

Equality Impact Assessment Form

Please ensure that you refer to the ‘Equality Impact Assessment Guidance’ while completing this form. If you would like further guidance please contact the Equalities Officer or Equalities Team

Details
Name of Initiative to be assessed: 21st Century School Programme – proposed new build for Ysgol y Graig Primary School
Name of responsible officer: Gareth Chapman
Group/Directorate: Governance and Corporate Services
Service Area: Learning
Date: December 2017

(a) WHAT ARE YOU ASSESSING FOR IMPACT ?

Service/ Function <input type="checkbox"/>	Policy/ Procedure <input type="checkbox"/>	Project <input type="checkbox"/>	Strategy <input type="checkbox"/>	Plan <input type="checkbox"/>	Proposal <input checked="" type="checkbox"/>	Information/ Position statement <input type="checkbox"/>
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(b) Please name and describe below

21st Century Schools Programme – the Council is proposing to build a new primary school, which will be of a suitable size and sustainable construction to enable the school community to thrive and develop, to serve the needs of pupils in the community, now and in the future.

Following the listening and engagement and co-production sessions, Council agreed to go out to public consultation on the site below;

- The former Vaynor and Penderyn High School Site, or
- The Godre’r Coed Playing Fields

**(c) IS THE DELIVERY OF THIS INITIATIVE AFFECTED BY LEGISLATION OR OTHER DRIVERS SUCH AS CODES OF PRACTICE?
If so, please identify what and how?**

Welsh Government 21st Century Schools Programme grant funding.

(d) Does the initiative directly affect service users, employees or the wider community?

- Yes Continue assessment
 No No need to continue screening or carry out an EqIA

Screening/Relevance Test: Is an equality impact assessment required?

Screening is used to decide whether the initiative you are responsible for has a high or medium negative impact on any of the protected groups and will require a full EqIA. Please highlight the positive impact the decision will have on the protected characteristics.

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What will be the effect on :-

Protected Characteristic	Impact? <i>Include Positive and Negative</i>
Age	<p><u>Positive impact</u> - The school will provide improved accommodation for staff and pupils in a one form entry primary school.</p> <p>A new school building will enable the school community to sustain their improvements and move to excellence by providing an outstanding learning environment in which the children can access high quality learning experiences.</p> <p>By bringing the nursery and primary school together on one site, this is likely to improve transition and continuity in pupils' learning.</p> <p>As the school location will change, the proposal could result in shorter home-to-school travel distances for some pupils.</p> <p>In addition the new building will:</p> <ul style="list-style-type: none"> • Provide innovative and creative learning environments which are adaptable to change that will challenge and support students to reach their full potential. • Provide additional support for students entitled to free school meals to realise their potential and benefit from a supported and innovative learning environment. There is the opportunity to impact upon deprivation by providing better facilities for teaching and learning; enhancing community facilities and links and providing accommodation for support and multi-agency services. • Maintain and increase the level of community access and interaction through the use of the schools' educational and sporting facilities. <p><u>Negative impact</u> - As the school location will change, the proposal could result in longer home-to-school travel distances for some pupils.</p> <p>Under these proposals, there are no plans to change the Council's policy on the transport of pupils to and from schools. This proposal does not affect the Council's policy on the admission of children to schools. The current home to school transport policy states that transport will only be provided for pupils residing more than 2 miles away.</p>

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Disability	<u>Positive impact</u> – the local authority will host a learning resource base for up to 15 Key Stage 2 pupils with identified additional needs within the new school.
Gender Reassignment	Neutral
Marriage & Civil Partnership	Neutral
Pregnancy and Maternity	Neutral
Race	Neutral
Religion or Belief	Neutral
Sex	Neutral
Sexual orientation	Neutral
Carers	Neutral
Welsh Language	Neutral

If after completing the EqlA screening/relevance test you determine that this service/function/policy/project is not relevant for an EqlA you must provide adequate explanation below (Please use additional pages if necessary).

The purpose of the report is to consider the findings from the public consultation and for Council to agree a preferred location for a new 21st Century School for the pupils of Ysgol Y Graig.

Are you happy that you have sufficient evidence to justify your decision?

Yes No

Signed _____ Position _____

N.B. If the initial screening process has identified actual or potential high or medium negative impact on a particular group or groups then you MUST carry out a full EqlA.

Full Equality Impact Assessment

You should use the information gathered at the screening stage to assist you in identifying possible negative/adverse impact, including positive impact, and clearly identify which protected groups are affected.

In terms of any disproportionate / negative / adverse impact that the proposal may have on a protected group, what steps (if any) could be taken to reduce that impact for each group identified. Attach a separate action plan if necessary.

As the school location will change, the proposal could result in longer home-to-school travel distances for some pupils.

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If ways of reducing the impact have been identified but are not possible, please explain why they are not possible.

Under these proposals, there are no plans to change the Council's policy on the transport of pupils to and from schools. This proposal does not affect the Council's policy on the admission of children to schools. The current home to school transport policy states that transport will only be provided for pupils residing more than 2 miles away.

Please highlight positive impacts and actions that have been identified as a result of the assessment process.

The project will have a positive impact as the school will provide improved accommodation for staff and pupils in a one form entry primary school. A Local Authority Learning Resource base for up to 15 Key Stage 2 pupils will be hosted at the new school. The school will also be of greater capacity than the current school.

The school will remain a community English medium school.

As the school location will change, the proposal could result in shorter home-to-school travel distances for some pupils.

