

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 or has already been considered, and
- Whether or not it is necessary to carry out an impact assessment.

Directorate: Childrens and Families	Service area: Capital Planning and Sufficiency
Lead person: Adele Berry	Contact number: 07891 275964

1. Title: Beeston Hill St Lukes C of E Primary School

Is this a:

Strategy / Policy

Service / Function

Other

If other, please specify

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

Proposal to expand Beeston Hill St Lukes C Of E Primary School from a capacity of 315 pupils to 420 pupils with an increase in Pupil Admission Number (PAN) from 45 to 60 included an 8 place Resource Provision for children with Autism.

The project involves:

- Construction of a two storey standalone building consisting of four classrooms on the first floor along with pupils toilets and an 8 place SEN resource provision, small hall and staff PPA room on the ground floor.
- Remodelling of the existing kitchen to generate efficiencies for delivery of 2FE meal through-put.
- Remodelling of two classrooms space within the existing school building to

ensure they are the sufficient size to accommodate 30 pupils.

- Remodelling existing courtyard to provide additional space to the main hall
- Remodelling of the existing behavioural support room and pupils toilets to create additional toilet facilities in line with the design guidance.
- Reallocating an existing teaching space and group room in to a specialist arts space and behavioural support.
- Extension of the car park in line with requirements stipulated by Highways Development Control. Inclusion of dedicated SEN drop-off provision and mandatory electronic vehicle charging points at the appropriate ratio.
- Reconfiguration of outdoor play spaces to the meet the requirements for the additional pupil numbers in-line with Sport England guidance.

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?	YES	
Have there been or likely to be any public concerns about the policy or proposal?		NO
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?		NO
Could the proposal affect our workforce or employment practices?		NO
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 	YES	

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 at Beeston Hill St Lukes C of E Primary School. The demographics of the areas were considered when developing the proposals as well future demand for places. The outcome of the review was that there was a need to create additional capacity in the area. When making the decision to expand, consideration was given to the types of schools already in the area to ensure we adhere to our legal duty of ensuring that parents are offered choice and diversity.

The demographics of the area were considered when developing the proposal, along with parental preference trends, and projections, and it was concluded that additional mainstream place capacity is required. Holbeck and the wider South Leeds area has also been identified by the Local Authority's Complex Needs team as an area with a deficit of provision for children with complex Communication Difficulties, including ASC, compounded by a parallel rise in demand for primary Resourced Provision from families with children who have Education, Health and Care plans. The above proposal to create a Resourced Provision will help ensure that there are sufficient places for local children with special educational needs (SEN).

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 11th September to 6th October 2017, including parents and parents of pupils at local primary schools, governors and staff of the school, nearby schools, local residents, the diocese, Councillors, MPs, and parents and residents groups including EPIC (Empowering Parents, Improving Choices) and Beeston Hill Residents and Tenants Association. The majority of those who responded supported the expansion of the school and the proposal to establish Resourced Provision for pupils with special educational needs (SEN).

- **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)

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 South Leeds.

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.

- **Actions**

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

The Project Manager and the wider team will continue to work closely with all stakeholders to ensure that the project has a positive impact on the local community.

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
Jane Walne	Head of Projects and Programmes	12 th June 2019
Date screening completed		13 th June 2019

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: