

# 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.

<b>Directorate:</b> City Development	<b>Service area:</b> Projects & Programme Team
<b>Lead person:</b> Adele Robinson	<b>Contact number:</b> 07891 276856

<b>1. Title:</b> Learning Places Programme – Leeds West Academy September 2020 bulge
Is this a:
<input type="checkbox"/> <b>Strategy / Policy</b> <input type="checkbox"/> <b>Service / Function</b> <input checked="" type="checkbox"/> <b>Other</b>

<b>2. Please provide a brief description of what you are screening</b>
<ul style="list-style-type: none"> <li>• <b>Main aim</b> An increase in demand for secondary school places has resulted in the need for additional places in the West of the city. Approximately 5FE (150 places) has been added for academic year 2020/2021 (by schools going over PAN without additional accommodation or by placing bulge cohorts that require capital investment) Leeds West Academy will be taking a bulge cohort of 60 places from September 2020</li> <li>• <b>Purpose</b> A screening exercise has been carried out to determine if the proposals at Leeds West Academy will impact upon equality. The required building works will support the Authority’s legal duty to provide a school place for every child and, where possible, within the school of parental preference. The works consist of remodelling two existing open plan breakout spaces to create two additional classrooms and the refurbishment of an existing technology room to provide an additional science lab.</li> </ul>

### 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"> <li>• Eliminating unlawful discrimination, victimisation and harassment</li> <li>• Advancing equality of opportunity</li> <li>• Fostering good relations</li> </ul>	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 has taken place with key stakeholders throughout the development of the proposed remodelling works at Leeds West Academy.

##### **School Briefing Sessions**

The Academy senior management team and governing body have been intrinsically involved in the development of the proposals and key considerations regarding accessibility of the design and are self-delivering the works for September 2020.

##### **Public Consultation**

Although this screening form focusses on the bulge for September 2020 consultation was carried out from 27 January to 1 March 2020 in relation to expanding the school on a permanent basis from 2021 and the bulge works formed part of this discussion. Sessions were held at the school on the 12<sup>th</sup> and 25<sup>th</sup> February to give parents and carers etc. the opportunity to ask Leeds West Academy and LCC any questions about the proposed bulge cohort and expansion of the school.

##### **Councillor Briefing Sessions**

Local ward members have been informed of the proposal via communication associated with the proposed permanent expansion of Leeds West Academy.

##### **Key findings**

This scheme will be self-delivered by White Rose Academy Trust with LCC Children's and Families funding the appropriate work. The work does not impact on the regulations associated with the Disability Discrimination Act.

##### **Actions**

##### **Access to the Building**

The required building work does not impact on the current level access on each floor (there is also an existing lift to access upper floors)

**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)	
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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
Jane Walne	Executive Asset Management Officer	2/6/2020

**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

<b>Date screening completed</b>	2/6/2020
<b>Date sent to Equality Team</b>	2/6/2020
<b>Date published</b> (To be completed by the Equality Team)	