

# Equality, Diversity, Cohesion and Integration (EDCI) 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.

<b>Directorate:</b> Children and Families	<b>Service area:</b>
<b>Lead person:</b> Jacqueline Robertson	<b>Contact number:</b> 07891 279138

**1. Title:** Design and cost report and render acceptance for the Autistic Spectrum Special Resource provision at Bishop Young C of E Academy

Is this a:

**Strategy / Policy**
                 
  **Service / Function**
                 
  **Other**

**If other, please specify:** Delivery of specialist learning places following the consultation process approved at Executive Board in February 2021

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

The proposal to establish a 30 place resource provision, for pupils with complex communication difficulties including Autistic Spectrum Condition (ASC), at Bishop Young C of E Academy 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

### 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"><li>• Eliminating unlawful discrimination, victimisation and harassment</li><li>• Advancing equality of opportunity</li><li>• Fostering good relations</li></ul>	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 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

Bishop Young C of E Academy is part of the Abbey Multi Academy Trust and has a number of pupils already attending who have additional needs, including autism. The trust is very committed to expanding the existing provision at Bishop Young to support the growing need in the city but also in a way that supports pupils already on roll. A Resource Provision base at the academy would address both a local and wider need for this type of provision. 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 Bishop Young C of E Academy. The trustee's consultation on the proposal took place between 13 November and 11 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 Bishop Young C of E Academy; staff and governors of Bishop Young C of E Academy; all parent/carers with a child currently attending a SILC; local primary schools; all Leeds secondary schools; all SILCs; 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 academy's website, the Leeds City Council website and through various social media platforms and accounts. Bishop Young C of E Academy held online consultation sessions for parents/carers, local residents and other interested parties which offered attendees an opportunity to discuss the proposal with representatives from the school's leadership team and Leeds City Council officers. 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. Following this consultation period, Executive Board approved ATS to establish the resource provision at Bishop Young C of E Academy.

No further public consultation has been required as the re-modelling works are internal

and not subject to planning permission consideration.

Consultation has taken place with key stakeholders throughout the design development of the proposed expansion works. The schools senior management team have been intrinsically involved in the development of the proposals and key considerations regarding accessibility of the design.

- **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)

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.

The number of children and young people living in Leeds has increased over the past decade, which has resulted in rising demand for both mainstream places and specialist provision places across the city. The demand for special needs places within mainstream schools continues to grow with particular increases in complex communication difficulties which are being identified as a consequence of a substantial increase in EHCP assessments. The strategic drive to keep pupils in mainstream or with enhanced provision in mainstream school is a key priority for the city. The proposed resource provision would address both a local and wider need for this type of provision. The proposal would have a positive impact on promoting choice and diversity for 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.

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.

The scheme will be funded through the Learning Places Programme capital budget. The work complies with the regulations associated with the Disability Discrimination Act.

- **Actions**

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

The design of the remodelled areas within the school have allowed for level access to the specially resourced provision, with a separate gate to manage arrivals and departures via school transport. Accessible toilets, a hygiene suite, a sensory room, calm room and space to support independent living and life skills have been included as part of the new accommodation.

**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
<b>Date screening completed</b> 21 June 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:

- 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](mailto: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 <b>Governance Services</b>	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate <b>Directorate</b>	Date sent:
All other decisions – sent to <a href="mailto:equalityteam@leeds.gov.uk">equalityteam@leeds.gov.uk</a>	Date sent: