

Appendix 4

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 takes 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: November 2020 |
| SCHOOL ORGANISATION PLANNING: PRIMARY SCHOOL PLACES TO SERVE CATHAYS AND PARTS OF GABALFA, HEATH, LLANDAFF NORTH AND PLASNEWYDD | |
| Service Area/Section: Education & Lifelong Learning, Schools Organisation Planning | Lead Officer: Richard Portas |
| 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>To enable the Cabinet to consider a recommendation to hold public consultation on proposals for primary school provision to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.</p> <p>It is proposed to:</p> <ul style="list-style-type: none"> • Increase the capacity of Ysgol Mynydd Bychan from c0.9FE (192 places) to 1.5 FE (315 places) from September 2022 • Consolidate Allensbank Primary School at 1FE (210 places), retaining nursery and ALN provision from September 2022 | <p>The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050.</p> <p>By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh.</p> <p>The strategy assumes that, nationally, 70 per cent of 15 year olds will be able to speak Welsh by 2050, made up of 40 per cent in Welsh-medium schools and 30 per cent in English-medium schools.</p> <p>The strategy also sets out transformational changes which include:</p> <ul style="list-style-type: none"> • Expand Welsh-medium early years provision to facilitate a seamless transition into Welsh-medium education. |

- Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent nationally in 2015/16 to 25-29 per cent by 2031, and then to 40 per cent by 2050.

The Bilingual Cardiff Strategy identifies priority areas to allow families, children and young people to use Welsh. It aims to increase the number of Welsh speakers and learners within Cardiff as well as increasing the use of the Welsh language in the city.

This Welsh in Education Strategic Plan (WESP) is for the period 2017-2020 and is based around the seven key outcomes of the previous strategic plan from 2014.

The WESP is an integral part of the Council's 5-year Bilingual Cardiff strategy and supports the Welsh Government's vision of one million Welsh speakers by 2050.

Reference WESP 2021-2030 here – BA

The Council recognises that the education system is a key element in ensuring that children are able to develop their Welsh skills, and for creating new speakers.

For Cardiff to achieve the Welsh Government's vision, we would need to increase the number of Welsh speakers by 15.9% from 36,375 (2011 Census) to 42,584 (2021 census); 58% of this has been achieved through increasing the numbers accessing Welsh-medium education.

The Council was successful in securing funds from the Welsh Government Increasing Welsh-medium Provision Capital Grant scheme. The purpose is to support capital investments that facilitate growth in Welsh medium education and use of the Welsh language.

| | |
|--|--|
| | <p>The successful bid included a proposal to reorganise primary provision in the central area of Cardiff and expand the number of Welsh-medium primary places.</p> |
|--|--|

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 | |
| 1.1 | People in Cardiff are healthy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc, vulnerable citizens and areas of multiple deprivation Addressing instances of inequality in health | x | | | | |
| 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"> the causes and consequences of Climate Change and creating a carbon lite city | x | | | | |
| | <ul style="list-style-type: none"> encouraging walking, cycling, and use of public transport and improving access to countryside and open space | x | | | | <ul style="list-style-type: none"> In line with the Well-being of Future Generations Cardiff's Council 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 Promotion of initiatives such as Kerbcraft training, training in cycling skills and the Local Authority's implementation of Active Travel measures |
| | <ul style="list-style-type: none"> reducing environmental pollution (land, air, noise and water) | x | | | | <ul style="list-style-type: none"> 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"> reducing consumption and encouraging waste reduction, reuse, recycling and recovery | 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"> encouraging biodiversity | | | x | | N/A |
| 1.3 | People in Cardiff are safe and feel safe; Consider the potential impact on <ul style="list-style-type: none"> reducing crime, fear of crime and increasing safety of individuals addressing anti-social behaviour protecting vulnerable adults and children in Cardiff from harm or abuse | x x x | | | | - All schools in Cardiff have policies in place to ensure safeguarding and the wellbeing of staff, children and young people. |
| 1.4 | Cardiff has a thriving and prosperous economy; Consider the potential impact on <ul style="list-style-type: none"> economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity) Assisting those Not in Education, Employment or Training attracting and retaining workers (new employment and training opportunities, increase the value of employment,) promoting local procurement opportunities or enhancing the capacity of local companies to compete | x | | | | - The schools provide employment. |
| 1.5 | People in Cardiff achieve their full potential; Consider the potential impact on <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 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 | x | | | | <ul style="list-style-type: none"> The Council's 2030 strategy, clearly state the link between improving the environment for learning and raising standards of achievement. 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. |

| | 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 | |
| | | | | | | |
| 1.6 | Cardiff is a Great Place to Live, Work and Play <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>promoting the cultural diversity of Cardiff</i> <i>encouraging participation and access for all to physical activity, leisure & culture</i> <i>play opportunities for Children and Young People</i> <i>protecting and enhancing the landscape and historic heritage of Cardiff</i> <i>promoting the City's international links</i> | x | | x | | <ul style="list-style-type: none"> - 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. |
| 1.7 | Cardiff is a fair, just and inclusive society. <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>the elimination of discrimination, harassment or victimisation for equality groups</i> | x | | x | | <ul style="list-style-type: none"> - See Equality Impact Assessment below and attached. - The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities. |
| | <ul style="list-style-type: none"> <i>has the community or stakeholders been engaged in developing the strategy/policy/activity?</i> <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> | X x | | | | <ul style="list-style-type: none"> - Subject to authorisation the public consultation will include engagement with all relevant stakeholders. |

| | 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 | |
| | EQUALITY IMPACT ASSESSMENT (This is attached on page 13) Will this Policy/Strategy/Project have a differential impact on any of the following: | | | | | |
| 1.8 | The Council delivers positive outcomes for the city and its citizens through strong partnerships <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>strengthening partnerships with business and voluntary sectors</i> <i>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</i> | 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 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>Opportunities for further partnerships are being explored and will be progressed in line with the priorities set out in the Cardiff Commitment</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

- Investment in the expansion of the school would support the delivery of a broad and balanced curriculum.
- The addition 0.5 FE provision at Ysgol Mynydd Bychan would provide employment opportunities.

Social

- There could be the potential for community use of school facilities outside of school hours.

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

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 |

| | | |
|--|-----|---------|
| Is a Full Strategic Environmental Assessment Screening Needed? <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 |
|--|-----|---------|

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 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.*



Policy/Strategy/Project/Procedure/Service/Function Title:

Proposal to:

- Increase the capacity of Ysgol Mynydd Bychan from c0.9FE (192 places) to 1.5 FE (315 places) from September 2022
- Consolidate Allensbank Primary School at 1FE (210 places), retaining nursery and ALN provision from September 2022

New

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?

Name: Richard Portas

Job Title: Programme Director School Organisation

Service Team:
School Organisation Planning

Service Area:
Education and Lifelong Learning

Assessment Date: November 2020

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.]

The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050.

By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh.

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census); 58% of this has been achieved through increasing the numbers accessing Welsh-medium education.

The Council was successful in securing funds from the Welsh Government Increasing Welsh-medium Provision Capital Grant scheme. The purpose is to support capital investments that facilitate growth in Welsh medium education and use of the Welsh language.

The successful bid included a proposal to reorganise primary provision in the central area of Cardiff and expand the number of Welsh-medium primary places.

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.

Educational provision (age 3 - 11)

The Council's aim is to improve the match between the supply of and demand for Welsh-medium and English-medium schools places serving Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd .

The proposal to reduce the capacity of Allensbank Primary School is not expected to have any differential impact as demand for places at the school is projected to be less than the existing capacity.

The proposal would ensure sufficient places for pupils in both Welsh-medium and English-medium settings for ages 3 – 11.

This provision is age dependent and therefore not accessible to pupils outside of this age range, or adults, either locally or in the wider community.

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

The council has a statutory duty to provide pupil places to meet the needs of all pupils in Cardiff. As part of this strategic approach, demand is forecast based on:

- Recent and historic populations known to be living in each area utilising NHS data;
- Recent and historic Numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools;
- Recent and historic percentages of children attending English-medium and Welsh-medium community and faith places

Provision for age groups not accommodated by this proposal have been considered outside of this proposal

The project is considered to be a legitimate proposal to achieve a desired aim.

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

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 |

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|--|
| Please give details/consequences of the differential impact, and provide supporting evidence, if any. |
| The proposed changes would not have a differential impact as the schools will continue to be able to meet the needs of any children with a disability. |
| What action(s) can you take to address the differential impact? |
| |
| If no differential impact, explain the reason(s) for this assessment: |
| Accessibility of the accommodation |

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 | |

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

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|---|
| The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities. |
| What action(s) can you take to address the differential impact? |
| |
| If no differential impact, explain the reason(s) for this assessment: |
| The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities. |

3.4. 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. |
| The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities. |
| What action(s) can you take to address the differential impact? |
| |
| If no differential impact, explain the reason(s) for this assessment: |
| The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities. |

3.5 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 |

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

The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities.

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

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

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

3.6 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.

The proposal would have greater impact on the population closer to the school than on the city as a whole. If this local population is made up of a racial mix which is disproportionate to that typically found across the city then there is potential for the proposal to have a differential impact on this community relative to that of the wider Local Authority population

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

| |
|---|
| The provision being proposed would be accessible to all ethnic groups and compliance with the Council's policies on equal opportunities would need to be ensured. |
| If no differential impact, explain the reason(s) for this assessment: |
| |

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. |
| The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities. |
| What action(s) can you take to address the differential impact? |
| |
| If no differential impact, explain the reason(s) for this assessment: |
| The senior staff in a school would be best placed to manage diversity in terms of belief. (e.g. provision of a space for prayer). |

3.8 Sex

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

| | Yes | No | N/A |
|--|-----|----|-----|
|--|-----|----|-----|

| | | | |
|-------|--|---|--|
| Men | | x | |
| Women | | x | |

| |
|--|
| Please give details/consequences of the differential impact, and provide supporting evidence, if any. |
| The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities. |
| What action(s) can you take to address the differential impact? |
| |
| If no differential impact, explain the reason(s) for this assessment: |
| Maintained school provision admits pupils of both sexes and this would continue to be the case. The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities. |

3.9 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. |
| The proposed changes would not have a differential impact as the schools will continue to apply the Council's policies on equal opportunities. |
| What action(s) can you take to address the differential impact? |
| |
| If no differential impact, explain the reason(s) for this assessment: |
| |

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

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

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

3.10 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:

Language support

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.

Impact of the proposal on the Welsh Language

It is anticipated that there will be a positive impact on the Welsh Language as a result of these proposals.

The proposals outlined in this report strongly supports the Welsh Government's strategy for the Welsh language by contributing to meeting the targets set out in the Cymraeg 2050 strategy.

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.

The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.

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 bringing forward appropriate plans to meet any increased demand.

The Council must ensure that the expansion of school provision is brought forward in a strategic and timely manner, which does not compromise existing provision. Significantly or rapidly expanding Welsh-medium primary school provision would, inevitably, have an impact on the take-up of places in other schools, and in turn on the ability of schools to balance budgets and to attract or retain staff.

The Council's aspirations for increasing the number of Welsh speakers, and the Welsh Government's Cymraeg 2050, propose a significant change. Cymraeg 2050 sets national targets of educating 40% of learners in Welsh-medium schools, and a further 30% of learners being educated in English-medium schools being fluent in Welsh. At present, c17% of Cardiff children entering primary education are educated in Welsh-medium schools or classes.

This proposal seeks to increase the number of Welsh-medium primary school places available in the area, and seeks to implement the change in such a way that the potential for negative impact on existing schools is limited.

It is therefore considered that a proposal to increase the capacity of a Welsh-medium primary school by 1FE will support the Welsh-medium projections and support Cymraeg 2050 to promote the Welsh language.

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] | Compliance with the Council's policies on equal opportunities would need to be ensured. |

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: Rosalie Phillips | Date: November 2020 |
| Designation: Policy, Equalities and Reports Officer | |
| Approved By: Brett Andrewartha | |
| Designation: XXXXX | |
| Service Area: Schools and Lifelong Learning | |

- 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

Background

In 2008, a retrospective Strategic Environmental Assessment (SEA) of Cardiff's 21st 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

Condition of existing school buildings

Quality and Standards

y:

| | |
|---------------------|---|
| 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 | | Do nothing | |
|--|-------------------------------------|---|--|
| | Rating | Commentary/ explanation of compatibility with SEA objective | Rating |
| 1. Promote a greener economy by delivering a sustainable pattern of schools across Cardiff | ✓ | This proposal would result in pupils attending a new build, fit for purpose 21 st Century school building which would be energy efficient and there would be high utilisation rates and therefore more efficient energy use. | x |
| 2. Reduce greenhouse gas emissions through: a) Energy efficient building design and disposing of poor quality surplus accommodation b) Promoting sustainable modes of transport and integrated transport systems | <p>✓</p> <p>X</p> <p>Mitigation</p> | <p>a)</p> <p>This proposal would result in pupils attending a new build, fit for purpose 21st Century school building which would be energy efficient and there would be high utilisation rates and therefore more efficient energy use.</p> <p>b)</p> <ul style="list-style-type: none"> - 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. - Provision of parent parking places is generally not supported by Cardiff Council. This is because such provision would promote travel to school by car. | <p>x</p> <p>See comments next to SEA Objective 1 above</p> |

| SEA objective | | | Do nothing | |
|--|----------|---|------------|---|
| | Rating | Commentary/ explanation of compatibility with SEA objective | Rating | Commentary/ explanation of compatibility with SEA objective |
| | | <p>generate local traffic, contribute to congestion and reduce pupil safety. Parking facilities provided at schools is generally only for staff and to meet operational needs.</p> <ul style="list-style-type: none"> - Management of access to the school site prior/during parent drop off and pick up times would help with health & safety. - Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to: <ul style="list-style-type: none"> o manage transport efficiently o improve access by all means of travel for employees, visitors, patients and students o encourage sustainable transport – walking, cycling, public transport and car sharing o reduce car use. - A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school. <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 | <p>As the open space in and around a school site is not accessible to the public the only potential impact of the option on the open space would be loss of visual amenity value. There should be no impact as the proposed scheme is to refurbish and reconfigure internal spaces.</p> | x | See comments next to SEA Objective 1 above |

| SEA objective | | | Do nothing | |
|--|--------|---|------------|---|
| | Rating | Commentary/ explanation of compatibility with SEA objective | Rating | Commentary/ explanation of compatibility with SEA objective |
| 4. <i>Minimise</i> air, light and noise pollution associated with building development and traffic congestion | 0 | <p>a) Those delivering the scheme would be encouraged to minimise air, light and noise pollution during any works.</p> <p>b) To reduce congestion and associated pollution the following would be considered:</p> <ul style="list-style-type: none"> Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement. The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school. | x | See comments next to SEA Objective 1 above |
| 5. <i>Protect</i> and enhance biodiversity, flora and fauna | 0 | There should be no impact as the proposed scheme is to refurbish and reconfigure internal spaces. | x | See comments next to SEA Objective 1 above |
| 6. <i>Protect</i> and enhance the landscape (habitats/visual amenities) | 0 | There should be no impact as the proposed scheme is to refurbish and reconfigure internal spaces. | 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 | This would not be in scope as the proposed scheme is to refurbish and reconfigure internal spaces. | 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.</p> <p>If the proposal were to proceed, an equality impact assessment would be carried out to consider the accessibility of the new building site. The equality impact assessment would take into account policies such as the Equality Act</p> | x | See comments next to SEA Objective 1 above |

| SEA objective | | | Do nothing | |
|--|----------|--|------------|---|
| | Rating | Commentary/ explanation of compatibility with SEA objective | Rating | Commentary/ explanation of compatibility with SEA objective |
| | | 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins. | | |
| 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 goal and principles of the “21st Century Schools: A Strategic Framework for A School Building Improvement Programme” that underpin 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.

It is proposed to:

- Increase the capacity of Ysgol Mynydd Bychan from c0.9FE (192 places) to 1.5 FE (315 places) from September 2022
- Consolidate Allensbank Primary School at 1FE (210 places), retaining nursery and ALN provision from September 2022