

## Appendix 10

### Cardiff Council Statutory Screening Tool Guidance

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

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

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

The main statutory requirements that strategies, policies or activities must reflect include:

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

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

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

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

## Statutory Screening Tool

<b>Name of Strategy / Policy / Activity:</b>	<b>Date of Screening:</b>
<b>SCHOOL ORGANISATION PLANNING: 21<sup>ST</sup> CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT</b>	<b>December 2019</b>
<b>Service Area/Section:</b> Education & Lifelong Learning - Schools Organisation Planning	<b>Lead Officer: Richard Portas</b>
<b>Attendees:</b> Self-assessment (Post Consultation)	

<b>What are the objectives of the Policy/Strategy/Project/Procedure/ Service/Function</b>	<b>Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]</b>
<p>To inform Cabinet of the responses received following consultation on proposals for early years, primary school, secondary school and post-16 provision to serve Adamsdown and Splott.</p> <p>Cabinet is recommend to</p> <ul style="list-style-type: none"> <li>• Authorise officers to explore the viability of modified proposals to provide for early years, primary and secondary school provision to serve Adamsdown and Splott.</li> <li>• Authorise officers to bring a further report to Cabinet for consideration setting out details of how the provision of early years, primary and secondary school places in Adamsdown and Splott can be addressed.</li> </ul>	<p>At its meeting on 11 July 2019 the Cabinet authorised officers to consult on proposals to:</p> <ul style="list-style-type: none"> <li>• Discontinue St Albans R.C. Primary School from 31 August 2021;</li> <li>• Increase the capacity of Baden Powell Primary School from 420 places (2 Forms of Entry) to 630 places (3 Forms of Entry), and reduce the age range of the school from 3-11 years to 4-11 years, from September 2021;</li> <li>• Transfer Baden Powell Primary School to Tremorfa Park and replace the existing buildings with new build facilities with capacity to provide 630 places (3 Forms of Entry);</li> <li>• Transfer Willows High School to Tremorfa Park and replace the existing buildings with new build accommodation, increasing the capacity of the school from 1,121 places (7.4 Forms of Entry) to 1,200 places (8 Forms of Entry)</li> <li>• To establish post-16 provision for up to 250 pupils within the new buildings;</li> </ul>

- Increase the capacity of Tremorfa Nursery School from 112 places to 128 places and expand the range of services provided on site including Flying Start childcare and parenting support, within an Integrated Children's Centre on the existing Tremorfa Nursery School site and the vacated St Albans R.C. Primary School site;
- Upgrade community facilities in the Splott Ward through the replacement of public open space at the former Willows High School site, significantly enhanced community facilities located on the new school site and replacement pitches for shared use with St Albans Rugby Club and the wider local community at Tremorfa Park.

The proposed changes were developed as part of the Council's commitment to making changes in Adamsdown and Splott in line with its vision to deliver inspiring, sustainable, community focused schools that transform opportunities.

As part of this, the Catholic Archdiocese requested the proposal to close St Alban's RC Primary School be included in wider proposals for the area.

The Archdiocese's reasons for proposing the closure of St Alban's RC Primary School were based upon the low numbers of Catholic families pupils choosing to attend the school, together with long standing issues regarding recruiting and retaining a permanent Headteacher to lead the school.

During the consultation, a number of stakeholders suggested that the number of Catholic children at the school stated in documents was incorrect. The school census information provided by St Alban's RC Primary School to the Catholic Education Service (WES) was reviewed by the Archdiocese and it found that there was a higher percentage of Catholic children attending the school than previously thought.

Concerns were also raised around the perceived failure of the Archdiocese, the Local Authority and the Central South Consortium to ensure appropriate leadership arrangements for the school.

The Catholic Archdiocese have subsequently indicated that they no longer wish to progress with the proposal to close St Alban's RC Primary School.

The proposed expansion of Willows High School to 8FE took account of the expectation that a greater number of children were likely to access community primary provision in future years and progress onto Willows

High School in line with the projections prepared in 20??.

Updated PLASC and NHS data supplied in 20??has indicated that the projected longer term demand for school places, beyond the Band B investment period, will be lower than originally forecast. This is supported by published birth rate data from the Welsh Government and the Office of National Statistics.

The need to replace the existing Willows High School buildings was recognised by respondents at drop in sessions, public meetings and in written responses. However the proposed expansion of the school and it's relocation to a new site on Tremorfa Park were cause for concern.

The replacement of the school remains a priority consistent with explicit expectations as part of Band B grant funding. However, if the proposed closure of St Alban's RC Primary School were not progressed, the expansion of Willows High School to 8 forms of entry may no longer be necessary. Further consideration would also need to be given to how best to provide for post-16 education in the context of the school not being increased in size.

Taking into account, the responses to the consultation, updated information in relation to the number of Catholic pupils at St Alban's Catholic Primary School, recent information relating to post-16 provision in Cardiff together with updated pupils projections, it is recommended that the proposals as outlined at paragraph 2 are not progressed.

It is therefore proposed that further work be undertaken to develop modified proposals for consideration by Cabinet in early 20120. The points raised during the consultation will be further appraised prior to bringing forward revised proposals for early years, primary and secondary school provision to serve Adamsdown and Splott.

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

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

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
<b>1.1</b>	<p><b>People in Cardiff are healthy;</b> <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i></li> <li><i>vulnerable citizens and areas of multiple deprivation</i></li> <li><i>Addressing instances of inequality in health</i></li> </ul>	x				- See 1.2 below – encouraging walking, cycling and use of public transport
<b>1.2</b>	<p><b>People in Cardiff have a clean, attractive and sustainable environment;</b> <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>the causes and consequences of Climate Change and creating a carbon lite city</i></li> </ul>	x				- If these proposals were to progress, children from the local and surrounding areas would attend new build school buildings fit for the 21 <sup>st</sup> Century. It is proposed to provide cost effective sustainable buildings that will reduce ongoing revenue costs in turn reducing the Council's carbon footprint in line Cardiff's Carbon Reduction Strategy (May 2015).
	<ul style="list-style-type: none"> <li><i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i></li> </ul>	x				<ul style="list-style-type: none"> <li>- In line with the Well-being of Future Generations Act Cardiff's Band B programme is committed to providing Local Schools for Local Children, to encourage use of sustainable modes to travel to schools, such as walking and cycling. School projects take into account transport issues when they are being designed and the need to provide safer routes to encourage walking to schools</li> <li>- Promotion of initiatives such as Kerbcraft training, training in cycling skills and the Local Authority's implementation of Active Travel measures</li> </ul>
	<ul style="list-style-type: none"> <li><i>reducing environmental pollution (land, air, noise and water)</i></li> </ul>	x				- Implementation of an effective travel plan would minimise the need for non-sustainable transport to and from schools

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> <li>reducing consumption and encouraging waste reduction, reuse, recycling and recovery</li> </ul>	x				- Proposals are progressed in line with Welsh Government Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling.
	<ul style="list-style-type: none"> <li>encouraging biodiversity</li> </ul>			x		- Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives.
<b>1.3</b>	<b>People in Cardiff are safe and feel safe;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>reducing crime, fear of crime and increasing safety of individuals</li> <li>addressing anti-social behaviour</li> <li>protecting vulnerable adults and children in Cardiff from harm or abuse</li> </ul>	x x x				- All schools in Cardiff have policies in place to ensure safeguarding and the wellbeing of staff, children and young people.
<b>1.4</b>	<b>Cardiff has a thriving and prosperous economy;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)</li> <li>Assisting those Not in Education, Employment or Training</li> <li>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</li> <li>promoting local procurement opportunities or enhancing the capacity of local companies to compete</li> </ul>	x				- The schools provide employment.
<b>1.5</b>	<b>People in Cardiff achieve their full potential;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>promoting and improving access to life-long learning in Cardiff</li> <li>raising levels of skills and qualifications</li> <li>giving children the best start</li> <li>improving the understanding of sustainability</li> <li>addressing child poverty (financial poverty, access poverty, participation poverty)</li> <li>the United Nations Convention on the Rights of a Child and Principles for Older persons</li> </ul>	x				<ul style="list-style-type: none"> <li>The Council's proposals for Band B of the 21<sup>st</sup> Century Schools Programme, and the Cardiff 2020 strategy, clearly state the link between improving the environment for learning and raising standards of achievement.</li> <li>With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.</li> </ul>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
						<ul style="list-style-type: none"> <li>- Cardiff's Child Friendly City strategy places the rights and voices of children and young people at the heart of Cardiff's policies, strategies and services; involving them in decision making and addressing the barriers which limit their life chances. As such the public consultation on the proposal will include representation from children and young people.</li> <li>- Subject to approval any future design work would also include representation from children and young people.</li> </ul>
<b>1.6</b>	<b>Cardiff is a Great Place to Live, Work and Play</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>• <i>promoting the cultural diversity of Cardiff</i></li> <li>• <i>encouraging participation and access for all to physical activity, leisure &amp; culture</i></li> <li>• <i>play opportunities for Children and Young People</i></li> <li>• <i>protecting and enhancing the landscape and historic heritage of Cardiff</i></li> <li>• <i>promoting the City's international links</i></li> </ul>	x		x		<ul style="list-style-type: none"> <li>- With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.</li> </ul>
<b>1.7</b>	<b>Cardiff is a fair, just and inclusive society.</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>• <i>the elimination of discrimination, harassment or victimisation for equality groups</i></li> </ul>	x			x	<ul style="list-style-type: none"> <li>- See Equality Impact Assessment below and attached.</li> <li>- The Council's recruitment process ensures that good practice is followed, including the application of the Council's policies on equal opportunities.</li> </ul>
	<ul style="list-style-type: none"> <li>• <i>has the community or stakeholders been engaged in developing the strategy/policy/activity?</i></li> <li>• <i>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)?</i></li> </ul>	X				<ul style="list-style-type: none"> <li>- The public consultation included engagement with all relevant stakeholders.</li> </ul>
	<b>EQUALITY IMPACT ASSESSMENT (This is attached on page 13)</b> <i>Will this Policy/Strategy/Project have a differential impact on any of the following:</i>					

	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	
1.8	<p><b>The Council delivers positive outcomes for the city and its citizens through strong partnerships</b></p> <p><i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>strengthening partnerships with business and voluntary sectors</i></li> <li><i>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</i></li> </ul>	x				<p>The 'Cardiff Commitment' is the Council's youth engagement and progression strategy. The Cardiff Commitment sets out how the council, together with a wide range of public, private and third sector partners, will work together to ensure a positive destination for every young person in Cardiff after they finish school, either in employment or further education and training.</p> <p>To date over 120 businesses have pledged to support Cardiff Commitment and provide opportunities to schools and young people, better preparing them for the world of work, contributing to the future economic growth of the city.</p> <p>The Council's proposals for Band B of the 21<sup>st</sup> Century Schools Programme, and the Cardiff 2020 strategy, clearly state the link between improving the environment for learning and raising standards of achievement.</p> <p>The Council is keen to assist with the development of opportunities between schools and businesses, to help create a sustainable pool of talent for future workforce needs, and spread skills across the city. An example of this is the Creative Education Partnership that has been established between Cardiff West Community High School and partners from the creative industries to provide opportunities for young people to leave education with skills and competences and to be work ready</p> <p>The significant school developments proposed would provide opportunities for strong partnerships with businesses and employers from a range of sectors in the Cardiff economy. Opportunities for further partnerships are being explored and will be progressed in line with the priorities set out in the Cardiff Commitment</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	

**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):**

If the proposal were to proceed:

- Age 4-11: Impact of potential reduced access to local Catholic school places; greater distance for some pupils to travel to school should they wish to continue to be educated in a Catholic school
- Age 3-18: The proposals will support the delivery of education in high quality learning environments
- All ages: The provision of improved community facilities in Tremorfa through the replacement of public open space in Splott, significantly enhanced community facilities located on the new school site and replacement pitches for shared use with St Albans Rugby Club and the wider local community is positive.

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

If the proposal were to proceed:

- There are a number of other Catholic Primary Schools which have the capacity to take Catholic pupils from the St. Alban's area including St. John Lloyd and St. Peter's both situated within the same High School cluster as St. Alban's.
- Arrangements would be made to ensure that the Admission policies of the other schools gave equal priority to children from the current St. Alban's catchment.
- Arrangements would also be made with St. Illtyd's High School to ensure there would be no negative impact on pupils unable to secure in year transfers to alternative Catholic primary provision.
- Arrangements would be put in place with alternative Catholic schools to ensure smooth transition for pupils from St. Alban's.
- Future demand for Catholic school places in South Cardiff can be met by other Catholic schools in the area.
- Transport arrangements for any pupils transferring to alternative schools would be assessed in line with the Council's School Transport Policy.

## Part 2: Strategic Environmental Assessment Screening

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

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

## Part 3: Habitat Regulation Assessment (HRA)

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

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

## Appendix 1 – Statutory Requirements

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

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



<b>Policy/Strategy/Project/Procedure/Service/Function Title:</b> <b>Proposal:</b> <b>SCHOOL ORGANISATION PLANNING: 21<sup>ST</sup> CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT</b>
<b>Post Consultation</b>

<b>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</b>	
Name: Richard Portas	Job Title: Programme Director
Service Team: School Organisation Planning	Service Area: Education and Lifelong Learning
Assessment Date: December 2019	

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

1. 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.]

See Page 2
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**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
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3 to 11 years	x		
11 to 18 years	x		
18 - 65 years	x		
Over 65 years	x		

<p><b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b></p> <p>If the proposal were to proceed:</p> <ul style="list-style-type: none"> <li>• Age 4-11: Impact of potential reduced access to local Catholic school places; greater distance for some pupils to travel to school should they wish to continue to be educated in a Catholic school</li> <li>• Age 3-18: The proposals will support the delivery of education in high quality learning environments</li> <li>• All ages: The provision of improved community facilities in Tremorfa through the replacement of public open space in Splott, significantly enhanced community facilities located on the new school site and replacement pitches for shared use with St Albans Rugby Club and the wider local community is positive.</li> </ul>
<p><b>What action(s) can you take to address the differential impact?</b></p> <p>If the proposal were to proceed:</p> <ul style="list-style-type: none"> <li>• There are a number of other Catholic Primary Schools which have the capacity to take Catholic pupils from the St. Alban's area including St. John Lloyd and St. Peter's both situated within the same High School cluster as St. Alban's.</li> <li>• Arrangements would be made to ensure that the Admission policies of the other schools gave equal priority to children from the current St. Alban's catchment.</li> <li>• Arrangements would also be made with St. Illtyd's High School to ensure there would be no negative impact on pupils unable to secure in year transfers to alternative Catholic primary provision.</li> <li>• Arrangements would be put in place with alternative Catholic schools to ensure smooth transition for pupils from St. Alban's.</li> <li>• Future demand for Catholic school places in South Cardiff can be met by other Catholic schools in the area.</li> <li>• Transport arrangements for any pupils transferring to alternative schools would be assessed in line with the Council's School Transport Policy.</li> </ul>

<b>If no differential impact, explain the reason(s) for this assessment:</b>

### 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

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<p><b>Accessibility of the accommodation</b></p> <ul style="list-style-type: none"> <li>If the proposals were to proceed, equality impact assessments would be carried out to identify the accessibility of the new school buildings. The equality impact assessments 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.</li> </ul>

### 3.3 Gender Reassignment

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

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

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<ul style="list-style-type: none"> <li>• The Council’s procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council’s policies on equal opportunities.</li> <li>• The proposal would need to ensure compliance with the Council’s policies on equal opportunities.</li> </ul>

### 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

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>

N/A
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### 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			
Maternity			N/A

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<ul style="list-style-type: none"> <li>The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</li> <li>If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. 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.</li> </ul>

### 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	
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<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<ul style="list-style-type: none"> <li>The proposal would not have a differential impact upon one particular ethnic group as the provision would be available to all.</li> <li>There are currently a small number of children from the Traveller community attending St Albans Catholic Primary School receiving free home to school transport.</li> </ul>
<b>What action(s) can you take to address the differential impact?</b>
<ul style="list-style-type: none"> <li>Free home to school transport would be provided for children from the Traveller community to the nearest school that they opt to transfer to if the proposed closure of St Albans Catholic Primary School goes ahead.</li> </ul>
<b>If no differential impact, explain the reason(s) for this assessment:</b>

### 3.7 Religion, Belief or Non-Belief

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

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

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<ul style="list-style-type: none"> <li>Impact of potential reduced access to local Catholic school places</li> <li>Greater distance for some pupils to travel to school</li> </ul>

<b>What action(s) can you take to address the differential impact?</b>
<ul style="list-style-type: none"> <li>• There are a number of other Catholic Primary Schools which have the capacity to take Catholic pupils from the St. Alban's area including St. John Lloyd and St. Peter's both situated within the same High School cluster as St. Alban's.</li> <li>• Arrangements would be made to ensure that the Admission policies of the other schools gave equal priority to children from the current St. Alban's catchment.</li> <li>• Arrangements would also be made with St. Illtyd's High School to ensure there would be no negative impact on pupils unable to secure in year transfers to alternative Catholic primary provision.</li> <li>• Arrangements would be put in place with alternative Catholic schools to ensure smooth transition for pupils from St. Alban's.</li> <li>• Future demand for Catholic school places in South Cardiff can be met by other Catholic schools in the area.</li> <li>• Transport arrangements for any pupils transferring to alternative schools would be assessed in line with the Council's School Transport Policy</li> </ul>
<b>If no differential impact, explain the reason(s) for this assessment:</b>

### 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	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<ul style="list-style-type: none"> <li>• Maintained school provision admits pupils of both sexes and this would continue to be the case.</li> <li>• The Council's procedure for managing staffing changes arising from reorganisation</li> </ul>

would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.9 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	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<p>(Fears that recruitment opportunities could be affected by sexual orientation)</p> <p>Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment.</p> <p>The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</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	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<p><b>Language support</b></p> <ul style="list-style-type: none"> <li>The proposal will not directly impact on the level of support provided. The allocation of teachers and BTAs is usually in place for the period of the academic year but is liable to change throughout the year to meet fluctuations in demand.</li> </ul> <p><b>Impact of the proposal on the Welsh Language</b></p> <ul style="list-style-type: none"> <li>It is not anticipated that there will be any differential impact on the Welsh Language, as a result of this proposal.</li> <li>The teaching of Welsh within an English medium setting is subject to the requirements of the National Curriculum. This would not change with the expansion of the school. This proposal does not seek to change the number of Welsh-medium primary or secondary school places available in the area.</li> <li>The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.</li> <li>The council monitors birth rates, the yield from proposed housing and the patterns of take-up in Welsh-medium provision at primary and secondary age, with a view to</li> </ul>

bringing forward appropriate plans to meet any increased demand.

- Whilst forecasts, based on the number of children in the Welsh-medium primary, indicate that additional capacity will be required to meet the demand for places in Welsh-medium secondary schools, separate proposals will be brought forward at the appropriate time to ensure there are sufficient places available.

#### 4. Consultation and Engagement

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

The Council's Accessibility Officer would be given the opportunity to comment on the scheme.

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

Groups	Actions
Age	See Generic Over Arching below
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Language	
Generic Over-Arching [applicable to all the above groups]	

	buildings. 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.
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**6. Further Action**

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

**7. Authorisation**

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

Completed By: Rachel Burgess Willis	Date: December 2019
Designation: Schools Organisation Planning Officer	
Approved By:	
Designation:	
Service Area:	

- 7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate’s Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.  
 For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email [citizenfocus@cardiff.gov.uk](mailto:citizenfocus@cardiff.gov.uk)

**Background**

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

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

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

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

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

Proposal

**SCHOOL ORGANISATION PLANNING: 21<sup>ST</sup> CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT**

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

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

SEA objective	SCHOOL ORGANISATION PLANNING: 21 <sup>ST</sup> CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
1. Promote a greener economy by delivering a sustainable pattern of schools across Cardiff	✓	The current school buildings at Willows High School and Baden Powell Primary School are rated C & B (Poor) for sustainability. The buildings are also under utilised due to the number of surplus places and therefore energy use is inefficient.  This proposal would result in the pupils attend new build, fit for purpose 21 <sup>st</sup> Century schools. The new buildings would be energy efficient and there would be high utilisation rates and therefore more efficient energy use.	x	The current school buildings are not considered fit for the 21 <sup>st</sup> Century. The buildings are also under utilised due to the number of surplus places and therefore energy use is inefficient.

SEA objective	SCHOOL ORGANISATION PLANNING: 21 <sup>ST</sup> CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
<p>2. Reduce greenhouse gas emissions through:</p> <p>a) Energy efficient building design and disposing of poor quality surplus accommodation</p> <p>b) Promoting sustainable modes of transport and integrated transport systems</p>	<p>✓</p> <p>X</p> <p>Mitigation</p>	<p>a)</p> <p>This proposal would result in pupils attending new build, fit for purpose 21<sup>st</sup> Century school buildings. The new buildings would be energy efficient meeting BREEAM excellent and an EPC A rating.</p> <p>b)</p> <p>An increase in the number of children attending the new build school sites could increase the volume of traffic in the vicinity of the school.</p> <ul style="list-style-type: none"> <li>- Emphasis is placed on travel by active modes where this is possible and on providing the facilities and opportunities at school for students to travel by walking, cycling and public transport. Encouraging active travel to school is a very important means of increasing levels of physical activity in children and tackling the growing problem of childhood obesity. Reducing congestion at the school gate is key to ensuring the safety of pupils and to mitigating impacts on the local neighbourhood.</li> <li>- 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.</li> <li>- Management of access to the school site prior/during parent drop off and pick up times would help with health &amp; safety.</li> <li>- Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to: <ul style="list-style-type: none"> <li>o manage transport efficiently</li> <li>o improve access by all means of travel for employees, visitors, patients and students</li> </ul> </li> </ul>	<p>x</p>	<p>See comments next to SEA Objective 1 above</p>



SEA objective	SCHOOL ORGANISATION PLANNING: 21 <sup>ST</sup> CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SLOTT		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
		<ul style="list-style-type: none"> <li>o encourage sustainable transport – walking, cycling, public transport and car sharing</li> <li>o reduce car use.</li> </ul> <p>- A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school.</p> <p>School safety zones would be set up to address health and safety concerns from increased traffic flows in the school vicinity.</p>		
3. <i>Promote health and wellbeing</i> by protecting and enhancing Public Open Space (POS) and improving access to POS	0	With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.	x	See comments next to SEA Objective 1 above
4. <i>Minimise</i> air, light and noise pollution associated with building development and traffic congestion	0  0	<p>a) Those delivering the scheme would be encouraged to minimise air, light and noise pollution during any works including adherence to any planning conditions imposed in this respect.</p> <p>b) To reduce congestion and associated pollution the following would be considered:</p> <ul style="list-style-type: none"> <li>▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement.</li> <li>▪ The schools develop and maintain an Active Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school.</li> </ul>	x	See comments next to SEA Objective 1 above

SEA objective	SCHOOL ORGANISATION PLANNING: 21 <sup>ST</sup> CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SLOTT		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
5. <i>Protect</i> and enhance biodiversity, flora and fauna	0	Any proposal taken forward would be subject to full planning requirement including consideration of biodiversity, flora and fauna	x	See comments next to SEA Objective 1 above
6. <i>Protect</i> and enhance the landscape (habitats/visual amenities)	0	Any proposal taken forward would be subject to full planning requirement including consideration of landscape – (habitats/visual amenities)	x	See comments next to SEA Objective 1 above
7. Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems	0	Any proposal taken forward would be subject to full planning requirement including consideration of water conservation and SUDS	x	See comments next to SEA Objective 1 above
8. <i>Promote</i> regeneration by delivering inclusive schools that will improve equality of opportunity and access for all	0	<p>Achieved by making schools community focused - opening facilities to the public e.g. evening classes and extended learning opportunities.</p> <p>If the proposal were to proceed, an Equality Impact Assessment (EqIA) would be carried out to consider the accessibility of the new building site.</p> <p>The EqIA 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.</p>	x	See comments next to SEA Objective 1 above

SEA objective	SCHOOL ORGANISATION PLANNING: 21 <sup>ST</sup> CENTURY SCHOOLS, BAND B: EARLY YEARS, PRIMARY AND SECONDARY SCHOOL PROVISION TO SERVE ADAMSDOWN AND SPLOTT		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
9. <i>Protect and enhance</i> designated historic assets	0	There are no registered historic assets on the proposed new school site.	x	See comments next to SEA Objective 1 above

## Conclusion

The proposal has been assessed to be compatible with the environmental objectives used to assess the goals and principles of the “21st Century Schools: A Strategic Framework for A School Building Improvement Programme” that underpins school organisation proposals.

Where the assessment has identified a potential negative environmental impact in terms of an increase in the volume of traffic (Objective 4), measures to mitigate the effect are detailed.

### Cabinet is recommend to:

- Authorise officers to explore the viability of modified proposals to provide for early years, primary and secondary school provision to serve Adamsdown and Splott.
- Authorise officers to bring a further report to Cabinet for consideration setting out details of how the provision of early years, primary and secondary school places in Adamsdown and Splott can be addressed.