

## Increasing Provision at Radyr Primary School

### Cardiff Council Statutory Screening Tool Guidance

If you are developing a strategy, policy or activity that is likely to impact people, communities or land use in any way then there are a number of statutory requirements that apply. Failure to comply with these requirements, or demonstrate due regard, can expose the Council to legal challenge or other forms of reproach.

For instance, this will apply to strategies (i.e. Housing Strategy or Disabled Play Strategy), policies (i.e. Procurement Policy) or activity (i.e. developing new play area).

Completing the Statutory Screening Tool will ensure that all Cardiff Council strategies, policies and activities comply with relevant statutory obligations and responsibilities. Where a more detailed consideration of an issue is required, the Screening Tool will identify if there is a need for a full impact assessment, as relevant.

\_\_\_\_\_The main statutory requirements that strategies, policies or activities must reflect include:

- **Equality Act 2010 - [Equality Impact Assessment](#)**
- **Welsh Government's [Sustainable Development Bill](#)**
- **Welsh Government's Statutory Guidance - [Shared Purpose Shared Delivery](#)**
- **[United Nations Convention on the Rights of the Child](#)**
- **[United Nations Principles for Older Persons](#)**
- **[Welsh Language Measure 2011](#)**
- **[Health Impact Assessment](#)**
- **[Habitats Regulations Assessment](#)**
- **[Strategic Environmental Assessment](#)**

This Statutory Screening Tool allows us to meet all the requirements of all these pieces of legislation as part of an integrated screening method that usually taken no longer than an hour.

\_\_\_\_\_The Screening Tool can be completed as a self assessment or as part of a facilitated session, should further support be needed. For further information or if you require a facilitated session please contact the Policy, Partnerships and Citizen Focus Team on 2078 8563 e-mail: [siadavies@cardiff.gov.uk](mailto:siadavies@cardiff.gov.uk). Please note:

- **The completed Screening Tool must be submitted as an appendix with the Cabinet report.**
- **The completed screening tool will be published on the intranet.**

## Statutory Screening Tool

<b>Name of Strategy / Policy / Activity:</b> Proposal to provide additional English-medium primary school places in the Radyr and Morganstown area of the city.	<b>Date of Screening:</b> <b>June 2017</b>
<b>Service Area/Section: Education &amp; Lifelong Learning</b>	<b>Lead Officer:</b> Nick Batchelar
<b>Attendees:</b> Self assessment	

<b>What are the objectives of the Policy/Strategy/Project/Procedure/Service/Function</b>	<b>Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]</b>
<p>At its meeting on 19 January 2017, the Cabinet in accordance with the terms of the Schools Standards and Organisation (Wales) Act, approved a recommendation for the publication of a statutory notice to increase the capacity of Radyr Primary School from 376 places to 420 places to allow the school to admit up to 60 pupils from September 2017.</p>	<p>There has been an increased demand for English-medium primary school places in the Radyr and Morganstown area in the past four years. The area is served by two English-medium community primary schools, Bryn Deri Primary School and Radyr Primary School. As a temporary measure to meet demand additional places were provided using a combination of existing and temporary accommodation at Radyr Primary School in September 2013, September 2014, September 2015 and September 2016. Projections indicate that this demand for places will exceed the capacity of local schools in future years and therefore a permanent solution is required. The increased number of primary aged pupils will be accommodated in demountable classrooms. The location and installation of the demountable accommodation would be subject to planning consent. Site and financial constraints do not allow for the expansion of existing facilities. If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to ensure the accessibility of the proposed demountable accommodation and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M, BB98 and BB102.</p>

## Part 1: Impact on outcomes and due regard to Sustainable Development

Please use the following scale when considering what contribution the activity makes:		
<b>+</b>	Positive	Positive contribution to the outcome
<b>-</b>	Negative	Negative contribution to the outcome
<b>ntrl</b>	Neutral	Neutral contribution to the outcome
<b>Uncertain</b>	Not Sure	Uncertain if any contribution is made to the outcome

