

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 and Families	Service area: Sufficiency and Participation
Lead person: Darren Crawley	Contact number: 0113 3787227

Title: Outcome of consultation to establish a resource provision at Horsforth St Margaret's Church of England (C of E) Primary School from September 2021

Is this a:

Strategy / Policy

 Service / Function

 Other

If other, please specify

The proposal seeks to ensure a sufficiency of specialist learning places in the city.

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

The Education Act 1996 places a duty on local authorities to ensure there are sufficient learning places for all children living in its area. The local authority is also required to promote choice and diversity, and therefore must also ensure that there are a range of options available to parents/carers.

The proposal is to establish a 12 place resource provision, for pupils with complex communication difficulties including Autism Spectrum Condition (ASC), at Horsforth St Margaret's C of E Primary School from September 2021.

This screening form looks at the equality considerations that have taken place during the consultation and engagement process with stakeholders. It also seeks to identify any future action required to ensure that equality, diversity, cohesion and integration continues

to be well considered throughout the process, should the proposal continue through to the next stage.

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

- **How have you considered equality, diversity, cohesion and integration?**

There is an identified need for additional specialist provision places across the city. Depending on their specific needs, pupils with Education, Health and Care Plans (EHCPs) may attend mainstream or special schools. A resource provision caters for pupils with an EHCP who require a specialist environment within a mainstream school to support their needs. A need for this type of provision has been identified in this area of Leeds both in terms of current and future need.

Horsforth St Margaret's C of E Primary School is a popular school and has a number of pupils already attending with additional needs, including autism. The school is very committed to expanding its existing provision to support the growing need in the area but also in a way that supports their complex cohort of pupils.

Consequently, Children and Families Service Good Learning Places Board (GLPB) gave approval for consultation to take place on the proposal to establish a resource provision at Horsforth St Margaret's C of E Primary School.

Public consultation on the proposal took place between 20 November and 18 December 2020. To maximise stakeholder engagement a variety of consultation methods were used, including email communications and an online survey. Details about the consultation were sent to: parent/carers with a child currently attending Horsforth St Margaret's C of E Primary School; staff and governors of Horsforth St Margaret's C of E Primary School; all local primary and secondary schools in the area; ward members; the local MP; the Diocese; parent groups supporting families with a child with SEND (Special Educational Needs and Disability); and other relevant stakeholders. Leaflets advertising the consultation were delivered to residents in the local area. Posters were displayed at a number of locations in the local area. Information was available via the Leeds City Council website and through various social media platforms and accounts.

Online consultation sessions were also held for parents/carers, local residents and other interested parties which offered attendees an opportunity to discuss the proposal with Leeds City Council officers and representatives from the school's leadership team.

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 (4 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.

- **Key findings**

From the equality impact screening the Sufficiency and Participation Team found that this proposal would have a positive effect on some of the 6 categories listed below;

- Age
- Sex and Gender Reassignment
- Religion
- Ethnicity
- Disability
- Sexual orientation

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

North West Leeds has experienced high levels of demographic growth over the past decade with a resulting increase in demand for primary specialist provision. This proposal would ensure that additional resource provision places allow for children and young people to be educated close to where they live, potentially reducing the distance they have to travel to access a suitable learning place.

The establishment of a resource provision at Horsforth St Margaret's C of E Primary School would enable pupils, who require a specialist environment to support their needs, to attend a mainstream setting alongside their peers, providing opportunities for inclusive learning within the pupil's own community.

The proposal would have a positive impact on promoting choice and diversity for local families who would be applying for a resource provision place, supporting 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 also 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.

During the consultation period, 57 survey responses were received. In total, 43 respondents (75% of the total) strongly supported or somewhat supported the proposal. In comparison there were 13 who somewhat opposed or strongly opposed it (23% of the total). A further respondent stated that they neither supported nor opposed the proposal (2% of the total). 43 of the 57 respondents stated that they found the consultation information useful.

Further details about the responses and issues identified by stakeholders and respondents during the consultation period are included in the main body of the Executive Board report.

- **Actions**

If the proposal is taken forward, the resource provision places would start to become available during the academic year 2021/22.

During the consultation process, due regard to equality was given to all aspects of developing and implementing the proposal. If the proposal is approved, during the design process for the resource provision accommodation, the plans would be shared with stakeholders. Through the design process, the new provision 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
Darren Crawley	Sufficiency and Participation Lead	8/1/2021
Date screening completed		7/1/2021

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:	
<ul style="list-style-type: none"> • 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: 11/1/2021
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: