

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 the statutory notice on a proposal to establish a resource provision at Iveson Primary School.
Is this a: <input type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input checked="" type="checkbox"/> 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 16 place resource provision, for pupils with complex communication difficulties and autism at Iveson Primary School from September 2023. 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 establish a 16 place resource provision for pupils at Iveson Primary School from September 2023.

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.

The creation of this provision will better provide for the sensory and learning needs of children with complex communication difficulties and autism and will enhance the quality of provision for pupils with special educational needs. Iveson Primary School is Ofsted rated 'Good', with experience of supporting children with SEN.

This provision will enhance the education of the existing children as well as making provision for other children in the locality and wider areas of Leeds.

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 Iveson Primary School.

Stakeholders were consulted on the proposal from 27 June 2022 to 22 July 2022 including: parent/carers with a child currently attending Iveson Primary School; staff and governors of Iveson Primary School; all primary, secondary schools and SILC in the city; all 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

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

A drop-in session at the school was held on the 5th July for parents/carers, local residents and other interested parties. An online consultation session was also promoted but was later cancelled as there was no take-up from stakeholders wishing to attend. These sessions 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 in. The length of consultation 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.

On consideration of the outcome of the consultation, the Executive Board approved the proposal to progress to the next stage. A statutory notice period followed between 3 October and 4 November 2022 and was promoted to all stakeholders using the same methods as the consultation, with the addition of the statutory notice being published in the Yorkshire Evening Post. During this five-week period, anyone could raise views / concerns that had not previously been raised or addressed during the public consultation.

Key findings

From the equality impact screening the Assets and Access 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

The number of children and young people living in Leeds with an Education Health and Care Plans (EHCPs) continues to increase each year, resulting in rising demand for specialist provision places across the city. Depending on their specific needs, pupils with 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.

To address the need for resource provision places in this area, a proposal is being brought forward to establish a 16 place resource provision at Iveson Primary School from September 2023. The provision will cater for pupils with complex communication difficulties and autism. These specialist resource provisions would support children with EHCPs to attend a local mainstream school providing both a differentiated curriculum and access to mainstream social and wider curriculum activities.

The resource provision would be led by specialist staff with expertise and skills in supporting pupils with additional educational needs and who would develop and support the whole school approach and curriculum, including an inclusive ethos to enable children to be included in mainstream. The resource provision would cater for all primary year groups.

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 initial four-week consultation period, 53 survey responses were received. In total, all 53 respondents (100% of the total) strongly supported or somewhat supported

the proposal. 48 of the 53 respondents stated that they found the consultation information useful.

There were 2 stakeholder responses received during the formal five-week statutory notice period. Both gave comments in support of the proposal.

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 approved, the resource provision places would start to become available during the academic year 2023/24.

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
Val Waite	Head of Learning Inclusion	07/11/2022
Date screening completed		Updated 07/11/2022

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 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:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: