

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 Service	Service area: Built Environment
Lead person: Chris Gosling	Contact number: 0113 2475351

1. Title: ‘Early Works’ Design Cost Report for the Learning Places Programme expansion of West Oaks SEN Specialist School and College (Woodhouse Learning)		
Is this a:		
<input type="checkbox"/> Strategy / Policy	<input type="checkbox"/> Service / Function	<input checked="" type="checkbox"/> Other

2. Please provide a brief description of what you are screening
<ul style="list-style-type: none"> • Main aim Physical Expansion of the ‘Woodhouse Learning’ campus of the West Oaks SEN Specialist School and College is necessary allow the school to have sufficient accommodation to meet its published admissions number, and therefore address shortfalls in availability of special educational needs (SEN) provision across the city. The project will provide a new teaching wing and associated external provision necessary to allow the school to meet their published admissions number of 230 pupils, which necessitates additional accommodation suitable for a further 80 pupils. In order to facilitate the expansion of accommodation the project will utilise the now vacant Grafton Centre site, which dissects the current West Oaks campus, for the location of the new teaching block. This will be directly linked to the existing building, to minimise the replication of resources, and will bring together the various parts of the current West Oaks Woodhouse site to create a coherent and holistic educational campus.

- **Purpose**

To enable the delivery of the new accommodation at West Oaks Woodhouse with effect from September 2021 it is necessary to construct a new annexe teaching block, multi-use games area, associated landscaping, revised car parking and mini-bus access. The activities detailed in this assessment relate to the full works package for delivering this essential redeveloped accommodation, at Stage 1 tender stage.

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?		No
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?**

Consultation and Involvement

Consultation has taken place with key stakeholders throughout the development of the proposed accommodation for Benton Park School.

- **Consultation with Planning & Highways Officers**
Periodic discussions have taken place with colleagues at key junctures within the wider Learning Places Programme. All comments have been incorporated into the final proposals for projects requiring planning submissions.
- **School Briefing Sessions**
The schools senior management team and governing body have been intrinsically involved in the development of the proposals and key considerations regarding accessibility of the design have been included in the proposals by the design consultant. Representation from the school management team was included within the tender evaluation exercise.
- **Councillor Briefing Sessions**
Local ward members have been informed briefed throughout the development process to date.
- **School Governing Body**
The school governing body have been part of the development process and have been consulted throughout. Representation from the Governing Body was included within the tender evaluation exercise.

- **Key findings**

The proposal detailed within this report is for award of Stage 1 tender has no impact on equality, diversity, cohesion and integration.

- **Actions**

Access to the Building

The new building has been designed to adhere to the Disability and Discrimination act; as such the building will be fully accessible and conform to building regulations.

Consultation

Extensive consultation has taken place both during the expansion project and also the statutory approval for increased the published admissions number at the school.

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
Jane Walne	Head of Projects & Programmes	27 th May 2020

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