

Single Impact Assessment

Cardiff Council



1. Details of the Proposal

What is the proposal?

Title: **SCHOOL ORGANISATION PROPOSALS: PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL LEARNING NEEDS (ALN)**

Is this a new proposal or are you amending an existing policy, strategy, project, procedure or service?

New	<input checked="" type="checkbox"/>
Existing	<input type="checkbox"/>

Directorate/Service Area:

Education

Who is developing the proposal?

Name:	Richard Portas
Job Title:	Programme Director – SOP

Responsible Lead Officer (Director or Assistant Director):

Melanie Godfrey
Director of Education and Lifelong Learning

Cabinet Portfolio:

Education (Councillor Sarah Merry)

The Single Impact Assessment (SIA) can be strengthened as time progresses, helping shape the proposal. Version control will provide a useful audit trail of how the SIA has developed. Draft versions of the assessment should be retained for



completeness, however only the final version will be publicly available. Draft versions may be provided to regulators if appropriate.

Version	Author	Job Title	Date
1	Rosalie Phillips	Project Officer- School Organisation Planning	12/06/2023

2. Overview of the Proposal

What action is the Council considering and why?

Please provide an outline of the proposal.

For Cabinet to consider, subject to Ministerial approval for potential Welsh Government capital funding:

- a. Recommendations to hold public consultation on a range of proposals to extend and realign additional learning needs provision.
- b. To note the potential revenue and capital implications to the Council arising from all proposals.
- c. Recommendation to proceed with the design and procurement of the Ty Glas and Oak House sites, and the temporary accommodation on the existing Fitzalan High School works through the School Organisation Programme.
- d. To note the temporary relocation of Lansdowne Primary School to the existing Fitzalan High School site.
- e. To delegate authority to the Director of Economic Development to acquire the freehold interests for land at adjacent to the existing Greenhill site, in line with an independent valuation, to allow the delivery of the replacement Greenhill Secondary School, subject to Ministerial approval for Welsh Government capital funding.

To meet demand for specialist resource base/special school places for learners with emotional health and wellbeing needs it is proposed to:

- establish an 8 place Specialist Resource Base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.
- establish an 8 place Specialist Resource Base for emotional health and wellbeing at Fairwater Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.
- establish a 16 place Specialist Resource Base for emotional health and wellbeing at Herbert Thompson Primary School from September 2024, within existing buildings.
- establish a 16 place Specialist Resource Base for emotional health and wellbeing at Lakeside Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.

- establish an 8 place Specialist Resource Base for emotional health and wellbeing at Springwood Primary School from September 2024, within the existing buildings. This would replace the existing Wellbeing Class.
- establish an 8 place Specialist Resource Base for emotional health and wellbeing at Ysgol Gymraeg Pwll Coch from September 2024 within the existing buildings.
- increase the capacity of Greenhill Special School from 64 places to 96 places. The enlarged school would operate as a single school for learners aged 11-18 across two sites including the current site at Heol Brynglas, Rhiwbina, and a new site at Ty Glas Avenue, Llanishen from September 2026.
- establish a 20-place Specialist Resource Base for learners with Emotional Health and Wellbeing Needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing buildings.

The proposed expansion of the Pupil Referral Unit and the transfer of the Community Teaching Team set out below are not subject to the requirements of the School Organisation Code:

- increase the capacity of the Pupil Referral Unit to 180 places, from September 2023. The enlarged PRU would operate as a single establishment for learners aged 11-18 across three sites including:
 - the current site for up to 90 learners at Cefn Road.
 - 48 learners in new-build accommodation at the site currently occupied by Willows High School from September 2027.
 - 42 learners in refurbished/ extended provision at Oak House, St Mellons.
- for a temporary period locate the extended Pupil Referral Unit provision at the site currently occupied by Fitzalan High School, from September 2023.
- for a temporary period locate Lansdowne Primary School onto the existing Fitzalan High School site due to emergency condition works from January 2024.
- transfer the Community Teaching Team to the former Severn Adult Education Centre from September 2023.

To meet demand for specialist resource places for learners with complex learning needs it is proposed to:

- establish a 20 place Specialist Resource Base for Complex Learning Needs at Coed Glas Primary School from September 2024, within the existing buildings.
- establish a 20 place Specialist Resource Base for Complex Learning Needs at Greenway Primary School from September 2024, within the existing buildings.
- establish a 20 place Specialist Resource Base for Complex Learning Needs at Severn Primary School from September 2024, within the existing buildings.

What are the costs and/or savings?

What will the proposal cost and how will it be funded?

How might costs be reduced through involvement and collaboration, across Cardiff Council and/or with external stakeholders?

Are there savings and how will these be realised?

Details of the financial implications relevant to the proposed changes are as set out in the report

3. Impact Assessments

Which impact assessments do you need to complete to support your proposal?

The [Impact Assessment Screening Tool](#) provides advice tailored to your proposed policy, strategy or project regarding which impact assessments may be required and who to contact to find out more.

The screening tool is an online form with mainly multiple-choice questions which should take less than 10 minutes to complete.

Once the answers have been submitted, an automated email will be sent to you with the recommended next steps and details of who to contact for expert advice.

Put Yes or No next to each of the impact assessments listed below to indicate which ones are being carried out.

Impact Assessment	Page	To be completed: Y/N
A. Equality Impact Assessment	5	Y
B. Child Rights Impact Assessment	19	Y
C. Welsh Language Impact Assessment	24	Y
D. Habitats Regulations Assessment	28	N
E. Strategic Environmental Assessment	29	N
F. Data Protection Impact Assessment	30	N
G. Health Impact Assessment	31	N

For further information on all the above impact assessments including who to contact for advice, please visit the [Policy Portal](#).

A: Equality Impact Assessment

Guidance in completing this assessment can be accessed [here](#). Please consult the Equality Team for any further assistance with completing this assessment EqualityTeam@cardiff.gov.uk

Impact on the Protected Characteristics

Age

Will this proposal 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 proposals will have a positive impact.

The aim of the proposed changes is to improve the match between the supply of and demand of places for specialist provision for learners with emotional health and wellbeing needs and complex learning needs.

The options identified would provide a phased increase in the number of specialist places and would:

- support a holistic, vocational and therapeutic curriculum including life skills.
- provide a mix of revolving door assessment places at KS3 and long-term placements.
- reduce reliance on independent school places, and possible out of county placements.
- ensure capacity to support looked after children in Cardiff schools, in line with the 'Closer to Home' strategy.
- establish gender-inclusive approaches to all specialist provision in Cardiff.
- increase the opportunities for primary aged learners to access specialist provision on a mainstream school site.
- further develop support for pupils to maintain links with and return to mainstream education where possible.
- create strong links between mainstream and special schools to support dual placements and a richer learning experience.
- improve the range of post-16 opportunities, including supported pathways to employment.

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 the specialist provision in accordance with the ALN Code.

The proposals would require changes in the staffing structures of the schools subject to the proposed changes.

Proposals to establish Specialist Resource Bases would require the relevant Governing Bodies to consider the workforce requirements in readiness for the expansions. The Governing Bodies would be encouraged to undertake this work in line with the School Organisation Planning HR Framework. HR People Services would provide advice, support and guidance to the Governing Bodies for the workforce planning process and consequential recruitment processes, if required.

Proposals to increase the capacity of Greenhill Special School would require the Governing Body to consider the workforce requirements in readiness for the expansion. The Governing Body would be encouraged to undertake this work in line with the School Organisation Planning HR Framework. HR People Services would provide advice, support and guidance to the Governing Body for the workforce planning process and consequential recruitment processes.

The proposed increase in pupil numbers for the Pupil Referral Unit will require the management committee to plan for the workforce requirements in readiness for the expansion. HR People Services will provide advice, support and guidance to the management committee for the workforce planning and consequential recruitment processes.

Full consultation with staff and trade union colleagues would be needed to ensure there is a smooth transition of the Community Teaching Team to the former Severn Adult Education Centre.

Any changes to accommodation would need to consider a detailed range of information e.g., the design/accessibility of any school buildings/accommodation and appropriate actions to address any differential impacts.

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.

Demand for places is reviewed on an ongoing basis and proposed changes brought forward as required.

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the

ALN provision at the schools subject to the proposals, the Pupil Referral Unit or the Community Teaching provision.

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

Where the Governing Body has adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of an increase in the numbers on roll would provide opportunities for any school-based staff on the school redeployment register.

An equality impact assessment would be carried out to identify the accessibility of any new build accommodation. 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 the relevant Building Bulletins.

Disability

Will this proposal 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.

The proposals will have a positive impact.

The aim of the proposed changes is to improve the match between the supply of and demand of places for specialist provision for learners with emotional health and wellbeing needs and complex learning needs.

The options identified would provide a phased increase in the number of specialist places and would:

- support a holistic, vocational and therapeutic curriculum including life skills.
- provide a mix of revolving door assessment places at KS3 and long-term placements.

- reduce reliance on independent school places, and possible out of county placements.
- ensure capacity to support looked after children in Cardiff schools, in line with the 'Closer to Home' strategy.
- establish gender-inclusive approaches to all specialist provision in Cardiff.
- increase the opportunities for primary aged learners to access specialist provision on a mainstream school site.
- further develop support for pupils to maintain links with, and return to mainstream education where possible.
- create strong links between mainstream and special schools to support dual placements and a richer learning experience.
- improve the range of post-16 opportunities, including supported pathways to employment.

The Council would manage admissions to the specialist provision in accordance with the ALN Code

Any changes to accommodation would need to consider a detailed range of information e.g., the design/accessibility of any school buildings/accommodation and appropriate actions to address any differential impacts.

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

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals, the Pupil Referral Unit or the Community Teaching provision.

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

Schools are required to have a Strategic Equality Plan and would work together to ensure that any concerns are addressed.

An equality impact assessment would be carried out to identify the accessibility of any new build accommodation. 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 Ma and the relevant Building Bulletins.

Gender Reassignment

Will this proposal have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (Transgender people are people whose gender identity or gender expression is different from the gender they were assigned at birth.)		x	

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

There are no direct impacts arising from the recommendations of this report.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to the specialist provision in accordance with the ALN Code

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. 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?

Marriage and Civil Partnership

Will this proposal 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.

There are no direct impacts arising from the recommendations of this report.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to the specialist provision in accordance with the ALN Code

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. 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?

Pregnancy and Maternity

Will this proposal 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.

There are no direct impacts arising from the recommendations of this report.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to the specialist provision in accordance with the ALN Code

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. 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?

Race

Will this proposal 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.

There are no direct impacts arising from the recommendations of this report.

The proposals will have a positive impact on all pupils.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

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.

The Council would manage admissions to the specialist provision in accordance with the ALN Code

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals, the Pupil Referral Unit or the Community Teaching provision.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. 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?

Religion, Belief or Non-Belief

Will this proposal 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.

There are no direct impacts arising from the recommendations of this report.

The proposals will have a positive impact on all pupils.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities. 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.

The Council would manage admissions to the specialist provision in accordance with the ALN Code.

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals, the Pupil Referral Unit or the Community Teaching provision.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's / Governing Bodies policies on equal opportunities.

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

Sex

Will this proposal 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.

There are no direct impacts arising from the recommendations of this report.

The proposals will have a positive impact on all pupils.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to the specialist provision in accordance with the ALN Code.

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals, the Pupil Referral Unit or the Community Teaching provision.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. 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?

Sexual Orientation

Will this proposal 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.

