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PAPURAU ATODOL

Pwyllgor	PWYLLGOR CRAFFU PLANT A PHOBL IFANC
Dyddiad ac amser y cyfarfod	DYDD MAWRTH, 12 RHAGFYR 2017, 4.30 PM
Lleoliad	YSTAFELL BWYLLGORA 4 - NEUADD Y SIR
Aelodaeth	Cynghorydd Bridgeman (Cadeirydd) YCynghorwyr De'Ath, Philippa Hill-John, Joyce, Morgan, Murphy, Phillips, Taylor a/ac Singh

Y papurau canlynol wedi'i farcio ' i ddilyn' ar yr agenda a ddosbarthwyd yn flaenorol

4 Blaenoriaethau Band B - Ysgolion yr 21ain Ganrif – Adroddiad Cabinet Drafft (Tudalennau 1 - 44)

Davina Fiore

Cyfarwyddwr Llywodraethu a Gwasanaethau Cyfreithiol

Dyddiadd: Dydd Mercher, 6 Rhagfyr 2017

Cyswllt: Mandy Farnham, 02920 872618, Mandy.Farnham@caerdydd.gov.uk

Mae'r dudalen hon yn wag yn fwriadol

**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

12 December 2017

**21st CENTURY SCHOOLS CARDIFF CITY COUNCIL'S BAND B
PRIORITIES – DRAFT CABINET REPORT**

Purpose of Report

1. To provide Members with the opportunity to consider and review the Draft Cabinet Report (copy attached at **Appendix A**). The report seeks Cabinet approval for the priority scheme to be undertaken as part of Cardiff's Band B 21st century Schools Programme.

Draft Cabinet Report

2. The Welsh Government is committed to removing all "D" condition schools from Wales. Any schools that are classified as "D" category for condition should be automatically prioritised for investment under Band B. All properties across the Cardiff school estate were given a rating from A to D for the following issues, with D being the worst category:

- Sufficiency of places available;
- Condition of the school buildings;
- Suitability of the environment for teaching.

3. The sufficiency ratings for all schools were prepared using the corporate population database and projection methodology used for the planning of school places. The condition and suitability rating were prepared independently, using Welsh Government approved methodology via independent specialist.

4. The report sets out the proposed Band B schemes for Cardiff, namely:
 - Secondary schools - proposed Band B schemes (at paragraph 16 - 21)
 - Special Schools – proposed Band B schemes (paragraph 22 - 41)

- Primary Schools - proposed Band B schemes (at paragraph 42 - 46).
5. The report also sets out how the schemes will maximise investment for community benefit and the indicative cost of programme and funding options.
 6. The Cabinet is recommended to:
 - Approve the prioritised schemes under Band B of the 21st Century Schools Programme.
 - To note the approval in principle of Cardiff Council's Band B Strategic Outline Case by Welsh Government and to authorise the Director of Education and Lifelong Learning to secure Welsh Government approval in principle for the schemes within the programme.
 - To note that a subsequent report to Cabinet will propose arrangements to secure sufficient capacity and appropriate governance in order to deliver the Cardiff Band B 21st Century Schools Programme.

Scope of Scrutiny

7. The scope of this scrutiny is for Members to:
 - Consider and review the contents of the draft cabinet report.
 - Pass on any observations, comments or recommendations to the Cabinet Member for Education, Employment and Skills prior to the consideration of the Draft report by Cabinet.

Way Forward

8. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education Employment, Skills), and Nick Batchelar (Director of Education and Lifelong Learning), will present the report to the Committee, and will be available to answer any questions Members may have.
9. This report will also enable Members to provide any comments, concerns or recommendations to the Cabinet Member prior to its consideration by Cabinet.

Legal Implications

10. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

Financial Implications

11. There are no direct financial implications arising from this report. However, financial implications may arise if and when the matters under review are implemented with or without any modifications.

RECOMMENDATIONS

The Committee is recommended to:

Review the information contained in the draft Cabinet Report, attached at **Appendix A**, together with information provided at the meeting and provide any recommendations, comments or advice to the Cabinet Member and / or Director of Education and Lifelong Learning prior to the report's consideration by Cabinet.

Davina Fiore

Director of Governance and Legal Services

6 December 2017

Mae'r dudalen hon yn wag yn fwriadol

**THIS REPORT MUST BE ACCOMPANIED BY THE
REPORT AUTHORISATION FORM 4.C.214**

**CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD**

CABINET MEETING: 14th December 2017

**21st Century Schools
Cardiff City Council's Band B Priorities**

**REPORT OF DIRECTOR OF EDUCATION AND LIFELONG
LEARNING**

AGENDA ITEM:

PORTFOLIO: EDUCATION (COUNCILLOR SARAH MERRY)

REASON FOR THIS REPORT

1. To seek Cabinet approval for the priority schemes to be undertaken as part of Cardiff's Band B 21st Century Schools Programme.
2. To note the approval in principle by Welsh Government of the Strategic Outline Case submitted by Cardiff Council for Band B of the 21st Century Schools Programme and to authorise discussion with the Welsh Government to secure business case approval for individual schemes.

BACKGROUND

3. At its meeting on the 12th of October 2017, the Cabinet received a report which outlined the challenges and opportunities facing Cardiff in the development of the education estate. This included:-
 - Sufficiency needs resulting from population growth.
 - Condition of the current school estate;
 - Suitability of the current estate to meet the demands of 21st century learning.
4. That report set out the Council's proposed vision for its Band B 21st Century School Strategy in that it was to deliver:

*"Inspiring, sustainable, community-focused schools in which
children and young people can achieve their potential"*

5. This vision was to be realised through the achievement of four key educational aims that directly link to the Welsh Government's national programme objectives:-
 - Aim 1: To provide a sufficiency of school places across the city that are in the right place and are at the right size to enable the delivery of excellent education provision.
 - Aim 2: To provide high quality educational facilities that will meet the diverse requirements of the 21st Century.
 - Aim 3: To optimise the use of education infrastructure for the benefit of the wider community across Cardiff.
 - Aim 4: To ensure that Cardiff achieves best value from its resources to improve the efficiency and cost effectiveness of the education estate.
6. The report outlined the sufficiency, suitability and condition issues in Cardiff which provide the basis of the funding request from Cardiff to Welsh Government under the Band B programme. The Band B phase of the 21st Century Schools Programme will commence in April 2019 and is scheduled to run until 2024.
7. Funding was therefore required to enable the Council to address the following priorities:-
 - Remove all "D" condition, end of life, school properties;
 - Address the eight form of entry sufficiency issue in the English medium secondary sector in the central area of the city;
 - Address the sufficiency, condition and suitability issues in the special sector, in both primary & secondary settings;
 - Address local sufficiency issues in welsh medium primary schools in the east and west of the city;
 - Address local sufficiency issues in english medium primary schools in Cardiff Bay and west of the city.
8. It was agreed at this meeting that the proposed schemes for Cardiff under the Band B phase of the 21st Century School Programme would be the subject of a Cabinet report, once the budget allocation from Welsh Government was known.
9. The Cabinet Secretary for Education, Kirsty Williams, announced on 10 November 2017 that £2.3bn had been earmarked to modernise education infrastructure in Wales. The announcement confirmed that Welsh Government is committed to supporting projects submitted in the Outline Strategic Business Cases by local authorities and further education institutions, subject to the approval of business cases for specific schemes.
10. The value of the programme submitted by Cardiff Council was £284 million, of which half would be funded by Welsh Government, and half by the Council. Welsh Government have subsequently confirmed approval in principle of the programme envelope for this sum, subject to approval

of individual project business cases. This report outlines the proposed schemes in Cardiff under this programme.

PROPOSED BAND B SCHEMES

11. The Band B submission for 21st Century funding can only seek to address the most acute sufficiency and condition issues in Cardiff. Using a detailed and robust methodology that was directly aligned to Welsh Government's Strategic Objectives for its 21st Century School Programme, a prioritisation matrix was developed to identify those schools in the most need of investment. All properties across the school estate were given a rating from A to D for the following issues, with D being the worst category:
 - Sufficiency of places available;
 - Condition of the school buildings;
 - Suitability of the environment for teaching.
12. The sufficiency ratings for all schools were prepared using the corporate population database and projection methodology used for the planning of school places. The condition and suitability rating were prepared independently, using Welsh Government approved methodology via independent specialist.
13. Welsh Government is committed to removing all "D" condition schools from Wales. Any schools that are classified as "D" category for condition should be automatically prioritised for investment under Band B.
14. Any project to increase the size of a school establishment, change its configuration or location will require statutory consultation and Cabinet determination. The statutory consultation would set out the detailed proposals and proposed location for each scheme. It would also indicate whether there were any proposed co-locations with other educational establishments. It is important that these are considered in full, alongside any collaborative opportunities, in order to optimise the economies and educational benefits that can be delivered from the projects. It is anticipated that any statutory consultation on the matters in this report this would commence during the spring of 2018.
15. It should be noted that because of the scale and number of proposed projects in the Band B investment programme, the delivery of the schemes will be undertaken in batches over the timespan of the programme commencing in 2019. As a result of the phasing, it may be necessary to put interim measures in place where sufficiency issues arise before new schools with increased capacity can be delivered.

Secondary schools - proposed Band B schemes

16. To address the eight form of entry sufficiency issue that is forecast in the central area of the city from 2019, schemes affecting five English medium schools are proposed. Three of these secondary schools are also

catergorised as being in “D” Condition, ie. at the limit of planned lifespan. The schemes are as follows:

Cantonian High School

17. It is proposed that Cantonian High School is rebuilt and expanded to provide a new 11-18 high school, with eight forms of entry (8FE). This is a two form of entry expansion, or 60 places per year (+2FE). This will address “D” condition categorisation and address the “D” rated sufficiency issues within the local catchment. It includes an expansion of post 16 by 55 places to 150 places.

Fitzalan High School

18. It is proposed that Fitzalan High School is rebuilt as a new 11-18 high school, with ten forms of entry (10FE). This will address the “D” condition categorisation and “D” categorised sufficiency issues in the local area.

Willows High School

19. It is proposed that Willows High School is rebuilt and expanded to provide a new 11-16 high school, with eight forms of entry (8FE). This is a two form of entry expansion, or 60 places per year (+2FE). This will address “D” condition categorisation and address the “D” rated sufficiency issues within the local catchment.

Cathays High School

20. It is proposed that Cathays High School is rebuilt and expanded to provide a new 11-18 high school, with eight forms of entry (8FE). This is a two form of entry expansion, or 60 places per year (+2FE). This will address “C” condition categorisation and address the “D” rated sufficiency issues within the local catchment.

Cardiff High School

21. It is proposed that Cardiff High School is expanded and remodelled to provide an 11-18 high school, with ten forms of entry (10FE). This is a two form of entry expansion, or 60 places per year (+2FE). It will address a “D” category sufficiency issue and remodelling and refurbishment works will address the “C” condition rating.

Special Schools - proposed Band B schemes

22. Four special schools have been ‘D’ rated for suitability and are in need of replacement:
- Riverbank School, for children aged 4-11 with severe and complex learning disabilities
 - Woodlands School, for pupils aged 11-19 with severe and complex learning disabilities

- The Court School for children aged 4-11 with emotional health and wellbeing needs also commonly referred to as 'behavior emotional and social needs.
 - Greenhill School for pupils aged 11-16 with emotional health and wellbeing needs.
23. However, the sufficiency issues in relation to additional learning needs (ALN) are not limited to the areas of need currently served by these four schools. Cardiff is anticipating a significant increase in the need for special school places for children and young people with:
- profound and multiple learning disabilities
 - autism spectrum conditions
 - severe and complex learning disabilities
 - emotional health and wellbeing needs
24. Sufficiency issues are also not limited to the populations currently served by the special schools. Cardiff lacks:
- suitable provision for secondary aged girls with emotional health and wellbeing needs
 - suitable provision for post-16 pupils with emotional health and wellbeing needs, who are not yet ready for transition to college or employment
25. The Council recognises that special schools are more than providers of education: at their best, they provide a locus for multi-agency assessment, planning and support. The multidisciplinary potential of special schools is of increasing importance in light of the Social Services and Wellbeing Act (date) and the Additional Learning Needs and Education Tribunal Bill, both of which set out statutory responsibilities for agencies to follow a person-centred approach, with the child and their family at the heart of the process, and to implement a single unified plan to promote positive outcomes in relation to health, social care and education.
26. Special schools also play an important role in providing support, information and training for families and for mainstream schools.
27. Band B special sector schemes will therefore be required to deliver on several interconnected goals:
- to replace the 'D' rated accommodation at the four schools named in paragraph 22;
 - to increase capacity across the four areas of need identified in paragraph 23;
 - to address the gaps in provision identified in paragraph 24;
 - to enhance opportunities for multi-agency support and provision;
 - to enhance the role of special schools as a source of support for families and for mainstream schools.
28. The four capital schemes described below will provide a number of different options for re-shaping special school provision in Cardiff in line with these goals. They should not be regarded as 'rebuild and replace' projects, affecting only the four named schools, but as opportunities to

review the pattern of provision across the seven special schools in Cardiff.

29. The Council will therefore work with our stakeholders including schools, health, and social services, to shape and appraise the options for reshaping special school provision in Cardiff.

Primary special school: complex learning disabilities and autism spectrum conditions

30. It is proposed to build a new 140 place primary special school, for children with severe and complex learning disabilities and children with autism spectrum conditions.
31. This project will enable the council to address the unsuitable accommodation currently used by Riverbank School, and to address sufficiency issues in relation to severe and complex leaning needs and autism spectrum conditions at primary phase.
32. In shaping options for this project, the implications for the respective roles and remit of Ty Gwyn, Riverbank and The Hollies Schools, and for health services that work with the schools, will need to be considered.

Secondary special school: complex learning disabilities and autism spectrum conditions

33. It is proposed to build a new 240 place secondary special school for pupils with severe and complex learning disabilities and pupils with autism spectrum conditions.
34. This project will enable the council to address the unsuitable accommodation currently used by Woodlands School, and to address sufficiency issues in relation to severe and complex leaning needs and autism spectrum conditions at secondary phase.
35. In shaping options for this project, the implications for the respective roles and remit of Ty Gywn, Woodlands, the Marion Centre and for health services that work with the schools, will need to be considered.

Primary special schools: emotional health and wellbeing needs

36. It is proposed to build a new primary special school, for children with emotional health and wellbeing needs.
37. This project will enable the council to address the unsuitable accommodation currently used by The Court School, and to address sufficiency issues in relation to emotional health and wellbeing needs at primary phase.
38. The planned place number for this project is 48, but it is yet to be determined whether all of these places should be on a single discrete, special school site, or whether some classes should be based on

mainstream school sites, operating as special school 'outreach classes', to enhance the opportunities for children with emotional health and wellbeing needs to maintain links with mainstream education, and to make a successful reintegration if appropriate.

Secondary special school: emotional health and wellbeing needs

39. It is proposed to build a new secondary special school, for pupils with emotional health and wellbeing needs. This project will enable the council to address the unsuitable accommodation currently used by Greenhill School, and to address sufficiency issues in relation to emotional health and wellbeing needs at secondary phase.
40. The planned place number for this project is 112, but these places will be provided on 2 separate sites to ensure the number of vulnerable young people educated on one site does not exceed 56. The project will address the need for designated provision for girls, and for young people post-16 who are not yet ready to transfer to college or employment.
41. The Council will continue to develop collaboration between education and social services, and with Cardiff and the Vale University Health Board, to develop a more holistic approach to therapeutic support for vulnerable learners and their families.

Primary Schools - proposed Band B schemes

42. Four primary schemes that have been prioritised for investment within Band B. These include two English medium and two Welsh medium schools. This will address localised sufficiency issues that will present within the catchment areas within the timescale of the Band B investment. These four primary schools are:

St Mary the Virgin Primary School

43. It is proposed that St Mary the Virgin Primary School is replaced with a new school and its capacity increased by 30 places per year to a two form of entry school (2FE). This will address projected English-medium sufficiency issues in Grangetown/Butetown area, along with addressing additional pupil yield generated from a number of new housing developments that have gained approval. This scheme was deferred from the Band A Investment programme.

Fairwater Primary School

44. It is proposed that Fairwater Primary School is enlarged and its capacity increased by 30 places per year to establish a two form of entry school (2FE). This will address projected English-medium sufficiency issues in its catchment area, along with addressing additional pupil yield generated from a number of new housing developments that have gained approval.

Ysgol Pen y Pil

45. It is proposed that Ysgol Pen y Pil is enlarged and its capacity increased by 30 places per year to a two form of entry school (2FE). This will address projected shortfall in Welsh-medium primary school places in the East of Cardiff.

Ysgol Gymraeg Nant Caerau

46. It is proposed that Ysgol Gymraeg Nant Caerau is enlarged and its capacity increased by 30 places per year to a two form of entry school (2FE). This will address projected shortfall in Welsh-medium primary school places in the south west east of Cardiff.

Maximising investment for community benefit

47. Educational assets are a vital investment into the heart of a community. Significant investment in school should actively contribute a wide variety of benefits to the local area.
48. To date, the Council has ensured that all its new facilities are accessible to the local community. New facilities are designed in such a way to allow extended use of all the facilities, whether internal such as main hall, dance or recording studios or external facilities such as MUGA's and 3G sports pitches.
49. The Council seeks to maximise community benefits wherever possible, including benefits for children and young people, through its procurement practices. The Council has explicitly identified this as one aspect of its programme to promote children's rights, as a participating member of the UNICEF Child Rights Partner Programme. This commitment will be reflected in any tender documentation, on a project-by-project basis.
50. In line with Welsh Government guidelines on Community Benefits, the Council will strive to meet the benchmark targets through the delivery of Band B 21st Century Schools programme. These will build stronger communities and in turn develop the local economy to reduce social exclusion and poverty in deprived areas.
51. Delivery of Community Benefits is overseen by a Community Benefits Board, which was established in January 2017. The role of the Board is to co-ordinate the social value agenda across Cardiff Council and maximise the community benefits delivered. The Board includes senior managers from across the Council and meets on a quarterly basis.

Indicative Cost of Programme and Funding Options

52. The indicative cost of the Council's outline Band B programme is £284 million, based on standardised construction cost rates as provided by

Welsh Government. This total cost represents the full “rolled-up” cost of all schemes within the preferred programme. External cost consultants have confirmed that delivering the programme should be possible within the overall envelope identified. As schemes progress, it is felt that it will be possible to identify further efficiencies and various cost-saving measures to ensure that the overall cost envelope is not exceeded.

53. The Welsh Government’s funding model requires the Council to match fund 50% of the total capital cost, with the Welsh Government contributing the other 50% in the form of capital grant. Therefore, the Council will be required to identify capital funding totalling £142 million. In line with the approach taken to Band A, this funding will predominantly take the form of external prudential borrowing and any available capital receipts. External borrowing will give rise to revenue expenditure in the form of capital financing costs and, therefore, the Council will be required to identify revenue funding sources to meet those costs.
54. In addition to the traditional funding model that Band A was predicated on, the Welsh Government made an additional option available to local authorities as part of Band B, known as the Mutual Investment Model (MIM). MIM is a revenue funded option and is based on a 75:25 cost sharing arrangement in the favour of local authorities. The basic premise of the model is that any new schools created would be funded through the private sector through Special Purpose Vehicles, in which Welsh Government would be represented, and local authorities would lease the assets created over a period of 25 years. As such, local authorities would pay an annual lease payment for use of the new school facilities, rather than incurring the up front capital costs associated with constructing and then owning the facilities. The Welsh Government’s proposal would be to provide revenue funding towards 75% of the annual lease payments for the 25 year period. At the end of the 25-year period, the assets would transfer over to the respective local authorities.
55. The Council reviewed the options available, particularly the MIM option, using example information provided by Welsh Government. In doing so, the Council decided to express an interest in the traditional capital funding model only, when submitting its Strategic Outline Business Case. This followed consideration of the overall cost of MIM, the Welsh Government’s proposed contribution rate and the overall level of risk exposure. As such, the intention is that the £284 million programme, if fully approved, will be funded on the traditional capital grant model basis. The final confirmation of funding anticipated from Welsh Government is expected to be on the basis of the traditional model.

LOCAL MEMBER CONSULTATION

56. Any proposals to increase the size of an educational establishment, change its configuration or its location would require statutory consultation. Such consultation would include local members, and would follow publication of detailed proposals and proposed locations.

Reason for Recommendations

57. To approve the schemes that have been prioritised for investment under the Band B phase of the 21st Century School programme.

Financial Implications

58. The recommendations to this report do not themselves commit the Council to any capital expenditure commitments and, therefore, there are no capital financial implications directly arising from this report. However, the report outlines a potential capital programme totalling £284 million, the financial implications of which will be significant. External borrowing totalling a maximum of £142 million would result in significant annual revenue capital financing costs and funding sources would need to be identified in order to meet the expenditure commitments resulting. The significance of these commitments necessitate the need for consideration as part of the wider Council budget process and, therefore, the preferred funding solution will form part of the annual budget report presented to Cabinet and Council in February 2018.
59. In addition to the capital, and consequent revenue, funding implications arising from the Band B programme, revenue expenditure in relation to programme management, school transition and business case development will also arise. These costs will also form part of the funding considerations made as part of the Council's annual budget process. However, Recommendation 2 to this report, which highlights the need to progress initial business case development, may result in the need to incur revenue costs in the form of external advice prior to February 2018. It is anticipated that it will be possible to fund these costs from within the current SOP Revenue Reserve, set aside for revenue costs arising from the current 21st Century Schools Band A programme and other school organisation projects.

Legal Implications (including Equality Impact Assessment where appropriate)

60. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to consider parental preference which includes preference for Welsh medium education. The Council also has obligations under the School Standards and Framework Act 1998 and School Funding Regulations 2010 to provide capital funding for maintained schools.
61. Section 84 and 85 of the School Standards and Organisation (Wales) Act 2013 and the Welsh in Education Strategic Plans and Assessing Demand for Welsh Medium Education (Wales) Regulations 2013, set out the statutory obligations for all local authorities to prepare, submit, publish and revise Welsh in Education Strategic Plans (WESPs).

62. The Council also has to satisfy its public sector duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The Protected characteristics are:
- Age
 - Gender reassignment
 - Sex
 - Race – including ethnic or national origin, colour or nationality
 - Disability
 - Pregnancy and maternity
 - Marriage and civil partnership
 - Sexual orientation
 - Religion or belief – including lack of belief
63. The Council also has to consider its obligation under section 88 and schedule 10 of the Equality Act 2010 to prepare and implement an accessibility strategy. The strategy should increase disabled pupils' access to the curriculum and improve the physical environment and the provision of information.
64. The report identifies that the Equality Impact Assessment has been completed. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty. The Council has to be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards when making any policy decisions and consider the impact upon the Welsh language, the report and Equality Impact Assessment deals with all these obligations.

HR Implications

65. HR People Services will work with the Governing Body of all schools within Band B on any HR matters arising from the expansion of individual schools. In line with the SOP HR Framework, the Headteacher and the Governing Body of the schools concerned will be encouraged in to undertake a review of their staffing structure and assess the workforce requirements required for the increase in pupil numbers. This will have to be balanced against the forecasted school budget. However, it is likely that the permanent expansion schools within Band B will result in the creation of new posts in each of the schools concerned.
66. HR People Services will also provide support for the additional recruitment. This will take into account the School Redeployment and Redundancy Policy and Procedure whereby new posts may provide opportunities for any school based staff on the school redeployment register at that particular time.

Equality Impact Assessment

67. An Equality Impact Assessment for the 21st Century Schools Band B Programme has been carried out. The assessment concluded that the programme would not adversely affect a particular group in society. Any proposals brought forward following this report would be subject to further equality impact assessments including an assessment on any changes to accommodation. (Details of the Equality Impact Assessment can be seen at Appendix 1).

Sustainability Assessment

68. A Strategic Environmental Assessment (SEA) of the proposal has been carried out in accordance with European Legislation. The assessment confirms that the proposal is compatible with the Council's 'What Matters' strategy which seeks to deliver 7 strategic outcomes. Any proposals brought forward following this report would be subject to an environmental assessment which would be carried out as part of the planning application process. (Details of the Sustainability Assessment can be seen at Appendix 2).

Transport Matters

69. High level transportation issues have been reviewed for the sites in question to ensure that consideration is given to the ability of the potential locations to support Active Travel, in terms of pedestrian and cycle access to the sites.
70. All new developments will require a Transport Assessment to be undertaken, this will determine whether any changes are deemed necessary to the immediate highway network to enable pupils and staff to access the schools using Active Travel modes. All schools within Cardiff are also encouraged to develop robust Travel Plans which will help them address issues relating to how their staff and pupils travel to school, with the emphasis on encouraging and promoting Active Travel such as walking and cycling.
71. Any highway improvement works identified from the Transport Assessments will have to be funded and delivered as part of the 21st Century Schools Programme.

Community Impact

72. The Welsh Assembly Government School Organisation Code 2013 requires local authorities to conduct a Community Impact Assessment and a Welsh Language Impact Assessment when proposing changes to school organisation.
73. The following are taken into account when developing proposals

- Public Open Place/parkland
- Noise and traffic congestion
- School designation
- School links to the local community
- Impact on parents and families
- Travelling implications for pupils/families
- Impact on community activities, impact on community facilities

74. Any proposals brought forward following this report which would be subject to public consultation would include a full assessment of any community impact.

RECOMMENDATIONS:

The Cabinet is recommended to:

1. Approve the prioritised schemes under Band B of the 21st Century Schools Programme.
2. To note the approval in principle of Cardiff Council's Band B Strategic Outline Case by Welsh Government and to authorise the Director of Education and Lifelong Learning to secure Welsh Government approval in principle for the schemes within the programme.
3. To note that a subsequent report to Cabinet will propose arrangements to secure sufficient capacity and appropriate governance in order to deliver the Cardiff Band B 21st Century Schools Programme.

NICK BATCHELAR

Director of Education & Lifelong Learning

DATE

Appendices:

Equality Impact Assessment_ - Appendix 1
Sustainability Assessment – Appendix 2

Mae'r dudalen hon yn wag yn fwriadol

Cardiff Council
Equality Impact Assessment
Corporate Template



Strategy Title: Cardiff Council's 21 st Century Schools Programme – Band B
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: October 2017	

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

Band B is the second tranche of funding from the Welsh Government to modernise education infrastructure. The Council's proposed Vision for Cardiff's Band B 21st Century School Strategy is to deliver "***Inspiring, sustainable, community-focused schools in which children and young people can achieve their potential.***"

The programme has 4 main aims as follows:

- **Aim 1:** To provide a sufficiency of school places across the city that are in the right place and are at the right size to enable the delivery of excellent education provision.
- **Aim 2:** To provide high quality educational facilities that will meet the diverse requirements of the 21st Century.
- **Aim 3:** To optimise the use of education infrastructure for the benefit of the wider community across Cardiff.
- **Aim 4:** To ensure that Cardiff achieves best value from its resources to improve the efficiency and cost effectiveness of the education estate.

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.]

Since the approval of the "Band A" investment programme in 2014 there have been a number of significant factors that will influence the sufficiency of school places in Cardiff. These include:

- A sustained rapidly growing population in the City that has seen it grow by 1.1% per annum, which is around 4,000 individuals.
- This has resulted in successive large Reception age cohorts of 4,200 pupils, continuing to enter the system and significantly exceeding the intakes in the last 10

year period. The most recent reception intake represents an increase of 28% that is over 800 more children compared to the 2006 intake of 3,381 pupils.

- The large primary cohorts are now age promoting to Secondary Schools and by September 2019, they will exceed the numbers of places available within the English medium high school sector across the City at entry to year 7. Projections indicate that there will need to be an additional 8 Forms of Entry (equating to 240 places more per year) over and above the existing 114 form of entry city-wide at entry to Year 7 in the English-medium sector, in order to accommodate the existing residential population and known migration patterns. The central areas of the city have the most acute need for additional schools places and require a strategic solution to meet demand. These are concentrated in the areas that serve the catchment for Fitzalan High School, Cantonian High School, Willows High School, Cathays High School and Cardiff High School.
- As the City's population has grown so has the number of children with Additional Learning Needs. At present, 23.4% of pupils in Cardiff schools have an Additional Learning Need (ALN) and there are currently appropriately 1,800 statements of ALN across the authority. Whilst, there are a number of specialist settings across the Cardiff, the needs presenting exceed the places available and will continue to do so into the future, creating an acute sufficiency issue. Increased need is anticipated particularly within the following areas: behaviour emotional and social needs (BESN); complex learning needs (CLN); (nb: The term CLN is used here as a generic term for a range of primary need labels including severe learning difficulties (SLD), physical and medical needs (PMED), profound and multiple learning disabilities (PMLD) and autism spectrum conditions (ASC).
- The City of Cardiff has been a dispersal area for asylum seekers for more than a decade. More recently, EU nationals have arrived, along with large numbers of students from around the world who attend local universities and bring their families.
- Cardiff's adopted Local Development Plan, maps the infrastructure required to facilitate and sustain the city's growth up to 2026. This involves the potential building of 41,415 homes over the period of the plan including sizeable strategic sites in the North and West of the City. These will be of up to 5000 homes in each area, which will generate significant increases in pupil place demand and distribution across the city, continuing over the next 10 years.
- In order to increase the demand for places in the Welsh-medium primary sector, in accordance with the Welsh Government Policy aspirations and the Cardiff City Council's Welsh in Education Strategic Plan (WESP), some additional investment is necessary. Demand for Welsh-medium places at entry to secondary education is projected to exceed places available by September 2021.
- Cardiff has a very large education estate with over 127 school properties, many of which comprise multiple blocks, spread geographically across the City. A large number of these, including both primary, secondary and special schools, are in a very poor state of repair. The estate has a significant maintenance backlog of approximately £68M, of which circa £8M is Equality Act 2010 compliance. There are now three High Schools in Cardiff that are classed as "D" which is end of life and risk of imminent failure in terms of their Condition. These are Cantonian High, Willows High and Fitzalan High. The large proportion of schools classed as "C" condition, exhibiting major deterioration, in the primary, secondary & special sector. In fact, this represents 46% of the overall estate.

- Four schools in the special sector were classed as “D” for suitability. That is they were deemed to have poor environments and the buildings seriously inhibited the schools’ ability to deliver the curriculum and these are catering for some of the most vulnerable children in the city.
- In Band B, the programme would address the sufficiency of places within the English-medium secondary sector in the main but would also improve the condition of schools within the worst condition rating category.

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.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
<p>There would be a positive impact on 3-18 year age groups in particular, due to a new school buildings being provided for this core age group.</p> <p>There would also be a positive impact on over 18 year olds too due to new schools offering community facilities that would be accessible by the wider community through:</p> <ul style="list-style-type: none"> • Modern inspiring learning facilities across the city • Schools at the heart of the community and co-located community and/or integrated services where appropriate <p>There may still be a perception that recruitment/deployment opportunities could be affected by age. The Council’s procedure for managing staffing changes arising from reorganisation of school places would be used in implementing any changes. This would ensure that good practice is applied including the application of the Council’s policies on equal opportunities.</p>

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?
<p>If no differential impact, explain the reason(s) for this assessment:</p> <p>Delivery of the programme would have a positive impact on accessibility for all users. A number of schools across Cardiff are not fully wheelchair accessible and therefore choice of school for pupils with disabilities is dictated by the level of adaptations. This means that many areas of Cardiff do not provide “accessible pathways” from primary to secondary school. In many cases, pupils are not able to stay with their peer group at transition and have to travel across the city to attend secondary education that can meet their needs.</p> <p>It is difficult to adapt schools so that they become fully wheelchair accessible and so accessibility is only significantly improved with the provision of new build schools. Delivering new build projects in Band B would provide “accessible pathways” across the city and take into account the needs of the following:</p> <p>Those with a hearing impairment – e.g. appropriate acoustics, British Sign Language images/symbols and portable/static hearing loops.</p> <p>Those with a visual impairment - e.g. the use of colour to differentiate between the function of spaces, tactile maps and pictorial signs.</p> <p>Those with a physical impairment – e.g. level threshold doors, lifts with disabled access</p> <p>Those with learning disabilities – e.g. quiet spaces</p> <p>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. If the new build accommodation is a standardised design, discussion would be needed on the design approach and how it caters for pupils with SEN.</p> <p>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 could be modified without significant structural changes being required.</p> <p>Consultation</p>

Feedback from public consultation and from engagement with schools would be considered. The Design Equalities Advisory Group (DEAG) and/or the Cardiff Council Access Focus Group (CCAFG) and/or the Council's City Operations Inclusion Officer would also be given the opportunity to comment at the design stage.

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
Transgender People (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:

Feedback arising from consultation on a project would inform provision e.g. privacy of toilet provision, changing areas.

Recruitment/redeployment opportunities

The Council's procedure for securing staffing requirements would be used to 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		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:
An equality impact assessment would be carried out at the design stage on a new build scheme and to identify any reasonable adjustments that could be made to improve accessibility to any 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
<i>Recruitment/redeployment opportunities</i>
The Council's procedure for securing staffing requirements would be used to ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

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	

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 programme 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	

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 provides education for access by all children and young people and therefore does not itself establish faith schools. The senior management in a school are best placed to manage needs e.g. providing space for prayer and any significant change in diversity in terms of belief. New accommodation would be designed to incorporate the EAL facilities required by Building Bulletins 98/99/102.

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:
<i>Recruitment/redeployment opportunities</i>
The Council's procedure for securing staffing requirements would be used to 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:
<p><i>Recruitment/redeployment opportunities</i></p> <p>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 would be used to ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p>

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		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:
<p>Proposals are brought forward to meet demand for English-medium or Welsh-medium education.</p> <p>It is Cardiff Council's 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?

The Design Equalities Advisory Group (DEAG) and/or the Cardiff Council Access Focus Group (CCAFG) are given the opportunity to comment on projects at the design stage. The internal equalities groups could also be consulted for comments, if appropriate.

5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	Equality Impact Assessments are carried out on each proposal and project. An initial equality impact assessment is carried out at the proposal stage and is updated following consultation. A further equality impact assessment is then carried out at the design stage on a new build scheme and to identify any reasonable adjustments that could be made to improve accessibility to any existing accommodation.
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Language	

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: Angela Withey	Date: October 2017
Designation: Project Manager – Governance	
Approved By: Janine Nightingale	
Designation: Head of Schools Organisation, Access & Planning	
Service Area: Education	

Mae'r dudalen hon yn wag yn fwriadol

Appendix 2 - Statutory Screening Tool including Equality Impact Assessment for the Band B 21st Century Schools Programme.

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. 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

Name of Strategy / Policy / Activity:	Date of Screening:
Band B 21 st Century Schools Programme	October 2017
Service Area/Section: Education & Lifelong Learning	Lead Officer: Nick Batchelar
Attendees: Self-assessment	

What are the objectives of the Policy/Strategy/Project/Procedure/ Service/Function	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.]
<p>The 21st Century Schools and Education Programme is a unique collaboration between the Welsh Government (WG), the Welsh Local Government Association (WLGA) and local authorities. It is a major, long-term and strategic capital investment programme with the aim of creating a generation of 21st century schools in Wales. The programme focuses resources on the right schools in the right places, from early years through to post-16.</p> <p>The Council's proposed vision for Cardiff's Band B 21st Century School Strategy is to deliver "<i>Inspiring, sustainable, community-focused schools in which children and young people can achieve their potential.</i>"</p> <p>The programme has 4 main aims as follows:</p> <ul style="list-style-type: none"> • Aim 1: To provide a sufficiency of school places across the city that are in the right place and are at the right size to enable the delivery of excellent education provision. • Aim 2: To provide high quality educational facilities that will meet the diverse requirements of the 21st Century. • Aim 3: To optimise the use of education infrastructure for the benefit of the wider community across Cardiff. 	<p>Cardiff City had the largest 21st Century School Programme in Wales and has benefitted greatly from the initial "Band A" investment programme of some £164 million. Since the approval of the "Band A" investment programme in 2014, there have been a number of significant factors that will influence the sufficiency of school places in Cardiff. These include:</p> <ul style="list-style-type: none"> • A sustained rapidly growing population in the City that has seen it grow by 1.1% per annum, which is around 4,000 individuals. • This has resulted in successive large Reception age cohorts of 4,200 pupils, continuing to enter the system and significantly exceeding the intakes in the last 10-year period. The most recent reception intake represents an increase of 28% that is over 800 more children compared to the 2006 intake of 3,381 pupils. • The large primary cohorts are now age promoting to Secondary Schools and by September 2019, they will exceed the numbers of places available across the City at entry to year 7. • As the City's population has grown so has the number of children with Additional Learning Needs. At present, 23.4% of pupils in Cardiff schools have an Additional Learning Need (ALN) and there are currently appropriately 1,800 statements of ALN across the authority. Whilst, there

- **Aim 4:** To ensure that Cardiff achieves best value from its resources to improve the efficiency and cost effectiveness of the education estate.

are a number of specialist settings across the Cardiff, the needs presenting exceed the places available and will continue to do so into the future, creating an acute sufficiency issue.

- Cardiff's adopted Local Development Plan, maps the infrastructure required to facilitate and sustain the city's growth up to 2026. This involves the potential building of 41,415 homes over the period of the plan including sizeable strategic sites in the North and West of the City. These will be of up to 5000 homes in each area which will generate significant increases in pupil place demand and distribution across the city, continuing over the next 10 years.

Added to these acute sufficiency issues are the fact that the school estate in Cardiff is in a very poor condition overall. Whilst Band A will reduce the asset backlog by 14% (circa £17m), it still remains at a critical level at £68m. There are now three High Schools in Cardiff that are classed as "D" which is end of life and risk of imminent failure in terms of their condition. These are Cantonian High, Willows High and Fitzalan High. These schools must be prioritised in any Band B capital programme.

There are also 4 Special Schools that are "D" rated for suitability, in that they are deemed to have poor environments where the buildings seriously inhibit the staff's ability to deliver the curriculum. These special schools arguably house the most vulnerable learners in Cardiff and again will need to amongst the top priorities for any band B programme.

It is clear that the following issues need to be addressed in Band B:-

- Acute sufficiency issues in the secondary sector
- Acute sufficiency issues in the special sector
- Condition & suitability issues within the school estate

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

Please use the following scale when considering what contribution the activity makes:		
+	Positive	Positive contribution to the outcome
-	Negative	Negative contribution to the outcome
ntrl	Neutral	Neutral contribution to the outcome
Uncertain	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	
Page 32	1.1 People in Cardiff are healthy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i> <i>vulnerable citizens and areas of multiple deprivation</i> <i>Addressing instances of inequality in health</i> 	x				<p>In Band B, the Programme aims to address the sufficiency of secondary school places across city and would prioritise the removal of category D condition schools. Welsh Government is committed to removing all "D" condition schools from Wales. By addressing the three category D condition schools, this would provide new environments incorporating community facilities.</p> <p>Within the proposed Band B Programme, there are four special schools that have been identified for investment. These schemes would address provision for the city's most vulnerable citizens.</p> <p>See 1.2 below – local schools for local children to encourage walking and cycling and promote health.</p> <p>See 1.3 below re crime prevention - Secure by Design.</p>
	1.2 People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>the causes and consequences of Climate Change and creating a carbon lite city</i> 	x				<p>The programme aims to provide schools of the right size. Minimising surplus places should mean high utilization rates (energy/water resources not used to heat and supply underutilised accommodation).</p> <p>The programme would provide new build schools that are BREEAM Excellent and EPC A rated to minimise running costs, and any detrimental environmental impact.</p> <p>The programme would remove accommodation that has a D</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	
					<p>rating for condition and replace with new facilities, thus improving sustainability.</p> <p>The programme aims to provide local schools for local children to encourage use of non-polluting modes of transport.</p> <p>Water efficient measures would be built into building designs.</p>
<ul style="list-style-type: none"> <i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i> 	x				<p>Locating provision central to the area it serves should minimise the use of cars or public transport and encourage walking and cycling to and from school.</p> <p>The limited scope for parking on a school site should encourage walking and cycling to school.</p> <p>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.</p> <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> <p>A Transport Assessment would be carried out for all schemes as part of the planning application process.</p> <p>A travel plan is created for each school, detailing proximity to public transport, as well as walking and cycling routes.</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	
					Changes to the traffic and transport infrastructure would be considered as part of the Transport Investigations and Assessments for proposals.
<ul style="list-style-type: none"> <i>reducing environmental pollution (land, air, noise and water)</i> 			x		<p>If appropriate, as part of the BREEAM process, an acoustic report would be prepared to ascertain the site acoustic levels and the acoustic impact. A further report could be prepared for the proposals in line with the BB93 Acoustics for School requirements.</p> <p>Builders would be encouraged to minimise air, light and noise pollution during the construction period.</p>
<ul style="list-style-type: none"> <i>reducing consumption and encouraging waste reduction, reuse, recycling and recovery</i> 	x				<p>Contractors are required to demonstrate how they meet the requirements relating to consumption and waste reduction as set out by the Welsh Government and in the procurement framework (e.g. SEWSCAP).</p> <p>The following could be incorporated into new build designs:</p> <ul style="list-style-type: none"> • Sustainable urban drainage system • Solar hot water • Photovoltaic • Natural Ventilation • Control of solar gains • Rainwater Harvesting • A or A+ rated materials in accordance with BRE Green Guide to Specification <p>Cardiff Council, Waste Management would advise on the provision of waste and recycling collection on school sites.</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"> <i>encouraging biodiversity</i> 				x	<p>Where required a Phase 1 survey (Preliminary Ecological Assessment) of a site would be undertaken 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 for a project.</p> <p>A new build provides the opportunity to consider innovative ways to encourage biodiversity through the integration of the Eco-schools initiative into new build schemes.</p>
1.3	<p>People in Cardiff are safe and feel safe; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>reducing crime, fear of crime and increasing safety of individuals</i> <i>addressing anti-social behaviour</i> <i>protecting vulnerable adults and children in Cardiff from harm or abuse</i> 	x				<p>The South Wales Police's Crime Prevention Design Advisor would be consulted on all projects where appropriate and the recommendations considered and incorporated where practicable.</p>
35	<p>Cardiff has a thriving and prosperous economy;</p> <p>Consider the potential impact on</p> <ul style="list-style-type: none"> <i>economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)</i> <i>Assisting those Not in Education, Employment or Training</i> <i>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</i> <i>promoting local procurement opportunities or enhancing the capacity of local companies to compete</i> 	x				<p>Schools provide employment.</p> <p>Investment in school buildings improves the learning environment that contributes to the delivery of a modern curriculum and should have a positive impact on the economy as it helps learners to achieve their potential. See 1.5 below.</p> <p>The Council aspires to maximise Community Benefits wherever possible, including benefits for children and young people, through its procurement practices, and has explicitly identified this as one aspects of its programme to promote children's rights as a participating member of the UNICEF Child Rights Partner Programme. This will be reflected in any and all tender documentation, on a project by project basis.</p> <p>The Council will work with contractors to ensure that their supply chains are aware of the Council's aspirations for Community</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	
						<p>Benefits. In line with Welsh Government guidelines on Community Benefits, the Council will strive to meet the benchmark targets. These four targets are:-</p> <ol style="list-style-type: none"> 1. Jobs 2. Apprenticeships 3. STEM Engagement 4. Training <p>These will build stronger communities and in turn develop the local economy to reduce social exclusion and poverty.</p> <p>Commissioning and Procurement will review all monitoring information in consultation with relevant contract managers and once validated outcomes will be recorded in a Community Benefits Register. The Community Benefits Board that was established in January 2017 will also oversee the development of an annual Community Benefits Report, including case studies, so that progress is widely reported, including to Welsh Government. All individual schemes within Cardiff's Band B Programme will include community benefits targets, will provide completed benefits measurement tools and will feed into the overall corporate community benefits register and feed into WG targets. These benefits are a critical part of Cardiff's Band B schemes to ensure wider social, environmental and economic issues are taken into account during the project life cycle.</p>
1.5	<p>People in Cardiff achieve their full potential;</p> <p>Consider the potential impact on</p> <ul style="list-style-type: none"> • promoting and improving access to life-long learning in Cardiff • raising levels of skills and qualifications • giving children the best start 	x				<p>Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential, which can address the link between disadvantage and attainment.</p> <p>A key focus of the programme is providing the best possible learning facilities and learning opportunities to inspire and enable young people to achieve their full potential. At secondary level,</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"> improving the understanding of sustainability addressing child poverty (financial poverty, access poverty, participation poverty) the United Nations Convention on the Rights of a Child and Principles for Older persons 					<p>this should encourage young people to access post-16 provision, should reduce the percentage of school leavers not in education, employment and training and in turn should improve their life chances.</p> <p>New school builds will have a focus on community benefits and facilities and as such, there will be opportunities to address life-long learning.</p>
1.6	<p>Cardiff is a Great Place to Live, Work and Play</p> <p>Consider the potential impact on</p> <ul style="list-style-type: none"> promoting the cultural diversity of Cardiff encouraging participation and access for all to physical activity, leisure & culture <i>play opportunities for Children and Young People</i> protecting and enhancing the landscape and historic heritage of Cardiff <i>promoting the City's international links</i> 			x		<p>Consideration is given at the design stage to providing spaces that have the potential to be used by the community outside of school hours in response to local need.</p> <p>Partnerships with post 16 providers would continue to be explored.</p> <p>The Council's online sources are used to check whether there are any cultural heritage receptors recorded within a site.</p>
1.7	<p>Cardiff is a fair, just and inclusive society.</p> <p>Consider the potential impact on</p> <ul style="list-style-type: none"> <i>the elimination of discrimination, harassment or victimisation for equality groups</i> 	x				<p>An Equality Impact Assessment in accordance with the Equality Act 2010 has been carried out on the Programme. Equality Impact Assessments are also carried out on each proposal and project. An initial equality impact assessment is carried out at the proposal stage and is updated following consultation. A further equality impact assessment is then carried out at the design stage on a new build scheme 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. Cardiff Council's Access Advisor is also given the opportunity to comment on new build designs.</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	
						<p>Recruitment of school staff</p> <p>The Council's recruitment/redeployment process ensures that good practice is followed including the application of the Council's policies on equal opportunities.</p>
	<ul style="list-style-type: none"> has the community or stakeholders been engaged in developing the strategy/policy/activity? 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)? 			x		<ul style="list-style-type: none"> Public and statutory consultation is carried out, if required. Relevant departments in the Council are engaged. Submission of designs to the Design Commission for Wales (DCfW) Review Panel can be undertaken. The Design Equalities Advisory Group (DEAG) and/or the Cardiff Council Access Focus Group (CCAFG) that includes representatives from external groups would be given the opportunity to comment at the design stage. South Wales Police's Crime Prevention Design Advisor can be consulted, if appropriate.
	EQUALITY IMPACT ASSESSMENT (This is attached on page 16)					
1.8	<p>The Council delivers positive outcomes for the city and its citizens through strong partnerships</p> <p>Consider the potential impact on</p> <ul style="list-style-type: none"> strengthening partnerships with business and voluntary sectors the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings 	x				<p>Modern school facilities can provide flexible spaces for partnership working (integrated services) and use as valuable community assets (potential for efficiency savings).</p> <p>The local authority is keen to ensure schools promote creativity at the heart of learning. The Council has recognised that some of our communities need support to raise aspirations and create a culture of achievement, underpinned by a high quality education. There is a need to develop the relationship between business and education so that young people leave education with the skills and competences to be work ready. As a way to forge close working links between the city's education provision and its successful creative sector; the Creative Education Partnership Cardiff was launched in March 2016 and works to strengthen</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	
					<p>productive links between schools and the sector to support young people in education and to ensure the strength and vibrancy of the future workforce in the region. The Founder Partners have come together to provide the initial impetus behind the initiative, but the Partnership is open to all who have an interest and a contribution to make. The Partnership is shaped through a Steering Group consisting of representatives of the Founder Partner bodies - Amgueddfa Cymru - National Museum Wales; BBC Wales; Cardiff Council; Cardiff Metropolitan University; Cardiff and Vale College; Creative & Cultural Skills UK; Welsh National Opera; Wales Millennium Centre; University of South Wales. Cardiff West Community High School is the first 'pathfinder school' to pilot this partnership. This school is being built within Band A and have already benefitted from working with partners who operate within the creative economy of the city. If successful, this partnership model could be replicated with other sectors in the regional economy e.g. science, technology engineering, for example.</p> <p>Feasibility discussions have been initiated with neighbouring local authorities to determine if there would be any benefits of providing facilities to address pupils identified with SEN within Band B.</p>

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

- A key focus of the programme is providing the best possible learning facilities and learning opportunities to inspire and enable young people to achieve their full potential. At secondary level, this should encourage young people to access post-16 provision, should reduce the percentage of school leavers not in education, employment and training and in turn should improve their life chances.
- Schools provide employment.
- The Welsh Government have created robust community benefit targets that Cardiff Council will consider in all schemes. These are based around jobs, apprenticeships, STEM Engagement and training. All individual schemes within Cardiff's Band B Programme will include community benefits targets and they are a critical part of Cardiff's Band B schemes to ensure wider social, environmental and economic issues are taken into account during the project life cycle.
- Modern school facilities can provide flexible spaces for partnership working (integrated services) and can be valuable community assets (potential for efficiency savings).

Social

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- Investment in buildings enables schools to be best placed to provide the opportunities for learners to achieve their potential.
- Consideration is given at the design stage to providing spaces that have the potential to be used by the community.
- An Equality Impact Assessment in accordance with the Equality Act 2010 has been carried out on the Programme (see page 16)
- Equality Impact Assessments are also carried out on each proposal and project. An initial equality impact assessment is carried out at the proposal stage and is updated following consultation. A further equality impact assessment is then carried out at the design stage on a new build scheme 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 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.
- The South Wales Police's Crime Prevention Design Advisor would be consulted on all projects where appropriate and the recommendations considered and incorporated where practicable.
 - Locating provision central to the area it serves should encourage walking/cycling to school and should have a positive impact on the health and well-being of pupils.

Environmental sustainability

- Delivery of this programme would include removing accommodation that is rated D (poor) for condition with more energy efficient new build accommodation.
- The programme aims to provide schools of the right size. Minimising surplus places should mean high utilization rates (energy/water resources not used to heat and supply underutilised accommodation).
- The programme would provide new build schools that are BREEAM Excellent and EPC A rated.

- The programme would remove or replace accommodation that is rated poor for condition (D rating).
- Contractors are required to demonstrate how they meet the requirements relating to consumption and waste reduction as set out by the Welsh Government and in the procurement framework (e.g. SEWSCAP).
- The programme aims to provide local schools for local children to encourage use of non-polluting modes of transport.
- Limiting the scope for parking should encourage walking and cycling to school.
- Consideration is given to improving the road infrastructure, walking routes and public transport.
- If required, a Phase 1 survey (Preliminary Ecological Assessment) of a site would be undertaken 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 any planning application.

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

All projects

Recommendations made in the Equality Impact Assessment /Traffic Assessment at the design stage would be taken into account in the planning application Design & Access Statement. A detailed Environmental Assessment (including Ecological Appraisal) would be completed if required as part of any planning application for an individual project.

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>Is a Full Strategic Environmental Assessment Screening Needed?</p> <ul style="list-style-type: none"> ▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes ▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below) 	Yes	No X An SEA has been undertaken (attached)
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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

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

Appendix X – 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.**

Mae'r dudalen hon yn wag yn fwriadol