

## 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 Services	<b>Service area:</b> Sufficiency and Participation
<b>Lead person:</b> Richard Amos	<b>Contact number:</b> 0113 3787232

**Title: Assessing the consultation process of the proposal to join together Moor Allerton Hall Primary School and Allerton Grange High School and to expand Primary Provision from September 2018**

Is this a:

☐

Strategy / Policy

☐

Service / Function

☒

Other

**If other, please specify**

**This proposal looks to solve an issue of insignificant school places in the area.**

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

The Education Act 1996 places a duty on local authorities to ensure there are sufficient school places for all children living in its area. The local authority (LA) is also required to promote choice and diversity, and therefore must also ensure that there are a range of options available to parents.

Since 2012 Leeds City Council (LCC) has created an additional 630 permanent primary school places (90 places per year group) as well as adding in temporary/bulge solutions in the Roundhay area to address an ongoing demand for places. Much of this increase can be attributed to factors such as a city wide rise in births, Roundhay being an area that young families tend to move into ahead of their children starting primary school which is also coupled with small pockets of new housing.

As previously mentioned, several schools within the Roundhay ward and surrounding wards have either already permanently expanded or have had additional accommodation

added to their site as part of a short term temporary/bulge increase. Other schools simply don't have a site large enough to expand and therefore options to create additional local places, have been limited.

Demographic analysis based on NHS data sets indicate that the demand for school places is going to continue in a similar trend, with an additional 60 places per year group required (the equivalent of a new two form entry primary school), as a permanent solution to manage the need going forward.

Over the past couple of years, the local authority has worked closely with a parents group 'The Fair Access Group', who were successful in their bid to open a free school within the Roundhay area following their application to the Department for Education (DfE). Following this approval, work began in partnership with the council, the Trust and the Education and Skills Funding Agency (ESFA) to identify a suitable site for the school. However establishing a suitable site has proven problematic and following Government announcements about changes to the free school budget nationally the ESFA asked the council to self-deliver the project.

A lack of clarity around what 'self-delivery' means, and a significant shortfall in funding for the scheme from the ESFA coupled with significant planning issues at sites preferred through public consultation, make it unlikely that the Trust would be in a position to provide the required places in Roundhay for September 2018. In light of these issues the council has sought creative and innovative solutions to provide good school places within walking distance of the families who need them.

To address the longer term need for additional primary school places in the local area, LCC are proposing that Allerton Grange High School and Moor Allerton Hall Primary School join together to form a through school for children aged 3-19 years. The proposal would require the following to happen:

- Lowering the age-range of Allerton Grange School from 11-19 year olds to 3-19 year olds;

- Expanding primary provision at the new through-school from a capacity of 420 to 840 pupils with an increase in the admission number in reception from 60 to 120;

- Altering the SEN provision for deaf and hearing impaired children by continuing to deliver it as part of a through-school rather than provision being offered separately by both school; and

- Closing Moor Allerton Hall Primary School and its resourced Special Educational Needs Provision (SEN) for deaf and hearing impaired children.

It is anticipated that Early Years and Key Stage 1 children and staff would remain within the existing Moor Allerton Hall Primary School building with enhanced outdoor facilities and a nurturing environment. Key Stage 2 children and staff would be located within the North East Learning Centre building and Key Stage 3 and 4 children would continue to be located within the high school building. Any changes needed to the existing facilities, with additional accommodation or the remodelling of existing buildings would form part of the design and planning process should the proposal proceed.

This screening form looks at the equality considerations that have taken place in order to ensure that the consultation and stakeholder engagement process that is required for this proposal is fair and addresses equality, diversity, cohesion and integration from the outset and throughout.

### 3. Relevance to equality, diversity, cohesion and integration

All the council's strategies and policies, service and functions affect service users, employees or the wider community – city wide or more local. These will also have a greater or 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. Also those areas that impact on or relate to equality: tackling poverty and improving health and well-being.

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		x
Have there been or likely to be any public concerns about the policy or proposal?	x	
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?		x
Could the proposal affect our workforce or employment practices?		x
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>	x	

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)

The proposal is to join together Moor Allerton Hall Primary School and Allerton Grange High School from September 2018, to create a through school for children aged 3-19 years. There is a linked proposal to increase the number of primary places by expanding the school by using available space within the primary school, high school and North East Learning Centre (CLC). The demographics of the area were considered in developing the proposal, along with parental preference trends, and projections, and it was concluded that additional capacity is required. The types of schools in the area were also considered, to ensure LCC adheres to its legal duty of ensuring parents are offered choice and diversity.

We have consulted with stakeholders through the informal/pre-consultation, which took place from 12<sup>th</sup> October 2017 to 29<sup>th</sup> November 2017. It is recommended by Department for Education (DfE) that for a consultation that involves the closure of a school, the informal/pre-consultation should last for 6 weeks, however good practice stipulates that school holidays should be excluded, therefore we extended the consultation period by one week. During this period we consulted with various stakeholders, including; parents and carers, pupils, governors and staff at each school, nearby schools, the Diocese, local community centre, children's centre, Councillors, MPs and local residents including local community groups.

To ensure maximum engagement with families we asked the schools to promote the consultation on the proposals through their usual methods of communication such as the school website and newsletters. In order to engage the wider community in the consultation, we promoted it through, posters in the local area; a leaflet drop to over 6000 houses; leaflets being shared with local early year's providers, businesses and organisations. Emails were also sent out with information about the consultation to local organisations and community groups. There were also a number of digital promotions including via Leeds City Council Facebook, Child Friendly Leeds, a school place planning word-press blog and Leeds City Council website.

As part of a previous consultation about potential sites for a free school in the Roundhay area, a number of stakeholders asked to be kept updated on progress. As this consultation followed on from that, we contacted all of the stakeholders for whom contact details were held to inform them of these new proposals. This meant that a wide cross-section of the local community had the opportunity to comment on these proposals.

Informal consultation drop in sessions took place to provide the opportunity for stakeholders to meet council officers, ask questions and to tell us what they thought of the proposal. In order to enable productive discussions at these sessions, representatives from a number of different Leeds City Council (LCC) teams attended. These included:

- sufficiency and participation team – responsible for monitoring the need for school places in an area and planning the provision that meets that need;
- built environment team – responsible for planning the buildings required for school places;
- highways team – responsible for assessing the highways impact of proposals and producing transport statements for planning purposes;
- learning improvement team – responsible for supporting schools to improve learning outcomes for young people.

These sessions were planned at school drop off and pick up times and also took place to coincide with school open evenings to ensure LCC officers were available to speak to stakeholders at convenient times and to assist working parents/carers and residents. There was also a session which took place on a Saturday to enable more people to be able to attend.

Documents used during the consultation were available at the schools and from their websites and the council's webpage. These documents could be requested in different languages. We were made aware by Moor Allerton Hall Primary School that there are a number of families with children at the school that speak Urdu and Punjabi. We therefore promoted our consultation drop-ins in both languages, had an interpreter at two of the sessions and advertised this on our translated leaflets, as well as on signs at the venue. Consultation summary documents were translated into both languages which were available on the Leeds City Council website as well as at drop-ins and both schools.

In order to support people with English as a second language at consultation drop-ins, LCC officers were available to discuss the proposal, answer queries and assist with completing the consultation feedback form. This assistance can range from fully filling in the form on their behalf, after confirming their views or just talking through with them and ensuring they are comfortable to complete the form. Support was offered in a discreet way, and a quiet space was available. People were also able to take the form away to complete with family or friends.

Both schools have specialist Deaf and Hearing Impaired (DAHI) provision, and a request was made for a British Sign Language (BSL) interpreter to attend one of the drop-in sessions, which was provided. In addition, a letter was circulated to all parents accessing the provision on both sites informing them of the proposal and reassuring them that the current provision would continue, whether or not the proposal went ahead. Parents and carers of children accessing the primary provision were also offered the opportunity to attend an additional meeting with a member of the complex needs team and school place planning manager to discuss how this proposal may affect them personally. This is because it is anticipated the proposal could potentially impact the primary phase children more than children accessing the resourced provision in the high school. This meeting went ahead during the consultation period and following this discussion, parents and carers formally responded with their views.

In addition to drop-ins, we also engaged stakeholders at both schools via Governor's consultation meetings and staff consultation meetings which included Trades Union and Human Resources representatives.

In order to engage school pupils in the consultation and enable them to have a voice in the proposal which has an impact on their lives, we arranged school council meetings with both schools. Child friendly feedback forms were developed in order to enable those pupils to understand the questions in plain English and respond. The school council representatives were asked to speak to their peers in their classes prior to the meetings in order to feedback any questions or comments they may have as their class representatives.

Stakeholders were able to give their views on the proposals by completing a consultation response form available either from the school offices, online or at the drop in sessions, via email, or via an online survey. The length of consultation and the variety of methods in

which people could respond to the consultation were intended to make the consultation open to all and was in line with DfE guidance.

- **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)

This consultation was planned thoroughly, with consideration of the variety of ways in which the proposal can affect different stakeholders in differing ways. In order to ensure a thorough consultation with maximum engagement, consideration was given to; the length of the consultation period, the timings of the drop-ins, the communication channels and the promotion of the consultation.

The volume of responses throughout the consultation, attendance rates at the consultation drop in events as well as other stakeholder consultation meetings is encouraging to the team that the consultation was accessible and well promoted. Engagement in the consultation has been from a wide variety of stakeholders, which has included key groups that would be most affected by the proposal, such as pupils, parents, staff, governors and residents from the local community.

Care was taken to ensure Equality, Diversity, Cohesion and Integration was considered throughout, and the consultation methods were tailored to meet the needs of people from protected characteristic groups.

Equality and Diversity monitoring forms were developed in order to assess the engagement of those with protected characteristics in order to ensure the consultation process was open to all. Forms were available at drop-ins for attendees to fill in, however there was a reluctance from those approached to complete forms. Nevertheless, the staff member collecting the equality and diversity data did have verbal discussions in regard to the accessibility of the consultation, there was good feedback from these discussions.

From this screening form the sufficiency and participation team found that this consultation managed to successfully engage with a range of people. These include:

Young people

Staff from LCC had a meeting with both school councils in order to enable the young people affected by the proposal to have a voice in the consultation. The school council at Moor Allerton Hall Primary School had around 20 pupils in attendance with two representatives from most classes and questions sent from the pupils that were not in attendance. The school council at Allerton Grange High School had around 30 pupils in attendance. At both meetings the school council representatives were able to ask a number of questions to council staff from different departments, as at the consultation drop-ins, they were also able to share their concerns and comments about the proposal and given the opportunity to complete a child friendly feedback form, which made it more accessible to younger people.

### Black and Minority Ethnic (BME) communities

The consultation period took place over a number of Sikh holidays. One consultation drop-in took place on 19<sup>th</sup> October which coincided with Diwali. Although drop-in sessions would usually be planned outside of religious holidays to enable maximum engagement, this date also coincided with a school parents evening and was therefore considered convenient for a number of parents. There were also further drop-in sessions as alternatives to attend.

Moor Allerton Hall Primary School identified Punjabi and Urdu as key languages spoken by their school community, in order to enable those families to engage in the consultation translated documents and leaflets were made available as well as an interpreter service.

### Deaf and Hearing Impaired (DAHI)

As both schools have DAHI resourced provision, a number of measures were put in place to communicate with parents and carers of pupils accessing this resource. Letters were sent to DAHI families, primary children families were offered the opportunity to meet with a member of the complex needs team along with a school place planning manager, a British Sign Language (BSL) interpreter service was arranged for a consultation drop-in and key information resources such as frequently asked questions were printed to enable those with DAHI to access information easily.

#### • **Actions**

**(think about** how you will promote positive impact and remove/ reduce negative impact)

Following the close of the consultation period, we will:

- Summarise the feedback from all respondents in a report to Executive Board;
- Keep all key stakeholders up to date on any developments regarding this proposal;
- Publish any updates on the Leeds City Council website for anyone to view; and
- Provide updates to those who requested updates on their consultation response forms

Should the proposal progress to the Statutory Notice stage, we would:

- Follow DfE guidance on publishing a Statutory Notice;
- Publish the Statutory Notice on the Leeds City Council website;
- Request both schools publish the Notice on their own websites;
- Share the details of the Statutory Notice with key stakeholders; and
- Share the details of the Statutory Notice with those who have requested updates on their consultation response forms

**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)	
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<b>6. Governance, ownership and approval</b>		
Please state here who has approved the actions and outcomes of the screening		
<b>Name</b>	<b>Job title</b>	<b>Date</b>
Richard Amos	Sufficiency and Participation Manager	18 January 2018
<b>Date screening completed</b>		18 January 2018

<b>7. Publishing</b>	
<p>Though <b>all</b> key decisions are required to give due regard to equality the council <b>only</b> publishes those related to <b>Executive Board, Full Council, Key Delegated Decisions</b> or a <b>Significant Operational Decision</b>.</p> <p>A copy of this equality screening should be attached as an appendix to the decision making report:</p> <ul style="list-style-type: none"> <li>• Governance Services will publish those relating to Executive Board and Full Council.</li> <li>• The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.</li> <li>• A copy of all other equality screenings that are not to be published should be sent to <a href="mailto:equalityteam@leeds.gov.uk">equalityteam@leeds.gov.uk</a> for record.</li> </ul> <p>Complete the appropriate section below with the date the report and attached screening was sent:</p>	
For Executive Board or Full Council – sent to <b>Governance Services</b>	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate <b>Directorate</b>	Date sent:
All other decisions – sent to <a href="mailto:equalityteam@leeds.gov.uk">equalityteam@leeds.gov.uk</a>	Date sent: