

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.

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| Directorate: Children and Families | Service area: Sufficiency and Participation |
| Lead person: Tracy Waud | Contact number: 0113 3787231 |

Title:

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

This proposal is being brought forward to help meet the local authority's statutory duty to ensure a sufficient supply of school places.

The proposal is for the LA to apply to the Office of Schools Adjudicator to vary the admissions arrangements for September 2021 by creating priority zones within Allerton High's existing catchment area.

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 for the LA to apply to the Office of Schools Adjudicator to vary the admissions arrangements for September 2021 by creating priority zones within Allerton High's existing catchment area. This would be achieved by creating priority zones 1 and 2 within Allerton High's existing catchment and an extension to Carr Manor Community School's catchment to give additional (dual) priority to some of those in zone 2:

- Priority zone 1 to include families to the north of the school who have limited school options for geographic reasons
- Priority zone 2 to include families to the south of the school (includes Adel)

- Some families in zone 2 to be given a dual priority for CMCS. Those in Adel will not be included in the CMCS catchment as they could reasonably access places at both Ralph Thoresby and Lawnswood.

On 2 March 2020 - National Offer Day - offers for secondary school places for September 2020 were made. Although there were sufficient places in the area as a whole, Allerton High School was unable to meet the demand from children living in the catchment area. There were 8 children, who had applied on time, and lived to the north of the school who could not be offered Allerton High, or any of their preferences, and were placed out of the local area at Leeds City Academy and Bishop Young Academy, some of which were between 4-5 miles away.

Children living furthest from Allerton High, to the north, are disproportionality affected because they are also furthest from any other local schools, which fill with nearer preferences. Children within the catchment to the south of the school, even those furthest from the school, are nearer to both Allerton High, and to other local schools, than the families affected to the north. The changes that are proposed are to help ensure that those families who are disproportionately affected due to where they live have a reasonable chance of securing a local school place – those in zone 1. By working with the governing body of Carr Manor Community school and proposing additional (dual) priority for some families in zone 2, the proposal seeks to ensure that all families living within the catchment could access a local school place.

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 proposal would also have a positive impact on vulnerable groups as more of them would be able to access an Outstanding or Good education locally and receive the support they need to achieve.

A number of additional permanent places have already been planned for the wider area, and we believe that changes to the catchment areas are also needed for September 2021 in order to manage the flow of places. This is because for September 2021 onwards, the number of children living within the catchment for Allerton High increases significantly and if no changes are made to the admissions arrangements for September 2021 it is likely that greater numbers of children will be placed at schools over 3 miles away.

Although there is no legal requirement to consult when seeking to vary the admissions arrangements, public views are being sought via an informal consultation and an online survey is in use. This has been shared with local schools, the dioceses, ward members and various on-line methods of sharing the information are being used such as facebook and twitter. In addition, the details of the survey have been included to anyone who will be applying for high school for September 2021 with Allerton High and Carr Manor Community as one of their closest five schools in their 'Invitation To Apply' letters. Consultation responses will be used to inform any amendments considered necessary to the proposal and will be provided as part of the application to the OSA.

We intend to consult in the Autumn about the admissions arrangements for 2022 and

beyond, which would involve discussions with key stakeholders.

- **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 introduction of zones within the catchment area would help ensure that children can access a place at Allerton High or another local Good school. This would ensure that pupils can continue 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 schools included in this proposal.

Improving the 'flow' and availability of places helps ensure that the local authority can continue to support the needs of its community by providing more places for local children.

By helping to improve the availability of places within well-established, Ofsted rated 'outstanding' and 'good' schools, this proposal supports the LA's strategy to improve attendance, achievement, and attainment – the 3As; and the achievement of the Best City Priorities to help 'young people into adulthood, to develop life skills and be ready for work' and 'we want everyone in Leeds to do well at all levels of learning and have the skills they need for life'. The proposal would also have a positive impact on promoting choice and diversity for local families.

The proposal would also have a positive impact on vulnerable groups as more of them would be able to access an Outstanding or Good education locally and receive the support they need to achieve.

- **Actions**

If the proposal is agreed, an application would be made to the Office of Schools Adjudicator to vary the admissions arrangements for 2021 and a formal consultation on the admission arrangements for 2022 and beyond would follow. This would be widely shared and promoted in order to seek views and decide next steps.

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 |
| Tracy Waud | Sufficiency and Participation Manager | 3/08/2020 |
| Date screening completed | | 3/8/2020 |

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| 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: 27/04/2020 |
| For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate | Date sent: |
| All other decisions – sent to equalityteam@leeds.gov.uk | Date sent: |