

# 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 Service	<b>Service area:</b> Built Environment
<b>Lead person:</b> Chris Gosling	<b>Contact number:</b> 0113 39 51403

**1. Title:** Design & Cost and Tender Acceptance Report for the delivery of required off-site works to support the SEMH School in South Leeds

Is this a:

**Strategy / Policy**
                         
  **Service / Function**
                         
  **Other**

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

- **Main aim**  
 In July 2016 the Executive Board endorsed the case for change and approved the investment into Children’s Services ‘Social, Emotional & Mental Health’ (SEMH) programme. This programme aims to improve education and support for children and young people with complex SEMH needs and is part of a citywide strategy supported by both the Council and NHS to invest and improve services for children’s emotional and mental health. The SEMH programme seeks to replace the outdated provision with specially designed facilities that are managed and led by an Academy partner, the Wellspring Academy Trust, whose provision is rated as ‘outstanding’ by OfSTED. The aim is to combine the existing BESD SILC and Pupil Referral Unit (PRU) into one multi-site, innovative SEMH Academy catering for ages four to nineteen and all aspects of the SEMH spectrum. Delivery of these proposals will be managed as part of a co-ordinated, city-wide, multi-agency programme covering all aspects of this transition. Three new school buildings are to be constructed as part of this programme, designed specifically as SEMH facilities.

- **Purpose**

A screening exercise has been carried out to determine if the SEMH development at South Leeds will impact upon equality. The works identified within this report are for off-site highways infrastructure works required as per planning conditions and road safety & access requirements. This does not impact upon equality. For reference, the SEMH programme has been the subject of a holistic equality impact assessment which deals directly with the institutional changes. Highways have completed their own EDCI screening document as part of their report to the Highways Chief Officer. The design proposed is in-line with all Leeds City Council access policies.

### 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?**

##### **Consultation and Involvement**

Consultation has taken place with key stakeholders throughout the development of the proposed accommodation for South Leeds SEMH, this consultation has been cognisant of the proposed infrastructure works required to connect the new facility to the carriageway.

- **Consultation with Planning & Highways Officers**  
Periodic discussions have taken place with colleagues at key junctures within the wider SEMH programme. All comments have been incorporated into the final proposals for projects requiring planning submissions.
- **Consultation with Asset Management**  
The development off the off-site highways works have been drawn up in conjunction with colleagues from Asset Management in order to correlate with the Brownfield Sites Programme for residential development. The works proposed will align with future development in the area.
- **School Briefing Sessions**  
Our Academy partner has been intrinsically involved in the development of the proposals and key considerations regarding accessibility of the new accommodation. Further to this, periodic update sessions have been held with staff as the designs have evolved to the final version.
- **Councillor Briefing Sessions**  
Local ward members have been informed of the proposal via briefing notes at programme wide level and through periodic updates to the programme board. Any appropriate alterations or recommendations required have been included in the project.

- **Key findings**

The works identified within the accompanying DCR are for construction works only; the buildings are to be constructed to British Standards and regulations and as such will adhere to all requirements with respect to accessibility. The proposals

have been designed by LCC Highways and are in adherence to all LCC policy in this regard.
<ul style="list-style-type: none"> <li><b>Actions</b></li> </ul> <p>Not applicable</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.****

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

<b>Date screening completed</b>	
<b>Date sent to Equality Team</b>	
<b>Date published</b> (To be completed by the Equality Team)	