

# 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: City Services</b>	<b>Service area: Traffic Engineering</b>
<b>Lead person: Joshua Freeman</b>	<b>Contact number: 0113 336 8155</b>

**1. Title: The Vine SEN college, Torre Drive, Burmantofts Off-site Highway Works**

Is this a:

**Strategy / Policy**
                 
  **Service / Function**
                 
  **Other**

**If other, please specify**

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

The screening focuses on a report to seek approval for the detailed design and implementation of a package of off-site highway works associated with the planning approval granted for the construction of, The Vine SEN college on former scrub land to the south of Torre Drive.

### 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?**

Most of the students at the college will be non-ambulant and due to the nature of this facility, this means a higher than average percentage of students will be arriving by mini buses from across the city. Due to this increase in vehicles, we are proposing to introduce a full width speed table to reduce vehicle speeds. This speed table will also include an informal crossing point at level to aid pedestrian movement for anyone with mobility

issues.

- **Key findings**

Improvements to the existing informal crossing points in the area to meet the latest accessibility standards.

Introduction of an accessible informal crossing point situated on a flat top traffic calming feature, providing a safer passage for all pedestrians, especially those with mobility issues, disabled people, parents supporting pushchairs and young and old people.

Greater independence and choice for children travelling to and from school using more sustainable modes of travel.

Make it more pleasant to walk or cycle, thus encouraging a healthier lifestyle.

Improve quality of life for the local community.

Remove unsafe and obstructive parking in the vicinity of the school and crossing points, improving the visibility between pedestrians and drivers, thus improving crossing safety and allow access by minibuses into the school car park.

The improvement of traffic calming features will further assist in slowing driver speeds thus improving the road environment for all road users.

- **Actions**

The introduction of a kerb to kerb speed table feature incorporating an informal crossing point on Torre Drive.

The construction of the new access roads for the new school.

The removal of the existing speed hump, to allow unimpeded vehicle access for the school entrance.

The improvement of informal pedestrian crossing facilities on the junctions of Torre Drive in the area.

The resurfacing of the adjacent footway.

The introduction of new waiting and stopping restrictions along part of Torre Drive.

Removing some of the barriers of motorised traffic and improving street environment through enabling active travel has the potential to improve community integration through offering opportunities to mix and interact.

**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:

EDCI Screening

Template updated January 2014

3

Date to complete your impact assessment	
Lead person for your impact assessment (Include name and job title)	

<b>6. Governance, ownership and approval</b>		
Please state here who has approved the actions and outcomes of the screening		
<b>Name</b>	<b>Job title</b>	<b>Date</b>
Nick Hunt	Traffic Engineering Manager	12 July 2022
<b>Date screening completed</b>		12 July 2022

<b>7. Publishing</b>	
<p>Though <b>all</b> key decisions are required to give due regard to equality the council <b>only</b> publishes those related to <b>Executive Board, Full Council, Key Delegated Decisions or a Significant Operational Decision.</b></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"> <li>• Governance Services will publish those relating to Executive Board and Full Council.</li> <li>• The appropriate directorate will publish those relating to Delegated Decisions and Significant Operational Decisions.</li> <li>• A copy of all other equality screenings that are not to be published should be sent to <a href="mailto:equalityteam@leeds.gov.uk">equalityteam@leeds.gov.uk</a> for record.</li> </ul> <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 <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: