

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: City Development	Service area: Strategic Asset Management
Lead person: Adele Robinson	Contact number: 07891276856

Title: Proposal to acquire the Rose Court site for additional SEN places from September 2021

Is this a:

Strategy / Policy

Service / Function

Other

If other, please specify

The proposal seeks to ensure a sufficiency of specialist learning places in the city.

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

The Education Act 1996 places a duty on local authorities to ensure there are sufficient learning 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.

The proposal is to create a new SEN Free School on the Rose Court site due to the delay to the programme for the SEN Free School at Elmete Wood. There is also a need for additional SEN places from September 2021 and Rose Court will address this need. Rose Court would deliver 100-150 high functioning autism/complex need places for pupils aged 4-16 years.

This screening form looks at the equality considerations that will take place during the consultation planned for November 2019 and the engagement process with stakeholders.

It also seeks to identify any future action required to ensure that equality, diversity, cohesion and integration continues to be well considered throughout the process, should the proposal continue through to the next stage.

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?

There is an identified need for additional specialist places within both primary and secondary phases across Leeds, to meet projected demand over future years. In response to this growing demand for specialist places Leeds City Council submitted a successful bid to the DfE for Wave 2 – SEN/AP special free school funding. The proposed 200 additional free school places at Elmete Wood for September 2022 form part of the solution to address anticipated pressure on specialist provision in Leeds which is projected to increase by

around 200 places per year for the foreseeable future. However due to the fact that the project at Elmete Wood is delayed until September 2023 and the SENSAP team identifying a need for more places from September 2021 alternative solutions have been explored through an options appraisal process. It is not viable to build a new school for September 2021 however the remodelling/refurbishment of an existing building is achievable. Therefore the acquisition of the for Girls Grammar School building at Rose Court is the preferred option to ensure LCC meets its statutory duty to provide a school place for every child.

A formal consultation process will take place in November 2019 and will include: all parent/carers with a child currently attending a SILC; parent support groups; all Leeds schools; Multi Academy Trusts (MATs); local residents; ward members; MPs, the Diocese; and other relevant stakeholders.

To ensure maximum engagement with families all existing SILCs and schools in the city will be 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 will be advertised through posters in the local area and leaflets delivered to local residents. Emails containing information about the consultation will be sent to parent groups supporting families with a child with SEND and the consultation will be promoted on the Leeds Local Offer webpage. There will also be 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 closest to the proposed sites.

Stakeholders will be able to find out more about the proposals by attending one of the five drop-in sessions held at different times of day and at various venues in the city centre.

Interested parties will be able to 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 (5 weeks) and the variety of methods in which people can respond to the consultation have been chosen to make the consultation open to all and in line with DfE guidance.

The responses and issues identified by stakeholders and respondents during the consultation period will be included in a future Executive Board report.

- **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 specialist provision environment.

This proposal supports that aim and would not have an adverse impact on any child or young person who attends the proposed provision included in this proposal.

This proposal for a new special free school provides parents and carers of children and young people with SEND aged 4-16 with more choice when making preference choices about which specialist provision they would like them to attend.

The proposal would have a positive impact on promoting choice and diversity for local families who would be applying for a specialist 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'. 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.

All proposals which involve changing or creating new SEND provision must meet the requirements of the SEN Improvement Test. This involves demonstrating how any proposed changes would improve the range and quality of SEND provision, including access to wider support services and specialist teaching and that these are in line with the local authority's wider strategic plan for SEND provision and also the drive to enable mainstream inclusion.

The local authority has a statutory duty to ensure the sufficiency of learning 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, LCC would need to purchase the site and discussions have already taken place with GSAL and a valuation of the property has been commissioned by City Development. The additional places would start to become available following the completion of the remodelling/refurbishment of the existing school building which is expected during the academic year 2021/22. This development would form part of a Free School Presumption process where sponsors will submit bids to run the school. The local authority would provide support to the identified sponsor throughout the free school process and beyond.

During the consultation process, all views and responses will be considered equally. The new SEN Free School would 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
Jane Walne	Head of Projects & Programmes Team	18/10/19
Date screening completed		18/10/19

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: 14/10/19
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: