

# 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.

<b>Directorate:</b> City Development	<b>Service area:</b> Programme and Projects Team
<b>Lead person:</b> Adele Robinson	<b>Contact number:</b> 07891 276856

<b>1. Title:</b> Design & Cost Report for Horsforth St Margaret's ASC RP
Is this a:
<input type="checkbox"/> <b>Strategy / Policy</b> <input type="checkbox"/> <b>Service / Function</b> <input checked="" type="checkbox"/> <b>Other</b>

<b>2. Please provide a brief description of what you are screening</b>
<p>The Local Authority's has a duty to ensure a sufficiency of school places, which supports the achievement of the Best Council priority to improve educational attainment and close achievement gaps. The strategic drive to keep pupils in mainstream or with enhanced provision in mainstream school is a key priority for the city. To support this there is an identified need for additional Resource Provision places in mainstream schools, particularly for children and young people with complex communication difficulties which are being identified as a consequence of a substantial increase in Education, Health and Care Plan (EHCP) assessments.</p> <p>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 increases in complex communication difficulties which are being identified because of a substantial</p>

increase in Education, Health and Care Plan (EHCP) assessments. Demand for new Resource Provision places to be developed in key locations across the city has resulted in these proposals being brought forward at this time.

On 10th February 2021, Executive Board approved the proposal to establish a 12-place Resource Provision at Horsforth St Margaret's C of E PS with effect from September 2021 and granted provisional approval for authority to spend (ATS) £1.1m to deliver the works associated with the ASC RP.

In response to this a 12-place Resource Provision has been developed which will support children with EHCPs to attend local mainstream settings providing both a differentiated curriculum and access to mainstream social and wider curriculum activities. The proposed provision will also benefit other pupils with SEN requirements who will be able to access some of the resources created through the scheme where appropriate. Specialist staff with expertise and skills in ASC will lead the provisions, better providing for pupils sensory and learning needs and enhancing the quality of provision for pupils with Special Educational Needs. The Resource Provision will cater for all primary year groups (ages 5-11) with the learners being on the roll of Horsforth St Margaret's C of E PS.

The works will consist of remodelling and refurbishing an LCC owned modular building through Portakabin UK Ltd. This is the only procurement route available as the building was previously purchased through Portakabin and has been in storage at their factory in York since it was removed from another school site in 2019. As Portakabin has already previously constructed the building and therefore know what materials and specifications it consists of it wouldn't make sense to commission another modular company to carry out the refurbishment works. The new building will include KS1 and KS2 learning spaces, breakout areas, sensory, office space and staff and pupil toilets.

A screening exercise has been carried out to determine if the proposals associated with this scheme will impact upon equality. The required building works support the Authority's legal duty to provide a school place for every child and, where possible, within the school of parental preference.

### **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"> <li>• Eliminating unlawful discrimination, victimisation and harassment</li> <li>• Advancing equality of opportunity</li> <li>• Fostering good relations</li> </ul>		No

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**.

<b>4. Considering the impact on equality, diversity, cohesion and integration</b>
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).
<ul style="list-style-type: none"> <li>• <b>How have you considered equality, diversity, cohesion and integration?</b></li> </ul>
<b>Key findings</b>

<b>Actions</b>
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**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	Executive Asset Management Officer	27/7/21

**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

<b>Date screening completed</b>	27/7/21
<b>Date sent to Equality Team</b>	
<b>Date published</b> (To be completed by the Equality Team)	