

# 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 & Programmes
<b>Lead person:</b> Adele Robinson	<b>Contact number:</b> 0113 378 5917

<b>1. Title:</b>
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>
<p><b>Main aim</b></p> <p>There is a growing need for additional partnership places in Leeds. When Co-op Academy Nightingale was built in 2015 it was designed so it could easily be expanded should additional primary places be required in future years. It therefore presents an opportunity to create an SEN provision on site linked to the new Co-op Academy Brierley special free school which is to be developed on the former Copperfield’s College site in East Leeds and open in September 2024.</p> <p>The new 2 storey building on Nightingale Primary will, in the long term, accommodate approximately 20-24 partnership places offering specialised learning environment for primary aged children with additional learning needs. The partnership provision will be delivered and staffed through Co-op Brierley Academy and will provide places for children with an Education, Health and Care Plan who are on their school roll. In addition, the upper floor will provide space for Nightingale Primary to develop a SEN base for pupils on their own school roll.</p>

Co-op Academy Brierley special free school, which is being delivered by the Department for Education (DfE), was due to open in September 2023 but has been delayed to 2024. An interim solution for this school is therefore required for one academic year and the proposed build solution at Co-op Nightingale Academy will be used for this purpose from September 2023.

Co-op Academy Brierley will provide 56 specialist places from September 2023 at Co-op Academy Nightingale until the school can fully open on its permanent site in September 2024.

The buildings works will be self-delivered by the Co-op Academies Trust and overseen by a Project Manager from the Projects & Programmes team to ensure it is delivered on time and within budget.

The extension will provide classrooms, groups rooms, a sensory room, office space, a small dining area, 2 hygiene suites and pupil and staff toilets.

Planning permission is required for the extension and the application was submitted on 7 October following early pre-application discussions with planning and highways officers. The targeted decision date is 21 December 2022.

**Purpose**

A screening exercise has been carried out to determine if the SEN provision at Coop Academy Nightingale will impact upon equality.

- The building will be designed in accordance with building regulations.

**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>		No

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**.

<b>4. Considering the impact on equality, diversity, cohesion, and integration</b>
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).
<ul style="list-style-type: none"> <li>• <b>How have you considered equality, diversity, cohesion, and integration?</b></li> </ul> <p><b>Consultation and Involvement</b>  Consultation has taken place with the Executive Member, Ward Members, Coop Academies Trust, senior officers in Children's &amp; Families and City Development, planning and highways officers and legal.</p> <p><b>Key findings</b>  The project will be self-delivered by Coop Academies Trust in conjunction with a dedicated Project Manager from the Projects and Programmes team in City Development. The contractor will be commissioned from a Department for Education approved framework contract.</p> <p><b>Actions</b></p>

**Access to the Building**

Level access will be available to the ground floor with lift/stair access to the first floor.

**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>
Adele Robinson	Senior Project Manager	5/12/22

**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**

5/12/22

**Date sent to Equality Team**

**Date published**

(To be completed by the Equality Team)