

# 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:</b> City Development	<b>Service area:</b> Projects & Programmes
<b>Lead person:</b> Adele Robinson	<b>Contact number:</b> 07891 276856

<p><b>1. Title:</b> Design Cost Report associated with the expansion of Leeds City Academy</p> <p>Is this a:</p> <p> <input type="checkbox"/> <b>Strategy / Policy</b> <input type="checkbox"/> <b>Service / Function</b> <input checked="" type="checkbox"/> <b>Other</b> </p>
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<p><b>2. Please provide a brief description of what you are screening</b></p> <p><b>Main Aim</b></p> <p>The Learning Places Programme represents the Council’s response to the demographic growth pressures on school provision in the city, and this scheme will be delivered as part of this programme. Project management of schemes is delivered by City Development’s Projects &amp; Programmes Team in Asset Management and Regeneration. The scheme contributes to the 2020-2025 Best Council Plan outcomes and supports the vision in the Children and Young People’s Plan 2018-23.</p> <p>There is an identified need for additional year 7 places in central Leeds to meet anticipated demand in future years.</p> <p>There has been an increase in the population of children in primary schools across Leeds over recent years which resulted in a number of primary school expansions. The larger cohorts are now feeding through into secondary schools and the number of children living in central Leeds, in particular those living nearest to Leeds City</p>
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Academy, has increased. Current population and admissions data indicate that additional secondary school places will be required in this area to ensure local demand is met.

Several secondary schools in central Leeds have admitted additional pupils above their published admission number in recent years, in response to demand for places. A new free school, Trinity Academy Leeds, also opened in September 2021 due to the rising demand for school places across the wider area. The need for additional places in central Leeds is expected to continue over the next few years which is why further permanent places are required.

To help manage the growing need for secondary places in the local area, Leeds City Academy has admitted an additional 60 pupils above the published admission number into year 7 for the last 3 years (2020-2022) on a temporary basis ahead of a permanent expansion to a PAN of 210 from September 2023.

The permanent expansion from a PAN of 150 to 210 was approved by Leeds City Councils Executive Board on 27 July 2022.

The scheme consists of additional teaching accommodation to support the increase in pupil numbers along with toilets and a small extension to the dining hall. External modifications include increased parking (with the addition of electrical charging points) to satisfy Highways and improved hard surface courts to appease Sport England (the latter initially objected to the proposal but has since withdrawn its objection following the enhancements to the courts)

White Rose Academies are self-delivering the project in conjunction with AtkinsRealis (Project Management company) and Leeds City Council. A Project Officer from the Projects and Programmes team in City Development is working closely with the project team to ensure the work remains on programme and within budget.

AtkinsRealis has submitted a tender report confirming the costs submitted by Morgan Sindall Construction (MSC) are value for money and recommending White Rose Academies accept the tender and award the contract to MSC. The contract will be between White Rose Academies and MSC due to it being a self-delivered project. A grant agreement will be in place between White Rose Academies and Leeds City Council prior to works starting on site. A draft copy has recently been sent to the academy for consideration.

A draft planning decision notice was issued on 21 March 2024 and the project team are currently collating the information to satisfy pre-commencement conditions. The construction works are due to commence on site on 29 April 2024, with a targeted completion of March 2025.

### **Purpose**

A screening exercise has been carried out to determine if the works associated with the expansion of Leeds City Academy will impact upon equality. The required building works will support the Council's legal duty to provide a school place for every child and, where possible, within the school of parental preference.

Any relevant British Standard regulations will be applicable to the design and delivery of this expansion.

### 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"> <li>• Eliminating unlawful discrimination, victimisation and harassment</li> <li>• Advancing equality of opportunity</li> <li>• Fostering good relations</li> </ul>		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 works at Leeds City Academy. Senior officers in Children’s & Families and City Development, LCC planning and highways, LCC legal and LCC finance have all been consulted/briefed as part of the process.

**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 their Project Management Company AtkinsRealis and the Programmes and Projects Team in City Development.

**Actions**

**Access to the Building**

Access will remain as existing to the main building and level access will be provided to the new extension.

**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
Adele Robinson	Senior Project Manager	25/3/24

**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**

4/2/24

**Date sent to Equality Team**

**Date published.**

(To be completed by the Equality Team)