

# Equality, Diversity, Cohesion and Integration (EDCI) 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 or has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

<b>Directorate:</b> Children and Families	<b>Service area:</b> Learning Inclusion
<b>Lead person:</b> Val Waite	<b>Contact number:</b> 0113 3788353

**1. Title:** Design & Cost Report and Tender Acceptance Report seeking approval of construction works and fees associated with the delivery of the new purpose built VINE Special Education Needs and Disabilities (SEND) college.

Is this a:

**Strategy / Policy**

**Service / Function**

**Other**

**If other, please specify:** New Adult Education Facility

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

The proposal is for a new Leeds City Council owned building to house a commissioned service providing adult education for young people aged between 19 and 25 with an Education Health and Care Plan (EHCP), many of whom are likely to have complex continuing health care needs.

## 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"> <li>• Eliminating unlawful discrimination, victimisation and harassment</li> <li>• Advancing equality of opportunity</li> <li>• Fostering good relations</li> </ul>	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

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?** (think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

This has been considered as the build is for a specific cohort with protected characteristics. Key stakeholders, including those with specialist expertise in this area, have been involved in the development of the design and specification.

- **Key findings** (think about any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

The proposal to build new, purpose built accommodation is an action to achieve parity for a specific group. Many young people in further education across the city have benefitted from new premises suitable for their courses. However, this specific group of young people, all of whom are disabled, have been housed in unsuitable accommodation.

The preferred location for the new building is near a new secondary school. While proximity does not convey understanding or friendship, it offers the opportunity for community inclusion.

This scheme demonstrably supports the following outcomes sought by Leeds City Council, 'People will live full, active and independent lives' and 'People's quality of life will be improved by access to quality services'. Out of the 12 priority area, this scheme supports creating a 'Child Friendly City' and giving young people 'the best start in life'.

**• Actions**

**(think about** how you will promote positive impact and remove/ reduce negative impact)

Consultation has been undertaken with representatives of Leeds City College, local residents, ward members and other relevant stakeholders so that the premises will support delivery of the curriculum and be a positive asset in the local community. As the construction progresses, further communications with young people attending the current Vine provision, parents of children attending the Vine and parent support groups will be undertaken so that the transition is a positive experience.

**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
Arwen Strudwick	Best Practice Development Officer	22/11/2021
<b>Date screening completed</b>		19/11/2021

**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](mailto: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 <b>Governance Services</b>	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate <b>Directorate</b>	Date sent:
All other decisions – sent to <a href="mailto:equalityteam@leeds.gov.uk">equalityteam@leeds.gov.uk</a>	Date sent: