

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: Capacity Planning and Sufficiency
Lead person: Tracy Waud	Contact number: 0113 2475793

1. Title: Carr Manor Community School

Is this a:

Strategy / Policy
 Service / Function
 Other

If other, please specify
 To expand Carr Manor Community School from a capacity of 210 to 420 pupils in its primary phase and to increase the admission limit in reception from 30 to 60 pupils from September 2017.

To establish provision for pupils with Complex Communication Difficulties including children who may have a diagnosis of ASC (Autistic Spectrum Condition) from September 2017 for approximately 12 pupils (6 primary, 6 secondary).

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

To expand Carr Manor Community School from a capacity of 210 to 420 pupils in its primary phase and to increase the admission limit in reception from 30 to 60 pupils from September 2017.

To establish provision for pupils with Complex Communication Difficulties including children who may have a diagnosis of ASC (Autistic Spectrum Condition) from September 2017 for approximately 12 pupils (6 primary, 6 secondary).

This will involve physically expanding the school.

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?		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 increase the number of places in the primary phase of Carr Manor Community School. The demographics of the area were considered when working up 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 we adhere to our legal duty of ensuring parents are offered choice and diversity.

We consulted those affected on this proposal from 14 September 2015 to 9 October 2015, including parents and parents of pupils at local primary schools, governors and staff of the school, nearby schools, the diocese, Councillors, MPs and local residents. The majority of those who responded (30 out of 53 responses) supported the expansion of the school, 40 out of the 53 responses supported establishment of SEN provision.

- **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)

Age – a further 210 places will be created in the Meanwood area for primary children from September 2017 onwards. If the proposal is agreed, the school will grow from Reception upwards over a period of 7 years.

Disability – any new accommodation will meet DDA guidelines .

Choice and Diversity- the proposals would have a positive impact on promoting choice and diversity for local parents. The SEN provision would also allow for some of our most vulnerable learners with ASC (Autistic Spectrum Condition) who often have the academic ability but who are displaced from learning as a result of their social difficulties and anxiety, the chance to access mainstream school. Provision within Carr Manor Community School supports the authority's drive to make Leeds' provision accessible and inclusive.

- **Actions**

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

If the proposal is taken forward, the extra places will be made available in reception from September 2017, parents will therefore have the option of applying for these places or choosing alternative schools.

Regarding the additional SEN places-it will be essential to have a plan to ensure that children and young people access the SEN provision gradually and over key stages. There would also need to be good clear communication and monitoring between the school and the authority. A robust Service Level Agreement would be put in place. Access to the resource would be through the placement named in Part 4 of a statement of SEN or in section I of an Education, Health and Care plan.

During the consultation period, all views and responses were considered equally.

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	14-19 Senior Partnership Manager	14 October 2015
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		
Date sent to Equality Team		
Date published (To be completed by the Equality Team)		