

# 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: Childrens Services</b>	<b>Service area: Virtual College</b>
<b>Lead person: Alun Rees</b>	<b>Contact number: 75078</b>

## 1. Title:

Is this a:

**Strategy / Policy**

**Service / Function**

**Other**

### If other, please specify:

Behaviour, Emotional and Social Difficulties (BESD) – Permission to consult on BESD school expansions for January 2014

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

The initial request to Exec. Board to undertake the initial phase of statutory consultation on the following:

Linked proposals to change the age range of the BESD Specialist Inclusive Learning Centre from 5 to 16 to 11 to 16, and to expand the capacity of the provision from 150 to 230 pupils using sites at Elmete Wood, Stonegate Road, the Burley Park Centre, the Hunslet Gate Centre and the Tinshill Centre with effect from January 2014.

AND

Proposal to expand the North East Specialist Inclusive Learning Centre (Oakwood Lane) 4-11 BESD provision from a capacity of 30 pupils aged 4-11 to 50 pupils aged 4-11 with effect from January 2014.

Under the Education and Inspections Act 2006 these proposals constitute prescribed alterations requiring a statutory consultation process. The first step of this process is a public consultation, which would run from 25 February 2013 to 12 April 2013. This paper seeks permission to start that public consultation.

### 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 X 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)

While the proposals seek to re-organise the provision, they are not intended to change the range of young people served by the re-modelled provision. For any proposal of this kind to be accepted it must meet the 'SEN Improvement Test' which provides a clear framework, including the impact on the changes on the target cohort and groups within it.

As this proposal is to undertake initial, statutory, public consultation there has been no formal consultation at this stage. The statutory consultation stage is intended to allow any and all stakeholders and the public to express a view of the proposals during the consultation.

Were unforeseen equality issues to arise during the statutory process then the proposals commit Childrens Services to undertaking further equality screening or a full equality impact assessment.

However, initial, informal consultation has been undertaken with employees and through existing school councils/pupil voice with the pupils currently in provision.

- **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 SEN improvement Test requires decision makers to be satisfied that the evidence with which they are provided shows that this proposal takes account of the 'Key Factors' described in the statutory guidance in their planning and commissioning in order to meet the requirement to demonstrate that the reorganisation or new provision is likely to result in improvements to SEN provision. In order to meet the requirement to demonstrate likely improvements in provision, an LA must identify the details of the specific educational benefits that will flow from the proposals in terms of the following Key Factors:

- improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the LA's Accessibility Strategy
- improved access to specialist staff, both education and other professionals, including any external support and/or outreach services
- improved access to suitable accommodation
- improved supply of suitable places

Each of these has been examined in detail and the potential equality impact considered. The views of the SEN Assessment Team and the Educational Psychology Team within the Complex Needs Service, and the Virtual College and Learning Improvement teams within Learning Skills and Universal Services are unanimous in judging these proposals as meeting the SEN Improvement test for the target cohort of vulnerable children and young people. In their considerations the provision of more improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, improved meeting of the LA's Accessibility Strategy, improved access to specialist staff, both education and other professionals, including any external support and/or outreach services, improved access to suitable accommodation, and the improved supply of suitable places, together have a positive impact on the children and young people who will benefit from the provision. In doing so it will contribute to closing the gap between children with a range of specific learning needs and their peers and offer the children and young people the opportunity to develop positive behaviours and manage previously disruptive or dangerous behaviours.

None of the improvements considered would be detrimental to any group or relations between groups, but could only enhance them through the provision of a positive shared learning environment available to all those with the education need.

- **Actions**

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

In the case of the extension of the remit of the NE SILC this will see an outstanding school offer a wider range of services to a wider range of children.

In the case of the BESD SILC these proposals will see some very vulnerable children benefit from a quality of learning and an experience of school community they may not have experienced before.

In both cases the schools will be bound to the highest standards of equality in their planning for the changes described, implementation and operation.

**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

**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>	12 January 2013
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<b>Date sent to Equality Team</b>	24 January 2013
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<b>Date published</b>	
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(To be completed by the Equality Team)