

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 & Families	Service area: Children Looked after and those with SEND Complex Needs
Lead person: Pat Michael	Contact number: 0113 37885423

1. Title: To award a call off contract for 1:1 tuition for children looked after and those with special educational needs and disabilities to a new provider following a market sounding exercise and the evaluation of bidders' submission.

The service will deliver a personalised face to face one to one tuition service for children under the responsibility of Leeds City Council including those who are 'Looked After' and those with Education, Health and Care (EHC) Plans. As the Local Authority, Leeds City Council has a statutory duty to promote the education of children in care.

Children who are looked after achieve significantly poorer outcomes at all key stages; this service is specifically required to reduce this attainment gap and accelerate progress, meet identified need, demonstrate impact and deliver value for money.

The contract ensures children with complex needs moving into Leeds are not left without provision whilst they are placed on roll of a Leeds school. These pupils have relocated to Leeds from elsewhere in the UK or overseas, mid-academic year and require a school place, but are left without any provision whilst an appropriate place is sought.

These children and young people, who are likely to experience a delay in securing an appropriate place and/or secondary school pupils at Leeds schools, require one-to-one tuition to re-engage in education.

As a result of this education provision input these vulnerable children/young people will achieve outcomes which otherwise would not have been possible.

Is this a:

Strategy / Policy

Service / Function

Other

If other, please specify

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

Each year, a small number of children looked after and pupils with complex special educational needs and disability (SEND) are left without any education provision for various reasons - sometimes for extended periods - whilst they are placed on the roll of a Leeds school. These pupils have generally moved into Leeds from elsewhere in the UK or overseas, mid-academic year and require a school place, but are left without any provision whilst an appropriate place is sought.

One-to-one tuition is offered to these children to ensure that they can continue with their education until they can return to mainstream education or a suitable school place is found for those new to the city. Some of these children may not reside within the metropolitan borough of Leeds.

The current contract ends on 31st August 2024. A review of the service is now complete and following a market sounding exercise and evaluation of bidders' submission, a decision has been taken to award to call off contract for the service up to the value of £200k

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.

N/A

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)

N/A

- **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)

N/A

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

N/A

5. If you are **not** already considering the impact on equality, diversity, cohesion and integration you **will need to carry out an impact assessment.** N/A

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

Date screening completed

30/05/2024

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: