

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 and Families	Service area: Sufficiency and Participation
Lead person: Richard Amos	Contact number: 0113 37 87232

<p>Title: Assessing the consultation process on a proposal to permanently expand Moor Allerton Hall Primary School from September 2019</p> <p>Is this a:</p> <p> <input type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input checked="" type="checkbox"/> Other </p> <p>If other, please specify</p> <p>The proposal seeks to ensure a sufficiency of school places in the area.</p>

<p>2. Please provide a brief description of what you are screening</p> <p>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.</p> <p>The proposal is to permanently expand Moor Allerton Hall PS on its existing site from a capacity of 420 pupils to 630 pupils with an increase in the admission number from 60 to 90 with effect from September 2019.</p> <p>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.</p>

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">• Eliminating unlawful discrimination, victimisation and harassment• Advancing equality of opportunity• Fostering good relations	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 permanently expand Moor Allerton Hall PS on its existing site from a capacity of 420 pupils to 630 pupils with an increase in the admission number from 60 to 90 with effect from September 2019. 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 consulted with stakeholders through the informal/pre-consultation, which took place from 23 March 2018 to 4 May 2018. The 'normal' length of time to run a pre-consultation is four weeks however we extended this to six weeks due to the school holidays which occurred during the consultation period. This was to ensure maximum engagement. During this period we consulted with various stakeholders, including; parents and carers of pupils including a separate meeting with parents/carers of children who are deaf and hearing impaired, pupils, governors and staff at the school, nearby schools, the Diocese, local community centre, children's centre, Councillors, MP 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, texts and any 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 4000 houses; letters posted to local residents and leaflets being shared with local early years providers. Emails were also sent out with information about the consultation to local organisations and community groups along with the National Children's Deaf Society. There were also a number of digital promotions including via Leeds City Council Social media, 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, and following the recent consultation about the idea of joining Moor Allerton Hall PS with Allerton Grange School, a number of stakeholders asked to be kept updated on progress. As this consultation followed on from these 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.

Stakeholders were able to give their views on the proposals by completing a consultation response form available from the school office, 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.

Following on from this consultation a Statutory Notice was published in the Yorkshire Evening Post on 2 July 2018. Copies of the Statutory Notice were displayed at the entrance to the school and on lampposts in the area near to the school. The full proposals were posted on the school website and on the Leeds City Council website and parents at the school were informed, along with any stakeholder who responded to the original consultation where contact details were provided. Other local schools and the Dioceses were also informed about the proposals along with ward councillors and community groups.

- **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)

From the equality impact screening the sufficiency and participation team found that these proposals would have a positive effect on some of the 6 categories listed below;

- Age
- Gender
- Religion
- Ethnicity
- Disability
- Sexual orientation

Additional learning places create more opportunities for all pupils to be supported and to meet their needs at every age, whether they are male or female, and in every school. This proposal supports that aim and would not have an adverse impact on any child or young person who attends the school included in this proposal. The school ethos and accommodation would ensure that all children and young people who attend can take a full part in the school curriculum in an environment that supports their specific needs regardless of religion, ethnic background and nationality. Expansion of the existing school will ensure that it continues to support the needs of its community by providing more places for local children.

Moor Allerton Hall PS has specialist Deaf and Hearing Impaired (DAHI) provision. During the informal/pre-consultation parents and carers of children accessing the DAHI provision were offered the opportunity to attend a meeting with a member of the school place planning and city development teams to discuss how this proposal may affect their children and families personally. This meeting went ahead during the consultation period and following this discussion, parents and carers were able to formally respond with their views. A request was made for a British Sign Language (BSL) interpreter to attend one of the drop-in sessions, which was provided. During the representation period following publication of the Statutory Notice a further meeting was held between a parent requiring BSL interpretation and a council officer to explain the statutory process in more detail and ensure that the parent could respond to the Statutory Notice.

The views of the National Deaf Children's Society were actively sought during the consultation and representation period following publication of the Statutory Notice.

Any new accommodation would meet the Equality Act 2010 and would therefore be accessible for all.

- **Actions**

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

If the proposals are taken forward, the extra primary places will be made available in reception from September 2019. All parents/carers will therefore have the option of applying for these places or choosing alternative schools.

During the consultation process, all views and responses were considered equally. If the proposal is approved, during the design process for new school accommodation, the plans would be shared with stakeholders and consulted on. Through the design process, any new accommodation to facilitate the expansion of the school would be compliant with the Equality Act 2010. This would ensure that the building is accessible to all users; students,

staff and visitors.

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
Richard Amos	Sufficiency and Participation Manager	25 July 2018
Date screening completed		25 July 2018

7. 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 screening 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 screenings 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 screening was sent:

For Executive Board or Full Council – sent to Governance Services	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: