

Appendix B

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 & Programme Team
Lead person: Adele Robinson	Contact number: 07891 276856

<p>1. Title: Learning Places Design & Cost Report School Places Delivery September 2020</p> <p>Is this a:</p> <p> <input type="checkbox"/> Strategy / Policy <input type="checkbox"/> Service / Function <input type="checkbox"/> Other </p>
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<p>2. Please provide a brief description of what you are screening</p> <p>Main aim The Laurence Calvert Free School (Department for Education led scheme) will not open for September 2019/20 and is now more likely to open for September 2022 at the earliest. As a consequence there is and will continue to be been a significant shortfall of secondary places in South Leeds. To date the shortfall has been met with existing schools going over the Pupil Admission Number (PAN) and managing the additional pupils within the current footprint of the building. However the requirement for September 2020 will need to be managed through the creation of bulge cohorts being placed in existing schools resulting in substantial capital investment. This is to be managed in the first instance by the creation of 60 additional places at Cockburn Academy and 30 places at Cockburn John Charles Academy. The bulge works at Cockburn Academy are temporary and once the bulge cohorts have completed Year 11 the schools will revert back to a PAN of 240. Cockburn John Charles are also taking a bulge of 60 places ahead of a permanent expansion in 2022 which was approved by Executive Board in September 2019.</p> <p>The large increase in the secondary aged population across the North West and city centre area has resulted in many schools expanding on a temporary basis. Increased pressure for places for children with the Leeds City Academy (LCA) catchment which is expected to continue has required the school to take a bulge cohort for 2020 and likely for 2021 of an</p>
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additional 60 places.

Purpose

A screening exercise has been carried out to determine if the proposals at Cockburn Academy and Leeds City Academy will impact upon equality. The required building works will support the Authority’s legal duty to provide a school place for every child and, where possible, within the school of parental preference. The works at Cockburn consist of delivering a new modular building to provide the additional teaching spaces associated with the 60 place bulge plus a grassed pitch which is to be developed on the former golf course adjacent to the school site. The works at Leeds City Academy consist of an extension to the existing dining hall using the floor area associated with the Learning Resource Centre, the re-provision of the Learning Resource Centre and an extension to the existing pupil changing facilities.

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 	Yes	

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 throughout the development of the proposed remodelling works at Cockburn Academy and Leeds City Academy.

School Briefing Sessions

Both Academies senior management team and governing body have been intrinsically involved in the development of the proposals and key considerations regarding accessibility of the design.

Councillor Briefing Sessions

Cllr Pryor has been briefed on the proposals for both schools as part of his weekly meetings with senior officers in Children's & Families. Cllr Blake has also formed part of the discussions for Cockburn Academy as a Ward Member for Middleton Park.

Key findings

Both schemes will be managed via Leeds Local Education Partnership (Leeds LEP) and funded through the Learning Places Programme capital budget. The work complies with the regulations associated with the Disability Discrimination Act.

Actions

Access to the Building

The new modular building at Cockburn Academy is to be linked to the existing buildings through a covered walkway. Due to the differing levels on site the ground floor of the modular building has been designed so that it is at the same level as the existing school and therefore provides level access for pupils and staff. The upper floors of the new building are accessible by stairs and by lift. An accessible toilet and hygiene suite have been included as part of the new accommodation. The new playing field will have level access so that it doesn't discriminate against or limit who can use it.

The extension to the dining hall at Leeds City Academy using the Learning Resource Centre and the extension to the pupil changing facilities also provides level access for all pupils and staff members.

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
Jane Walne	Executive Asset Management Officer	4/6/2020

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	4/6/2020
Date sent to Equality Team	4/6/2020
Date published (To be completed by the Equality Team)	