

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 or has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

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

1. Title:

Enter into a cooperation agreement with Luminate Education Group to deliver the 'Vine' service from the new building on Torre Road

Is this a:

Strategy / Policy

Service / Function

Other

If other, please specify

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

In December 2020, a decision was taken to approve the construction of a new building to re-house the 'Vine' - a commissioned service providing education for young people aged up to 25 with an Education Health and Care Plan.

Leeds City College currently delivers the 'Vine' service from the Queenswood Education Centre which is not well suited to the needs of learners with complex special educational needs, nor does it allow for any growth of the service.

Leeds City Council will enter into a cooperation agreement with Leeds City College for delivery of the 'Vine' service either from the date of occupation or the start date of service delivery (whichever is first) until 31st August 2027 plus up to three further twelve month periods.

Local Authorities have a legal duty to provide educational services for young people up to the age of 25 years with an education health and care plan under the Children

and Families Act 2014. LCC does not currently have the sufficiency to deliver this service in-house.

The Local Authority has a statutory duty to meet the special educational needs of young people with an Education Health and Care Plan until the age of 25. Desirable local learning places is an efficient use of resources and reduces the risk of costly out of area placement with private providers.

This proposal would establish high quality specialist places within the city for some of our most vulnerable learners, actively contributing towards achievement of the Best Council Plan outcomes of; “Be safe and feel safe”; “Enjoy happy healthy active lives”; “Do well at all levels of learning and have the skills they need for life”.

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

- There will be a positive impact in respect of equality and diversity in that it will advance equality of opportunity for children that have complex needs by providing a service from purpose built accommodation suitable to their needs. The service is currently delivered from unsuitable accommodation.
- We have consulted with the current provider, young people and families who use the service as well as relevant other stakeholders across education, health and care to ensure the new building is fit for purpose.

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

- **Actions**

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

Outcomes on young people's ECHPs will be reviewed at statutory periods by Casework Officers from Learning Inclusion

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:	
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Date to complete your impact assessment	
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Lead person for your impact assessment (Include name and job title)	
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6. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Val Waite	Head of Learning Inclusion	12/10/22
Date screening completed		12/10/22

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 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 Governance Services	Date sent:
For Delegated Decisions or Significant Operational Decisions – sent to appropriate Directorate	Date sent:
All other decisions – sent to equalityteam@leeds.gov.uk	Date sent:

