

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: Learning Inclusion
Lead person: Val Waite	Contact number: 0113 3788353

Title: Outcome of consultation to decommission the speech and language resourced provision at Gledhow Primary School from August 2022.

Is this a:

Strategy / Policy

 Service / Function

 Other

If other, please specify
 The proposal seeks to decommission the resourced provision at Gledhow Primary School as changes in the speech and language support mean this can be accessed from any school not just one with a specific resourced provision.

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

The proposal is to decommission the speech and language resourced provision at Gledhow Primary School from August 2022.

This is due to changes in how speech and language provision is now provided and means children can now access support at their local mainstream school rather than just through resourced provisions at a limited number of schools across Leeds.

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?
 The proposal is to decommission the speech and language resourced provision at Gledhow Primary School from August 2022.

This is due to changes in how speech and language provision is now provided and means children can now access support at their local mainstream school rather than just through resourced provisions at a limited number of schools across Leeds.

There is currently only one pupil attending the provision at the school and they will transfer to secondary school at the end of this academic year.

An SEND Improvement Test has taken place to demonstrate the proposal will lead to an improved offer for the educational provision of children with communication difficulties.

Consequently, Children's and Families Service Good Learning Places Board (GLPB) gave approval for consultation to take place on the proposal to decommission the speech and language resourced provision at Gledhow Primary School.

Stakeholders were consulted on the proposal from 6 January 2022 to 3 February 2022 including: all parent/carers at Gledhow Primary School; parent support groups; local Leeds schools; all Leeds SILCs; local ward members; local MP, the Diocese; and other relevant stakeholders.

There were also online promotional activity including via Leeds City Council Social media including Facebook and Twitter, Leeds City Council website and Gledhow Primary Schools website, designed to directly target people living across the city.

Interested parties could submit their views on the proposals by completing an online survey or by emailing/writing in. 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

The nature of SEND provision for Speech and Language Communication Difficulties within Leeds over the last few years has changed dramatically. Previously Speech and Language commissioning arrangements with NHS for children with Specific Language Impairment (now known as Developmental Language Disorder - DLD) saw a specific offer of provision available only through the establishment of Resource Provisions within mainstream schools at both primary and secondary phases. The offer through the establishment of Resourced Provision allowed for direct therapy from a Speech and Language Therapist who was on site for a number of days a week in addition to an enhanced support programme of SALT from trained staff who had access to ongoing support and advice from the therapist.

A number of years ago the NHS pathway from the Speech and Language Therapy Service changed dramatically with children now being able to access direct support from a Speech and Language Therapist whilst being on roll at their local mainstream school. The SALT offer also included the training of staff by therapists to deliver enhanced programs of SALT in school. This has reduced the need for Resourced Provisions which previously had been the only model for the delivery of such support.

Leeds has previously had 4 RPs for speech and language communication at Primary phase and 2 at secondary – over time due to the change of delivery offer through the NHS there has been a reduced need for Resourced Provisions – Leeds now has only 2 primary schools and 1 secondary school with resourced provision and the demand for these are also reducing.

Gledhow Primary School is one of the provisions still functioning as resourced provision for speech and language and has indicated that the reduction in places and demand for

such provision is now having a detrimental impact on the school's overall budget – the costs associated with the delivery of provision to such small numbers (1 pupil attends yet the provision is designated for 14 children) means the provision is unsustainable. The lack of demand for these places demonstrates the effectiveness of the new pathway and the confidence of parents and families in choosing their local mainstream school for the delivery of such provision rather than choosing a Resource Provision. There is no indication through data analysis and communication with our stakeholders including parents that the provisions are still required and deemed necessary.

Currently as noted above there is only one pupil attending Gledhow Primary School's resource provision and they are due to move into secondary school at the end of this academic year, ahead of the proposed decommission. Therefore, no existing pupils would be directly affected by this change.

In ceasing the provision at Gledhow Primary School there would be no impact on the types and amount of provision children with speech and language communication difficulties would receive at Gledhow Primary School or other Leeds schools, due to the improved SALT offer.

During the consultation period there were 18 survey responses received. In total, 10 respondents (56% of the total) strongly or somewhat supported the proposal. In comparison there were 5 who somewhat or strongly opposed it (28% of the total). A further 3 respondents stated that they neither supported nor opposed the proposal (17% of the total). 13 of the 18 respondents stated that they found the consultation process 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 progresses, the decommissioning would be completed by August 2022 after the last pupil in the speech and language resourced provision has left the provision to transfer to secondary school.

In ceasing the provision children with speech and language communication difficulties at Gledhow Primary School and across Leeds schools would not experience any impact on the types and amount of provision they would receive, due to the improved SALT offer within Leeds schools.

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
Val Waite	Head of Learning Inclusion	
Date screening completed		

7. Publishing	
<p>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.</p> <p>A copy of this equality screening should be attached as an appendix to the decision making report:</p> <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. <p>Complete the appropriate section below with the date the report and attached screening was sent:</p>	
For Executive Board or Full Council – sent to Governance Services	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: