

**Equality Impact Assessment
Corporate Assessment Template**



Appendix 6

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| Policy/Strategy/Project/Procedure/Service/Function Title: School Organisation Planning: Provision for children and young people with Additional Learning Needs (ALN) |
| New/Existing/Updating/Amending: Pre 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: September 2021 | |

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

To enable the Cabinet to consider recommendations to hold public consultation on a range of proposals to extend and realign special school and specialist resource places.

It is proposed to:

- increase the capacity of Greenhill Special School from 64 to 160 places. The school would transfer to new build accommodation across two sites at the Ty Glas in Llanishen and the Dutch Garden Centre site with 80 pupils on each site from September 2025
- establish a 20-place Special Resource Base for emotional health and wellbeing at Cardiff West Community High School from September 2022
- increase the designated number of the Llanishen High School Autism Special Resource Base from 20 to 45 places from September 2022
- increase the designated number at The Marion Centre Special Resource Base from 42 to 66 places from September 2022
- establish a 30 place Special Resource Base at Willows High School from September 2025
- establish a 30 place Autism Special Resource Base alongside the existing 30 place Special Resource Base at Ysgol Gyfun Gymraeg Glantaf from September 2023
- increase the designated number of Ty Gwyn Special School from 198 to 240 from September 2022
- increase the designated place number of the Special Resource Base at Llanishen Fach Primary School from 20 to 30 places from September 2023
- increase the designated number at Marlborough Primary School Special Resource Base from 20 to 30 from September 2022
- increase the designated place number of Meadowbank Special School from 40 to 98 from September 2022

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- increase the designated number at the Pentrebane Primary School Autism Special Resource Base from 20 to 24 spaces from September 2022
- increase the designated number at Springwood Primary School Autism Special Resource Base from 20 to 28 from September 2022
- increase the designated number of The Hollies Special School from 90 to 119 from September 2022
- further increase the designated number of The Hollies Special School from 119 to 150 from September 2023

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.]

At its meeting on the 12 of October 2017, the Cabinet received a report 'Developing the School Estate' which outlined the challenges and opportunities facing Cardiff in the development of the education estate.

The report outlined the sufficiency, suitability and condition issues in Cardiff which provide the basis of the funding request from Cardiff to Welsh Government under the 21st Century Schools Band B Programme. A copy of the 14 December 2017 Cabinet Report is included at Appendix 1.

The Band B Programme seeks to address the most acute sufficiency and condition issues in Cardiff. Four special schools are identified for redevelopment: Riverbank Special School and Woodlands High School, for pupils with complex learning needs/ autism, and The Court School and Greenhill School, for pupils with emotional health and wellbeing needs.

Proposals in relation to Riverbank and Woodlands were agreed by the Welsh Minister on 21 July 2020.

At its meeting on 15 July 2021 the Cabinet authorised officers to consult on proposals for The Court Special School and the establishment of specialist resource base provision at Moorland Primary School for learners with complex learning needs. A copy of the 15 July 2021 Cabinet Report is included at Appendix 2.

At present, both primary and secondary schools in Cardiff host specialist resource base provision. Some are designated to support children with complex learning needs who require a specialist curriculum taught in a small class environment and some are designated for learners with autism or hearing impairments who require specialist support to access mainstream learning, with access to a nurturing base for some learning and unstructured time.

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The purpose of a SRB is to enable learners with learning difficulties to succeed in a mainstream school environment. Pupils are taught in a small class by specialist staff and benefit from a specialist curriculum, while benefiting from the full range of education opportunities available to all pupils at the school.

The number of children requiring specialist placement as a result of their learning disabilities has been increasing in Cardiff over the last 5 years, and steps were taken in 2018 to increase the number of specialist places available.

A review of cases of children aged 0-3 with ALN, known to the Council, confirms that the number of children with a range of learning need admitted to Reception year will continue to grow in coming years despite a projected fall in total school intakes.

While the 21st Century Schools Band B Programme will provide opportunities to address special school sufficiency issues, there will also be a need to take steps to extend provision to meet demand for places beyond this.

This report sets out the Band B Programme proposals in relation to Greenhill Special School and for the expansion of other special school and specialist resource base provision.

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 suitable specialist learning environments.

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.

The Council would manage admissions to special school and specialist resource base provision in accordance with the ALN Code.

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.

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 | | | |
| Physical Impairment | | | |
| Visual Impairment | | | |
| Learning Disability | X | | |
| Long-Standing Illness or Health Condition | | | |
| Mental Health | | | |
| Substance Misuse | | | |
| Other | | | |

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 suitable specialist learning environments.

The Council would manage admissions to special school and specialist resource base provision in accordance with the ALN Code.

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.

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 |
|--|-----|----|-----|
|--|-----|----|-----|

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|---|--|--|---|
| 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 and specialist resources bases will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to special school and specialist resource base provision in accordance with the ALN Code.

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 and specialist resource bases 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 proposed changes would not have a differential impact as the schools and specialists resource bases 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.

3.6 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 proposed changes would not have a differential impact as the schools and specialist resource bases will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to special school and specialist resource base provision in accordance with the ALN Code.

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.

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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 and specialist resource bases will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to special school and specialist resource base provision in accordance with the ALN Code.

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.

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

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The Council would manage admissions to special school and specialist resource base provision in accordance with the ALN Code.

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 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.

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

The Council would manage admissions to special school and specialist resource base provision in accordance with the ALN Code.

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 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?

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

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 pupils, at these schools.

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?

N/A

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 |
|--|-----|----|-----|
| | | | |

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

The level of special educational needs/ additional learning needs in the Welsh medium sector has historically been lower than in the English medium sector. This has been changing over the last 4-5 years, with schools reporting an increased incidence of ALN, in all areas of need.

A review of ALN in the Welsh medium sector was undertaken with Welsh medium schools in 2016 to inform the Welsh in Education Strategic Plan (WESP). Schools reported a small but significant number of examples of pupils with ALN leaving the Welsh medium sector in order to access specialist resource bases or special schools.

There was also some anecdotal evidence to suggest that some families who would otherwise choose Welsh medium education, opt instead for English medium if their child has ALN, in case their child needs to transfer to the specialist sector at a later date.

Through the WESP, Cardiff has invested in specialist provision in the sector, including some capacity to respond to growing demand and to generate more confidence in the availability of specialist provision in the sector.

A new primary base was established at Ysgol Pwll Coch; a 'feeder' school for Ysgol Glantaf, where the secondary base is established. The two bases cater for learners with severe learning difficulties, providing a specialist curriculum and supporting a range of secondary needs including physical and medical needs, speech and language difficulties and autism.

In 2021 there is growing demand for resource bases for pupils with autism, who are average to high achievers, and would need a more integrative model of support than that provided by the two existing bases. There are currently 8 secondary aged learners, and 15 primary aged learners who would benefit from placement in an ASD base. This is a short term priority, given the risk that if current placements fail, the only option would be to offer a transfer to an English medium setting.

A primary wellbeing class has been established, hosted at Ysgol Pen y Groes. The wellbeing class works flexibly to address needs in different age phases, or to provide an outreach model, depending on current need.

To support emotional health and wellbeing needs in secondary phase, a 'virtual' base/ PRU has been piloted across the three secondary schools, starting in 2018. The pilot is due for further review in 2021.

The priority is to ensure the three schools have adequate facilities and accommodation to provide effective Step 3 and 4 proviso, complemented by the

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virtual base/ PRU. Medium term, the virtual base/ PRU will eventually need a fixed location at one of the schools, with designated accommodation, to reduce the risk that young people with the most complex needs may need to leave the Welsh sector to access more specialist provision.

As the Welsh sector continues to grow it will be important to develop additional provision in anticipation of the need, to ensure Welsh medium education is a genuine choice for learners with complex ALN.

The pool of ALN qualified and experienced teaching staff is limited in comparison to the English sector. Any plan to develop Welsh medium specialist provision will need to be supported by an ALN Workforce Development Plan.

In accordance with the timetable set by Welsh Government, the Council is working closely with its partners on the Cardiff Welsh Education Forum to develop the new ten year WESP for the city. It is expected the plan will be available for public consultation in autumn 2021 before being submitted for approval to the Welsh Government in early 2022. The first ten year Plan will commence on 1 September 2022 and expire on 31 August 2032.

Consultation on the draft WESP will seek views on how best to grow Welsh-medium education and on how to meet the local targets set by Welsh Government, in order to inform future proposals. The WESP will set out how the Council will increase the provision of Welsh-medium education for pupils with additional learning needs.

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

Demand for WM ALN places will be kept under review and proposals brought forward in line with the Welsh in Education Strategic Plan

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 schemes.

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

| Groups | Actions |
|---------------------|--------------------------------|
| Age | See Generic Over Arching below |
| Disability | |
| Gender Reassignment | |

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| | |
|---|---|
| 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 proposals 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. • Demand for WM ALN places will be kept under review and proposals brought forward in line with the Welsh in Education Strategic Plan |

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 : Hibah Iqbal | Date: September 2021 |
| Designation: School Organisation Project Officer | |
| Approved By: | |
| Designation: | |
| 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*

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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