

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: Children and Families	Service area: Sufficiency and Participation
Lead person: Imtiaz Hasan	Contact number: 07891 277112

1. Title: Design and Cost Report for the creation of SEND places at Oakwood SILC

Is this a:

☐

Strategy / Policy

☐

Service / Function

☒

Other

If other, please specify

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

The vision for Leeds in the context of children and young people is for 'Leeds to be the best city in the UK and the best city for children and young people to grow up in. We want Leeds to be a child friendly city where the outcomes for all children improve whilst recognising the need for outcomes to improve faster for children and young people from vulnerable and deprived backgrounds.

The number of pupils with Statements or Education, Health and Care Plans (EHCPs), requiring specialist provision has increased with current projections indicating that there is a need of up to 200 additional specialist school places each academic year from now to 2022 /23.

At the January 2020 Executive Board, members of the board approved the proposal to permanently expand specialist provision at East SILC – John Jamieson to 400 places, expanding onto two new additional sites; the former Shakespeare primary school and

the Oakwood building, with effect from January 2020.

The Design and Cost Report seeks approval to undertake the works required to create a minimum of 50 Special Education Needs and Disabilities (SEND) spaces at the Oakwood building.

The works include refurbishing the existing building taking into account the needs of children with SEND. The works also include addressing all priority condition issues highlighted in the building condition survey carried out in September 2019. This includes replacing the existing roof that is past its useful life and in need of urgent replacement.

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)

There is an identified need for additional specialist places within both primary and secondary phases across Leeds, to meet projected demand over future years. East SILC is a popular choice with families and is over-subscribed. The two additional sites are located in areas of high demographic need and population density and the proposal aligns with the council's ambition to educate children within the communities that they live. The proposed 50 additional places forms part of the solution to address anticipated pressure on specialist provision in Leeds which is projected to increase by 200 places per year for the foreseeable future

East SILC was rated 'Good' by Ofsted at its most recent inspection in February 2017 and is popular with families. The SILC benefits from strong leadership and management and a dedicated skilled staff team who are very positive about the potential permanent expansion onto two additional sites. The executive principal, head teacher and governing body are confident that if the East SILC were to expand, existing high standards of learning could be maintained, resulting in improved outcomes for a greater number of children and young people with SEND.

Once the need for additional specialist places in the city was established, a citywide stakeholder event was held that included SILC principals, primary and secondary head teachers, parent support groups, SENSAP, SENDIASS, chairs of governors, Free School/Multi Academy Trust representatives and council officers from various services.

The aim of the event was to establish what options may be available to meet future demand for specialist school places in the city. Consequently, the Good Learning Places Board provided approval for consultation to take place on a number of proposals to establish SEND provision in future years including a new special free school and the expansion of East SILC. This report focusses on the latter proposal.

Consultation with stakeholders occurred from 19th June 2019 to 24th July 2019, including: all parent/carers with a child currently attending a SILC; parent support groups; all Leeds schools; Multi Academy Trusts (MATs); local residents; ward members; MPs, the Diocese; and other relevant stakeholders.

To ensure maximum engagement with families all existing SILCs and schools in the city were asked to promote the consultation on the proposals through their usual methods of communication such as school websites, texts and newsletters.

The wider community was engaged through various different promotion channels including through posters in the local area and leaflets delivered to local residents. Emails containing information about the consultation were sent to parent groups supporting families with a child with SEND and the consultation was promoted on the Leeds Local Offer webpage. There were also a large amount of online promotional activity including via Leeds City Council Social media and the Leeds City Council website, as well as through an organised Facebook advertising campaign designed to target people living closest to the proposed sites.

Stakeholders were able to find out more about the proposals by attending one of the five drop-in sessions held at different times of day and at various venues within East Leeds and the city centre. A visit to coincide with parents evening at East SILC and attendance at a coffee morning to promote the consultation and seek parent and carer views about the proposal was undertaken.

Interested parties could submit their views on the proposals by completing an online survey or by emailing/writing to the Sufficiency and Participation team. The length of consultation (5 weeks) 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.

During the consultation period there were 97 survey responses received. In total, 68 out of the 97 respondents (70.8% of the total) strongly supported the East SILC expansion proposal and a further 17 were somewhat in support of it (17.7% of the total). In comparison a further 3 who somewhat opposed it (3.1% of the total). Eight respondents stated that they neither supported nor opposed the proposal, or were not sure about it. There were no respondents who strongly opposed the proposal and 72 of the 97 respondents stated that they found the consultation process useful.

A Statutory Notice was published on 14th October 2019 marking the start of a four week formal consultation, also known as the 'representation' stage as prescribed in the 'Prescribed Alterations' regulations. During this four-week period, which ended on 11th November 2019, anyone could raise views/ concerns that had not previously been raised or addressed during the public consultation. There were no representations made during the representation period.

- **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 six categories listed below;

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

The additional learning places would create more opportunities for more pupils to be supported in a way that meets their individual needs, regardless of gender, religion, ethnicity, disability or sexual orientation, in an inclusive specialist provision environment.

This proposal supports that aim and would not have an adverse impact on any child or young person who attends the proposed provision included in this proposal.

East Leeds as a planning area has experienced extremely high levels of demographic growth over the past decade with a resulting increase in demand for primary and secondary specialist provision. This proposal would ensure that additional places allow for children and young people to be closer to the communities where they live.

The proposal will have a positive impact on promoting choice and diversity for local families who would be applying for a specialist school place. These additional sites, linked to an existing specialist school, provides parents and carers of children and young people with SEND of primary age with more choice when making a preference about which specialist provision they would like them to attend.

This proposal supports the achievement of The Best Council Plan outcome that states that 'we want everyone in Leeds to do well at all levels of learning and have the skills they need for life'. Leeds City Council's commitment to helping achieve our ambition for Leeds to be the best city to grow up in, supporting the priority aims of improving educational attainment and closing achievement gaps for children and young people vulnerable to poor learning outcomes.

All proposals, which involve changing or creating new, SEND provision must meet the requirements of the SEN Improvement Test. This involves demonstrating how any proposed changes would improve the range and quality of SEND provision, including access to wider support services and specialist teaching and that these are in line with the local authority's wider strategic plan for SEND provision and the drive to enable mainstream inclusion.

The local authority has a statutory duty to ensure the sufficiency of learning places for all the children living in Leeds. In addition to our statutory duty, we want to further support the authority's aspiration to be the best city to grow up in and be a Child Friendly City.

- **Actions**

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

If the proposal is taken forward, the additional places would start to become available from the start of the academic year 2020.

During the consultation process, all views and responses were considered equally. If the proposal is approved, during the design process for the new school accommodation, the plans would be shared with stakeholders. Through the design process, the new sites would be fully 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
Adele Robinson	Senior Project Manager	25/03/2020
Date screening completed		

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:
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For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent: 25/03/20
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: