

Equality Impact Assessment Corporate Assessment Template



Appendix 5

Policy/Strategy/Project/Procedure/Service/Function Title: Schools Organisation Planning: To provide additional English-medium primary and nursery school places at Pentyrch Primary School.
New

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

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

Proposal to: expand Pentyrch Primary School from 140 places to 210 places (one form of entry) and to establish a nursery provision with 48 part time places to serve parts of Pentyrch, Creigiau & St Fagans and Radyr/ Morganstown.
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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.]

<p>Cardiff's Local Development Plan (2006-2026) sets out to identify the infrastructure required to facilitate and sustain the city's projected level of growth. As part of this, it has identified eight strategic sites (containing 500 or more dwellings and / or significant employment uses) to meet the needs for new homes and jobs; a number of these sites are located in northwest Cardiff, near to the village of Pentyrch.</p> <p>These developments will increase the number of children in the area seeking school places and will have an impact on the availability of places in existing schools.</p> <p>The Council's Education Infrastructure Plan, included in the Deposit LDP in 2013, highlights planned investment / development proposals and identifies future infrastructure requirements based on Cardiff's projected level and distribution of growth, furthermore provision of primary schools to serve the Strategic sites were detailed as a policy requirement for essential infrastructure necessary to support the development.</p>

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The Council's Supplementary Planning Guidance (SPG) sets out the circumstances in which the Council could seek section 106 contributions from developers towards school facilities.

A section 106 agreement was negotiated with the developer of the Goitre Fach Farm site in 2017 which provides the Council with financial contributions to expand school provision serving the development.

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 aim of this proposal is to provide additional English-medium places for children aged 3-11 years in the area of Creigiau & St Fagans, Pentyrch and Radyr / Morgantown.

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.

It is believed that the additional English-medium school places provided by this proposal would benefit the community in this area and would be implemented in such a way that the potential for negative impact on existing other local schools would be limited.

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

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Provision for age groups not accommodated by this proposal have been considered outside of this proposal as part of the Local Authority's implementation of the 21st Century Schools program which includes provision of school places at all stages of education.

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

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	
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.

If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the existing school building and any alterations made to it.

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 to ensure that any differential impact on disability was addressed appropriately.

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

As above

3.3 Gender Reassignment

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

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	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?

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?

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

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

	Yes	No	N/A
Pregnancy		x	
Maternity		x	

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

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.

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

As above

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 development 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. Compliance

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with the Council's policies on equal opportunities would be adhered to.

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?

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.

None

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

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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/Lesbians		x	
Heterosexual/Straight		x	

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

None

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

(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 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	

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

The proposal seeks to offer additional school places within the area of Pentyrch, Creigiau & St Fagans and Radyr/ Morganstown. There will be no impact outside of the socio-economic duty of the residents in this part of the city.

If this local population is disproportionately advantaged / disadvantaged 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?

Increased admission to Pentyrch Primary School based on the proposed extra pupil numbers would be based on the existing Admission Policy. There are no plans to change the Council's policy on the admission of children to community schools as a result of this proposal.

In accordance with the requirements of the Welsh Government's Admissions Code, Admissions arrangements for the 2023/2024 school year in which revised arrangement would take effect, would be subject to consultation in the period between 1 September 2021 and 1 March 2022, and determined by 15 April 2022.

Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet, and this information can be viewed on the Council's website (www.cardiff.gov.uk).

3.11 Welsh Language

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.

Whilst this proposal relates specifically to increasing English language school places, the Council has brought forward separate proposals to meet the demands for Welsh language school places in this area of the city.

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

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.

A separate proposal has been brought forward to provide further Welsh-medium and school places for 3-11 year olds as part of the Council's Local Development Plan (2006-2026) for the Plasdwr development in the North West of the city.

The Council will also continue to review the obligation to promote Welsh-medium education via the WESP.

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 actions below
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	

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Socio-economic Duty	
Welsh Language	
Generic Over-Archiving [applicable to all the above groups]	<p>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.</p> <p>Compliance with the Council's policies on equal opportunities would also be adhered to.</p>

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 : S Karseras	Date: 24/06/21
Designation:	
Approved By:	
Designation:	
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 2536 / 3262 or email equalityteam@cardiff.gov.uk