

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's Services	Service area: Sufficiency and Participation
Lead person: Rachael Davison	Contact number: 0113 2475793

1. Title: Proposal to increase primary and secondary school places in Burmantofts.

Is this a:

Strategy / Policy
 Service / Function
 Other

If other, please specify

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

The proposal is to expand primary places at Shakespeare Primary School from a capacity of 315 pupils to 630 pupils with an increase in the admission number from 45 to 90 with effect from September 2018. This would involve a relocation of the school to the Dolly Lane site which is situated approx. 500meters/0.3miles away from the current school site.

The relocation would allow for the increase in secondary places at The Co-operative Academy of Leeds which would expand into the primary building. This would take the capacity from 900 students to 1,200 students with an increase in the admissions number from 180 to 240 with effect from September 2019.

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"> • 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)

The proposals are to increase the number of primary and secondary places in the

Burmantofts area. The demographics of the area were considered when working up the proposal, along with parental preference trends, and projections, and it was concluded that additional capacity is required. The types of schools in the area were also considered, to ensure we adhere to our legal duty of ensuring parents are offered choice and diversity.

We consulted those affected on this proposal from 29 February 2016 to 25 March 2016, including parents and carers of pupils, governors and staff at each school, nearby schools, the Diocese, Councillors, MPs and local residents.

To ensure maximum engagement with families we asked the school and academy to promote the consultation on the proposals through their usual methods of communication such as the school website and newsletters. Documents used during the consultation were available from the school and via links to the council's webpage. These documents could be requested in different languages. Informal consultation drop in sessions took place which provided an opportunity for stakeholders to meet council officers, ask questions and to tell us what they thought of the plans. Where there was a language barrier in most instances the children or other parents/carers were able to support with translation. These sessions were planned at school drop off and pick up times and also took place to coincide with parent's evenings to ensure we were available to speak to families at convenient times and to assist working parents/carers and residents.

Stakeholders were able to give their views on the proposals by completing a consultation response form available either from the school offices, online or at the drop in sessions where assistance was offered if required.

The majority of those who responded were in support of the expansions. There were a total of 79 responses with 68 of the respondents supporting the expansion at Shakespeare Primary and 70 supporting The Co-operative Academy of Leeds expansion.

- **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)

From the equality impact assessment 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

Additional learning places create more opportunities for all pupils to be supported and to meet their needs at every age, whether they are male or female, and in every school. This proposal supports that aim and would not have an adverse impact on any child or young person who attends either of the schools included in this proposal. The school

ethos and accommodation would ensure that all children and young people who attend can take a full part in the school curriculum in an environment that supports their specific needs regardless of religion, ethnic background and nationality. The area around the schools is a diverse, multi ethnic and multi faith community. Expansion of the existing schools will result in more places being available for all students, ensuring children from BME and faith backgrounds will have an opportunity to access a school place. Children and young people with special educational needs and disabilities could access a school place if the provision can match their individual needs. Any new accommodation would meet the Equality Act 2010 and would therefore be accessible for all.

Burmantofts is an area of high demographic need which is continually rising as families move into the area. During this academic year we have created additional temporary cohorts in local primary schools to accommodate the children needing a school place. This proposal would ensure that additional primary places are created in the Burmantofts area for primary aged children from September 2018 onwards. If the proposal is agreed, the school would grow from Reception upwards over a period of 7 years.

The need for school places is now being reflected in secondary school places. The proposals relating to The Co-operative Academy of Leeds would ensure additional places were available for secondary aged children in the East of the city from September 2019 onwards. If the proposals are agreed the school would grow from Year 7 upwards over a period of 5 years.

The proposals include the relocation of Shakespeare Primary school onto land on Dolly Lane which is approx. 500meters/0.3 miles walking distance from the current primary school gates. The school has pupils on roll which live closer to the current site who would have to travel further to access school if it relocates to the Dolly Lane site. Conversely there are pupils who live closer to the proposed new site who would benefit from this closer location.

The proposals would have a positive impact on promoting choice and diversity for local families who are applying for a school place. Shakespeare primary has a 'Good' Ofsted rating and is popular with local families. An increase in admission numbers would mean that more pupils would benefit from the high standard of education provided at the schools. However a move in school location would very slightly adjust the polygon which is used to determine a child's nearest school. When the Local Authority applies their admissions policy for primary school applications, those children living nearest to school will be prioritised for a place depending on how they have made preferences. Due to the close proximity between the existing and the proposed new site this would only affect a minimal amount of families. However due to additional places being created, these affected families would still be likely to be able to access a place at the primary school if they chose to preference it.

- **Actions**

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

If the proposals are taken forward, the extra primary places will be made available in reception from September 2018, and secondary places from 2019. All parents/carers will therefore have the option of applying for these places or choosing alternative schools.

As these proposals involve a potential relocation of the primary school this needs communicating to prospective families who may choose to attend the school on its existing site, for it then to be moved the following academic year. From the 2017 admissions round, the potential school relocation will be highlighted within the documents and information available to parents/carers when they make their application for a school place.

During the consultation process, all views and responses are considered equally. If the proposal is approved, during the design process for new school accommodation, the plans would be shared with stakeholders and consulted on. Every effort would be made to communicate and consult with all equality protected characteristics regarding the new accommodation and the new admissions policy.

Through the design process, any new accommodation to facilitate the expansion of the school would be compliant with the Equality Act 2010. This would ensure that the building is accessible to all users; students, staff and visitors.

A former high school was previously located on the Dolly Lane site and has since been demolished. The site has been left undeveloped and neglected and is now considered an eyesore in the community. If the site was transformed with the investment of a modern, purpose built primary school building with external playspaces and landscaping it would be viewed as a new vibrant asset in the community.

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
Richard Amos	14-19 Senior Partnership Manager	28.04.2016

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	
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Date sent to Equality Team	
Date published (To be completed by the Equality Team)	