There is no information to suggest there will be a negative effect on SEN provision at the schools due to the proposals.

There are no plans to change the catchment area and the home to school transport policy.

A new school building will enable the school community to sustain their improvements and move to excellence by provide an outstanding learning environment in which the children can access high quality learning experiences.

By bringing the nursery and primary school together on one site, this is likely to improve transition and continuity in pupils' learning.

In addition the new building will;

- Provide innovative and creative learning environments which are adaptable to change that will challenge and support students to reach their full potential.
- Provide additional support for students entitled to free school meals to realise their potential and benefit from a supported and innovative learning environment. There is the opportunity to impact upon deprivation by providing better facilities for teaching and learning; enhancing community facilities and links and providing accommodation for support and multi-agency services.
- Maintain and increase the level of community access and interaction through the use of the schools' educational and sporting facilities.

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Evidence Sources

(i) Give details of any data or research that has led to your reasoning above, in particular, the sources used for establishing the demographics of service users.

Leaflets, flyers, posters were put up in the community and also information on the website regarding the process for expressing an interest in attending the non-statutory listening and engagement sessions. The school was also asked to obtain a list of interested attendees (parents/guardians/carers/community groups). Also, local businesses and other stakeholders were contacted.

Prior to the public consultation, a stakeholder analysis was undertaken in order for the Council to target certain groups i.e. parents, schools, residents, community organisations, local businesses, disability groups etc.

The Council also obtained advice and guidance from the Consultation Institute throughout the consultation process in relation to identifying demographics.

As this was a County Borough wide consultation, all of the Council's communications channels (i.e. Website, Social Media sites and staff intranet site) were used to ensure that every opportunity was available for stakeholders to engage with the Council as part of this consultation process. In addition to this, information on the consultation was published in the Council's community newsletter CONTACT, which is delivered to every household in the County Borough.

A series of community events, drop-in sessions and live social media sessions were also undertaken as part of the consultation.

Face to Face meetings were also held with representatives of the community as part of the Co-production and Deliberative event.

(ii) Give details of how you have engaged with service users on the proposals and steps to avoid any disproportionate impact on a protected group and how you have used any feedback to influence your decision.

Non-statutory Listening and Engagement sessions were held with stakeholder groups in the community. In these sessions the options were considered, looking at the strengths, weaknesses, opportunities and risks. Alternative suggestions were also provided by attendees and were also looked into. Feedback was collated and distributed to the attendees.

Following this, a Co-production session was held with officers from MTCBC and with two people (where possible) from stakeholder groups to discuss the options, feedback and determine which sites were feasible to recommend for public consultation.

Three were identified;

- Pen-Y-Dre High School
- Godre'r Coed Playing Fields
- The former Vaynor and Penderyn School

From feedback within the Listening and Engagement and Co-production sessions,

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the group decided that the Pen-Y-Dre site would not be taken forward due to the overwhelming feeling from the community that it was unsuitable because it is located outside the Vaynor Electoral Division.

For the public consultation, engagement with the community was undertaken through a series of community events and drop-in sessions. A live social media event was also undertaken providing the community with an opportunity to ask questions and get an immediate response via social media

All questions asked at the social media sessions and at the consultation events, together with the relevant response, were published on the Council's communication channels i.e. website, Facebook and twitter.

To address any further issues that were raised throughout the consultation period, additional events were held on the request of the community.

Further engagement was also undertaken with different equalities groups through The Big Lottery – Community Voice MAGNET Project, led by Voluntary Action Merthyr Tydfil, provides an opportunity for members of marginalised communities to increase their voice in influencing public service providers policy, planning and delivery processes.

On 13th November, 2017, a Deliberative workshop was held with 14 representatives from the different stakeholder groups to:

- To consider the outcomes of the final consultation report (previously distributed)
- Establish a common understanding of issues and frustrations
- Enable the opportunity to listen to local stakeholder views
- Establish an environment in which all are given the space to say how they feel about the situation
- To develop a group response to the issues requiring clarification highlighted in the final consultation report

During the Public Consultation period, information was also publicised on all of the above communication channels and a series of community events, drop-in sessions and live social media sessions were undertaken.

Face to Face meetings were also held with representatives of the community as part of the Co-production and Deliberative event.

Are you satisfied that the engagement process complies with the requirements of the Statutory Equality duties?

Yes.

Decision Log – (detail how Elected Members and Senior Managers have been involved in the decision process (give dates of key meetings and decisions made)

On 22nd March, 2017, a report was presented to a Full Council meeting to agree the

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proposals contained in the report and for permission to go out to public consultation.

The outcome of the meeting was that the following sites be approved for progression to public consultation commencing on 8th May, 2017;

- Former Vaynor & Penderyn School Site
- Godre'r Coed Playing Fields

However, as stated above, with the unexpected announcement from Central Government that there would be a Parliamentary Election on 8th June, it was advised that the public consultation for Ysgol Y Graig would have to commence on Monday 12th June, 2017.

Throughout the public consultation period June – September, 2017 monthly updates were provided to the Council's Corporate Management Team and Senior Politicians. A meeting was also held on the 4th September, 2017 with the Member of Parliament and the Assembly Member to provide a progress update of the public consultation and to discuss key issues raised by the community.

Review

Date of Next Review:
Once the decision has been made by Full Council.
If review is not required, explain why.

Approved by:
Signature:
Job Title:
Approval date:

Date of Update:
Update recording