There are no direct impacts arising from the recommendations of this report.

The proposals will have a positive impact on all pupils.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

The Council would manage admissions to the specialist provision in accordance with the ALN Code.

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and

governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals, the Pupil Referral Unit or the Community Teaching provision.

The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. 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?

Socio-economic Duty

Is the change anticipated to reduce or contribute to inequality of outcome as a result of socio-economic disadvantage? (e.g. will the change negatively impact on those on low-incomes or those living in deprived areas)

	Yes	No	N/A
Socio-economic impact		x	

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

The Council's 'Stronger, Fairer, Greener' policy sets out the key themes and commitments for the next five years with a strong focus on putting children and young people front and centre of their ambitions for the city. Central to this is the explicit belief that good education is the surest route out of poverty and, in turn that, the long-term prosperity of the city relies on firm support for our children and young people to reach their potential.

Education is consistently ranked as the top priority for children and young people in Cardiff, a key social and cultural right which plays an essential role in overcoming poverty and disadvantage.

The aim of the proposed changes is to improve the match between the supply of and demand of places for specialist provision for learners with emotional health and wellbeing needs and complex learning needs.

The options identified would provide a phased increase in the number of specialist places and would:

- support a holistic, vocational and therapeutic curriculum including life skills.
- provide a mix of revolving door assessment places at KS3 and long-term placements.

- reduce reliance on independent school places, and possible out of county placements.
- ensure capacity to support looked after children in Cardiff schools, in line with the 'Closer to Home' strategy.
- establish gender-inclusive approaches to all specialist provision in Cardiff.
- increase the opportunities for primary aged learners to access specialist provision on a mainstream school site.
- further develop support for pupils to maintain links with and return to mainstream education where possible.
- create strong links between mainstream and special schools to support dual placements and a richer learning experience.
- improve the range of post-16 opportunities, including supported pathways to employment.

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

The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals, the Pupil Referral Unit or the Community Teaching provision.

Any proposals that are progressed would need to consider fully the commitments set out in 'Stronger, Fairer, Greener' and how any proposed changes would support these.

Welsh Language

Will this proposal have a **differential impact [positive/negative]** on the Welsh language?

	Yes	No	N/A
Welsh language	x		

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

The incidence of ALN in the Welsh-medium sector continues to be lower than for Cardiff schools overall.

There would be a positive impact on the Welsh Language with an increase in the number of Welsh-medium specialist additional learning places.

The Council's Welsh in Education Strategic Plan (WESP) sets out a series of ambitious commitments to build on the progress achieved to date. The WESP commits the Council to increasing the provision of Welsh-medium education for pupils with additional learning needs (ALN).

The Welsh-medium proposals directly respond to the following WESP Outcomes:

- Outcome 6 – An increase in the provision of Welsh-medium education for pupils with additional learning needs A(ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

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 demand for additional learning needs provision 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.

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

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 proposed changes.

Subject to Cabinet approval there will be a full and inclusive public consultation with the views expressed given due consideration as part of the decision-making process.

Summary of Actions (Listed in the sections above)

	Actions
Age	<p>The Council has a statutory duty to provide pupil places to meet the needs of all pupils in Cardiff.</p> <p>Demand for places is reviewed on an ongoing basis and proposed changes brought forward as required.</p> <p>The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative</p>

	<p>impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals, the Pupil Referral Unit or the Community Teaching provision.</p> <p>The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p> <p>Where the Governing Body has adopted the Council's School Redeployment and Redundancy Policy, any new vacancies arising as a consequence of an increase in the numbers on roll would provide opportunities for any school-based staff on the school redeployment register.</p> <p>An equality impact assessment would be carried out to identify the accessibility of any new build accommodation. 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 Ma and the relevant Building Bulletins.</p>
Disability	<p>The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals, the Pupil Referral Unit or the Community Teaching provision.</p> <p>The Council's procedure for managing staffing changes arising from any future proposals would be used in implementing any changes. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p> <p>Schools are required to have a Strategic Equality Plan and would work together to ensure that any concerns are addressed.</p>

	An equality impact assessment would be carried out to identify the accessibility of any new build accommodation. 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 Ma and the relevant Building Bulletins.
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Socio-economic Impact	<p>The Council works closely with the governing bodies of schools to make sure that standards in schools are high, that teaching is good, and that leadership and governance is strong. The Council does not expect the proposals to have any negative impact on the quality of standards of education, the delivery of the Foundation Phase or each key stage of education at any of the schools or the ALN provision at the schools subject to the proposals, the Pupil Referral Unit or the Community Teaching provision.</p> <p>Any proposals that are progressed would need to consider fully the commitments set out in 'Stronger, Fairer, Greener' and how any proposed changes would support these.</p>
Welsh Language	
Generic/ Over-Arching (applicable to all the above groups)	

Next Steps

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.

On completion of this Assessment, please ensure that the form is submitted to the Equality Team mailbox so that there is a record of all assessments undertaken in the Council
EqualityTeam@cardiff.gov.uk

B: Child Rights Impact Assessment

Guidance for Local Government prepared from Unicef is available here:

[Child Rights Impact Assessment - Child Friendly Cities & Communities \(unicef.org.uk\)](https://www.unicef.org.uk/child-rights-impact-assessment)

For further information or assistance in completing the Child Rights Impact Assessment, please contact the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

STAGE 1: PURPOSE/ SCOPE

What is the policy/ strategy/ project/ procedure/ service? Summarise/ describe its overall aims and any aims specific to children.

For Cabinet to consider, subject to Ministerial approval for potential Welsh Government capital funding:

- f. Recommendations to hold public consultation on a range of proposals to extend and realign additional learning needs provision.
- g. To note the potential revenue and capital implications to the Council arising from all proposals.
- h. Recommendation to proceed with the design and procurement of the Ty Glas and Oak House sites, and the temporary accommodation on the existing Fitzalan High School works through the School Organisation Programme.
- i. To note the temporary relocation of Landsdowne Primary School to the existing Fitzalan High School site.
- j. To delegate authority to the Director of Economic Development to acquire the freehold interests for land at adjacent to the existing Greenhill site, in line with an independent valuation, to allow the delivery of the replacement Greenhill Secondary School, subject to Ministerial approval for Welsh Government capital funding.

To meet demand for specialist resource base/special school places for learners with emotional health and wellbeing needs it is proposed to:

- establish an 8 place Specialist Resource Base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.
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- establish a 16 place Specialist Resource Base for emotional health and wellbeing at Herbert Thompson Primary School from September 2024, within existing buildings.
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- establish an 8 place Specialist Resource Base for emotional health and wellbeing at Ysgol Gymraeg Pwll Coch from September 2024 within the existing buildings.
- increase the capacity of Greenhill Special School from 64 places to 96 places. The enlarged school would operate as a single school for learners aged 11-18 across two sites including the current site at Heol Brynglas, Rhiwbina, and a new site at Ty Glas Avenue, Llanishen from September 2026.
- establish a 20-place Specialist Resource Base for learners with Emotional Health and Wellbeing Needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing buildings.

The proposed expansion of the Pupil Referral Unit and the transfer of the Community Teaching Team set out below are not subject to the requirements of the School Organisation Code:

- increase the capacity of the Pupil Referral Unit to 180 places, from September 2023. The enlarged PRU would operate as a single establishment for learners aged 11-18 across three sites including:
 - the current site for up to 90 learners at Cefn Road.
 - 48 learners in new-build accommodation at the site currently occupied by Willows High School from September 2027.
 - 42 learners in refurbished/ extended provision at Oak House, St Mellons.
- for a temporary period locate the extended Pupil Referral Unit provision at the site currently occupied by Fitzalan High School, from September 2023.
- for a temporary period locate Lansdowne Primary School onto the existing Fitzalan High School site due to emergency condition works from January 2024.
- transfer the Community Teaching Team to the former Severn Adult Education Centre from September 2023.

To meet demand for specialist resource places for learners with complex learning needs it is proposed to:

- establish a 20 place Specialist Resource Base for Complex Learning Needs at Coed Glas Primary School from September 2024, within the existing buildings.
- establish a 20 place Specialist Resource Base for Complex Learning Needs at Greenway Primary School from September 2024, within the existing buildings.

establish a 20 place Specialist Resource Base for Complex Learning Needs at Severn Primary School from September 2024, within the existing buildings.

Will the policy/ strategy/ project/ procedure/ service affect children and young people? Please think about which groups of children and young people it will affect.

The proposed changes relate to primary and secondary phase education provision.

Proposals for learners not accommodated by these proposals have been considered outside of these proposals.

STAGE 2: BUILD AND ASSESS

Which UNCRC (United Nations Convention on the Rights of the Child) articles are relevant to the policy/ strategy/ project/ procedure/ service? Read the articles [here](#) and add any relevant ones to the table below.

The articles which form the four General Principles of the UNCRC are pre-populated in the table.

For further information or assistance on UNCRC Articles, please email the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

Article 2 (non-discrimination): The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child): The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 6 (life, survival and development): Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 12 (respect for the views of the child): Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 23 (children with a disability): A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Article 28 (right to education): Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

Article 29 (goals of education): Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

What is the likely/ actual impact of the proposal on children's rights? Is it positive, negative or neutral?

(If a negative impact is assessed for any area of rights or any group of children and young people, you must list and recommend options to modify the proposal or mitigate the impact.)

The impact on children's rights is expected to be positive.

Access to education in Cardiff is on an equal basis. All schools operate in accordance with the requirements of the Equalities Act and schools will continue to apply the Council's policies on equal opportunities.

The proposed changes would provide a phased increase in the number of specialist places and would:

- support a holistic, vocational and therapeutic curriculum including life skills.
- provide a mix of revolving door assessment places at KS3 and long-term placements.
- reduce reliance on independent school places, and possible out of county placements.
- ensure capacity to support looked after children in Cardiff schools, in line with the 'Closer to Home' strategy.
- establish gender-inclusive approaches to all specialist provision in Cardiff.
- increase the opportunities for primary aged learners to access specialist provision on a mainstream school site.
- further develop support for pupils to maintain links with, and return to mainstream education where possible.
- create strong links between mainstream and special schools to support dual placements and a richer learning experience.
- improve the range of post-16 opportunities, including supported pathways to employment.

Should the proposals proceed to consultation, the views of children affected (Article 12) will be sought as part of the consultation and considered as detailed below.

STAGE 3: VOICE AND EVIDENCE

Have you sourced and included the views and experiences of children and young people? What do you know about children and young people's views and experiences that are relevant to the proposal?

Subject to Cabinet approval, the views of children and young people directly affected by the proposed changes will be sought through age-appropriate consultation/engagement with the views expressed given full consideration as part of the decision-making process.

How do you plan to review the policy/ strategy/ project/ procedure/ service to ensure that it respects, protects and fulfils children's rights?

Please provide an outline of the monitoring and review process for the implementation and/or delivery of the proposal and how children and young people will be included in this process.

The views of children and young people directly affected by the proposed changes will be sought through age-appropriate consultation/engagement with the views expressed given full consideration as part of the decision-making process.

In the event of any of the proposed changes being progressed the views of children will be sought as part of the implementation process.

STAGE 4: BUDGET

What is the budget for this proposal? Are any parts of it specifically allocated to children and young people?

The financial implications relevant to the proposed changes are set out in the report.

STAGE 5: IDENTIFIED ACTIONS

What actions have been identified or changes made to the proposal as a result of this assessment?

The views of children and young people directly affected by the proposed changes will be sought through age-appropriate consultation/engagement with the views expressed given full consideration as part of the decision-making process.

In the event of any of the proposed changes being progressed the views of children will be sought as part of the implementation process.

Next Steps

Where it is considered that a Child Rights Impact Assessment is required, you must append the completed form to the Cabinet or Officer Decision Report. A copy must also be emailed to the Child Friendly Cardiff Team ChildFriendlyCardiff@cardiff.gov.uk

C: Welsh Language Impact Assessment

Please consult with Bilingual Cardiff for any assistance with completing this assessment
Bilingualcardiff@cardiff.gov.uk

Welsh Language Standards 88-97

Standard 88

Will this proposal have a **differential impact [positive/negative]** on:

	Yes	No	N/A
The opportunities for persons to use the Welsh language?	x		
Treating the Welsh language no less favourably than the English language?		x	

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

The impact on the Welsh Language would be positive with an increase in the number of Welsh-medium specialist additional learning places.

Standard 89

Could this proposal be formulated or re-formulated, so that it would have positive effects, or increased positive effects, on:

The opportunities for persons to use the Welsh language?

The proposed changes would increase the number of Welsh-medium specialist additional learning needs places.

Treating the Welsh language no less favourably than the English language?

The proposed changes would increase the number of Welsh-medium specialist additional learning needs places

Standard 90

Could this proposal be formulated or re-formulated to ensure that it does not have adverse effects, or a decreased adverse effect, on:

The opportunities for persons to use the Welsh language?

The proposed changes would increase the number of Welsh-medium specialist additional learning needs places

Treating the Welsh language no less favourably than the English language?

The proposed changes would increase the number of Welsh-medium specialist additional learning needs places

Standard 91

When consulting on the proposal, were views considered, and sought, on the effects (both positive and negative) that it would have on:

The opportunities for persons to use the Welsh language?

Subject to Cabinet approval there will be a full and inclusive public consultation with the views expressed given due consideration as part of the decision-making process.

Treating the Welsh language no less favourably than the English language?
--

N/A

Standard 92

Did the consultation seek and give consideration to views on how the proposal could have positive, or increased positive effects, on:

The opportunities for persons to use the Welsh language?

Subject to Cabinet approval there will be a full and inclusive public consultation with the views expressed given due consideration as part of the decision-making process.

Treating the Welsh language no less favourably than the English language?
--

N/A

Standard 93

Did the consultation seek and give consideration to views on how the proposal could have no adverse effects, or decreased adverse effects, on:

The opportunities for persons to use the Welsh language?

Subject to Cabinet approval there will be a full and inclusive public consultation with the views expressed given due consideration as part of the decision-making process.

Treating the Welsh language no less favourably than the English language?
--

N/A

Standard 94

If the proposal includes the awarding of grants, has consideration been given to the guidance presented in Cardiff Council's Policy on Awarding Grants in Compliance with the Welsh Language Standards with regard to:

The opportunities for persons to use the Welsh language?

N/A

Treating the Welsh language no less favourably than the English language?
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N/A

Standard 95

If research was undertaken or commissioned to assist with the development of the proposal, did it give consideration to whether it would have a **differential impact [positive/negative]** on:

The opportunities for persons to use the Welsh language?

The impact on the Welsh Language would be positive with an increase in the number of Welsh-medium specialist additional learning places.
--

Treating the Welsh language no less favourably than the English language?
--

N/A

Standard 96

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have a positive effect, or increased positive effects, on:

The opportunities for persons to use the Welsh language?

The impact on the Welsh Language would be positive with an increase in the number of Welsh-medium specialist additional learning places.
--

Treating the Welsh language no less favourably than the English language?
--

N/A

Standard 97

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have no adverse effect, or decreased adverse effects, on:

The opportunities for persons to use the Welsh language?

The impact on the Welsh Language would be positive with an increase in the number of Welsh-medium specialist additional learning places.
--

Treating the Welsh language no less favourably than the English language?
--

N/A

Material and Services

In addition to the impact assessment to ensure that the proposal meets the requirements of the Welsh Language Standards, consideration must also be given to the supporting materials and services that may be required.

These include (please click on the hyperlinks to view detailed information about the requirements under the Welsh Language Standards):

- [Correspondence](#) - receiving and replying (emails, letters, online communication).
- [Telephone](#) – receiving and answering calls.
- [Meetings & Public Events](#) – public meetings or events, group meetings, consultation, individual meetings.
- [Public Messages – electronic – video](#)
- [Signs, Notices & Display Material](#)
- [Publicity & Advertising](#)
- [Producing Public Documents](#) - policies, strategies, annual reports, corporate plans, guidelines, notices, codes of practice, consultation papers, licences, certificates, rules, brochures, leaflets, pamphlets or cards, ticket/vouchers.
- [Producing Forms](#)
- [Reception Services](#)
- [Websites, Apps and Online Services](#)
- [Social Media](#)
- [Self Service Machines](#)
- [Education Training Courses](#)
- [Public Address Announcements](#)

Are all supporting materials and services compliant with the requirements of the Welsh language standards?

All supporting materials and services are compliant with the requirements of the Welsh Language Standards

Cardiff Council’s Welsh Language Skills Strategy

This strategy may be viewed here and additional guidance documents have been produced to support its implementation:

- [Assessing Welsh Language Skills and Identifying Welsh Essential Roles](#)
- [Recruitment, Selection, and Interview Procedures and the Welsh Language](#)

Do you have access to sufficient Welsh speaking staff to support the delivery of the proposal in compliance with the requirements of the Welsh language standards?

Yes

Next Steps

Where it is considered that a Welsh Language Impact Assessment is required, you must append the completed form to the Cabinet or Officer Decision Report. A copy must also be emailed to Bilingual Cardiff Bilingualcardiff@cardiff.gov.uk

D: Habitats Regulations Assessment

	Yes	No
Will the proposal affect a European site designated for its nature conservation interest*, or steer development towards an area that includes a European site, or indirectly affect a European site?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

** Only two European sites designated for nature conservation interest lie within Cardiff's boundaries – the Severn Estuary and Cardiff Beech Woods, but be aware if your project affects an area close to a neighbouring authority.*

If the answer is 'Yes', then a screening exercise may need to be conducted to determine if a Habitats Regulations Assessment is required or not.

Contact the [Biodiversity Team](#) who will guide you through the process.

E: Strategic Environmental Assessment

	Yes	No
Does the strategy, policy or activity set the framework for future development consent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	Yes	No
Is the strategy, policy or activity likely to have significant environmental effects (positive or negative)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you have answered 'Yes' to both of the above questions, then a full Strategic Environmental Assessment Screening is needed.

Contact the [Sustainable Development Unit](#) who will guide you through the process.

F: Data Protection Impact Assessment

	Yes	No
Will the proposal involve processing information that could be used to identify individuals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer is 'Yes', then a Data Protection Impact Assessment may be required.

Click [here](#) to read the guidance and start the Data Protection Impact Assessment process if needed.

For further information, contact the [Data Protection Service](#).

G: Health Impact Assessment

A Health Impact Assessment helps to develop policies and projects that consider the mental, physical and social health and well-being of a population during planning and development. Considering health inequalities and their impacts on local communities is an essential part of any Health Impact Assessment.

Health Impact Assessments will become a statutory requirement for public bodies in specific circumstances in the future. These circumstances have yet to be published by Welsh Government.

For further information and advice, please contact the Wales HIA Support Unit.

Website: [Home - Wales Health Impact Assessment Support Unit \(phwwhocc.co.uk\)](http://phwwhocc.co.uk)

Email: WHIASU.PublicHealthWales@wales.nhs.uk