

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: Children's Services	Service area: Learning Systems
Lead person: Richard Amos	Contact number: 0113 3787232

1. Title: Free school presumption process for a new 11-16 provision on the Fearnville leisure centre site

Is this a:

Strategy / Policy

Service / Function

Other

If other, please specify

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

The authority is looking to create additional secondary school provision in east Leeds, on the Fearnville site, by seeking proposals from appropriate sponsors to open a new 8FE secondary free school from September 2020. To establish a new school, the local authority must follow the DfE's free school presumption guidance (February 2016) to identify an established sponsor to operate the new school.

This screening form looks at the equality considerations that have taken place during the consultation and engagement process with stakeholders, including potential sponsors. It also recommends future actions that will continue to address equality, diversity, cohesion and integration through 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/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. 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)

The proposal is to increase the number of secondary school places in the east of Leeds. Citywide demographic and projections data was analysed with and it was concluded that additional capacity is required in this area. 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 to enable them to preference a local school that accommodates their child's needs.

Following the data analysis, a citywide stakeholder event was held that included secondary Headteachers, Chairs of Governors, Ward Members, Free School/Multi Academy Trust representatives and council officers from various services. The event allowed a holistic approach to developing a strategy for secondary school place planning across Leeds, and followed up with subsequent localised discussions to further establish plans and proposals. Update reports and recommendations have been submitted to Good Learning Places Board, and approval was given to proceed with the consultation 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 within the boundary of the Farnville site, from September 2020. A Resourced Provision for children with Autism Spectrum Condition (ASC) and Moderate Learning Difficulties (MLD) is also included in the proposal. A dedicated resource base for one to one support/development and access to specialist teaching methods is proposed, however pupils could access mainstream education as appropriate to their individual needs. As part of the proposed new school and wellbeing centre we are proposing to utilise a section of the Farnville playing fields. These fields are owned by LCC, however any changes must be approved by Fields in Trust, (a national charity set up in 1925 by King George V, to safeguard recreational spaces, such as sports pitches from development) Stakeholders were asked about all three elements of this proposal through the consultation.

We consulted with stakeholders from 3 October 2017 to 3 November 2017, including parents, all Leeds schools, Multi Academy Trusts (MATs), potential academy sponsors, prospective parents, local residents, ward members, MPs, Diocese, neighbouring LAs, and other relevant stakeholders.

We also discussed the proposal to locate the proposed new school next to the proposed new wellbeing centre with local Ward members. Positive feedback was received and in September the executive board approved the proposal going out to consultation.

To ensure maximum engagement with all of the above stakeholders, the consultation was promoted through our usual methods of communication such as Leeds City Council's website, WordPress, Twitter and Facebook. Documents used during the consultation were available from those websites and directly from the Sufficiency and Participation Team. 1,200 leaflets were also distributed in the local area (Farnville Fields) to promote the

consultation and local schools were visited to enable us to speak to local parents. All documents were available at the drop in sessions held and documents were distributed through schools to local parents.

These documents could be requested in 13 different languages suggested by the council's Interpreting & Translation Team. No translation requests were made, and no interpreters were required.

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 proposal. These sessions were held at the Fearnville Leisure Centre, as the proposed location of the new school. We also visited three local schools (to Fearnville) to promote the consultation and seek parents' views about the proposal.

Stakeholders were able to give their views on the proposal by completing a consultation response form available either online or in paper form. During the drop in sessions, assistance was offered to stakeholders to complete them, if required. They also had the option to complete an online SNAP survey. People could also take part in an online forum through our WordPress site.

The first consultation session was not well attended, despite the efforts to promote it. Therefore, it was decided to distribute additional leaflets, extend the consultation period and an additional drop in session was arranged to enable us to capture as many respondents as possible.

During the consultation period 180 responses were received. 116 online through the SNAP survey, 61 via email/response form and three by letter. In total 52 respondents confirmed their support for the proposal to establish a new secondary school on the Fearnville site. 67 supported the proposal to establish a Resourced Provision for children with ASC and MLD. 51 supported the proposal to change the use of part of the Fearnville playing fields to accommodate a school adjacent to the proposed wellbeing centre.

- **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 the proposed school included in this proposal. As this is a proposal for a new secondary school, parents of children aged 11-16 will have more choice when preferencing which secondary school they would like to attend.

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 school is a diverse, multi ethnic and multi faith community. A new school would result in more places being available for all students. Children and young people with special educational needs and disabilities could access a school place if the provision can match their individual needs. There would be more SEND places available in the area for children aged 11-16 with ASC or MLD as a need for this type of provision has been identified in this area. Any new accommodation would meet the Building Regulations 2010 and would be designed and built in a way that makes the accommodation accessible for all users.

As we are proposing to add SEND provision, we must make sure it meets the SEN improvement test. This essentially 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.

Gipton and Seacroft areas are areas of high demographic need which is continually rising as families move into these areas. During this academic year we have created additional temporary cohorts in local schools to accommodate the children needing a school place. This proposal would ensure that additional secondary places are created in these areas for secondary aged children from September 2020 onwards. 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 are applying for a school place. We are looking for sponsors that will provide excellent support facilities 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 that has a drive for excellent outcomes in attendance, attainment and achievement for all children and a clear commitment to closing the gaps between pupil groups, both within the school and against their national counterparts to help us achieve our ambition for Leeds to be the best city to grow up in.

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**

(**think about** how you will promote positive impact and remove/ reduce negative impact)
If the proposal is taken forward, the extra secondary places will be made available in year 7 from September 2020. All parents/carers will therefore have the option of applying for these places or choosing alternative schools.

During the consultation process, all views and responses are considered. 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 meetings with the local community and stakeholders that have contacted us through previous consultations. Any local groups that may be affected by the proposals would also be contacted for their input.

Through the design process, any new accommodation to facilitate the expansion of the school would be compliant with Building Regulations 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:	If the recommendation to commence the free school presumption process is approved. 03/01/18
Date to complete your impact assessment	03/12/18
Lead person for your impact assessment (Include name and job title)	TBC

6. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Richard Amos	Sufficiency and Participation Lead	
Date screening completed		01/11/17

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:
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For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: