

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 and Families	Service area: Sufficiency and Participation
Lead person: Darren Crawley	Contact number: 0113 3787227

Title: Assessing the consultation process on a proposal to permanently expand Allerton Grange School from September 2021

Is this a:

Strategy / Policy

 Service / Function

 Other

If other, please specify

The proposal seeks to ensure a sufficiency of school places in the area.

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 school 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/carers.

The proposal is to permanently expand Allerton Grange School on its existing site from 240 places to 300 places in Year 7 from September 2021. The total number of children in the school would then increase year on year.

This screening form looks at the equality considerations that have taken place in order to ensure that the consultation and stakeholder engagement process that is required for this proposal is fair and addresses equality, diversity, cohesion and integration from the outset and throughout.

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?

The proposal is to permanently expand Allerton Grange School on its existing site from 240 places to 300 places in Year 7 from September 2021. The total number of children in the school would then increase year on year. The school's current 6th Form and Deaf and Hearing Impaired (DAHIT) provision is unaffected by this proposal.

Allerton Grange School's is a non-selective community secondary school with that admits children and young people in accordance with the Local Authority's coordinated admission arrangements. The school's current Equality and Diversity Policy (Autumn 2015) states that;

"The school is committed to providing an environment free from discrimination, bullying,

harassment and victimisation where all members of its community are treated with respect and dignity.”

It goes on to state that; *“The school is committed to proving equality of opportunity for all irrespective of:*

- *Age*
- *Disability*
- *Race or racial group (including colour, nationality and ethnic origin or national origins)*
- *Religion or belief*
- *Sex*
- *Marriage and Civil Partnership*
- *Gender reassignment*
- *Pregnancy and maternity*
- *Sexual orientation*
- *Caring responsibilities*
- *Social class, or*
- *Trade union activity.”*

The need for primary school places in the Roundhay/Moortown area has increased significantly in recent years which had led to the expansion of a number of local primary schools. This increase in the number of primary school pupils is now starting to feed through into the secondary sector.

The population data of the Inner North (Secondary Planning) Area was considered in developing this proposal, along with parental preference trends and projections. It was concluded that additional capacity is required in the area local to Allerton Grange School, which is why we are proposing to increase the number of places here.

Public consultation on the proposal took place between 6 November and 3 December 2019. To maximise stakeholder engagement a variety of consultation methods were used, including email communications and an online survey. Informal drop-in sessions were also held at Allerton Grange School (for parents, residents and other interested stakeholders) which offered attendees an opportunity to discuss the proposal with Leeds City Council representatives from the school leadership team, as well as the council’s Sufficiency and Participation, Highways, and City Development teams. Leaflets advertising the consultation were delivered to residents in the local area. Details about the consultation were also sent to all local primary and secondary schools in the area and to other stakeholders. Posters were displayed at a number of locations in the local area, including at early years settings, and information was available via the Leeds City Council website and through various social media platforms and accounts. A targeted Facebook advertising campaign was also undertaken to reach people living within postcode areas located within the catchment area of Allerton Grange School.

Stakeholders and parents/carers were able to find out more about the proposals by attending one of two drop-in sessions held at different dates and times at the school.

Interested parties could 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 (4 weeks) and the variety of methods in which people could respond to the consultation were intended to make the consultation open to all and was in line with DfE guidance.

- **Key findings**

From the equality impact screening the Sufficiency and Participation team found that this proposal would have a positive effect on some of the 6 categories listed below;

- Age
- Sex and Gender Reassignment
- 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 age sex, gender reassignment, religion, ethnicity, disability or sexual orientation, in an inclusive school environment. This proposal supports that aim and would not have an adverse impact on any child or young person who attends the school included in this proposal.

The school's existing ethos and any new accommodation provided would both help to ensure that all children and young people who attend can take a full part in the school curriculum in an environment that supports and protects their own individual equality characteristics. Expansion of the existing school will ensure that it continues to support the needs of its community by providing more places for local children. Through the design process, any new accommodation to facilitate the expansion of the school would be compliant with the Equality Act 2010.

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

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**

If the proposals are taken forward, the extra secondary places will be made available in Year 7 from September 2021.

During the consultation process, all views and responses were considered equally. If the proposal is approved, due regard to equality will be given to all aspects of developing and implementing the proposal with further equality impact assessments conducted at key points within the programme. Any identified actions would then be used to inform the proposals

and implementation during the design process for new school accommodation.

Design plans would be shared with stakeholders and be subject to the relevant consultation processes.

Provision for children who are deaf and hearing impaired (DAHIT) currently at Allerton Grange School would continue to operate as it does now. Any build solution should replicate the existing provision in the school e.g. sound fields in each classroom. 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
Darren Crawley	Sufficiency and Participation Manager	16/12/2019
Date screening completed		31/10/2019

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: 16/12/2019
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent: