

# 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> Children’s Service	<b>Service area:</b> Built Environment
<b>Lead person:</b> Chris Gosling	<b>Contact number:</b> 0113 2475351

<b>1. Title:</b> Design Cost Report for the Learning Places Programme ‘bulge’ cohort project at Horsforth School
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>              As a consequence of rising birth rate, new housing developments and increased migration across Leeds, there is a requirement to provide sufficient accommodation in the areas of most pressure. The increase in teaching provision will support a one off ‘bulge’ cohort of 60 places which are not currently available within the area of need. The proposed work is to be delivered under the City Council’s Learning Places Programme, which aims to ensure the Local Authorities statutory duties are met with respect to ensuring a school place for every child within the city.</li> </ul> <p>This report seeks approval to undertake construction works necessary to facilitate the placement of a 60 pupil ‘bulge’ cohort at Horsforth School, with effect from the commencement of the 2021/22 academic year. New accommodation is required to facilitate this, which will be provided via a combination of internal remodelling of a legacy teaching block supplemented by placement of a new modular building on-site. In addition to associated setup works and furniture, equipment and ICT</p>

allocation. This will provide the necessary general teaching space and specialist teaching space, along with essential welfare and supporting space, to accommodate the 'bulge' cohort.

- **Purpose**

To undertake a 'bulge' cohort construction project at Horsforth School, necessary to provide sufficiency of teaching accommodation to facilitate the placement of 60 additional pupils at the school from September 2021. This will be achieved by placing a Council owned modular building on-site and undertaking essential remodelling works, necessary to ensure the required number of teaching spaces and associated welfare is available.

### 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 accommodation for Benton Park School.

- **Consultation with Planning & Highways Officers**

- Periodic discussions have taken place with colleagues at key junctures within the wider Learning Places Programme. All comments have been incorporated into the final proposals for projects requiring planning submissions.

- **School Briefing Sessions**

- The schools senior management team and governing body have been intrinsically involved in the development of the proposals and key considerations regarding accessibility of the design have been included in the proposals by the design consultant. Representation from the school management team was included within the tender evaluation exercise.

- **Councillor Briefing Sessions**

- Local ward members have been informed on the requirement by the Sufficiency & Participation Team.

- **Key findings**

- The proposals will adhere to all necessary building regulations with respect to 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.

### **Consultation**

Extensive consultation has taken place both during the expansion project and also the statutory approval for increased the published admissions number at the school.

**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

<b>Name</b>	<b>Job title</b>	<b>Date</b>
Jane Walne	Head of Projects & Programmes	23 <sup>rd</sup> June 2021

### **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)