

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 Service	Service area: Built Environment
Lead person: Chris Gosling	Contact number: 0113 2475351

1. Title: Design Cost Report for the 2019 SEN 'Bulge Cohort' Programme at the North West SILC and The Richmond Hill Academy			
Is this a:			
<input type="checkbox"/>	Strategy / Policy	<input type="checkbox"/>	Service / Function
		<input checked="" type="checkbox"/>	Other

<p>2. Please provide a brief description of what you are screening</p> <ul style="list-style-type: none"> • Main aim The rapidly increasing birth rate in Leeds has resulted in the need to provide an additional amount of pupil places for children with special educational needs across the city. Space has been identified at The Richmond Hill Academy and the North West SILC, a number of school led projects have been identified to support this proposal and will generate approximately 34 pupils places. This will form part of the Learning Places 'bulge' cohort programme. • Purpose To generate the additional 34 SEN pupil places at the North West SILC and The Richmond Hill Academy it is necessary to undertaken a number of minor internal remodelling project to generate the necessary additional teaching space. These are to be school led schemes with the Authority providing the required funding at the agreed level.

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">• Eliminating unlawful discrimination, victimisation and harassment• Advancing equality of opportunity• Fostering good relations		Yes

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 with the appropriate stakeholders has been completed by the Sufficiency & Participation, this has included extensive discussion with the North West SILC and The Richmond Hill Academy.

- **Key findings**

The new building will be built to regulations with respect to DDA and accessibility.

- **Actions**

Access to the Building

The new building has been designed to adhere to the Disability and Discrimination act; as such the building will be fully accessible and conform to building regulations.

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
Jane Walne	Head of Projects & Programmes	29 th July 2019

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