

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. In all appropriate instances we will need to carry out an equality, diversity, cohesion and integration impact assessment.

This form:

- can be used to prompt discussion when carrying out your impact assessment
- should be completed either during the assessment process or following completion of the assessment
- should include a brief explanation where a section is not applicable

Directorate: Childrens Services	Service area: Complex Needs
Lead person: Juan McCreedy	Contact number: 07891 270487
Date of the equality, diversity, cohesion and integration impact assessment:	

1. Title: Medical Needs Teaching Service move to the Queenswood Education Centre			
Is this a:			
<input type="checkbox"/>	Strategy /Policy	<input checked="" type="checkbox"/>	Service / Function
		<input type="checkbox"/>	Other
If other, please specify			

2. Members of the assessment team:

Name	Organisation	Role on assessment team e.g. service user, manager of service, specialist
Juan McCreedy	Leeds City Council	Project Manager
Barbara Temple	Leeds City Council	Manager of Service Area
Jenny Lewty	Leeds City Council	Manager of Service - Vine
Penny Woodhead	Leeds City Council	Manager of Service – Medical Needs

3. Summary of strategy, policy, service or function that was assessed:

The Queenswood Education Centre (QEC) is a refurbished building within the Kirkstall Ward. The building was previously a school used by Beckett Park Primary School up until its closure in 2009. In 2011 the building was refurbished to allow the Vine Service to move into a more suitable service delivery environment.

The Vine Service provides an education service for young people aged 19 to 25 who have a variety of complex needs including physical, learning and health needs. Vine currently provides two offers: education pathways for Education Funded Learners and a meaningful

activity pathway funded by Adult Social Care.

Exploration of the QEC established some underutilisation of the available space within the building that could provide suitable space for another service.

Commissioned by Children's Services from East Specialist Inclusive Learning Centre (SILC) through an SLA, the Medical Needs Teaching Service (MNTS) is currently accommodated in the Grafton Learning Centre. This service and centre provide access to education to young people with social, emotional and mental health issues and on-going medical needs that cannot attend school.

With the closure of the Grafton Learning Centre as a key objective within the Leeds City Councils Asset Rationalisation Programme, space within the QEC has been identified as suitable alternative accommodation for MNTS with some adjustments.

4. Scope of the equality, diversity, cohesion and integration impact assessment
(complete - 4a. if you are assessing a strategy, policy or plan and 4b. if you are assessing a service, function or event)

4a. Strategy, policy or plan

(please tick the appropriate box below)

The vision and themes, objectives or outcomes	<input type="checkbox"/>
The vision and themes, objectives or outcomes and the supporting guidance	<input type="checkbox"/>
A specific section within the strategy, policy or plan	<input type="checkbox"/>

Please provide detail:

4b. Service, function, event

please tick the appropriate box below

The whole service (including service provision and employment)	<input type="checkbox"/>
A specific part of the service (including service provision or employment or a specific section of the service)	<input checked="" type="checkbox"/>
Procuring of a service (by contract or grant)	<input type="checkbox"/>

Please provide detail:

The Vine Service and Medical Needs Service have been involved in the identification and design of space within the QEC that can accommodate both services working alongside one another.

5. Fact finding – what do we already know

Make a note here of all information you will be using to carry out this assessment. This could include: previous consultation, involvement, research, results from perception surveys, equality monitoring and customer/ staff feedback.

(priority should be given to equality, diversity, cohesion and integration related information)

A Project Group made up of representatives from the Vine and Medical Needs Services along with colleagues from City Development and Childrens Services - Complex Needs have met regularly to discuss appropriate buildings designs and eventual transition arrangements.

This group continues to meet to communicate developments to the wider service areas and identify appropriate timeframes for the moves to take place without significant impact on service delivery.

Are there any gaps in equality and diversity information

Please provide detail:

Need to ensure all staff, parents / carers and students are adequately involved within future transition arrangements for both services and that a clear communication strategy is implemented throughout the process.

Action required:

Leeds City Council to implement a transition plan and communication strategy at the point the final design is achieved and capital for the project is secured.

6. Wider involvement – have you involved groups of people who are most likely to be affected or interested

☒

Yes

☐

No

Please provide detail:

Vine and Medical Needs staff have been involved within the design and given the opportunity to share views on the way forward

A clear communication strategy will be implemented to ensure all relevant stakeholders are involved within the process of the transfer and notified of any relevant changes.

Action required:

Continue to implement the communication plan and monitor its value and effectiveness.

7. Who may be affected by this activity?

please tick all relevant and significant equality characteristics, stakeholders and barriers

that apply to your strategy, policy, service or function

Equality characteristics

☒

Age

☒

Carers

☒

Disability

☐

Gender reassignment

☐

Race

☐

Religion
or Belief

☐

Sex (male or female)

☐

Sexual orientation

☐

Other

(Other can include – marriage and civil partnership, pregnancy and maternity, and those areas that impact on or relate to equality: tackling poverty and improving health and well-being)

Please specify:

Stakeholders

☒

Services users

☒

Employees

☒

Trade Unions

☐

Partners

☐

Members

☐

Suppliers

☐

Other please specify

Potential barriers.

☒

Built environment

☒

Location of premises and services

☒

Information
and communication

☐

Customer care

☒

Timing

☐

Stereotypes and assumptions

☒

Cost

☒

Consultation and involvement

☐

Financial exclusion

☒

Employment and training

☐

specific barriers to the strategy, policy, services or function

Please specify

8. Positive and negative impact Think about what you are assessing (scope), the fact finding information, the potential positive and negative impact on equality characteristics, stakeholders and the effect of the barriers
8a. Positive impact:
<p>This proposal gives an opportunity to increase the use of the QEC and enhance the service delivery provided.</p> <p>The proposal also significantly reduces the financial pressures on the asset within the Councils portfolio</p> <p>There will be no negative impact on the current Vine staff at the QEC due to their inclusion in the proposal and assistance with the development of the new site design. The MNTS staff are in favour of the move to the QEC as the new environment offers service improvement opportunities.</p>
Action required:
N/A

8b. Negative impact:
There are no negative impacts on staff or students as a result of the internal changes to the use of the QEC. A more effective use of space will be adopted and secured.
Action required:
Ensure that all Vine and Medical Needs staff engage within the process and have an avenue to ask questions in order to alleviate anxieties and concern. Transition arrangements will be implemented once the designs are achieved.

9. Will this activity promote strong and positive relationships between the groups/communities identified?
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input checked="" type="checkbox"/> Yes </div> <div style="text-align: center;"> <input type="checkbox"/> No </div> </div> <p>Please provide detail:</p> <p>Shared use of space by similar services will encourage the building of relationships and shared provision of resources and potential merged service delivery where possible.</p> <p>Action required:</p>

N/A

10. Does this activity bring groups/communities into increased contact with each other? (e.g. in schools, neighbourhood, workplace)	
<input checked="checked" type="checkbox"/> Yes	<input type="checkbox"/> No
Please provide detail: Please see note above	
Action required: As above	

11. Could this activity be perceived as benefiting one group at the expense of another? (e.g. where your activity/decision is aimed at adults could it have an impact on children and young people)	
<input checked="checked" type="checkbox"/> Yes	<input type="checkbox"/> No
Please provide detail: It is imperative that both services are involved in the design of the building and understand the constraints set on the budget and therefore available spends. Need to make sure that the Vine Service don't feel like they are simply losing space to accommodate the Medical Needs Service	
Action required: Continuous communication and providing a mechanism for 2 way feedback between the service areas and the project group undertaking the work.	

12. Equality, diversity, cohesion and integration action plan

(insert all your actions from your assessment here, set timescales, measures and identify a lead person for each action)

Internal to Project

Interested Party	Information for Distribution	Information Provider and Recipient	Frequency of Communication	Format of Communication
Service User	Key messages and any additional requests for information	Project Manager to communication information sessions Lead Officer to forward information	As required throughout the implementation phase	Communication information sessions Direct mail out to home addresses Complex Needs Newsletter Leeds City College Newsletter Electronic Updates Existing partnership groups and networks
Leeds City College Vine Staff	Consultation Process Project updates and any additional requests for information	Project Manager to consultation sessions Leeds City College Officers to communication sessions Lead Officer to forward information	As required throughout the consultation and implementation phase	Consultation Sessions Project Meetings Electronic Updates

Children's Services MNTS Staff	Consultation Process Project updates and any additional requests for information	Project Manager to consultation sessions Leeds City College Officers to communication sessions Lead Officer to forward information	As required throughout the consultation and implementation phase	Consultation Sessions Project Meetings Electronic Updates
Unions: UNISON, GMB, UCU	Project updates and any additional requests for information	Lead Officer to forward information	As required throughout the consultation and implementation phase	Project Meetings Electronic Updates

Internal to Leeds City Council

Interested Party	Information for Distribution	Information Provider and Recipient	Frequency of Communication	Format of Communication
Heads of Service (Children's Services)	Key messages	Project Manager to CSLT	As required throughout the implementation phase	Verbal updates
Cluster Chairs	Key messages	Lead Officer to forward information	As required throughout the implementation phase	Electronic updates
Complex Needs Service	Key messages	Lead Officer to forward information	As required throughout the implementation phase	Electronic updates

External to Leeds City Council

Interested Party	Information for Distribution	Information Provider and Recipient	Frequency of Communication	Format of Communication
Families	Key messages	Project Board members to	As required throughout the	Communication

		communication information sessions Lead Officer to forward information	implementation phase	information sessions Direct mail out to home addresses Complex Needs Newsletter Vine Service Newsletter Leeds City College Newsletter Messages in post 18 Schools newsletter Electronic Updates Existing partnership groups and networks
Leeds City College	Consultation Process Project updates and any additional requests for information	Project Manager at scheduled meeting Lead Officer to forward information	Agreed schedule (Weekly) As required throughout the consultation and implementation phases	Consultation Sessions Project Meetings Electronic Updates
FE Colleges	Key messages	Lead Officer to forward information	As required throughout the implementation phase	Electronic updates
Headteachers and SILC Principals	Key Messages	Lead Officer to forward information	As required throughout the implementation phase	Complex Needs Newsletter Vine Service Newsletter

				Leeds City College Newsletter Electronic updates
Governing Bodies	Key Messages	Lead Officer to forward information	As required throughout the implementation phase	Complex Needs Newsletter Vine Service Newsletter Leeds City College Newsletter Electronic updates

13. Governance, ownership and approval

State here who has approved the actions and outcomes from the equality, diversity, cohesion and integration impact assessment

Name	Job Title	Date
Juan McCreedy	Project Co-ordinator	22 nd August 2016
Date impact assessment completed		22nd August 2016

14. Monitoring progress for equality, diversity, cohesion and integration actions (please tick)

- ☒ As part of Service Planning performance monitoring
- ☒ As part of Project monitoring
- ☒ Update report will be agreed and provided to the appropriate board
Please specify which board
- ☐ Other (please specify)

15. Publishing

Though **all** key decisions are required to give due regard to equality the council **only** publishes those related to **Executive Board, Full Council, Key Delegated Decisions** or a **Significant Operational Decision**.

A copy of this equality impact assessment should be attached as an appendix to the decision making report:

- Governance Services will publish those relating to Executive Board and Full Council.
- The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.
- A copy of all other equality impact assessments that are not to be published should be sent to equalityteam@leeds.gov.uk for record.

Complete the appropriate section below with the date the report and attached assessment was sent:

For Executive Board or Full Council – sent to Governance Services	Date sent: 8 th February 2017
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent: 20 th December '16
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: 23 rd August '16