

# 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> 07891 276856

<b>1. Title:</b> Design & Cost Report associated with the creation of Resource Provision at Little London Academy for January 2025
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>The number of children and young people living in Leeds with an Education Health and Care Plans (EHCPs) continues to increase each year, resulting in rising demand for specialist provision places across the city. Depending on their specific needs, pupils with EHCPs may attend mainstream or special schools. A resource provision caters for pupils with an EHCP who require a specialist environment within a mainstream school to support their needs. A need for this type of provision has been identified in this area of Leeds both in terms of current and long-term future need.</p> <p>The proposal is being brought forward to meet the LA’s statutory duty to ensure that there are sufficient school places for all the children and young people in Leeds. Providing resource provision places in an area where demand is high is an efficient use of resources which should enable more children to access suitable provision within a reasonable travelling distance of where they live. This proposal offers good value for money through its capacity to support achievement of the Best City</p>

Ambitions of 'ensuring children in all areas of the city have the best start in life and enjoy a healthy, happy and friendly childhood' and 'ensuring young people and those changing career in later life have the skills and job opportunities which enable them to realise their potential and thrive'.

This proposal contributes to the city's ambition to be the best council, the best city in which to grow up and a child friendly city. The delivery of pupil places through the Learning Places Programme is one of the baseline entitlements of a child friendly city.

This proposal would establish resource provision learning places in a mainstream setting, actively contributing towards achievement of the Child Friendly City aspiration to 'improve educational attainment and closing achievement gaps for children and young people vulnerable to poor learning outcomes.

A capital project will be required to support the creation of the RP and the specialist accommodation will be delivered through the remodelling and refurbishment of surplus mainstream teaching spaces in the 2015 building due to a reduction in the school's pupil admission number (PAN) from 3FE to 2FE.

Gorse Academies are self-delivering the project with oversight from the Projects & Programmes team in City Development to ensure it remains within budget and on programme.

The works need to be completed for January 2025 and an earlier design & cost report was approved for £200k (included in the overall budget of £840,353.78) to carry out enabling works in advance on the main construction period commencing in November.

### **Purpose**

A screening exercise has been carried out to determine if the works associated with the resource provision at Little London Academy will impact upon equality. The required building works will enable children to attend their local primary school and access the additional support required, whilst also attending mainstream education.

Any relevant British Standard regulations will be applicable to the design and delivery of this expansion.

### **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**.

#### 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 works at Little London Academy. Senior officers in Children’s & Families and City Development, Gorse Academies, the Exec Member and LCC legal and finance have all been consulted/briefed as part of the process.

**School Briefing Sessions**

The school's senior management team, governing body Gorse Academies have 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 Gorse Academies in conjunction with their property consultant and the 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:	
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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
Adele Robinson	Senior Project Manager	20/11/24

**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

<b>Date screening completed</b>	20/11/24
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<b>Date sent to Equality Team</b>	
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<b>Date published.</b>	
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(To be completed by the Equality Team)