

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.

Directorate: City Development	Service area: Projects & Programmes
Lead person: Jacqueline Robertson	Contact number: 07891 279138

Design Cost Report and Grant Funding Agreement for Expansion of St 1. Title: Edwards Catholic Primary School
Is this a:
<input type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input checked="" type="checkbox"/> Other

2. Please provide a brief description of what you are screening
<p>Main aim</p> <p>The Learning Places Programme represents the Council’s response to the demographic growth pressures on school provision in the city, and this scheme will be delivered as part of this programme. Project management of schemes is delivered by City Development’s Projects & Programmes Team in Asset Management and Regeneration. The scheme contributes to the 2020-2025 Best Council Plan outcomes and supports the vision in the Children and Young People’s Plan 2018-23.</p> <p>There is an identified need for additional year 7 places to meet anticipated demand in future years. The proposal to expand St Edward’s Catholic Primary School to permanently increase the number of places offered at the school in Reception from 20 to 30 places from September 2022 was approved at Executive Board in</p>

September 2021. The school has taken in additional pupils at Reception since September 2020 and following the permanent increase in the published admission number (PAN) the increase to 30 places in Reception will continue year on year until all year groups are at the new admissions limit.

The capital works associated with the increase in pupils be self-delivered by The Diocese of Leeds in conjunction with the Programme and Projects Team in City Development. There will be a dedicated LCC Project Manager who will work closely with the Diocese throughout the process.

The single storey extension provided via the Diocese self-delivery works will consist of:

- a new classroom
- WC block, storage
- circulation space
- storage

In addition, the self-delivery scheme will include provision of a new hard play area to offset loss from the extension, improved and increased on site cycle storage for pupils, staff and visitors, and installation of electric vehicle charging points

Additional expenditure for internal fees, loose IT and furniture, highways transport assessment, travel plan and offsite highways works is included in the £1.1m total cost and will be managed by the Project Manager from Projects and Programmes.

Planning permission has been granted for the capital works.

This report relates purely to costs associated with the capital works to support the increase in pupil numbers approved by Executive Board in September 2021.

Purpose

A screening exercise has been carried out to determine if the fees associated with the expansion project at St Edwards Catholic Primary School will impact upon equality. The required building works will support the Council's legal duty to provide a school place for every child and, where possible, within the school of parental preference.

The fees consist of:

- Design development
- Carrying out key surveys
- Preparing and submitting the planning application and associated condition discharges

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"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 		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**.

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 regarding the expansion works at St Edwards Catholic Primary School.

School Briefing Sessions

The school’s leadership has been intrinsically involved in the development of the proposals and key considerations regarding accessibility of the design.

Key findings

The scheme will be self-delivered by the Diocese of Leeds in conjunction with the Programmes and Projects Team in City Development. There will be a dedicated LCC Project Manager working closely with White Rose Academy throughout the process.

Actions

Access to the Building

Access will remain as existing to the main building. The capital works consist of providing a single classroom extension with level access to the external areas, plus provision of WCs, storage and circulation space to ensure there is sufficient accommodation for the increased pupil intake from September 2023.

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
Jacqueline Robertson	Project Manager	02/03/2023

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	02/03/2023
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Date sent to Equality Team	
Date published (To be completed by the Equality Team)	