

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: Adele Robinson	Contact number: 07891 276856

Design Cost Report for fees associated with the expansion of Leeds City
1. Title: Academy
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 in central Leeds to meet anticipated demand in future years.</p> <p>There has been an increase in the population of children in primary schools across Leeds over recent years which resulted in a number of primary school expansions.</p>

The larger cohorts are now feeding through into secondary schools and the number of children living in central Leeds, in particular those living nearest to Leeds City Academy, has increased. Current population and admissions data indicate that additional secondary school places will be required in this area to ensure local demand is met.

Several secondary schools in central Leeds have admitted additional pupils above their published admission number in recent years, in response to demand for places. A new free school, Trinity Academy Leeds, also opened in September 2021 due to the rising demand for school places across the wider area. The need for additional places in central Leeds is expected to continue over the next few years which is why further permanent places are required.

To help manage the growing need for secondary places in the local area, Leeds City Academy has admitted an additional 60 pupils above the published admission number into year 7 for the last 3 years (2020-2022) on a temporary basis ahead of a permanent expansion to a PAN of 210 from September 2023.

The permanent expansion from a PAN of 150 to 210 was approved by Leeds City Councils Executive Board on 27 July 2022.

This accompanying Design Cost Report seeks approval only for the fees associated with the Pre-Contract Services Agreement and RIBA stage 4 and a separate report will be submitted for the main construction works once the final costs have been issued and verified as providing a value for money solution.

Purpose

A screening exercise has been carried out to determine if the fees associated with the Pre-Contract Services Agreement and RIBA stage 4 design 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.

Any relevant British Standard regulations will be applicable to the design and delivery of this expansion and will be detailed in the main Design & Cost Report seeking approval for the whole project budget which will be submitted later this year.

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**.

<p>4. Considering the impact on equality, diversity, cohesion and integration</p> <p>If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.</p> <p>Please provide specific details for all three areas below (use the prompts for guidance).</p> <ul style="list-style-type: none"> • How have you considered equality, diversity, cohesion and integration? <p>Consultation and Involvement Consultation has taken place with key stakeholders regarding the works at Leeds City Academy.</p> <p>School Briefing Sessions The school's senior management team, governing body and White Rose Academies have been intrinsically involved in the development of the proposals and key considerations regarding accessibility of the design.</p> <p>Key findings The scheme will be self-delivered by White Rose Academies in conjunction with the</p>
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Programmes and Projects Team in City Development.

Actions

Access to the Building

Access will remain as existing to the main building.

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

Adele Robinson

Senior Project Manager

6/2/24

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

4/2/24

Date sent to Equality Team

Date published.

(To be completed by the Equality Team)