

Equality Impact Assessment
Corporate Assessment Template



Appendix 12

SCHOOL ORGANISATION PLANNING: Cathays High School
Updating: Post Consultation

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Richard Portas	Job Title: Programme Director
Service Team: Schools Programme	Service Area: Education
Assessment Date: May 2021	

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

<p>To inform Cabinet of the responses received following public consultation held from 29 January until 19 March 2021 on the following proposal regarding the expansion and redevelopment of Cathays High School:</p> <ul style="list-style-type: none"> • Expand Cathays High School from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places), from September 2023 • Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road • Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings • Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community • Provide space for the local community to continue to have access to off-road open spaces for informal leisure use, recognising this is the current use at the Maindy site.
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2. Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]

Officers consulted with a range of stakeholders including pupils, local residents, local schools, Councillors, local community groups and residents on the proposal as set out at section 1.
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The consultation process involved:

- Publication of a bilingual consultation document outlining background, rationale and implications to parents, local childcare providers, Headteachers and Chairs of Governors of nearby schools, all Members of local wards and other stakeholders;
- Publication of a bilingual summary document setting out the main points of the consultation document;
- Publication of information in community languages upon request;
- Consultation meetings via Microsoft Teams with Governors and staff at Cathays High School;
- Consultation meetings via Microsoft Teams with pupil representatives at Cathays High School, Albany Primary School, Allensbank Primary School and Gladstone Primary School;
- An online pupil survey for pupils at Cathays High School;
- Public consultation meetings via Microsoft Teams Live Event at which the proposal was explained and questions answered;
- Drop-in sessions via Microsoft Teams where officers were available to answer questions;
- Letters setting out details of the proposal and where further information could be found were sent to local residents and businesses;
- A consultation response slip for return by post or e-mail, attached to the consultation document
- An online response from at www.cardiff.gov.uk/cathayshighproposals

In line with national Coronavirus restrictions that were in place during the consultation period all meetings took place virtually via Microsoft Teams and Microsoft Teams Live Event platforms.

For stakeholders who did not have access to digital platforms the opportunity to discuss the proposed changes via telephone was available.

The views expressed at Council organised meetings, drop in sessions, telephone calls, and on paper or electronically through the appropriate channels, have been recorded.

Responses to the public consultation included the following concerns:

- The need for school places;
- The level of detailed information available during the consultation;
- The potential impact on open access space;
- The future of the velodrome/BMX track;
- A pre-existing land covenant;
- Existing leisure centre facilities;
- The future use of the existing school site;

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<ul style="list-style-type: none"> • Potential disruption to the school and wider community during construction; • Pupil behaviour and littering and traffic management. 	
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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
Up to 18 years	x		
18 - 65 years	x		
Over 65 years	x		

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

The impact will be positive as the proposals will support the sufficiency of places in high quality learning environments in both mainstream and special provision.

The proposed expansion of Cathays High School in new build, 21st Century accommodation presents an opportunity to further develop the specialist provision within the school and to increase the number of places available from 16 to 50. This will have a positive impact.

The transfer of the school would allow the indoor facilities at Maindy centre to continue to be provided and, when completed, external sports facilities used by the school during the school day would be made available for wider community use outside of these hours.

Update once position re open access space is confirmed

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

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3.2 Disability

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	

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Long-Standing Illness or Health Condition		x	
Mental Health		x	
Substance Misuse		x	
Other		x	

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

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

If 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.

The Council's procedure for managing staffing changes arising from the proposal 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.

3.3 Gender Reassignment

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

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

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

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?

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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.

The Council's procedure for managing staffing changes arising from the proposal 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.

The proposal would need to ensure compliance with 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?

N/A

3.5 Pregnancy and Maternity

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

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	Yes	No	N/A
Pregnancy		x	
Maternity		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 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.

The Council's procedure for managing staffing changes arising from the proposal 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.

The proposal would need to ensure compliance with 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 not have a differential impact upon one particular ethnic group as the provision would be available to all.

Specialist provision in Cardiff for children with complex learning disabilities or

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autism spectrum conditions have a higher than average BME population.

All pupils, of all ethnicities, will continue to have access to specialist provision, in all settings, on an equal basis.

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.

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 proposal would not have a differential impact upon people with different religions, beliefs or non-beliefs as the provision would be available to all.

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

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	

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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 apply the Council's policies on equal opportunities.

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

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 the proposal 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/Lesbians		x	
Heterosexual/Straight		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?

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

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proposal. This would ensure that 21 good practice is followed, including the application of the Council's policies on equal opportunities.

3.10 Socio-economic Duty

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the Socio-economic Duty?

	Yes	No	N/A
	x		

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

The proposed changes is expected to have a positive impact on the Socio-economic Duty.

The Council's has made a clear commitment to continuing the investment in, and improvement of, Cardiff schools to make sure every child has the best possible start in life (www.cardiffcommitment.co.uk).

The delivery of 21st Century Learning environments will ensure that there are appropriate, high quality school places for young people, which needs to needs of Cardiff's growing and changing population.

The Council works closely with the governing bodies of schools to ensure that standards in schools are high, that teaching is good and that leadership and governance is strong.

The Council does not expect the proposal to have any negative impact on the quality of standards of education for mainstream of ALN pupils, at Cathays Highs School.

Some of the funding that a school receives is based on the number of pupils in the school who receive Free School Meals. All schools in Cardiff would receive funding for these pupils.

There is no information available that suggests that the proposals would have a negative effect on pupils who receive Free School Meals.

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

3.11 Welsh Language

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

	Yes	No	N/A
		X	

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

The Council does not expect any differential impact on the Welsh Language from this proposal.

The proposal would not change the number of Welsh-medium secondary school places available in the area.

Welsh is taught in English-medium schools in line with the National Curriculum. This would continue to apply if Cathays High School was expanded.

The Council works closely and constructively with partners on its Welsh Education Forum (WEF). The forum includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. It actively informs the planning of Welsh-medium places. It also supports the Council's plan to sustainably increase the number of Welsh learners. This includes learners in Welsh-medium schools and those learning Welsh in English-medium schools.

The Council and the Welsh Education Forum are committed to driving the increase in the number of pupils in Welsh-medium education. They aim to meet the targets within Cardiff's Welsh Education Strategic Plan (WESP) and set out in the Welsh Government's Cymraeg 2050 strategy.

The Council monitors birth rates, the number of extra pupils that may come from new housing and the patterns of how many pupils are in Welsh-medium schools. This allows the Council to bring forward suitable plans to deal with any increase in demand.

Forecasts suggest that extra places will also be needed in Welsh-medium secondary schools. Separate proposals will be brought forward to address this. This will be at an appropriate time to ensure there are enough places available.

The Council must make sure that the expansion of school provision is brought forward in a strategic and timely manner.

These proposals do not include opportunities to develop Welsh medium ALN provision. The Council is taking separate steps to expand specialist ALN provision in the Welsh medium sector. This is through the WESP, the Educational Tribunal (ALNET) Act Regional Implementation Plan and the Cardiff

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ALN Strategy.

Since 2016 the number of SRB places for Welsh medium learners has increased from 20 SRB places at Ysgol Coed Y Gof to 60 SRB places between Ysgol Coed Y Gof and Ysgol Gymraeg Pwll Coch. At January 2019, about 25 SRB places will be taken up. There is spare capacity for growth in the Welsh-medium sector of up to 35 places.

In addition to these, a Welsh-medium primary 'wellbeing class' was established in 2016-17. It offers 6 month placements for up to 8 pupils in each year group with significant emotional health and wellbeing needs and 26 assessment/ 'Pupil Referral Unit -type' places.

In January 2018, a secondary 'virtual Pupil Referral Unit' offering specialist support to pupils learning through the medium of Welsh, at risk of exclusion was established, offering places for up to 18 pupils in each year group in the three Welsh medium secondary schools. These are sufficient to meet demand.

The Council is keeping capacity under review and will take steps to extend places in response to pupil needs.

In addition to the establishment of a greater number of places for learners in Cardiff with ALN, the Council are leading on the ALNET Regional Implementation Plan, Priority 7. This is to 'Review and improve Welsh medium provision and specialist support to increase regional capacity to support ALN'.

The objectives are to:

- Analyse how widespread ALN and the level of need are in the Welsh-medium sector. This will look at each local authority across the region (Cardiff, Vale of Glamorgan, Bridgend, Rhondda Cynon Taf, Merthyr);
- Map what Welsh-medium provision and support is available across the region;
- Increase sharing of good practice for ALN in the Welsh medium sector;
- Ensure that the ALNET Regional Implementation Plan supports and complements regional WESP priorities.

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

4. Consultation and Engagement

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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	
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Socio-economic Duty	
Welsh Language	
Generic Over-Arching [applicable to all the above groups]	<p>If the proposal were to proceed:</p> <ul style="list-style-type: none">• compliance with the Council's policies on equal opportunities would need to be ensured.• 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.

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

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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: May 2021
Designation: Project Officer	
Approved By: Brett Andrewartha	
Designation: School Planning Team Manager	
Service Area: Education	

- 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 2536 / 3262 or email equalityteam@cardiff.gov.uk