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
<b>1.1</b>	<p><b>People in Cardiff are healthy;</b>  <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i></li> <li><i>vulnerable citizens and areas of multiple deprivation</i></li> <li><i>Addressing instances of inequality in health</i></li> </ul>	x				<p>N/A</p> <p>As the open space used by the school is not accessible to the public, the only potential impact of a school organisation proposal would be a loss of visual amenity value. The additional demountable accommodation would be in keeping with the existing school buildings and therefore there would not be a significant impact on the visual amenity value of the school site as a whole.</p>
<b>1.2</b>	<p><b>People in Cardiff have a clean, attractive and sustainable environment;</b>  <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>the causes and consequences of Climate Change and creating a carbon lite city</i></li> </ul>	x				<p>The demountable accommodation would be new and therefore would be of suitable environmental quality for the foreseeable future. The demountable accommodation would be approved by Building Control.</p>
	<ul style="list-style-type: none"> <li><i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i></li> </ul>	x				<p>To reduce congestion and associated pollution in the vicinity of Radyr Primary School, a Travel Plan which includes schemes such as the Park Safe/Walk Safe scheme which encourages parents to park further away from the school would be explored by the school.</p> <p>A Highways Impact Report to assess the potential impact of the proposal has been undertaken (see Appendix 6). The assessment sets out a number of recommendations that would need to be considered in the event of the proposal being progressed to implementation.</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> <li>reducing environmental pollution (land, air, noise and water)</li> </ul>			x		Water efficient measures may be possible to a lesser or greater extent depending on the compatibility of existing buildings.
	<ul style="list-style-type: none"> <li>reducing consumption and encouraging waste reduction, reuse, recycling and recovery</li> </ul>	x				The demountable accommodation would be new and therefore would be of suitable environmental quality for the foreseeable future. The demountable accommodation would be approved by Building Control.
	<ul style="list-style-type: none"> <li>encouraging biodiversity</li> </ul>				x	Any potential impact on the natural environment would be taken into account at an early stage in the planning and design process.
<b>1.3</b>	<b>People in Cardiff are safe and feel safe;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>reducing crime, fear of crime and increasing safety of individuals</li> <li>addressing anti-social behaviour</li> <li>protecting vulnerable adults and children in Cardiff from harm or abuse</li> </ul>	x				N/A
<b>1.4</b>	<b>Cardiff has a thriving and prosperous economy;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)</li> <li>Assisting those Not in Education, Employment or Training</li> <li>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</li> <li>promoting local procurement opportunities or enhancing the capacity of local companies to compete</li> </ul>	x			x	<p>The school would provide employment. It is likely that the permanent expansion of the school will result in the creation of additional permanent vacancies.</p> <p>Consideration would be given to using local sub-contractors and suppliers.</p>
<b>1.5</b>	<b>People in Cardiff achieve their full potential;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>promoting and improving access to life-long learning in Cardiff</li> <li>raising levels of skills and qualifications</li> <li>giving children the best start</li> <li>improving the understanding of sustainability</li> <li>addressing child poverty (financial poverty, access poverty,</li> </ul>	x  x			x	<p>The following benefits would be expected to result from this proposal:</p> <ul style="list-style-type: none"> <li>Achieve a better match between the supply and demand for English-medium primary school places within the local area.</li> <li>When compared with smaller schools, the scale of a two form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more</li> </ul>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> <li>participation poverty)</li> <li>the United Nations Convention on the Rights of a Child and Principles for Older persons</li> </ul>	x				<ul style="list-style-type: none"> <li>enhanced and secure financial resource base.</li> <li>The ability to employ more teaching staff and support staff would allow the two form entry school to cover a wider range of curriculum expertise.</li> </ul>
<b>1.6</b>	<b>Cardiff is a Great Place to Live, Work and Play</b> Consider the potential impact on <ul style="list-style-type: none"> <li>promoting the cultural diversity of Cardiff</li> <li>encouraging participation and access for all to physical activity, leisure &amp; culture</li> <li>play opportunities for Children and Young People</li> <li>protecting and enhancing the landscape and historic heritage of Cardiff</li> <li>promoting the City's international links</li> </ul>			x		Using the Council's online sources there are no cultural heritage receptors recorded within the site boundary.
<b>1.7</b>	<b>Cardiff is a fair, just and inclusive society.</b> Consider the potential impact on <ul style="list-style-type: none"> <li>the elimination of discrimination, harassment or victimisation for equality groups</li> </ul>	x				See Equality Impact Assessment below and attached.  Recruitment of school staff: The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.
	<ul style="list-style-type: none"> <li>has the community or stakeholders been engaged in developing the strategy/policy/activity?</li> <li>how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)?</li> </ul>			x		<ul style="list-style-type: none"> <li>Public consultation with relevant stakeholders and pupil consultation as appropriate. A full public consultation was undertaken and ran from 10 October to 21 November 2016. Consultation documents were made available to a range of stakeholders and there were opportunities to meet with officers at a public meeting and drop in session. Officers also met with pupils from Radyr Primary School to discuss their views.</li> <li>Ecological Appraisal - external surveyors if appropriate</li> </ul>
	<b>EQUALITY IMPACT ASSESSMENT (This is attached on page 12)</b>					
<b>1.8</b>	<b>The Council delivers positive outcomes for the city and its citizens through strong partnerships</b>				x	N/A

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Ntrl	Un-Crtn	
<p><i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>strengthening partnerships with business and voluntary sectors</i></li> <li><i>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</i></li> </ul>					

**SUMMARY OF APPRAISAL (highlight positive and negative effects of the policy / plan / project being assessed, demonstrating how it contributes to the economic, social and environmental sustainability of the city):**

**Economic**

- The school would provide employment. It is likely that the permanent expansion of the school will result in the creation of additional permanent vacancies.
- Consideration would be given to using local sub-contractors and suppliers.
- Potential efficiencies if the school facilities were used to deliver community provision outside of school hours.

**Social**

- Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential.
- There could be the potential for community use of school facilities outside of school hours.
- The new proposal would increase English-medium primary school provision to serve the Radyr and Morganstown areas. This should minimise the outflow of pupils to other areas of Cardiff thereby reducing the use of cars or public transport and encouraging walking and cycling to and from school.
- Accessibility has been considered. See Equality Impact Assessment section 3.2.

**Environmental sustainability**

**WHAT ACTIONS HAVE BEEN IDENTIFIED OR CHANGES BEEN MADE TO THE POLICY / PLAN / PROJECT AS A RESULT OF THIS APPRAISAL:**

Recommendations made in the Equality Impact Assessment /Traffic Assessment at the design stage and any Ecological appraisal would be taken into account in the planning application Design & Access Statement and any Environmental Assessment respectively.

## Part 2: Strategic Environmental Assessment Screening

		Yes	No
2.1	Does the plan or programme set the framework for future development consent?	x	
2.2	Is the plan or programme likely to have significant, positive or negative, environmental effects?		x

<p><b>Is a Full Strategic Environmental Assessment Screening Needed?</b></p> <ul style="list-style-type: none"> <li>▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes</li> <li>▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below)</li> </ul>	<b>Yes</b>	<p><b>No</b> X An SEA has been undertaken (attached)</p>
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If you have any doubt on your answers to the above questions regarding SEA then please consult with the Sustainable Development Unit on 2087 3228 [sustainabledevelopment@cardiff.gov.uk](mailto:sustainabledevelopment@cardiff.gov.uk)

## Part 3: Habitat Regulation Assessment (HRA)

		Yes	No	Unsure
3.1	Will the plan, project or programme results in an activity which is known to affect a European site, such as the Severn Estuary or the Cardiff Beech Woods?		x	
3.2	Will the plan, project or programme which steers development towards an area that includes a European site, such as the Severn Estuary or the Cardiff Beech Woods or may indirectly affect a European site?		x	
3.3	Is a full HRA needed?		x	

Details of the strategy will be sent to the County Ecologist on completion of the process to determine if a Habitat Regulation Assessment is needed. For further information please phone 2087 3215 or email [biodiversity@cardiff.gov.uk](mailto:biodiversity@cardiff.gov.uk)

## Appendix 1 – Statutory Requirements

It is possible that the Impact Screening Tool will identify the need to undertake specific statutory assessments:

- **Equality Impact Assessment:** *This assessment is required by the Equality Act 2010 and Welsh Government's Equality Regulations 2011.*
- **Sustainable Development Bill:** *The Bill, when it comes into effect, will require sustainable development (SD) to be a central organising principle for the organisation. This means that there is a duty to consider SD in the strategic decision making processes.*
- **Shared Purpose Shared Delivery-** *The Welsh Government requires local authorities to produce a single integrated plan to meet statutory requirements under a range of legislation. Cardiff Council must therefore demonstrate its contribution towards Cardiff's own integrated plan; "What Matters".*
- **United Nations Convention on the Rights of the Child:** *The Children Act 2004 guidance for Wales requires local authorities and their partners to have regard to the United Nations Convention on the Rights of a Child.*
- **United Nations Principles for Older Persons:** *The principles require a consideration of independence, participation, care, self-fulfillment and dignity.*
- **The Welsh Language Measure 2011:** *The measure sets out official status for the Welsh language, a Welsh language Commissioner, and the freedom to speak Welsh.*
- **Health Impact Assessment:** *(HIA) considers policies, programmes or projects for their potential effects on the health of a population*
- **Strategic Environmental Impact Assessment:** *A Strategic Environmental Assessment (SEA) is an European Directive for plans, programmes and policies with land use implications and significant environmental effects.*
- **Habitats Regulations Assessment:** *The Conservation (Natural Habitats, &c.) (Amendment) Regulations 2007 provides a requirement to undertake Habitats Regulations Assessment (HRA) of land use plans.*

Cardiff Council  
 Equality Impact Assessment  
 Corporate Template



<b>Policy/Strategy/Project/Procedure/Service/Function Title:</b> To provide additional English-medium primary school places in the Radyr and Morganstown area of the city.
New

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Janine Nightingale	Job Title: Head of Schools Organisation, Access & Planning
Service Team: Schools Organisation Planning (SOP)	Service Area: Education
Assessment Date: 16/08/16	

**1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?**

To provide additional English-medium primary school places in the Radyr and Morganstown area of the city.

**2. Please provide background information on the Policy/ Strategy / Project / Procedure / Service / Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]**

There has been an increased demand for English-medium primary school places in the Radyr and Morganstown areas for the past four years. The area is served by two English-medium community primary schools, Bryn Deri Primary School and Radyr Primary School.

**3 Assess Impact on the Protected Characteristics**

**3.1 Age**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on younger/older people?

	Yes	No	N/A
3 to 11 years	x		
11 to 18 years		x	
18 - 65 years		x	
Over 65 years		x	

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

**Primary school provision (Age 3-11)**

The Council aims to improve the sufficiency and suitability of school places across Cardiff.

This proposal would contribute towards this aim. The following benefits would be expected to result from this proposal:

Achieve a better match between the supply and demand for English-medium primary school places within the local area.

When compared with smaller schools, the scale of a two form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base.

A two form entry school can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors

The ability to employ more teaching and support staff would allow the two form entry school to cover a wider range of curriculum expertise.

### **Catchment areas**

The proposal would not result in catchment area changes.

### **Potential impact on community provision (All Ages)**

n/a

### **What action(s) can you take to address the differential impact?**

n/a

### **If no differential impact, explain the reason(s) for this assessment:**

#### *Transport and traffic*

- A Highways Impact Report to assess the potential impact of the proposal has been undertaken (see Appendix 6). The assessment sets out a number of recommendations that would need to be considered in the event of the proposal being progressed to implementation.
- Management of access to the school site prior/during parent drop off and pick up times would help with health & safety.
- Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to:
  - o manage transport efficiently
  - o improve access by all means of travel for employees, visitors, patients and students
  - o encourage sustainable transport – walking, cycling, public transport and car sharing
  - o reduce car use.
- A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school.

