

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: Sufficiency and Participation
Lead person: Darren Crawley	Contact number: 0113 3787227

<p>Title: Assessing the consultation process on a proposal to establish a new secondary School in East Leeds from September 2021</p> <p>Is this a:</p> <p> <input type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input checked="" type="checkbox"/> Other </p> <p>If other, please specify</p> <p>The proposal seeks to ensure a sufficiency of school places in parts of East Leeds.</p>
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<p>2. Please provide a brief description of what you are screening</p> <p>The Education Act 1996 places a duty on local authorities to ensure there are sufficient school places for all children living in its area. The local authority (LA) is also required to promote choice and diversity, and therefore must also ensure that there are a range of options available to parents.</p> <p>The local authority is proposing to establish a new 8 form entry (1200 place - 240 per year group) secondary free school for pupils aged 11-16, within the boundary of a 2.7 hectare parcel of unused land close to Torre Road and Trent Road. A 30 place Resourced Provision for children with complex communication and moderate learning difficulties, who may also have a diagnosis of Autism Spectrum Condition, is also planned as part of this proposal.</p> <p>This screening form looks at the equality considerations that have taken place during the</p>
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consultation and engagement process with stakeholders, including potential sponsors. It also seeks to identify any future action required to ensure that equality, diversity, cohesion and integration continues to be well considered throughout the entire free school presumption process, should the proposal continue through to the next stages.

This Equality Impact Assessment focusses on the initial consultation that would help to shape the proposal and the selection process for sponsors. The successful sponsor would be responsible for the management of the new school, however, LCC would advise on what equality aspects they should be considering.

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 new 8 form entry (1200 place - 240 per year group) secondary free school for pupils aged 11-16, within the boundary of a 2.7 hectare parcel of unused land close to Torre Road and Trent Road in East Leeds with effect from September 2021. A 30 place Resourced Provision for children with complex communication and moderate learning difficulties, who may also have a diagnosis of Autism Spectrum Condition, is also planned as part of this proposal. Demographic data, school place planning projections and parental preference trends were analysed ahead of consultation after which it was concluded that additional capacity is required in this area. The type of secondary provision already available within the local area was also considered in order to ensure that the proposed new school would be as inclusive of the local population as possible, whilst ensuring families are offered choice and diversity when deciding which local schools can best accommodate their child's needs.

Once the need for additional places was established, a citywide stakeholder event was held that included secondary Head teachers, Chairs of Governors, Ward Members, Free School/Multi Academy Trust representatives and council officers from various services. The aim of the event was to establish what options may be available to meet future demand for secondary school places in parts of East Leeds. The level of need in this area resulted in an agreement that new provision was needed within the densely populated Inner East/Central area of the city in order to meet a high rate of population growth amongst future Year 7 secondary school cohorts who will be starting secondary school over the next 5-7 years. Consequently, the Good Learning Places Board provided approval for consultation to take place on a proposal to establish a new 8 form entry (1,200 place – 240 pupils per year group) secondary free school for pupils aged 11-16, including a 30 place Resourced Provision for children with complex communication and moderate learning difficulties. The Resourced Provision would offer a dedicated resource base for one to one support/development and access to specialist teaching methods, however, pupils would also be able to access mainstream education as appropriate to their individual needs

We consulted with stakeholders from 10 June 2017 to 7 July 2019, including: parents; all Leeds schools; Multi Academy Trusts (MATs); potential academy sponsors; prospective parents; local residents; ward members; MPs, the Diocese; and other relevant stakeholders.

To ensure maximum engagement with families, primary school providers in the area were asked to promote the consultation on the proposals through their usual methods of communication such as school websites, texts and newsletters. In order to engage the wider community in the consultation it was promoted through posters in the local area and leaflets delivered to local residents. Posters and consultation documents were also shared with local early years providers. Emails containing information about the consultation were sent to local organisations and community groups. There were also a large amount of online promotional activity including via Leeds City Council Social media and the Leeds City Council website, as well as through an organised Facebook advertising campaign designed to directly target people living within East and Central Leeds, and those people living closest to the proposed Torre Road/Trent Road site for the new school.

