

# 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: Children &amp; Families</b> | <b>Service area: Learning &amp; Inclusion</b> |
| <b>Lead person: Val Waite</b>               | <b>Contact number: 0113 378 8353</b>          |

|   |
|---|
| <b>1. Title:</b>  |
| Is this a:  |
| <input type="checkbox"/> <b>Strategy / Policy</b> <input checked="" type="checkbox"/> <b>Service / Function</b> <input type="checkbox"/> <b>Other</b> |
| <b>If other, please specify</b>   |

|   |
|---|
| <b>2. Please provide a brief description of what you are screening</b>  |
| <p>We have a range of specialist education provision in Leeds to support SEND learners with a wide range of needs. We have a number of resourced &amp; partnership provisions that have been in place with Leeds schools &amp; SILC's for a number of years. The provisions are funded through the High Needs Block. Prior to September 2017 the arrangements largely operated on an implied contract basis, however since then these arrangements have been formalised by putting in place formal service level agreements with the maintained schools/SILCs and cooperation agreements with the academies.</p> <p>Continuation of formalised arrangements will ensure that clear expectations of partners continues, as well as ensuring accountability for the high needs funding through which these arrangements are funded.</p> |

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

**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<br>(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 |
|--|-----------|------|
|  |           |      |
| <p><b>7. Publishing</b><br/> 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.</p> <p>Please send a copy to the Equality Team for publishing</p> |           |      |
| <b>Date screening completed</b>  |           |      |
| <b>Date sent to Equality Team</b>  |           |      |
| <b>Date published</b><br>(To be completed by the Equality Team)  |           |      |