### **Employed age group**

#### *Redeployment opportunities*

There may still be a perception that redeployment opportunities to the new school could be affected by age. The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.2 Disability and Access

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment		x	
Physical Impairment		x	
Visual Impairment		x	
Learning Disability		x	
Long-Standing Illness or Health Condition			X
Mental Health			X
Substance Misuse			X
Other			X

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

**What action(s) can you take to address the differential impact?**

**If no differential impact, explain the reason(s) for this assessment:**

If the proposal were to proceed, an equality impact assessment would be carried out at the design stage on the accessibility of the new demountable build accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

#### **New demountable accommodation**

The design would take into account the needs of the following:

- Those with a hearing impairment – e.g. appropriate acoustics, British Sign Language images/symbols and portable/static hearing loops.
- Those with a visual impairment - e.g. the use of colour to differentiate between the function of spaces, tactile maps and Braille language on signs.
- Those with a physical impairment – e.g. level threshold doors, lifts with disabled access
- Those with learning disabilities – e.g. quiet spaces

The design stage would give consideration to future proofing the accommodation in terms of accessibility. For example, space could be provided to enable accessible toilets to be modified without significant structural changes being required.

Special Educational Needs (SEN) School Action support is provided in the classroom. However, there may be occasions where pupils are withdrawn from a classroom to receive an intervention.

## Transport

Transport for pupils with a disability would not be affected as it would be provided if required to meet the child's needs in accordance with the SEN Code of Practice.

### 3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
<b>Transgender People</b> (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		x	

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

**What action(s) can you take to address the differential impact?**

**If no differential impact, explain the reason(s) for this assessment:**

The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			X
Civil Partnership			X

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

**What action(s) can you take to address the differential impact?**

**If no differential impact, explain the reason(s) for this assessment:**

N/A

### 3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy		x	
Maternity			N/A

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
If the proposal were to proceed, an equality impact assessment would be carried out at the design stage to identify any reasonable adjustments that could be made to improve accessibility to the new demountable accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

### 3.6 Race

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White		x	
Mixed / Multiple Ethnic Groups		x	
Asian / Asian British		x	
Black / African / Caribbean / Black British		x	
Other Ethnic Groups		x	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
The proposal would not have a differential impact upon one particular ethnic group as the provision would be available to all.

### 3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist		x	
Christian		x	
Hindu		x	
Humanist		x	
Jewish		x	
Muslim		x	
Sikh		x	
Other		x	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
The proposal would not have a differential impact upon faith as the provision would be available to all.

The senior staff in a school would be best placed to manage diversity in terms of belief (e.g. provision of a space for prayer).

### 3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		x	
Women		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual		x	
Gay Men		x	
Gay Women		x	
Heterosexual		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

(Fears that recruitment opportunities could be affected by sexual orientation)

Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment.

The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.10 Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language		x	
Other languages			

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<p>Proposals are brought forward to meet demand for English-medium or Welsh-medium education as appropriate.</p> <p><u>Other Language support</u></p> <p>The proposals would not directly impact on the level of support provided as all support is dependent on the Minority Ethnic Achievement Grant which is reviewed and then renewed according to the results of the annual Needs Assessment Survey. The allocation of teachers and Bi-lingual Teacher Assistants (BTAs) is usually in place for the period of the academic year but is liable to change throughout the year to meet fluctuations in demand.</p> <p>It is Cardiff Council policy to provide signage in English and Welsh but not in other spoken languages. Therefore, additional way-finding methods would be considered including the use of colour to differentiate between the function of spaces, tactile maps, Braille language on signs and British Sign Language images/symbols.</p>

#### 4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

If the proposal proceeds, the Design Equalities Advisory Group (DEAG) and/or the Cardiff Council Access Focus Group (CCAFG) would be given the opportunity to comment at the design stage.
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#### 5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	See Generic over-arching actions below
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Language	
Generic Over-Arching [applicable to all the above groups]	If the proposal were to proceed, an equality impact assessment would be carried out. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

#### 6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

#### 7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By: Rachel Willis	Date: June 2017
Designation: : School Organisation, Access & Planning	
Approved By: Michele Duddridge Hossain	
Designation: School Organisation, Access & Planning	
Service Area: Education	

**Environmental Report: Sustainability Appraisal (SA) Incorporating Strategic Environmental Assessment (SEA) of the School Organisation Planning proposal to provide additional English-medium primary school places in the Radyr and Morganstown area of the city.**

## **Background**

In 2008, a retrospective Strategic Environmental Assessment (SEA) of Cardiff's 21<sup>st</sup> Century: A Strategic Framework for a School Building Improvement Programme (published in 2006) was carried out based on the guidance that supports the European SEA Directive 2001/42/EC.

The retrospective approach to assessment was quality assured by an external consultant and their independent compliance review determined that the report detailing the assessment on the strategic framework met the key requirements set out for reporting the SEA process as required by the SEA Directive.

The retrospective assessment provides the basis for assessing current and future school organisation proposals at a strategic level.

If a proposal were to proceed, an environmental assessment would be carried out as part of the planning application process.

**To request a copy of the assessment on the Strategic Framework please contact Rachel Willis, 029 2087 3946, RWillis@cardiff.gov.uk**

## **Proposal**

To provide additional English-medium primary school places in the Radyr and Morganstown area of the city.

Key:

xx	= very incompatible; very negative effect
x	= incompatible; negative effect
✓	= compatible; positive effect
✓✓	= very compatible; very positive effect
0	= no links; neutral effect
? and/or mitigation	= uncertain effects
DNA	= data not available

See table headers below: \* Comparison of the preferred option to a possible alternative option(s) are required in a SA/SEA.

SEA objective	Proposal		Meet demand by directing pupils to other schools in the area or neighbouring schools and/or revising catchment areas		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
1. Promote a greener economy by delivering a sustainable pattern of schools across Cardiff	✓	Achieved by expanding an existing school to meet the projected demand for places.	x	<p>The nearest primary school to Radyr Primary School is Bryn Deri Primary School.</p> <p>Increasing primary provision at Radyr Primary School provides the opportunity to achieve high quality school places which meet the needs of Cardiff's growing and changing population, as outlined as a key goal in the Council's Cardiff 2020 document, "A renewed vision for education and learning in Cardiff".</p>	x	<p>There is an immediate need for the Council to provide additional English-medium primary school places in the Radyr area as projections indicate that demand for places will exceed the capacity of local schools in future years and therefore a permanent solution is required.</p> <p>Providing additional English-medium primary school places at Radyr Primary School meets the Council's vision of 4 Key Educational Aims:</p> <p><b>AIM 1:</b> To improve Educational Attainment;  <b>AIM 2:</b> To improve the Sufficiency and</p>

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						Suitability of School Places across Cardiff and ensure we are providing a 21 <sup>st</sup> Century School Standard; <b>AIM 3:</b> To ensure that Cardiff achieves Best Value from its financial resources to improve the efficiency and cost-effectiveness of the education estate. <b>AIM 4:</b> To facilitate the development of Community Focussed Schools, for benefit of the wider community, across Cardiff.
<p>2. Reduce greenhouse gas emissions through:</p> <p>a) Energy efficient building design and disposing of poor quality surplus accommodation</p> <p>b) Promoting sustainable modes of transport and integrated transport systems</p>	<p>0</p> <p>x Mitigation</p>	<p>An increase in the number of children attending a school could increase the volume of traffic in the immediate vicinity.</p> <p>However, if the demand for school places in an area of the city is not met, pupils without places travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.</p> <p>Traffic and transport implications including measures to encourage walking and cycling would be considered as part of the Transport Assessment for the proposal.</p> <ul style="list-style-type: none"> <li>- Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.</li> <li>- Limited scope for parking would encourage walking and cycling to school.</li> </ul>	N/A	N/A (See comments next to SEA Objective 1. above)	x	<p>Doing nothing is not an option as additional capacity is needed to meet the demand for places.</p> <p>If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.</p>