Stakeholders were able to find out more about the proposals by attending one of the five drop-in sessions held at various community hubs within East Leeds and the city centre. We also visited five local primary schools, located close to the proposed school site, to promote the consultation and seek parent's and carer's views about the proposal.

Interested parties could submit their views on the proposals by completing an online survey or by emailing/writing to the Sufficiency and Participation team. 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.

A total of 244 consultation survey responses were received during the consultation period of which 71.3% either strongly supported or somewhat supported the proposal to open a secondary free school in East Leeds. 21.3% either strongly opposed or somewhat opposed the proposal and a further 7.4% neither supported nor opposed. Further details about the responses and issues identified by stakeholders and respondents during the consultation period are detailed in the main body of this report.

86.8% stated that they either strongly supported or somewhat supported the proposal to create a specialist resourced provision for up to 30 students with complex learning and communication needs who may have a diagnosis such as Autism Spectrum Condition. In comparison 7.4% of the total stated they either strongly opposed or somewhat opposed this proposal. 5.8% of the total stated that they neither supported nor opposed this proposal.

58.6% of the total stated that they either strongly supported or somewhat supported the proposal to use of the unused land close to Torre Road and Trent Road as the location of the new free school. In comparison 22.5% of the total stated they either strongly opposed or somewhat opposed this proposal. A further 18.9% of the total stated that they neither supported nor opposed this proposal.

- **Key findings**

From the equality impact screening the Sufficiency and Participation team found that these proposals would have a positive effect on some of the 6 categories listed below;

- Age
- Gender
- Religion
- Ethnicity
- Disability
- Sexual orientation

The additional learning places would create more opportunities for more pupils to be supported in a way that meets their individual needs, regardless of gender, religion, ethnicity, disability or sexual orientation, in an inclusive school setting. This proposal supports that aim and would not have an adverse impact on any child or young person who attends the proposed school included in this proposal. As this is a proposal for a new secondary school, parents and carers of children aged 11-16 will have more choice when making preference choices about which secondary school they would like them to attend.

The specification of the proposed school, which will be designed to help a sponsor create an inclusive ethos, and the building design itself, would ensure that all pupils who attend will have the opportunity to participate fully in the school's curriculum within an environment that supports and protects their own individual equality characteristics. A new school would

result in more places being available for all students, including children and young people with special educational needs and disabilities, who could access a school place if the provision is able to match their individual needs. Any new accommodation would meet the Equality Act 2010 and would, therefore, be accessible for all.

As we are proposing to add Resourced Provision for young people with SEND, we must make sure it meets the SEN improvement test. This means that making any changes to or creating additional provision must enhance or add to the range of SEND provision in the city. We must do it in a way that meets with the wishes of children and their families, therefore, we would consult with the relevant groups to ensure the new provision meets their needs.

Parts of central/Inner East Leeds areas have experienced extremely high levels of demographic growth over the past decade with a resulting increase in demand for primary school places. This proposal would ensure that additional secondary places are created in these same areas now that this sustained growth is moving into the secondary education sector. If the proposal is agreed, the school would grow from Year 7 upwards over a period of 5 years.

The proposal would have a positive impact on promoting choice and diversity for local families who would be applying for a school 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'. Should the proposal progress to the competition phase of consultation, sponsors will be sought who can demonstrate their ability to provide excellent learning and support to meet the needs of all children, including children looked after, those with Special Educational Needs and Disabilities and those with pupil premium funding. We also want a sponsor who shares 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.

The local authority has a statutory duty to ensure the sufficiency of school 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.

- **Actions**

If the proposal is taken forward, the new secondary school mainstream and Resourced Provision SEND places will be made available in Year 7 from September 2021.

During the consultation process, all views and responses were considered equally. If the proposal is approved, during the design process for the new school accommodation, the plans would be shared with stakeholders and consulted on. Through the design process, the new school would be built to 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
Darren Crawley	Sufficiency and Participation Lead	29/07/2019
Date screening completed		29/07/2019

7. Publishing	
<p>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.</p> <p>A copy of this equality screening should be attached as an appendix to the decision making report:</p> <ul style="list-style-type: none"> • 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. <p>Complete the appropriate section below with the date the report and attached screening was sent:</p>	
For Executive Board or Full Council – sent to Governance Services	Date sent: 30/07/2019
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: