

# Single Impact Assessment

Cardiff Council



## 1. Details of the Proposal

### What is the proposal?

Title:	Education Investment Strategy Caerdydd 2024 – 2033 and Cardiff's Sustainable Communities for Learning Rolling Programme
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### Is this a new proposal or are you amending an existing policy, strategy, project, procedure or service?

New	<input checked="" type="checkbox"/>
Existing	<input type="checkbox"/>

### Directorate/Service Area:

Education and Lifelong Learning

### Who is developing the proposal?

Name:	Richard Portas
Job Title:	Programme Director – SOP

### Responsible Lead Officer (Director or Assistant Director):

Melanie Godfrey  
Director of Education and Lifelong Learning

### Cabinet Portfolio:

Education (Councillor Sarah Merry)

Authorisation	
Completed By:	Rosalie Phillips
Job Title:	Project Officer
Date:	April 2024
Approved By:	
Job Title:	

**Document History – do not edit**

*The Single Impact Assessment (SIA) can be strengthened as time progresses, helping shape the proposal. Version control will provide a useful audit trail of how the SIA has developed. Draft versions of the assessment should be retained for completeness, however only the final version will be publicly available. Draft versions may be provided to regulators if appropriate.*

Version	Author	Job Title	Date
1	Fiona Gibson	Senior Corporate Policy Officer	12/10/2022
2	Fiona Gibson	Senior Corporate Policy Officer	12/04/2023
3	Fiona Gibson	Senior Corporate Policy Officer	12/12/2023

## 2. Overview of the Proposal

### **What action is the Council considering and why?**

*Please provide a detailed outline of the proposal. This information will support your findings in the impact assessments.*

In October 2019, Cabinet approved the Cardiff 2030 renewed vision for education and learning in the city. This has provided a strategic framework for continued consolidation of progress, supported educational improvement over the last 4 years.

Subsequent to this, in 2022 the Council's 'Stronger, Fairer, Greener' strategy has renewed the Council's clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life. The delivery of the Sustainable Communities for Learning programme will ensure that there are appropriate, high quality school places for young people which meets the needs of Cardiff's growing and changing population.

Cardiff has made significant progress in terms of the number of schools that offer high quality educational experiences to their pupils as evidenced through Estyn reports which has been driven by strong leaders and governors across schools.

Furthermore, every Cardiff school and place of learning is part of a wealth of community infrastructure that support delivery of inclusive and stimulating opportunities to ensure our children, young people have the best start in life. This has been demonstrated over recent years through investment of in excess of £460 million.

This development has been made possible through securing, combining and prioritising of funding has been made toward the Council's most pressing needs where investment would achieve the greatest benefits for learners and communities.

Over recent years Cardiff has seen the following emerging challenges:

- Demographic changes – including birth rates that vary by c1000 from the peak to the trough pupil cohorts
- ALN demand – that has outstripped supply of places over many years
- Changes in city-wide and local migration patterns
- National and local commitments and targets for expanding Welsh-medium school provision
- Education estate – that is in poor condition owing to decades of historical underinvestment
- Recruitment and retention challenges – including all levels of staffing
- Increasing number of schools facing budget challenges
- Inequality of provision – including access to Welsh medium education and post 16
- Wellbeing and mental health of young people – that has deteriorated since the pandemic

- Insufficient use of the facilities across our education estate – with a need to enable greater access to physical assets and deliver more value to local communities.

Local Authorities are also experiencing financial challenges with public services under unprecedented pressure particularly in terms of the funding for the day to day delivery of core service including social care and education. Funding the maintenance and improvement of the infrastructure that supports these essential services is a significant challenge.

Given the finite resources available, a range of options will need to be considered when developing invest to save business cases. The business cases will consider appropriate use of funds to support progression of changes that are both affordable in the immediate term and deliver a more sustainable pattern of provision for the future.

Whilst proud to acknowledge successes, the Council also recognises that high levels of challenge remain as a result of the substantial demographic changes presenting in the city including populations that vary by c1000 from the peak to the trough and against the austere financial background where many of the existing school buildings afford limited flexibility to expand and contract necessitating further investment to bring them up to an acceptable standard.

There have been significant changes over recent times. There is a firm understanding that there is an ever-changing picture in need for our city. The legacy of the pandemic and the impact of the cost-of-living crisis on our children and young people is becoming ever more apparent. Existing inequalities have been exacerbated, with attainment and attendance being particularly affected and a growing demand to meet additional needs, particularly those relating to emotional health and wellbeing placing real pressure on schools.

Taking all of the citywide context outlined above, it is clear that the importance of ensuring our learners can benefit from a highly effective education is ever more important if the Council is to make strides in offsetting disadvantage and support social mobility and cohesion.

The Council's proposed response to the emerging challenges is as set out below:

- Education Investment Strategy Caerdydd 2024 – 2033
- Cardiff's Sustainable Communities for Learning Capital Investment Rolling Programme 2024-2033 for potential prioritised proposals

### **Education Investment Strategy Caerdydd 2024 – 2033**

To deliver on the Council's 'Stronger Fairer Greener' commitments and meet our Cardiff 2030 aspirations, it is important for the Council to set out a framework to support decision making; this framework is outlined in the Education Investment Strategy Caerdydd 2024 – 2033 (Appendix 3).

The strategy has been developed to set out the key investment priorities for the Council to address over the next ten years.

It provides a framework that will enable the Council to build upon the recent achievements and infrastructure improvements across Cardiff's schools, to inform consideration of the changing demands for the future.

The strategy sets out the long-term strategic direction to support effective and efficient organisation education system in Cardiff and is clearly aligned to both the national mission and our stated local priorities specific to the improvement of and investment in Education in Cardiff.

In order to secure continued improvement and sustainability of the education sector in Cardiff, the Council recognises that every school must form part of an effective and cohesive system able to function with appropriate levels of funding, maximising scope to embrace positive partnerships to enhance opportunities for learners; support the development of the education workforce and to secure efficiencies through driving out best value, minimising duplication and reducing energy consumption.

This strategy works in tandem with the 'Cardiff Education: Collaboration and Federation Strategy' which sets out how Cardiff will maximise the power of working collaboratively with partners and through federations across our school network to support delivery the aspirations set out in Cardiff 2030, outlining the importance of effective organisation of and investment in Cardiff's education system.

Cardiff Council will work with stakeholders across the system through the application of this strategy to provide an education system that is designed to ensure that no child get left behind.

### **Sustainable Communities for Learning Rolling Programme 2024-2033**

When undertaking strategic planning for future capital investment and seeking to secure further capital investment, there are a number of key considerations that frame immediate, short term and longer-term priorities:

- Consistent with Cardiff's key commitments to its population under Stronger, Fairer, Greener, Cardiff 2030 and other key policies (e.g., addressing inequality).
- Clear alignment with Welsh Government national mission, and associated policy drivers and investment programmes including the Sustainable Communities rolling programme investment aims and objectives.
- Population projections and ensuring a sufficiency of places distributed effectively and efficiently (WM, EM, faith and ALN) with particular consideration as to how to support ensuring fair access for disadvantaged groups to ensure equitable access to a 'good school'.
- LDP funds secured and Asset Management funding going forward.
- Stakeholder involvement to ensure co-development and co-ownership.

Each school in Cardiff has been considered against a range of quantifiable data and other information to create a long list, these sources include data specific to:

- Sufficiency – sustainable balance of places of each type serving each community.
- Condition – proposals addressing asset maintenance programme.
- Addressing disadvantage – improved opportunities for disadvantaged groups/areas.
- Financial sustainability – efficient revenue costs per place
- Suitability – facilities that meet the needs of pupils.
- Carbon/ One Planet Cardiff – reduce carbon usage.

Any investment in future will need to meet the investment principles as set out in Cardiff's Sustainable Communities for Learning Programme: Building on Success and Investing in the Future Strategy 2024-2033, summarised below, to ensure that they represent best use of the Council's finite financial resources and balance the competing needs across the city.

- Align with national and local priorities specific to improving education outcomes.
- Improve the condition of the estate.
- Reduce inequality across the city.
- Deliver an appropriate balance of specialist ALN provision.
- Targeted investment through asset renewal or new build to improve the condition of the estate.
- Ensure sustainable levels of surplus in the estate.
- Strong option appraisal process to underpin robust decision making.
- Maximise scope to Invest to save to reduce reliance on borrowing.

Finite financial resources necessitate a prioritisation of emerging proposals and projects. These must meet the following conditions, would be subject to a robust business case process and must be affordable within the resources available to the Council:

- (i) Mandated resolution of 'Condition D' buildings
- (ii) High risk of not meeting statutory requirements
- (iii) 'Invest to save' projects identified to positively impact revenue spending over the short to medium term
- (iv) Projects where s106 agreements are in place and contributions provide the match funding required, aligned to a more efficient organisation of existing provision
- (v) Projects where s106 agreements are in place and contributions provide part of the match funding required, and where failure to progress results in local insufficiency of places and and/or increased home to school transport costs
- (vi) 'Invest to save' projects identified to positively impact revenue spending over the medium to long term
- (vii) Projects which evidence wider alignment with national and local policies and priorities

Proposals that do not meet these seven conditions will proceed only when funding has been identified either through capital or revenue saving released through implementing projects in the early stage of the programme or where alternative funding has been identified internal or external to Council funds. Once appropriate Council funding has been agreed the proposal would be subject to full business case development and submission.

Priority schemes to be included in the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

**What are the costs and/or savings?**

*What will the proposal cost and how will it be funded?*

*How might costs be reduced through involvement and collaboration, across Cardiff Council and/or with external stakeholders?*

*Are there savings and how will these be realised?*

Financial Implications for the Education Investment Strategy Caerdydd 2024 – 2033 and Cardiff’s Sustainable Communities for Learning Rolling Programme are set out in the Cabinet Report of 16 May 2024.

### 3. Impact Assessments

#### Which impact assessments do you need to complete to support your proposal?

Further information is included about each assessment at the start of the relevant section.

The [Impact Assessment Screening Tool](#) provides advice tailored to your proposed policy, strategy or project regarding which impact assessments may be required and who to contact to find out more.

The screening tool is an online form with mainly multiple-choice questions which should take less than 10 minutes to complete.

Once the answers have been submitted, an automated email will be sent to you with the recommended next steps and details of who to contact for expert advice.

**Put Yes or No next to each of the impact assessments listed below to indicate which ones are being carried out. For assessments which are not being carried out, please delete the relevant sections on the subsequent pages.**

Impact Assessment	Completed: Y/N
A. Equality Impact Assessment	Y
B. Child Rights Impact Assessment	Y
C. Welsh Language Impact Assessment	Y
D. Habitats Regulations Assessment	N
E. Strategic Environmental Assessment	N
F. Data Protection Impact Assessment	N
G. Health Impact Assessment	N

For further information on all the above impact assessments including who to contact for advice, please visit the [Policy Portal](#).



# A: Equality Impact Assessment

Guidance in completing this assessment can be accessed [here](#). Please consult the Equality Team for any further assistance with completing this assessment [EqualityTeam@cardiff.gov.uk](mailto:EqualityTeam@cardiff.gov.uk)

Under the Equality Act 2010, “differential impact” means that people of a particular protected characteristic (e.g. people of a particular age) will be significantly more affected by the change than other groups.

## Impact on the Protected Characteristics

### Age

Will this proposal have a **differential impact [positive/negative]** on different age groups?

	Yes	No	N/A
Up 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.**

There are no direct impacts arising from the recommendations of this report.

The vision for the Education Investment Caerdydd 2024 – 20233 strategy is to be Aspirational, Equitable and Sustainable.

- **Aspirational by:**
  - **improving education outcomes through our investment**
  - **working in partnership with further education, higher education, Welsh Government, and employers toward an improved post 16 offer that better aligns with learner aspirations**
- **Equitable by:**
  - **providing a better balance and distribution of local, inclusive and accessible Welsh and English medium places**
  - **offering inclusive education in every school with an increased number and improved distribution of Additional Learning Needs (ALN) specialist places aligned to need**
- **Sustainable by:**
  - **delivering effective, efficient and flexible education infrastructure that supports teaching, learning and good wellbeing of pupils and staff**
  - **instilling a community focussed school approach to broaden opportunities for our children, young people, families**

Any change to education organisation and/or large-scale investment presents the opportunity to support schools in improving outcomes for all young people across the city through developing new structures or facilities for schools and their communities, along with alignment with national and local strategies.

Cardiff schools are intended to operate as multi-functional learning environments that embrace the variety of places, ideas, and people the modern world demands. This includes the need to reflect a flexibility of space, time, people and technology that works for today and can be adapted easily in the future.

The ambition is to develop and implement a comprehensive city-wide strategy for community-focused schools, emphasising enhanced access and use of school facilities environments, robust community partnerships, a clear definition, funding avenues, and guidance for engagement with families, communities and other partner agencies.

Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

Any proposals that are brought forward within the framework of the strategy and rolling programme would be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/mitigations at the relevant time.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

N/A

## Disability

Will this proposal have a **differential impact [positive/negative]** on disabled people?

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

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

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Cardiff is fully committed to inclusion, to ensure this necessitates the right ethos, a skilled workforce and resources that can support all learners to achieve their potential and preventing escalation of need wherever possible.

Cardiff recognises the need to invest in delivery of a greater number of special school places, and a wider range of SRBs located equitably across the city to

support all mainstream schools transitioning to support children with complex ALN needs for children and young people aged 3-25.

Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

There would be no differential impact on people with a disability. The strategy and rolling programme aim to secure benefits for learners and staff.

Any proposals that are brought forward within the framework of the strategy and rolling programme would be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

Schools are required to have a Strategic Equality Plan and would work together to ensure that any concerns are addressed.

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

N/A

## Gender Reassignment

Will this proposal have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (Transgender people are people whose gender identity or gender expression is different from the gender they were assigned at birth.)			X

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

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- **Sustainable by:**
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Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

There would be no differential impact on Transgender people. The strategy and rolling programme aim to secure benefits for learners and staff.

Any proposals that are brought forward within the framework of the strategy and rolling programme would be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

N/A

## Marriage and Civil Partnership

Will this proposal have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			X
Civil Partnership			

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

There are no direct impacts arising from the recommendations of this report.

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- **Aspirational by:**
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  - **working in partnership with further education, higher education, Welsh Government, and employers toward an improved post 16 offer that better aligns with learner aspirations**
- **Equitable by:**
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  - **offering inclusive education in every school with an increased number and improved distribution of Additional Learning Needs (ALN) specialist places aligned to need**
- **Sustainable by:**
  - **delivering effective, efficient and flexible education infrastructure that supports teaching, learning and good wellbeing of pupils and staff**
  - **instilling a community focussed school approach to broaden opportunities for our children, young people, families**

Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

There would be no differential impact on Marriage and Civil Partnership. The strategy and rolling programme aim to secure benefits for learners and staff.

Any proposals that are brought forward within the framework of the strategy and rolling programme would be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that

good practice is followed, including the application of the Council's policies on equal opportunities.

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

N/A



## Pregnancy and Maternity

Will this proposal have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy			
Maternity			

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

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  - **improving education outcomes through our investment**
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- **Sustainable by:**
  - **delivering effective, efficient and flexible education infrastructure that supports teaching, learning and good wellbeing of pupils and staff**
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Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

There would be no differential impact on Pregnancy and Maternity. The Strategy and rolling programme aim to secure benefits for all learners and staff.

Any proposals that are brought forward within the framework of the strategy and rolling programme would be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

N/A

## Race

Will this proposal have a **differential impact [positive/negative]** on the following groups?

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

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

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- **Aspirational by:**
  - **improving education outcomes through our investment**
  - **working in partnership with further education, higher education, Welsh Government, and employers toward an improved post 16 offer that better aligns with learner aspirations**
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- **Sustainable by:**
  - **delivering effective, efficient and flexible education infrastructure that supports teaching, learning and good wellbeing of pupils and staff**
  - **instilling a community focussed school approach to broaden opportunities for our children, young people, families**

There are significant demographic shifts within the city which requires regular adjustment of provision and catchments to secure a sustainable balance of Welsh and English medium school places for children and young people aged 3-19. The balance of places and provision is reviewed regularly. This is necessary to support an appropriate number of places local to learners and effective use of resources.

Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

There would be no differential impact on Race. The strategy and rolling programme aim to secure benefits for learners and staff.

Any proposals that are brought forward within the framework of the strategy and rolling programme would have to be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

Schools serve a diverse range of communities and largely reflect their local population; however. The Equality Act 2010 places a duty on public services to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. The Council must therefore ensure, when bringing forward proposals and following implementation of proposals, that schools are supported to meet the diverse needs of the communities in which they are located and that each is able to advance equality of opportunities for all families in the area.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

N/A

### Religion, Belief or Non-Belief

Will this proposal have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

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

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

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- **Aspirational by:**
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- **Sustainable by:**
  - **delivering effective, efficient and flexible education infrastructure that supports teaching, learning and good wellbeing of pupils and staff**
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Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

Any proposals brought forward by the Governing Bodies of Voluntary Aided/Voluntary Controlled schools would have to developed in line with the

requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

The Council's procedure for managing staffing changes (subject to these having been adopted by the relevant governing body) arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

N/A

## Sex

Will this proposal have a **differential impact [positive/negative]** on male, female or non-binary persons?

	Yes	No	N/A
Male persons			
Female persons			
Non-binary persons			

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

There are no direct impacts arising from the recommendations of this report.

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- **Aspirational by:**
  - **improving education outcomes through our investment**
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- **Sustainable by:**
  - **delivering effective, efficient and flexible education infrastructure that supports teaching, learning and good wellbeing of pupils and staff**
  - **instilling a community focussed school approach to broaden opportunities for our children, young people, families**

Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

There would be no differential impact on Sex. The strategy and rolling programme aim to secure benefits for all learners and staff.

Any proposals that are brought forward within the framework of the strategy and rolling programme will have to be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

N/A



## Sexual Orientation

Will this proposal have a **differential impact [positive/negative]** on people with different sexual orientations?

	Yes	No	N/A
Bi			
Gay			
Lesbian			
Heterosexual			
Other			

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

There are no direct impacts arising from the recommendations of this report.

The vision for the Education Investment Caerdydd 2024 – 20233 strategy is to be Aspirational, Equitable and Sustainable.

- **Aspirational by:**
  - **improving education outcomes through our investment**
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  - **delivering effective, efficient and flexible education infrastructure that supports teaching, learning and good wellbeing of pupils and staff**
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Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

There would be no differential impact on Sexual Orientation. The strategy and rolling programme aim to secure benefits for all learners and staff.

Any proposals that are brought forward within the framework of the strategy and rolling programme will have to be developed in line with the requirements of the Equality Act, and fully assessed to identify any differential impacts/necessary mitigations at the relevant time.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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

N/A

### Socio-economic Duty

Is the change anticipated to reduce or contribute to inequality of outcome as a result of socio-economic disadvantage? (e.g. will the change negatively impact on those on low-incomes or those living in deprived areas?)

	Yes	No	N/A
Socio-economic impact			

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

There are no direct impacts arising from the recommendations of this report.

The Council's 'Stronger, Fairer, Greener' policy sets out key themes and commitments with a strong focus on putting children and young people front and centre of their ambitions for the city. Central to this is the explicit belief that good education is the surest route out of poverty and, in turn that, the long-term prosperity of the city relies on firm support for our children and young people to reach their potential.

Education is consistently ranked as the top priority for children and young people in Cardiff, a key social and cultural right which plays an essential role in overcoming poverty and disadvantage.

To deliver on the Council's 'Stronger Fairer Greener' commitments and meet Cardiff 2030 aspirations, it is important for the Council to set out a framework for decision making; this framework is outlined in Cardiff's Education Investment Strategy Caerdydd 2024-2033. .

The strategy has been developed to set out the key investment priorities for the Council to address over the next ten years. It provides a framework that will enable the Council to build upon the recent achievements and infrastructure improvements across Cardiff's schools, to inform consideration of the changing demands for the future.

This strategy sets out the long-term strategic direction to support effective and efficient organisation Education system in Cardiff and is clearly aligned to both the national mission and our stated local priorities specific to the improvement of and investment in Education in Cardiff.

In order to secure continued improvement and sustainability of the education sector in Cardiff, the Council recognises that every school must form part of an effective and cohesive system able to function with appropriate levels of funding, maximising scope to embrace positive partnerships to enhance opportunities for learners; support the development of the education workforce and to secure efficiencies through driving out best value, minimising duplication and reducing energy consumption.

This strategy works in tandem with the 'Cardiff Education: Collaboration and Federation Strategy' which sets out how Cardiff will maximise the power of working collaboratively with partners and through federations across our school network to support delivery the aspirations set out in Cardiff 2030, outlining the importance of effective organisation of and investment in Cardiff's education system.

The Council will work with stakeholders across the system through the application of this strategy to provide an education system that is designed to ensure that no child gets left behind.

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

N/A

## Welsh Language

Will this proposal have a **differential impact [positive/negative]** on the Welsh language?

	Yes	No	N/A
Welsh language			

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

The Welsh Government's Welsh Language Strategy sets out the vision of a million Welsh speakers across Wales by 2050.

The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050. By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh. The strategy assumes that, nationally, 70 per cent of 15-year-olds will be able to speak Welsh by 2050, made up of 40 per cent in Welsh-medium schools and 30 per cent in English-medium schools.

The Welsh in Education Strategic Plans (Wales) Regulations 2019 make provision for a local authority to prepare a ten-year Plan. Cardiff's Welsh in Education Strategic Plans (WESP) was published on the Council's website on 1 September 2022 following approval by the Welsh Minister in July 2022.

The strategic framework and rolling programme support all outcomes of the Cardiff WESP, but it most notably contributes to the increase of Welsh-medium and dual language places across the city.

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

N/A

## Consultation and Engagement

What arrangements have been made to consult/engage with equality/ community organisations, especially those who are representative of those you have identified as being likely to be affected?

Young people and a range of stakeholders were consulted as part of the development of the Cardiff's Education Investment Strategy Caerdydd 2024-2033.

The process began with the Cardiff Influencers, a group of young people attending Cardiff Schools who were brought together to learn about school planning principles and investment processes in Cardiff to ensure understanding of the key issues to inform consideration of how it could look in the future.

The Influencers considered the provision across the city, alongside the current issues presenting and the impact of strategies at local and national level relevant to the provision of education and set out the areas of greatest concern to them that they felt the Council should prioritise as part of reorganisation and investment in Education for the future.

The Influencers presented their work to the adult Stakeholder Reference Group which consisted of a range of experienced professional spanning education in Cardiff and Council Officers from various different teams and departments for members to consider and build upon.

The Stakeholder Reference Group considered the current education system at a local level, alongside national priorities and expectations.

The feedback from the Cardiff Influencers and the Stakeholder Reference Group has informed the development of the Education Investment Strategy Caerdydd 2024 – 2033 and Cardiff's Sustainable Communities for Learning Rolling Programme.

There is no requirement for consultation/engagement arising directly out of the recommendations of this report.

The views of stakeholders would be sought as part of consultation on any proposed changes arising out of the strategy and rolling programme and would be reviewed as part of the post consultation analysis.

### Summary of Actions (Listed in the sections above)

	Actions
Age	
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Socio-economic Impact	
Welsh Language	
Generic/ Over-Arching (applicable to all the above groups)	

### Next Steps

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.

Where the Equality Impact Assessment shows negative impacts, you must append the form to the Cabinet or Officer Decision Report.

On completion of this Assessment, please ensure that the whole form is submitted to the Equality Team mailbox so that there is a record of all assessments undertaken in the Council [EqualityTeam@cardiff.gov.uk](mailto:EqualityTeam@cardiff.gov.uk)

## **B: Child Rights Impact Assessment**

The aim of a Child Rights Impact Assessment is to put children and young people at the forefront of decision-making. The assessment helps officers to consider how the rights of children and young people may be affected by a proposed policy or project.

Click [here](#) to start a Child Rights Impact Assessment.

You will receive an automated email containing a link to your Child Rights Impact Assessment template and the Child Friendly Cardiff Team will be in contact to support you.

Guidance for Local Government prepared by Unicef is available here:

[Child Rights Impact Assessment - Child Friendly Cities & Communities \(unicef.org.uk\)](https://www.unicef.org.uk/child-rights-impact-assessment-child-friendly-cities-communities)

For further information or assistance in completing the Child Rights Impact Assessment, please contact the Child Friendly Cardiff Team [ChildFriendlyCardiff@cardiff.gov.uk](mailto:ChildFriendlyCardiff@cardiff.gov.uk)

### **Next Steps**

Where it is considered that a Child Rights Impact Assessment is required, you must append the form to the Cabinet or Officer Decision Report.



## C: Welsh Language Impact Assessment

Please consult with Bilingual Cardiff’s Policy Team for any assistance with completing this assessment by emailing [Materion Polisi Iaith Gymraeg / Welsh Language Policy Matters](#).

### Welsh Language Standards 88-97 (Policy Making)

Cardiff Council’s full Compliance Notice can be found [here](#), but the Standards noted above specifically relate to what impact, if any, your proposal (be it a policy decision, new or updated policy or strategy, or a new or updated service delivery provision) has on the Welsh language and on Welsh speakers. The impact identified could be **direct or indirect** and any such evidence must be included.

They are summarised below, and you **must** provide evidence, especially from, but not limited to, any consultation exercises undertaken, in order to support your comments, regardless of whether you are noting a positive, negative or neutral impact.

- Will this proposal impact on a) the opportunities for persons to use the Welsh language and b) treating the Welsh language **no** less favourably than the English language? (Please tick where relevant.)

	Positive	Negative	Neutral
a)	X		
b)	X		

**Based on your above answer, please provide supporting comments and evidence in the relevant boxes on the following questions, for each one of the above that you have ticked.**

- Could this proposal be formulated or re-formulated, so that it would have positive effects, or increased positive effects?

Could this proposal be formulated or re-formulated to ensure that it does not have adverse effects, or a decreased adverse effect?

The Welsh Government’s Welsh Language Strategy sets out the vision of a million Welsh speakers across Wales by 2050.

The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050. By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh. The strategy assumes that, nationally, 70 per cent of 15-year-olds will be able to speak Welsh by 2050, made up of 40 per cent in Welsh-medium schools and 30 per cent in English-medium schools.

The Welsh in Education Strategic Plans (Wales) Regulations 2019 make provision for a local authority to prepare a ten-year Plan. Cardiff's Welsh in Education Strategic Plans (WESP) was published on the Council's website on 1 September 2022 following approval by the Welsh Minister in July 2022.

The strategic framework and rolling programme support all outcomes of the Cardiff WESP, but it most notably contributes to the increase of Welsh-medium and dual language places across the city

- When consulting on the proposal, were views considered, and sought, on the effects (both positive and negative) that it would have on the Welsh language and for Welsh speakers in the wider community?

Did the consultation seek and give consideration to views on how the proposal could have positive, or increased positive effects?

Did the consultation seek and give consideration to views on how the proposal could have no adverse effects, or decreased adverse effects?

Please include a copy of the relevant consultation question/questions below along with your evidence.

The views of young people and Headteachers from the Welsh-medium sector were sought and informed the development of the Education Investment Strategy Caerdydd 2024 – 2033 and Cardiff's Sustainable Communities for Learning Rolling Programme.

The strategy and rolling programme seeks to promote Welsh heritage and culture and the Welsh language much more widely and provide a better balance and distribution of local, inclusive and accessible Welsh and English medium places.

The strategy and rolling programme support all outcomes of the Cardiff WESP, but it most notably contributes to the increase of Welsh-medium and dual language places across the city

There is no requirement for consultation/engagement arising directly out of the recommendations of this report.

Priority schemes for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

The views of stakeholders would be sought as part of consultation on any proposed changes arising out of the strategy and rolling programme and would be reviewed as part of the post consultation analysis.

- If the proposal includes the awarding of grants, has consideration been given to the guidance presented in Cardiff Council's Policy on Awarding Grants in Compliance with the Welsh Language Standards with regard to a) the opportunities for persons to use the Welsh language and b) in terms of treating the Welsh language **no** less favourably than the English language?

Note **N/A** if no awarding of grants was involved.

N/A

- If research was undertaken or commissioned to assist with the development of the proposal, did it give consideration to whether it would have a **differential impact [positive/negative]** on a) the opportunities for persons to use the Welsh language and b) in terms of treating the Welsh language no less favourably than the English language?

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have a positive effect, or increased positive effects?

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have no adverse effect, or decreased adverse effects?

Note **N/A** if no research was undertaken or commissioned.

N/A

## Material and Services

In addition to the impact assessment to ensure that the proposal meets the requirements of the Welsh Language Standards, consideration must also be given to the supporting materials and services that may be required.

Click on the following to view further information on specific issues:

- [Correspondence](#) - receiving and replying (emails, letters, online communication).
- [Education Training Courses](#)
- [Meetings & Public Events](#) – public meetings or events, group meetings, consultation, individual meetings.
- [Procurement Checklist](#)

- [Producing Forms](#)
- [Producing Public Documents](#) - policies, strategies, annual reports, corporate plans, guidelines, notices, codes of practice, consultation papers, licences, certificates, rules, brochures, leaflets, pamphlets or cards, ticket/vouchers.
- [Public Address Announcements](#)
- [Public Messages – electronic – video](#)
- [Publicity & Advertising](#)
- [Reception Services](#)
- [Self Service Machines](#)
- [Signs, Notices & Display Material](#)
- [Social Media](#)
- [Telephone](#) – receiving and answering calls.
- [Websites, Apps and Online Services](#)

**Are all supporting materials and services compliant with the requirements of the Welsh language standards? If not, please send any required translation work to Bilingual Cardiff's Translation Log – the request form can be found [here](#).**

Yes

### Cardiff Council's Welsh Language Skills Strategy

This strategy may be viewed [here](#) and additional guidance documents have been produced to support its implementation:

- [Assessing Welsh Language Skills and Identifying Welsh Essential Roles](#)
- [Recruitment, Selection, and Interview Procedures and the Welsh Language](#)

**Do you have access to sufficient Welsh speaking staff to support the delivery of the proposal in compliance with the requirements of the Welsh language standards?**

Yes

### Next Steps

Where it is considered that a Welsh Language Impact Assessment is required, you must append the form to the Cabinet or Officer Decision Report.

A copy must also be emailed to Bilingual Cardiff's Policy Team [Materion Polisi Iaith Gymraeg / Welsh Language Policy Matters](#).

## D: Habitats Regulations Assessment

	Yes	No
Will the proposal affect a European site designated for its nature conservation interest*, or steer development towards an area that includes a European site, or indirectly affect a European site?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*\* Only two European sites designated for nature conservation interest lie within Cardiff's boundaries – the Severn Estuary and Cardiff Beech Woods, but be aware if your project affects an area close to a neighbouring authority.*

If the answer is 'Yes', then a screening exercise may need to be conducted to determine if a Habitats Regulations Assessment is required or not.

Contact the [Biodiversity Team](#) who will guide you through the process.

## E: Strategic Environmental Assessment

	Yes	No
Does the strategy, policy or activity set the framework for future development consent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	Yes	No
Is the strategy, policy or activity likely to have significant environmental effects (positive or negative)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you have answered 'Yes' to both of the above questions, then a full Strategic Environmental Assessment Screening is needed.

Contact the [Sustainable Development Unit](#) who will guide you through the process.

## F: Data Protection Impact Assessment

	Yes	No
Will the proposal involve processing information that could be used to identify individuals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If the answer is 'Yes', then a Data Protection Impact Assessment may be required.

Click [here](#) to read the guidance and start the Data Protection Impact Assessment process if needed.

For further information, contact the [Data Protection Service](#).

## **G: Health Impact Assessment**

A Health Impact Assessment helps to develop policies and projects that consider the mental, physical and social health and well-being of a population during planning and development. Considering health inequalities and their impacts on local communities is an essential part of any Health Impact Assessment.

Health Impact Assessments will become a statutory requirement for public bodies in specific circumstances in the future. These circumstances have yet to be published by Welsh Government.

For further information and advice, please contact the Wales HIA Support Unit.

Website: [Home - Wales Health Impact Assessment Support Unit \(phwwhocc.co.uk\)](http://phwwhocc.co.uk)

Email: [WHIASU.PublicHealthWales@wales.nhs.uk](mailto:WHIASU.PublicHealthWales@wales.nhs.uk)



**CHILD RIGHTS IMPACT ASSESSMENT (CRIA)**

Information or assistance in completing the CRIA, please email the Child Friendly Cardiff Team [ChildFriendlyCardiff@cardiff.gov.uk](mailto:ChildFriendlyCardiff@cardiff.gov.uk)

<b>Title of policy/strategy/project/procedure/service being assessed:</b>	Education Investment Strategy Caerdydd 2024 - 2033 and Cardiff's Sustainable Communities for Learning Rolling Programme
<b>Type of Assessment:</b>	Choose an item.

Who is responsible for developing and implementing the policy/strategy/project/procedure/service?	
<b>Name:</b>	Rosalie Phillips
<b>Job Title:</b>	Senior Project Officer
<b>Service/Team:</b>	School Planning
<b>Directorate:</b>	Education

**STAGE 1: PURPOSE/SCOPE**

- 1. What is the policy/strategy/project/procedure/service? Summarise its overall aims and any aims specific to children.**

In October 2019, Cabinet approved the Cardiff 2030 renewed vision for education and learning in the city. This has provided a strategic framework for continued consolidation of progress, supported educational improvement over the last 4 years.

Subsequent to this, in 2022 the Council’s ‘Stronger, Fairer, Greener’ strategy has renewed the Council’s clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life. The delivery of the Sustainable Communities for Learning programme will ensure that there are appropriate, high quality school places for young people which meets the needs of Cardiff’s growing and changing population.

Cardiff has made significant progress in terms of the number of schools that offer high quality educational experiences to their pupils as evidenced through Estyn reports which has been driven by strong leaders and governors across schools.

Furthermore, every Cardiff school and place of learning is part of a wealth of community infrastructure that support delivery of inclusive and stimulating opportunities to ensure our children, young people have the best start in life. This has been demonstrated over recent years through investment of in excess of £460 million.

This development has been made possible through securing, combining and prioritising of funding has been made toward the Council’s most pressing needs where investment

would achieve the greatest benefits for learners and communities.

Over recent years Cardiff has seen the following emerging challenges:

- Demographic changes – including birth rates that vary by c1000 from the peak to the trough pupil cohorts
- ALN demand – that has outstripped supply of places over many years
- Changes in city-wide and local migration patterns
- National and local commitments and targets for expanding Welsh-medium school provision
- Education estate – that is in poor condition owing to decades of historical underinvestment
- Recruitment and retention challenges – including all levels of staffing
- Increasing number of schools facing budget challenges
- Inequality of provision – including access to Welsh medium education and post 16
- Wellbeing and mental health of young people – that has deteriorated since the pandemic
- Insufficient use of the facilities across our education estate – with a need to enable greater access to physical assets and deliver more value to local communities.

Local Authorities are also experiencing financial challenges with public services under unprecedented pressure particularly in terms of the funding for the day to day delivery of core service including social care and education. Funding the maintenance and improvement of the infrastructure that supports these essential services is a significant challenge.

Given the finite resources available, a range of options will need to be considered when developing invest to save business cases. The business cases will consider appropriate use of funds to support progression of changes that are both affordable in the immediate term and deliver a more sustainable pattern of provision for the future.

Whilst proud to acknowledge successes, the Council also recognises that high levels of challenge remain as a result of the substantial demographic changes presenting in the city including populations that vary by c1000 from the peak to the trough and against the austere financial background where many of the existing school buildings afford limited flexibility to expand and contract necessitating further investment to bring them up to an acceptable standard.

There have been significant changes over recent times. There is a firm understanding that there is an ever-changing picture in need for our city. The legacy of the pandemic and the impact of the cost-of-living crisis on our children and young people is becoming ever more apparent. Existing inequalities have been exacerbated, with attainment and attendance being particularly affected and a growing demand to meet additional needs, particularly those relating to emotional health and wellbeing placing real pressure on schools.

Taking all of the citywide context outlined above, it is clear that the importance of ensuring our learners can benefit from a highly effective education is ever more important if the Council is to make strides in offsetting disadvantage and support social mobility and cohesion.

Consistent with the rationale and the triggers for considering changes outlined in the Council's adopted Collaboration and Federation Strategy, the Council must therefore develop school organisation proposals that achieve a more sustainable and equitable pattern of provision, with fewer stand-alone organisations and a reduced number of surplus places. Such changes support a more effective and efficient operation of Cardiff's education estate and would in turn support learners to continue to achieve the best possible outcomes.

The Council's proposed response to the emerging challenges is as set out below:

- Education Investment Strategy Caerdydd 2024 – 2033
- Cardiff's Sustainable Communities for Learning Capital Investment Rolling Programme 2024-2033 for potential prioritised proposals

#### Education Investment Strategy Caerdydd 2024 – 2033

To deliver on the Council's 'Stronger Fairer Greener' commitments and meet our Cardiff 2030 aspirations, it is important for the Council to set out a framework to support decision making; this framework is outlined in the Education Investment Strategy Caerdydd 2024 – 2033 (Appendix 3).

The strategy has been developed to set out the key investment priorities for the Council to address over the next ten years.

It provides a framework that will enable the Council to build upon the recent achievements and infrastructure improvements across Cardiff's schools, to inform consideration of the changing demands for the future.

The strategy sets out the long-term strategic direction to support effective and efficient organisation education system in Cardiff and is clearly aligned to both the national mission and our stated local priorities specific to the improvement of and investment in Education in Cardiff.

In order to secure continued improvement and sustainability of the education sector in Cardiff, the Council recognises that every school must form part of an effective and cohesive system able to function with appropriate levels of funding, maximising scope to embrace positive partnerships to enhance opportunities for learners; support the development of the education workforce and to secure efficiencies through driving out best value, minimising duplication and reducing energy consumption.

This strategy works in tandem with the 'Cardiff Education: Collaboration and Federation Strategy' which sets out how Cardiff will maximise the power of working collaboratively with partners and through federations across our school network to support delivery the aspirations set out in Cardiff 2030, outlining the importance of effective organisation of and investment in Cardiff's education system.

Cardiff Council will work with stakeholders across the system through the application of this strategy to provide an education system that is designed to ensure that no child get left behind.

Sustainable Communities for Learning Rolling Programme 2024-2033

When undertaking strategic planning for future capital investment and seeking to secure further capital investment, there are a number of key considerations that frame immediate, short term and longer-term priorities:

- Consistent with Cardiff's key commitments to its population under Stronger, Fairer, Greener, Cardiff 2030 and other key policies (e.g., addressing inequality).
- Clear alignment with Welsh Government national mission, and associated policy drivers and investment programmes including the Sustainable Communities rolling programme investment aims and objectives.
- Population projections and ensuring a sufficiency of places distributed effectively and efficiently (WM, EM, faith and ALN) with particular consideration as to how to support ensuring fair access for disadvantaged groups to ensure equitable access to a 'good school'.
- LDP funds secured and Asset Management funding going forward.
- Stakeholder involvement to ensure co-development and co-ownership.

Each school in Cardiff has been considered against a range of quantifiable data and other information to create a long list, these sources include data specific to:

- Sufficiency – sustainable balance of places of each type serving each community.
- Condition – proposals addressing asset maintenance programme.
- Addressing disadvantage – improved opportunities for disadvantaged groups/areas.
- Financial sustainability – efficient revenue costs per place
- Suitability – facilities that meet the needs of pupils.
- Carbon/ One Planet Cardiff – reduce carbon usage.

Any investment in future will need to meet the investment principles as set out in Cardiff's Sustainable Communities for Learning Programme: Building on Success and Investing in the Future Strategy 2024-2033, summarised below, to ensure that they represent best use of the Council's finite financial resources and balance the competing needs across the city:

- Align with national and local priorities specific to improving education outcomes.
- Improve the condition of the estate.
- Reduce inequality across the city.
- Deliver an appropriate balance of specialist ALN provision.
- Targeted investment through asset renewal or new build to improve the condition of the estate.
- Ensure sustainable levels of surplus in the estate.
- Strong option appraisal process to underpin robust decision making.
- Maximise scope to Invest to save to reduce reliance on borrowing.

Finite financial resources necessitate a prioritisation of emerging proposals and projects. These must meet the following conditions, would be subject to a robust business case process and must be affordable within the resources available to the Council:

- (i) Mandated resolution of 'Condition D' buildings
- (ii) High risk of not meeting statutory requirements
- (iii) 'Invest to save' projects identified to positively impact revenue spending over the short to medium term
- (iv) Projects where s106 agreements are in place and contributions provide the match funding required, aligned to a more efficient organisation of existing provision

- (v) Projects where s106 agreements are in place and contributions provide part of the match funding required, and where failure to progress results in local insufficiency of places and and/or increased home to school transport costs
- (vi) ‘Invest to save’ projects identified to positively impact revenue spending over the medium to long term
- (vii) Projects which evidence wider alignment with national and local policies and priorities

Proposals that do not meet these seven conditions will proceed only when funding has been identified either through capital or revenue saving released through implementing projects in the early stage of the programme or where alternative funding has been identified internal or external to Council funds. Once appropriate Council funding has been agreed the proposal would be subject to full business case development and submission.

Priority schemes to be included in the for the Sustainable Communities for Learning Rolling Programme 2024-2033 have been identified.

**2. Please select the groups of children and young people who will be directly and/or indirectly impacted. Please review after completing the form.**

<input checked="" type="checkbox"/> Protected Characteristics	<input checked="" type="checkbox"/> <a href="#">EOTAS</a>
<input checked="" type="checkbox"/> Young Parents	<input checked="" type="checkbox"/> Gypsy Travellers
<input checked="" type="checkbox"/> Children of Single Parents	<input checked="" type="checkbox"/> Asylum Seekers
<input checked="" type="checkbox"/> Southern Arc Children	<input checked="" type="checkbox"/> BAME Community
<input checked="" type="checkbox"/> Children of Deaf Parents	<input checked="" type="checkbox"/> Care Experienced
<input checked="" type="checkbox"/> Young Carers	<input checked="" type="checkbox"/> Pre-School
<input checked="" type="checkbox"/> Primary School	<input checked="" type="checkbox"/> Secondary School
<input checked="" type="checkbox"/> Welsh First Language	<input checked="" type="checkbox"/> Non-Native Speakers of English
<input checked="" type="checkbox"/> Set Locality	<input checked="" type="checkbox"/> Citywide
<input checked="" type="checkbox"/> LGBTQ+	<input checked="" type="checkbox"/> ALN
<input checked="" type="checkbox"/> Youth Justice	<b>Other</b> - Click or tap here to enter other identified groups

**STAGE 2: BUILD AND ASSESS**

The General Principles of the UNCRC (United Nations Convention on the Rights of the Child) are at the heart of a child rights approach. [This link](#) will take you to a page on our website with a full list of Children’s Rights and supporting information. [Click here](#) to access a list of articles grouped into common themes.

**3. What is the likely/ actual impact of the proposal on children’s rights? Is it positive, negative, or neutral?m**

<i>Describe the Impact</i>	<i>Impacted UNCRC Articles</i>	<i>Impact Scale</i>	<i>How to mitigate impact (if negative)</i> ⓘ - <a href="#">additional info</a>
Potential for enhanced educational standards and equitable access to quality education. Potential for improved wellbeing and social cohesion through collaborative working and community engagement.	Article 28 (Right to Education), Article 29 (Goals of Education), Article 31 (Leisure, Play, and Culture)	Positive	Click or tap here to add a mitigation.
Potential for improved equality of access to enhanced educational resources and/ or support for children from low-income families or those with ALN.	Article 2 (Non-discrimination), Article 29 (Goals of Education)	Positive	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.
Click or tap here to add an impact.	Click here to enter an article.	Choose a value.	Click or tap here to add a mitigation.

### STAGE 3: VOICE AND EVIDENCE

4. How do you plan to review the policy/ strategy/ project/ procedure/ service to ensure that it respects, protects and fulfils children's rights? ⓘ - [additional info](#)

The impact on children and young people would be considered when bringing forward specific proposals.

**5. Have you sourced and included the views and experiences of children and young people? What do you know about children and young people's views and experiences that are relevant to the proposal? ⓘ - additional info**

Young people and a range of stakeholders were consulted as part of the development of the Cardiff's Education Investment Strategy Caerdydd 2024-2033.

The process began with the Cardiff Influencers, a group of young people attending Cardiff Schools brought together to learn about school planning principles and investment processes in Cardiff to ensure understanding of the key issues to inform consideration of how it could look in the future.

The Influencers considered the provision across the city, alongside the current issues presenting and the impact of strategies at local and national level relevant to the provision of education and set out the areas of greatest concern to them that they felt the Council should prioritise as part of reorganisation and investment in Education for the future.

The Influencers presented their work to the adult Stakeholder Reference Group which consisted of a range of experienced professional spanning education in Cardiff and Council Officers from various different teams and departments for members to consider and build upon.

The Stakeholder Reference Group considered the current education system at a local level, alongside national priorities and expectations.

The feedback from the Cardiff Influencers and the Stakeholder Reference Group has informed the development of the Education Investment Strategy Caerdydd 2024 – 2033 and Cardiff's Sustainable Communities for Learning Rolling Programme.

There is no requirement for consultation/engagement arising directly out of the recommendations of this report.

The views of stakeholders would be sought as part of consultation on any proposed changes arising out of the strategy and rolling programme and would be reviewed as part of the post consultation analysis.

**STAGE 4: BUDGET**

It is important to consider the resource and budgetary elements which are directly attributed to children and young people to enable oversight.

**6. What is the budget for this policy/ strategy/ project/ procedure/ service?**

**In your answer, include any allocations specifically for children and young people and whether any of the budget will be used to mitigate negative impacts identified above.**

As outlined in the report and appendices

## **STAGE 5: IDENTIFIED ACTIONS**

7. **What actions have been identified or changes made to the policy/ strategy/ project/ procedure/ service as a result of this assessment?** [i - additional info](#)

N/A

## **AUTHORISATION**

The template should be completed by the Lead Officer of the identified policy/ strategy/ project/ procedure/ service and approved by the appropriate manager.

Completed By:	Rosalie Phillips
Submission Date:	26/04/2024
Job Title:	Senior Project Officer
Approved By:	Click or tap here to enter name.
Job Title:	Click or tap here to enter job title.

## **Governance & Decision-Making**

Where it is considered that a CRIA is required, you must append the completed form to the Cabinet or Officer Decision Report. A copy must also be emailed to the Child Friendly Cardiff Team [ChildFriendlyCardiff@cardiff.gov.uk](mailto:ChildFriendlyCardiff@cardiff.gov.uk)

## **Advice & Support**

UNICEF Child Rights Impact Assessment Guidance for Local Government:  
[Child rights impact assessment - Child Friendly Cities & Communities \(unicef.org.uk\)](https://www.unicef.org.uk/child-rights-impact-assessment-child-friendly-cities-communities)

For further information or assistance in completing the CRIA, please email the Child Friendly Cardiff Team [ChildFriendlyCardiff@cardiff.gov.uk](mailto:ChildFriendlyCardiff@cardiff.gov.uk)