

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: City Development	Service area: Projects & Programmes
Lead person: Adele Robinson	Contact number: 0113 378 5917

Design Cost Report for the fees associated with the amendments to the Deed of
1. Title: Variation at Horsforth St Margaret's C of E PS.
Is this a:
<input type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input checked="" type="checkbox"/> Other

2. Please provide a brief description of what you are screening
<p>Main aim</p> <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 because 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 increase in Education, Health, and Care Plan</p>

(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 work consisted of remodelling and refurbishing an LCC owned modular building through Portakabin UK Ltd. This was 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 following spaces were created within the building:

- Key Stage 1 base
- Key Stage 2 base
- 2 x breakout spaces
- Sensory room
- Circuits room
- Continuous provision room
- Office
- Kitchenette
- Staff/pupil accessible WC's

Horsforth St Margaret's already has a high proportion of children with SEN at the school who will also benefit from the specialist learning spaces within the ASC RP. Additional places for children with complex communication difficulties/ASC are needed within the Horsforth area.

A design cost report requesting the full authority to spend associated with the build project was approved on 30 July 2021. The Deed of Variation is to facilitate this in light of it being a PFI School.

Purpose

A screening exercise has been carried out to determine if the work associated with

amending the DoV at Horsforth St Margaret's C of E PS will impact upon equality. A separate screening was completed in relation to the building works and this one is only about the legal process we must enter into to obtain approval from the ProjectCo (under the PFI contract)

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"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 		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**.

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?**

Consultation and Involvement

Consultation has taken place with key stakeholders regarding the bulge works at Leeds City Academy.

School Briefing Sessions

The school's senior management team, governing body and White Rose Academies have been intrinsically involved in the development of the proposals and key considerations regarding accessibility of the design.

Key findings

The scheme will be self-delivered by White Rose Academies in conjunction with the Programmes and Projects Team in City Development. There will be a dedicated LCC Project Manager working closely with White Rose Academy throughout the process.

Actions

Access to the Building

Access will remain as existing to the main building. The bulge works consist of providing a modular building to ensure there is sufficient accommodation for the 60 additional pupils from September 2022.

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
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Adele Robinson	Senior Project Manager	14/3/24

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

Date screening completed	14/3/24
Date sent to Equality Team	
Date published (To be completed by the Equality Team)	