

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: Sufficiency and Participation
Lead person: Tracy Waud	Contact number: 0113 37 87231

1. Title: Proposal to increase primary school places in Meanwood.

Is this a:

Strategy / Policy

 Service / Function

 Other

If other, please specify

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 2018.

To establish provision for pupils with Complex Communication Difficulties including children who may have a diagnosis of ASC (Autistic Spectrum Condition) from September 2018 for approximately 12 pupils (6 primary, 6 secondary).

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 proposals are to increase the number of primary and SEN places in the Meanwood area. The demographics of the area were considered when 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 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 supported the expansion of the school and the proposal to establish SEN provision.

To ensure maximum engagement with families we asked the school to promote the consultation on the proposals through their usual methods of communication such as the school website and newsletters. Documents used during the consultation were available from the school and via links to the council's webpage. These documents could be requested in different languages. Informal consultation drop in sessions took place which provided an opportunity for stakeholders to meet council officers, ask questions and to tell us what they thought of the plans. These sessions were planned at school drop off and pick up times to ensure we were available to speak to people at convenient times and to assist working parents/carers and residents.

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 where assistance was offered if required.

Changes to statutory guidance now requires the authority to publish a Statutory Notice setting out the proposal in a local newspaper and on a website. However, in addition, and in order to ensure a robust process that informs and enables people to respond to the proposals, we will ensure that the school informs its parents about how they can respond, displays copies of the notice in a prominent place within school, and at all entrances to the school. We will also place copies of the notice on lampposts near to the school to ensure that local residents are aware.

Details of the proposals and how comments can be made will also be sent to parent groups including EPIC (Empowering Parents, Improving Choices), SCOPE and SENDIASS Leeds (Special Educational Needs and Disability Advice and Support service).

A new Statutory Notice will need to be published in order for the authority to comply with guidance that states 'The LA must make a decision within a period of two months of the end of the representation (Statutory Notice) period or they must be referred to the Schools Adjudicator'. Following the end of the Statutory Notice period, the outcome including details of any formal responses would be reported back to Executive Board as the decision maker.

- **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 assessment 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.

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. This would be a city-wide provision taking into account the growth in all areas, but particularly for children living in the North East of the city. The ASC provision would give the individual pupil a flexible and tailored education as well as providing a safe space within the school. This would be supported by specialist and experienced staff supporting teaching and learning. Pupils would feel safe and have full access to the broad and balanced mainstream curriculum. The aim of the provision would be for pupils to access mainstream most of the time. Providing ASC places from primary to secondary in one provision would allow for effective transition planning supporting the authority's drive to improve young people's preparation for adulthood.

Provision within Carr Manor Community School supports the authority's drive to make Leeds' provision accessible and inclusive.

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

This proposal would have a positive impact on promoting choice and diversity for local families who are applying for a school place. Carr Manor Community School is popular with local families, benefits from strong leadership and management and serves an increasingly diverse community. An increase in admission numbers would mean that more pupils would benefit from the quality of education and care provided at the school.

- **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 2018. 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.

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.

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:	
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Date to complete your impact assessment	
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Lead person for your impact assessment (Include name and job title)	
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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	8 September 2016

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	8 September 2016
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Date sent to Equality Team	
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Date published (To be completed by the Equality Team)	
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