

# 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> Projects, Programmes and Procurement Unit	<b>Service area:</b> Children’s Services category team
<b>Lead person:</b> Amy Smith	<b>Contact number:</b>

## 1. Title: Castleton 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 Armley and surrounding areas, it is necessary to expand provision at Castleton Primary School from a 1 Form Entry with 210 pupil places, to a 2 Form Entry with 420 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 19 November 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 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 the development. An 8 person fire rated passenger lift will be installed in the Children's Centre 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"> <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)

##### **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 November 2014.

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

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.
- Highways have been commissioned to investigate and undertake stage 1 and Stage 2 checks.
- Consultation with Governing Body. Regular updates have been given at Governing Body 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.
- The Executive Member for Children and Families has been consulted at the end of stage 4.

- **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 buildings**

The new build is a standalone two storey traditional building and an extension of the existing Children’s Centre building.

A full fire evacuation passenger lift will be provided to ensure that both floors within the new build are fully accessible.

Ramped access is provided to both buildings. Building Regulations compliant level access exists from both buildings to their respective playing areas.

All door widths will be sufficient to allow for wheelchair access.

**Car parking**

The existing vehicular entrance will be retained with the addition of 4no new car parking spaces. 2no existing disabled bays will be retained.

A new vehicular entrance to the Children’s Centre will be provided with 36no car parking spaces. This will include 2no new disabled parking bays.

**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	April 2016

**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>	March 2016
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<b>Date sent to Equality Team</b>	April 2016
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<b>Date published</b> (To be completed by the Equality Team)	
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