respect to ensuring a school place for every child within the city, and was approved by Executive Board on 17 December 2014. The expansion will be delivered through a combination of new build extensions and internal remodelling.
- **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 3 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 the development. An 8 person fire rated passenger lift will be installed in the main new build extension to ensure that both floors are fully accessible. 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 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.

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 increase the numbers of pupils at the school. Final Determination of the Statutory Notice was approved by Executive Board in December 2014.

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

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 in September 2015 and approved in December 2015. The application received support from North-East Plans Panel in December 2015.
- Highways have been commissioned to investigate and undertake stage 1 and Stage 2 checks.
- Consultation with Governing Body. Attendance by one, sometimes two, of the Governors at school design meetings.
- Staff consultation on the proposal (through regular design meetings with Leeds City Council, the design team and the head teacher).
- Pre Planning Public Information session took place in September 2015
- Ward members have been consulted on the proposal to consult on the issuing of a Statutory Notice to change admission numbers. Ward members have been briefed throughout the design process at the end of each design stage.

- **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.

<ul style="list-style-type: none"> • Actions (think about how you will promote positive impact and remove/ reduce negative impact) <p>The building was designed and will be constructed taking into account the Disability Discrimination Act and all current building regulations associated with it.</p> <p>Access to the building The new build extension is a two storey traditional building. A level deck which wraps around the proposed main new build extension provides level access around the building. The deck can be accessed directly from the KS1 classrooms at ground floor. Building Regulations compliant level access to the raised platform will commence from existing playground levels. Direct access from the new build reception classroom to the playground area will be provided by a raised deck. A full fire evacuation passenger lift will be provided to ensure that both floors within the new build extension are fully accessible. All door widths will be sufficient to allow for wheelchair access.</p> <p>Car parking The existing vehicular entrance will be retained with the addition of 15no new car parking spaces, which includes the provision of 4no disabled parking bays.</p>		
<p>5. If you are not already considering the impact on equality, diversity, cohesion and integration you will need to carry out an impact assessment.</p>		
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)		
<p>6. Governance, ownership and approval Please state here who has approved the actions and outcomes of the screening</p>		
Name	Job title	Date
Nigel Wilson	Basic Need Programme Manager	January 2016
<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		January 2016
Date sent to Equality Team		January 2016

Date published (To be completed by the Equality Team)	
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