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		<p>Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car, generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.</p> <ul style="list-style-type: none"> <li>- Consideration would be given to providing safe walking routes to existing designated parking in the wider locality.</li> <li>- Management of access to the school site prior/during parent drop off and pick up times would help with health &amp; safety.</li> <li>- School safety zones could be set up to address health and safety concerns from increased traffic flows in the school vicinity</li> <li>- A Traffic and Transport Assessment to assess the potential impact of the proposal has been undertaken (see Appendix 5). The assessment sets out a number of recommendations that would need to be considered in the event of the proposal being progressed to implementation.</li> </ul> <p>Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to:</p> <ul style="list-style-type: none"> <li>• manage transport efficiently</li> <li>• improve access by all means of travel for employees, visitors and pupils/students</li> <li>• encourage sustainable transport – walking, cycling, public transport and car sharing</li> </ul> <ul style="list-style-type: none"> <li>- A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school.</li> </ul>				
3. <i>Promote health and wellbeing</i> by protecting and enhancing Public Open Space (POS) and improving access to POS	<b>0</b>	As the open space in and around the school are not accessible to the public the only potential impact of the option on the open space would be loss of visual amenity value. However, given the nature of the proposal and the value of the open space it is considered that the impact would be minimal.	N/A	N/A (See comments next to SEA Objective 1. above)	N/A	N/A (See comments next to SEA Objective 1. above)

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4. <i>Minimise</i> air, light and noise pollution associated with building development and traffic congestion	0          <b>X Mitigation</b>	<p>a) Builders would be encouraged to minimise air, light and noise pollution during the construction period.</p> <p>The position of the demountable accommodation would seek to minimise any adverse impact on access to natural light for neighbouring properties.</p> <p>b) An increase in the number of children attending the school could increase the volume of traffic in the vicinity of the school.</p> <p>Locating provision central to the area it would serve should reduce this outflow of pupils to schools elsewhere in Cardiff, minimise the use of polluting modes of transport such as cars and buses and encourage walking and cycling to and from school.</p> <p>To reduce congestion and associated pollution the following would be considered:</p> <ul style="list-style-type: none"> <li>▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement.</li> <li>▪ The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school.</li> </ul>	N/A	N/A (See comments next to SEA Objective 1. above)	x	If the demand for school places in an area of the city is not met, pupils without places have to travel outside of their locality to attend school and are more likely to use polluting modes of transport. Congestion is also exacerbated due to the volume of traffic transversing the city.
5. <i>Protect</i> and enhance biodiversity, flora and fauna	? Mitigation required?	A Phase 1 survey (Preliminary Ecological Assessment) of the site(s) could be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.	N/A	N/A (See comments next to SEA Objective 1. above)	N/A	N/A (See comments next to SEA Objective 1. above)
6. <i>Protect</i> and enhance the landscape (habitats/visual amenities)	? Mitigation required?	A Phase 1 survey (Preliminary Ecological Assessment) of the site(s) could be required to identify the main habitats and whether any detailed surveys for protected species are needed. If more detailed surveys are required recommendations to mitigate any impacts on biodiversity would be considered as part of the planning application.	N/A	N/A (See comments next to SEA Objective 1. above)	N/A	N/A (See comments next to SEA Objective 1. above)

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7. Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems	✓	Achieved by designing water efficient measures into the building design and addressing drainage through Sustainable Urban Drainage Systems (SUDS).	N/A	N/A (See comments next to SEA Objective 1. above)	N/A	N/A (See comments next to SEA Objective 1. above)
8. <i>Promote</i> regeneration by delivering inclusive schools that will improve equality of opportunity and access for all	0	If the proposal were to proceed, an equality impact assessment would be carried out on the accessibility of the design and to identify any reasonable adjustments that could be made to improve accessibility to existing accommodation. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design June 2009 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.	N/A	N/A (See comments next to SEA Objective 1. above)	N/A	N/A (See comments next to SEA Objective 1. above)
9. <i>Protect and enhance</i> designated historic assets	0	There are no registered historic assets within the proposed site.	N/A	N/A (See comments next to SEA Objective 1. above)	N/A	N/A (See comments next to SEA Objective 1. above)

## Conclusion

The proposal has been assessed to be largely compatible with the environmental objectives used to assess the goal and principles of the “21<sup>st</sup> Century Schools: A Strategic Framework for a School Building Improvement Programme” underpin school organisation proposals.

There has been an increased demand for English-medium primary school places in the Radyr and Morganstown area in the past four years. The area is served by two English-medium community primary schools, Bryn Deri Primary School and Radyr Primary School.

There is an immediate need for the Council to provide additional English-medium primary school places in the Radyr and Morganstown areas as projections indicate that this demand for places will exceed the capacity of local schools in future years and therefore a permanent solution is required.