

Equality, Diversity, Cohesion and Integration (EDCI) 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 or has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Directorate: Children and Families	Service area: Assets and Access
Lead person: Fiona Hardy	Contact number: 0113 378 7774

1. Title: Outcome of consultation on proposals to expand Broomfield South SILC by 100 places, as part of a school rebuild and the establishment of a permanent satellite site for post-16 provision

Is this a:

Strategy / Policy

Service / Function

Other

If other, please specify

Leeds City Council intends to consult on a proposal to expand Broomfield South SILC by 100 places, as part of a school rebuild and the establishment of a permanent satellite site for post-16 provision. This screening process will enable us to ensure equality, diversity, cohesion and integration will be considered during the consultation.

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

We are screening the consultation process on a proposal to expand Broomfield South SILC by 100 places, as part of a school rebuild and the establishment of a permanent satellite site for post-16 provision. If approved, the school would expand by 100 places as part of a school rebuild, the rebuild would be consulted on as part of the planning process

and the new places would not be available until September 2027. The school would also establish a permanent satellite site for Post 16 provision at the Arlington Business Centre

The initial consultation will run from 1st July to the 28th July 2024 seeking views on the proposed changes.

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

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)

Through analysis of census data for Broomfield South SILC we have considered the characteristics of the school population to ensure all parts of the community are able to engage effectively. Pre-consultation research, using the English Index of Multiple Deprivation (IMD), showed that both the number of pupils living in the most deprived 10% of neighbourhoods in England and free school meal eligibility at Broomfield South SILC School are above the citywide average. Together these two statistical measures suggest that Broomfield South SILC does suffer greater levels of deprivation than the citywide average.

We have identified the following stakeholder groups that we would seek to consult with:

- parents who already have a relationship with the school (i.e. with a child currently attending school),
- parents of children with Special Educational Needs and Disabilities (SEND) across Leeds,
- ward councillors,
- residents,
- school staff.

Planned stakeholder engagement activities: –

Families across Leeds with children with Special Educational Needs and Disabilities (SEND) and those with children already at Broomfield South SILC are likely to have the highest level of interest in the consultation.

To ensure we maximise our engagement with this key stakeholder group, we would ask Broomfield South SILC to draw the attention of existing parents and carers of the school to the consultation via their usual communication channels. These would include home/school newsletters and online channels e.g. school website and social media. Families with children with SEND will be targeted through the Leeds City Council website and social media. We have also placed consultation information on the Leeds Local Offer and Leeds for Learning websites and engaged with SEND parent groups across Leeds.

Citywide SEND groups and ward councillors will be consulted and asked to use their own local networks to help us promote the consultation to anyone who may have an interest in engaging with us. All primary, secondary and specialist schools across Leeds would be contacted directly and asked to share the information with their staff and parents/carers. Information on the proposal will be available on the LCC website, Broomfield South SILC website, Leeds Local Offer website, Leeds for Learning and on the Councils social media channel.

Parents/carers, ward councillors and community groups will be encouraged to share with their networks to make as many people as possible aware and encourage them to participate in the consultation.

An informal drop-in session for all interested parties would be promoted via the routes set out above and one held at the school and one online. The school location was deemed to be accessible to all stakeholder groups living in the local area and is also the location of the proposed change itself. This engagement session would aim to help anyone needing support to engage with the consultation, such as requiring assistance to complete the online survey or with submitting a paper response. The online session was for stakeholders who could not access the schools drop in session so as to encourage more stakeholder engagement. Not all parents/carers of children at the school drop there children off, so may prefer the option of an online session they can access from home. The online and in person drop in sessions would help us support anyone who wanted further information on the process/consultation before submitting a response to an online survey. This aims to ensure everyone has the relevant information to make an informed decision and fosters good relations with the school, parents, wider community, and council staff.

School staff would already be aware of the proposal; however, we would ensure they are also aware of the opportunity to engage with the consultation activity, including offering an invitation to attend the informal drop-in session. We would also ask staff to notify their personal networks about the consultation. This would enable us to be confident that staff are fully informed of the school governing body's plans.

- **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)

We are confident that by completing this screening process, everyone with an interest in the planned consultation activity would feel able to engage effectively using the consultation methods detailed above. It is felt that the planned activities and communication methods will adequately meets the needs of the community.

- **Actions**

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

Should the consultation progress, a report detailing the outcome of the consultation would be drafted for consideration by Executive Board. The report would provide a summary of all comments made by respondents, including any related to the consultation process itself. These would be used to inform a lesson learned exercise undertaken to help us

improve engagement in any further stage of consultation related to this proposal, and any other future consultation exercise carried out.

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
Sally Lowe	Assets and Access Lead	10/06/24
Date screening completed		10/06/24

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:

