

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: Carol Cantral	Contact number: 2476903

1. Title: Beeston Primary School Basic Need Project – Phase 2

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. Beeston Primary School was identified as one of the schools for expansion and a modular building was delivered as part of phase 1 in 2010; however additional accommodation is required for 2013/14 as the school continues to grow to 3FE capacity.

- **Purpose**

A screening exercise has been carried out to determine if the remodelling and refurbishment of 4 existing classrooms and an ICT suite to provide 6 classrooms, the building of 2 new classrooms, a new staffroom with toilets, a new hygiene suite and refurbishment of existing toilets cloaks and circulation, that is fully DDA compliant, will impact on equality. The 2 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.

The additional accommodation will be delivered in the form of a modular building.

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?	Yes	
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

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.

- Public consultation session (with Parents and local community regarding the increase in pupil intake)
- Consultation with Planning and Highways officers (approval granted on 22/9/2010)
- Consultation with Governing Body (review of drawings to ensure stakeholder satisfaction)
- Staff consultation on the design of the building (through regular design meetings with Leeds City Council and the Contractor)
- Consultation with LCC Special Educational Needs Statutory Assessment and Provision (SENSAP) regarding Resource Base Provision for Children with Complex Physical and Medical difficulties.

- **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

There is level access into the building from all external doors. The design was reviewed by an Access Officer as part of the planning approval process and all comments/feedback incorporated into the design.

Size of classrooms

New Bewerley Community School has a resource base provision for children with complex physical and medical disabilities and therefore additional space is needed for storage of wheelchairs, walking frames and mobile hoists etc. The classrooms have been designed to accommodate this requirement to allow children from the resource base to attend mainstream lessons for part of their school day.

Disabled WC

A fully compliant disabled toilet has been included within the design complete with grab rails; automatic lights and an alarm pull cord. No child will travel more than 40m to access specialist toileting within this building.

An ambulant WC will also be provided within the main pupil toilets.

Hygiene Suite

A fully compliant hygiene suite including tracking/hoist facilities and a changing bed will be delivered under phase 2 of this project.

Car parking

The existing school car park was deemed to have sufficient disabled parking/drop off facilities therefore no additional spaces 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:	
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
Alex MacLeod	Basic Need Programme Manager	

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	7/6/12 (Revision 5)
Date sent to Equality Team	
Date published (To be completed by the Equality Team)	

