

Single Impact Assessment

Cardiff Council



1. Details of the Proposal

What is the proposal?

Title:	SCHOOL ORGANISATION PLANNING: PRIMARY SCHOOL PLACES TO SERVE CATHAYS AND PARTS OF GABALFA, HEATH, LLANDAFF NORTH AND PLASNEWYDD
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Is this a new proposal or are you amending an existing policy, strategy, project, procedure or service?

New	<input type="checkbox"/>
Existing	<input checked="" 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	Senior Project Officer- School Organisation Planning	15/12/2023

2. Overview of the Proposal

What action is the Council considering and why?

Please provide an outline of the proposal.

The report informs Cabinet of the objections received following publication of proposals reading the provision of primary school places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

A full and inclusive public consultation was undertaken prior to the publication of the proposals. The consultation ran from 03 May – 30 June 2023 with the views expressed and a full appraisal of these included in the post consultation Cabinet report considered by Cabinet on 19 October 2023.

At its meeting on 19 October 2023, the Council's Cabinet agreed subject to the agreement of the Governing Body of St Monica's Church in Wales to proceed to publish its proposals, Officers be authorised to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013 on proposals to:

- Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site.
- Increase the capacity of Ysgol Mynydd Bychan from 192 places (0.9FE) to 420 places (2FE) and increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96.
- Amalgamate Allensbank and Gladstone Primary Schools:
 - Formally Close Allensbank Primary School.
 - Formally Close Gladstone Primary School.
 - Establish a new 420 place (2FE) English-medium Primary School with nursery on the current shared Gladstone Primary School / St Monica's Church in Wales Primary School site.

The proposed changes would take effect from September 2025.

The notice was published on the Council website, posted at the school site, and in the local area.

Copies of the notice were distributed via e-mail to organisations and consultees required under the School Organisation Code 2018 including parents/guardians of children at the schools directly affected.

Information regarding publication of the notice was also provided to the schools in a range of community languages.

At its meeting on 26 October 2023 the St Monica's Church in Wales Primary School Governing Body agreed to progress to the next stage and issue a legal statutory notice to:

- Transfer St Monica's Church in Wales Primary School, Whitchurch Road, Cardiff CF14 3JL, into the premises currently occupied by Ysgol Mynydd Bychan, New Zealand Road, Cardiff, CF14 3BR.
- Extend the age range of the school from 4 – 11 to 3 – 11 by establishing nursery provision at the school to allow for 32 part-time places.

The proposed changes would be implemented from September 2025

The statutory notice regarding proposed changes to St Monica's Church in Wales Primary School was published separately by the Governing Body and can be viewed on the school website via the link below:

www.stmonicasschool.co.uk

Consideration would be given to establishing the city-wide Speech & Language class within the new school in consultation with the school governing body.

These changes were proposed to:

- support each school to continue to improve education for all of their learners.
- ensure that each school provision offered meets the diverse needs of the local community.
- support schools to be financially sustainable, with stable school budgets.
- support schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners.
- increase Welsh-medium primary school places by one Form of Entry (210 primary age pupils).
- consolidate English-medium primary school places with an appropriate level of surplus.

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	28	Y
C. Welsh Language Impact Assessment	34	Y
D. Habitats Regulations Assessment	39	N
E. Strategic Environmental Assessment	40	N
F. Data Protection Impact Assessment	41	N
G. Health Impact Assessment	42	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 provision of school places is determined by age range. As a consequence, any school organisation proposal will differentially impact learners at the schools subject to the proposals and the wider community.

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

There is sufficient capacity within existing schools serving the area to enable the reorganisation of existing provision. Reorganisation of provision would present an appropriate means of balancing the availability and take up of both English-medium and Welsh-medium provision in the area and would represent a more effective and efficient use of resources. This would also retain flexibility in the schools' estate to respond to any future population changes affecting the area.

The establishment of a new two form entry English-medium primary school, and the expansion of Ysgol Mynydd Bychan to two form entry, would support teaching and learning by allowing for:

- the area to have more two form of entry schools. When compared with smaller schools, the scale of a two-form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base.
- a two-form entry school can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors.
- the ability to employ more teaching and support staff would allow the two form entry schools to cover a wider range of curriculum expertise.

- a greater number of teachers to share workload and expertise.
- greater opportunities to professionally develop staff e.g., newly qualified teachers who can observe their parallel teacher.
- opportunities for staff to teach to their strengths ensuring learners have the best education experience possible.
- a greater number of teachers to lead on Areas of Learning, plus Religious Education, Relationships and Sexuality Education (RSE) and Digital Competency
- greater opportunities to offer a broader range of extra-curricular activities.
- greater opportunities for distributed leadership.

The establishment of nursery provision at St Monica's Church in Wales Primary School would:

- provide continuity of provision which reflects the ethos and culture of the school.
- support the development of strong and effective parental links with the school from the earliest possible opportunity.
- ease transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful)
- allow for the early identification of vulnerable groups. This would mean that the needs of children can be identified as early as possible.
- provide an opportunity for children to attend nursery at the same site as their older siblings. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative childcare provision may cause.
- provide continuity and progression between Early Years and Foundation Phase, enhancing the opportunity to appropriately address individual developmental and cultural needs.

At present there is a high level of mobility amongst the pupils attending the English-medium schools which serve the area with a very small turnover of pupils at Ysgol Mynydd Bychan:

School	% of pupils not promoting to next year group in school (averaged, past three years)
Albany Primary School	14.5%
Allensbank Primary School	15.2%
Gladstone Primary School	21.9%

St Monica's CiW Primary School	21.1%
Ysgol Mynydd Bychan	1.3%

There would be an increase in the number of primary school places available to serve the area overall. There would be no reduction in the number of English-medium primary places.

Overall, accommodation to allow for an increased number of English-medium and Welsh-medium nursery places would be retained, and the number of places funded would reflect the demand for places in the local area.

There would be a minor change in the pattern of distribution of places however given the close proximity of the school sites this would have little or no impact.

The maximum distances between the above school sites is c0.5 miles. Should any of the schools be relocated on to an alternative site, the maximum increase in home to school travel distance for current pupils is therefore 0.5 miles.

The establishment of a new two form of entry English-medium primary school at the shared Gladstone Primary School/St Monica's Church in Wales Primary School would result in the current pupils having an increased journey. The impact of these pupils would be an average travel distance increase of 0.08 miles.

The impact of transferring St Monica's Church in Wales Primary School to the Ysgol Mynydd Bychan site would be an average travel distance increase of 0.2 miles for current pupils of St Monica's.

The impact of transferring Ysgol Mynydd Bychan to the Allensbank Primary School site would be an average travel distance increase of 0.04 miles for current pupils of Ysgol Mynydd Bychan.

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.

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

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

The proposed amalgamation of Allensbank Primary School and Gladstone Primary School and the establishment of a new 2FE primary school places staff at potential risk of redundancy.

The proposed expansion of Ysgol Mynydd Bychan would require the Governing Body to consider the workforce requirements in readiness for the expansion.

Any decisions taken with regards to staffing would be a matter for the relevant Governing Body.

The proposed increase in pupil numbers arising from the introduction of nursery provision at St Monica's Primary School would require additional staff.

Consideration would be given to establishing the city-wide Speech & Language class within the new school.

The proposed changes may have a greater differential impact on children aged 3-11 than the current arrangements.

The proposed changes may have a greater differential impact on school staff aged 18+ than the current arrangements.

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.

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

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.

The proposed formal closure of Allensbank Primary School and Gladstone Primary School, and the establishment of a new two form entry school places staff at a potential risk of redundancy which would need to be managed in line with the School Redeployment and Redundancy Policy.

In the event that the new English-medium school is agreed to progress, the staffing structure and appointments would be a matter for the Governing Body of the new school. The number of teaching and learning roles required for a two-form entry primary school is similar to the amount required for two one form entry primary schools. However, the type and number of roles required would be dependent on the number of pupils on roll and on the school budget position. However, as each of the schools is in a significant budget deficit position, each school would need to consider changes to staffing if the changes were not implemented.

HR People Services would recommend that posts are ring fenced to existing staff in the first instance with the exception of the Head and Deputy Head posts which would be subject to national advert. For staff appointed to a lower grade post, salary protection would be in place for up to three years.

The proposed expansion of Ysgol Mynydd Bychan 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.

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.

A key aspiration for the Council is to achieve staff reductions as far as possible through redeployment rather than voluntary or compulsory redundancies. Therefore, the Council is committed to maximising opportunities for school staff to secure employment in other schools in Cardiff through redeployment into vacancies in other schools in Cardiff.

The redeployment arrangements would also be taken into account should the decision be taken to relocate the Speech and Language class from Allensbank Primary School to within the remit of a Governing Body of another school.

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.

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.

There would be a minor change in the pattern of distribution of places however given the close proximity of the school sites this would have little or no impact.

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.

There is a Speech and Language early intervention class hosted by Allensbank Primary School. The Council admits up to 8 Foundation Phase children to this city-wide provision who were not making sufficient progress, but who have good prospects for returning to their local mainstream school.

Placements last 1 – 3 years, depending on progress. Pupils are dual registered at their local school and supported to return at the end of the placement. Pupils continue to attend their local school for at least one day a week, to maintain links with local friends and to prepare for a successful early reintegration to their local school.

Consideration would be given to establishing the city-wide Speech & Language class within the proposed new two form entry English-medium primary school in consultation with the school governing body.

Whilst the proposed changes would affect children who would benefit from the speech and language class from 2025/2026, there is no information to suggest that there would be a differential impact on these children compared to current arrangements.

The proposed expansion of Ysgol Mynydd Bychan to two forms of entry, and transfer to the Allensbank Primary School site would retain sufficient flexibility in the buildings to allow for the establishment of specialist resource base provision. Separate proposals would be developed for this provision.

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

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.

The potential impact of any changes to the existing Speech and Language provision on future learners would continue to be assessed with measures put in place to mitigate any differential impacts that may be identified at a later date.

Gender Reassignment

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

	Yes	No	N/A
Transgender People		x	

(Transgender people are people whose gender identity or gender expression is different from the gender they were assigned at birth.)			
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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'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?
N/A

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.
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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?
N/A

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'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?

N/A

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.

The ethnic makeup of the school populations included in the proposals varies.

Cardiff School ethnicity data from 2022 shows the following breakdown of percentages of White British and Non-White British pupils at the schools serving the area:

Table 2: Demographic data - Ethnicity of Reception to Year 6 school pupils

Source: PLASC 2022

School	Number on pupils on roll	White British	Non-White British	Number of ethnicities
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Albany Primary School	378	17.2%	82.8%	53
Allensbank Primary School	193	21.2%	78.8%	45
Gladstone Primary School	173	20.8%	79.2%	37
St Monica's C.W Primary School	138	18.8%	81.2%	28
Ysgol Mynydd Bychan	203	91.1%	8.9%	11

The proposals would have a greater impact on the population closer to the schools than on the city as a whole.

If this local population is made up of an ethnic diversity which is disproportionate to that typically found across the city, then there is potential for the proposal to have a differential impact.

The home addresses of pupils enrolled at Ysgol Mynydd Bychan are clustered around the school sites of Ysgol Mynydd Bychan and Allensbank Primary School. At Ysgol Mynydd Bychan 11% of pupils are from a non-White-British background.

Whilst the majority of Allensbank Primary School pupils live within the same area, with home addresses also clustered around the school sites of Ysgol Mynydd Bychan and Allensbank Primary School, demographic data for those pupils and for the school overall is very different to that of Ysgol Mynydd Bychan. Of those pupils who live within the catchment area of Allensbank and are enrolled at the school, 78% are from a non-White-British background.

Pupil mobility data for Ysgol Mynydd Bychan is very low (1.3% per year on average in the past three years), which in part reflects the oversubscription of the school at entry to Reception class. Each of the English-medium schools exceeds 10% pupil mobility each year and Allensbank Primary School reported "Pupil mobility levels of up to 40% across a single academic year" during the past consultation on proposals.

At present, families who move into the area after the closing date for entry to Reception class are, usually, unable to gain admission to Ysgol Mynydd Bychan and an alternative Welsh-medium school may be a significant distance from the home address of those families. Proposals must consider the disparity in demographic data but must also consider the ability of those applicants who move to the area to equitably access school places in each language medium.

It is not expected that there would be any negative impact as a result of the proposed changes. However, it is recognised that those resident within the local area and families attending the school may have their own views which must be taken into account.

The proposals were brought forward in order to provide a more appropriate balance of places and to ensure that a greater level of funding is able to be

invested in teaching and learning. The standard of education at all the schools subject to the proposed changes is good. There is no information available that suggests that the proposals would have a negative effect on pupils who receive Free School Meals, pupils that receive support because they have English as an additional language, pupils from a minority ethnic background or pupils with additional learning needs. There are clear benefits associated with the proposed changes which would enhance learning opportunities for all learners.

There would be an increase in the number of primary school places available overall to serve the area. There would be no reduction in the number of English-medium primary places under Option1. There would be an increase in Welsh-medium places.

The ethnic diversity of Ysgol Mynydd Bychan is not reflective of its local community and the school is largely unable to accommodate children who move to the area after the closing date for admission to Reception class.

PLASC data indicates that a greater proportion of children who transfer within the primary education age phase in the area are of non-White-British ethnicities.

These children are presently able to access local English-medium provision but less able to access Welsh-medium provision.

The proposed changes are expected to have a positive differential impact on all ethnicities, compared the current arrangements.

There would be a minor change in the pattern of distribution of places however given the close proximity of the school sites this would have little or no impact.

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

Schools serve a diverse range of communities and largely reflect their local population; however, it is acknowledged that the Welsh-medium schools are at present less diverse than English-medium schools.

The Equality Act 2010 places a duty on public services to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. The Council must therefore ensure, when bringing forward proposals and following implementation of proposals, that each of the schools is supported to meet the diverse needs of the communities in which they are located and that each is able to advance equality of opportunities for all families in the area.

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 Council is committed to the development of Welsh-medium education and as part of the 10-year Welsh in Education Strategic Plan which was adopted in September 2022, consideration is being given to ways in which Welsh-medium can be expanded to increase the number of children from all backgrounds attending.

The plan sets specific targets and identifies priority workstreams for the Council and partners such as schools, including a research pilot initiative with Bilingual Cardiff, parental surveys and focus groups, to better understand the reasons for low take-up of Welsh-medium places within specific under-represented groups and communities (including Black, Asian and Minority Ethnic), alongside bespoke promotions. This work is underway.

Any proposed changes should seek to provide an appropriate balance whereby each school type is available to all groups and each school is supported to be accessible, and to be seen to be accessible, to all groups. The work underway to better understand parental preferences and take up of places in each community, alongside improving visibility of language medium and immersion opportunities available, will directly target decreasing the disparities between demographic data in English-medium and Welsh-medium schools.

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.

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.

Should the transfer of St Monica's Church in Wales Primary School to the current Ysgol Mynydd Bychan site be taken forward, it is proposed that 32 part time

nursery places are provided to develop continuity and progression in children's learning from the age of three.

The establishment of nursery provision at the school would provide a consistent approach to teaching and planning, to develop continuity and progression in children's learning from the age of three, and to contribute to raising standards across the school.

Admissions to the proposed nursery provision would be administered by the Governing Body of the school in accordance with the school's published Admission Policy.

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'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?

N/A

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.

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'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?

N/A

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.

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'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?

N/A

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.

Analysis of school census data (PLASC) confirms that, at present, there are significant differences in the demographic data between some of the schools in the area.

Demographic data, including eligibility of pupils for Free School Meals, Ethnicity, home language, acquired level of competency in English or Welsh, and pupil mobility (how many children transfer into and out of a school) differs greatly between Ysgol Mynydd Bychan and each of the English-medium schools.

The proposed changes seek to provide an appropriate balance of places whereby each school type is available to all groups and each school is supported to be accessible, and to be seen to be accessible, to all groups.

The proposed changes would have the greatest positive differential impact on children as this option would provide a more economically sustainable patterns of school provision over the long term and support schools to be financially sustainable in an improved patters of provision through amalgamation. This option would allow for schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners, provide an improved balance between the availability and take up of both English-medium and Welsh-medium primary school places and maintain the current number of English-medium school places serving the area.

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

The Council’s adopted Welsh in Education Strategic Plan 2022-2032 sets specific targets and identifies priority workstreams for the Council and partners such as schools, including a research pilot initiative with Bilingual Cardiff, parental surveys and focus groups, to better understand the reasons for low take-up of Welsh-medium places within specific under-represented groups and communities (including Black, Asian and Minority Ethnic), alongside bespoke promotions.

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.

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.

There would be a positive impact on the Welsh Language with an increase in the number of Welsh-medium primary school places available at primary age.

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 ensuring city wide capacity in the primary Welsh-medium sector at 10% over and above the projected intake at Reception to support growth and allow for in-year admissions and flexibility for transition. This includes the delivery of new Welsh-medium capacity at primary level by 2025 – 2026. It is anticipated that there would be a positive impact on the Welsh Language as a result of these proposals.

The proposals seek to align with the Bilingual Cardiff Strategy and strongly support the Welsh Government's strategy for the Welsh language by contributing to meeting the targets set out in the Cymraeg 2050 strategy.

The proposals directly respond to the following WESP Outcomes:

- Outcome 1 – More nursery children/ three-year-olds receive their education through the medium of Welsh
- Outcome 2 - More reception class children/ five-year-olds receive their education through the medium of Welsh

Schools serve a diverse range of communities and largely reflect their local population, however it is acknowledged that Welsh-medium schools in Cardiff are at present less diverse than English-medium schools and not reflective of their local pupil community, when considering data such as ethnicity, home language and socio-economic data. Targets and workstreams within Cardiff's adopted WESP seek to address this.

The proposals would have a greater impact on the population closer to the schools than on the city as a whole.

The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary, and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.

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

The Council monitors birth rates, the yield from proposed housing and the patterns of take-up in Welsh medium provision at primary and secondary age, with a view to bringing forward appropriate plans to meet any increased demand.

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

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

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

There is a risk that provision of additional Welsh-medium primary school places may inhibit the growth at other local schools; however, Cardiff's WESP sets out a commitment to develop and implement targeted promotion in conjunction with Bilingual Cardiff to increase take up of Welsh-medium places in areas with low demand.

Should the proposal not be implemented the low number of surplus Welsh-medium primary school places in north Cardiff would limit the opportunities for children and young people to attend a local Welsh-medium primary school. In turn, children unable to attend a local Welsh-medium primary school may therefore enrol at a lower preference English-medium primary school rather than travel a greater distance to a Welsh-medium primary school. This could significantly inhibit the growth of the Welsh language and the Council's progress towards meeting both the WESP and Cymraeg 2050 targets.

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

Implement the proposal as published or seek to identify alternative proposals in line with the objectives of the published proposals to expand Welsh-medium and consolidate English-medium provision.

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.

A full and inclusive public consultation has been undertaken from 03 May – 30 June 2023 with the views expressed set out and given due consideration as part of the decision-making process.

Ahead of the consultation, schools agreed to use their relevant communication platforms e.g., Class Dojo and Schoop to distribute information to parents in a number of languages.

The consultation process involved:

- Publication of a bilingual consultation document outlining background, rationale, and implications to parents, local childcare providers, Headteachers and Chairs of Governors of nearby schools, all Members of local wards and other stakeholders (a copy of the consultation document can be seen as Appendix 1);
- Publication of a bilingual summary document setting out the main points of the consultation document;
- The summary document and response form were also published in nine community languages which were distributed to parents at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan and published on the Council website (a copy of the summary document can be seen at Appendix 2);
- Publication of a Community Impact Assessment which is available to view at www.cardiff.gov.uk/CathaysGabalfaPrimarySchools
- Posters outlining details of the proposals and meeting/drop-in dates were put up in the local area;
- Consultation meetings with staff and governors at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan (notes from the meetings can be seen at Appendix 3);
- Consultation meetings with pupil representatives from Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan (notes from the meetings can be seen at Appendix 4);
- A workshop session with the Cardiff Influencers (notes from the meeting can be seen at Appendix 5);
- Public meetings at Cathays Community Centre at which the proposals were explained and questions answered. The first public meeting was through the medium of English and the second through the medium of Welsh (notes from the meetings can be seen at Appendix 6);
- An on-line public meeting at which the proposals were explained, and questions answered (notes from the meeting can be seen at Appendix 6);
- Drop-sessions at Cathays Library where officers were available to answer questions (notes from the drop-in sessions can be seen at Appendix 7);
- On-line drop-in sessions on request where officers were available to answer questions (notes from the on-line drop-in sessions can be seen at Appendix 8);
- Drop-in sessions for parents at Allensbank Primary School, Gladstone Primary School, St Monica's Church in Wales Primary School and Ysgol Mynydd Bychan (notes from the parents' drop-in sessions can be seen at Appendix 9);
- Letters setting out details of the proposals and where further information could be found were sent out to the c600 parents/guardians of 0 – 3-year-olds living

within the catchments areas of Allensbank Primary School, Gladstone Primary School and Ysgol Mynydd Bychan;

- Letters setting out details of the proposals and where further information could be found were sent to local residents and businesses in the areas surrounding the school sites subject to the proposed changes;
- Letters were also sent to places of worship in the local area to make them aware of the consultation, how they could make their views known and an offer to meet with any groups, they run or that make use of their accommodation who would like to find out more about the proposed changes;
- A consultation response slip for return by post or e-mail attached to the consultation document and summary document (including nine community languages);
- A communication campaign via social media;
- An online response form (including versions in nine community languages) at: www.cadiff.gov.uk/CathaysGabalfaPrimarySchools

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. As part of this strategic approach, demand is forecast based on:</p> <ul style="list-style-type: none"> - 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 <p>Demand for places is reviewed on an ongoing basis and proposed changes brought forward as required.</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>The proposed formal closure of Allensbank Primary School and Gladstone Primary School, and the establishment of a new two form entry school places staff at a potential risk of redundancy which would</p>

need to be managed in line with the School Redeployment and Redundancy Policy.

In the event that the new English-medium school is agreed to progress, the staffing structure and appointments would be a matter for the Governing Body of the new school. The number of teaching and learning roles required for a two-form entry primary school is similar to the amount required for two one form entry primary schools. However, the type and number of roles required would be dependent on the number of pupils on roll and on the school budget position. However, as each of the schools is in a significant budget deficit position, each school would need to consider changes to staffing if the changes were not implemented.

HR People Services would recommend that posts are ring fenced to existing staff in the first instance with the exception of the Head and Deputy Head posts which would be subject to national advert. For staff appointed to a lower grade post, salary protection would be in place for up to three years.

The proposed expansion of Ysgol Mynydd Bychan 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.

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.

A key aspiration for the Council is to achieve staff reductions as far as possible through redeployment rather than voluntary or compulsory redundancies. Therefore, the Council is committed to maximising opportunities for school staff to secure employment in other schools in Cardiff through redeployment into vacancies in other schools in Cardiff.

	<p>The redeployment arrangements would also be taken into account should the decision be taken to relocate the Speech and Language class from Allensbank Primary School to within the remit of a Governing Body of another school.</p>
Disability	<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> <p>The potential impact of any changes to the existing Speech and Language provision on future learners would continue to be assessed with measures put in place to mitigate any differential impacts that may be identified at a later date.</p>
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	<p>Schools serve a diverse range of communities and largely reflect their local population; however, it is acknowledged that the Welsh-medium schools are at present less diverse than English-medium schools.</p> <p>The Equality Act 2010 places a duty on public services to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. The Council must therefore ensure, when bringing forward proposals and following implementation of proposals, that each of the schools is supported to meet the diverse needs of the communities in which they are located and that each is able to advance equality of opportunities for all families in the area.</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 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.</p>

	<p>The Council is committed to the development of Welsh-medium education and as part of the 10-year Welsh in Education Strategic Plan which was adopted in September 2022, consideration is being given to ways in which Welsh-medium can be expanded to increase the number of children from all backgrounds attending.</p> <p>The plan sets specific targets and identifies priority workstreams for the Council and partners such as schools, including a research pilot initiative with Bilingual Cardiff, parental surveys and focus groups, to better understand the reasons for low take-up of Welsh-medium places within specific under-represented groups and communities (including Black, Asian and Minority Ethnic), alongside bespoke promotions. This work is underway.</p> <p>Any proposed changes should seek to provide an appropriate balance whereby each school type is available to all groups and each school is supported to be accessible, and to be seen to be accessible, to all groups. The work underway to better understand parental preferences and take up of places in each community, alongside improving visibility of language medium and immersion opportunities available, will directly target decreasing the disparities between demographic data in English-medium and Welsh-medium schools.</p> <p>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.</p>
Religion/Belief	
Sex	
Sexual Orientation	
Socio-economic Impact	<p>The Council’s adopted Welsh in Education Strategic Plan 2022-2032 sets specific targets and identifies priority workstreams for the Council and partners such as schools, including a research pilot initiative with Bilingual Cardiff, parental surveys and focus groups, to better understand the reasons for low take-up of Welsh-medium places within specific</p>

	<p>under-represented groups and communities (including Black, Asian and Minority Ethnic), alongside bespoke promotions.</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 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.</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	<p>Implement the proposal as published or seek to identify alternative proposals in line with the objectives of the published proposals to expand Welsh-medium and consolidate English-medium provision.</p>
Generic/ Over-Arching (applicable to all the above groups)	<p>In order to ensure that any proposals brought forward, progressed through consultation to statutory notice and considered for determination give due consideration to all protected groups and that any potential impacts are fully understood, it is necessary for all stakeholders to be able to access information on the proposed changes in a way that is accessible to them.</p> <p>Consideration must be given to the supporting materials and services that may be required.</p> <p>These included:</p> <ul style="list-style-type: none"> • 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 and social media • Signs, Notices & Display Material • Publicity & Advertising • Producing Public Consultation Documents • Producing Forms

	<ul style="list-style-type: none">• Websites, Apps and Online Services• Social Media <p>A full and inclusive public consultation was undertaken. The Council engaged with the schools subject to the proposed changes prior to consultation in order to identify any barriers to engagement and adapted the above accordingly.</p>
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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.

The report informs Cabinet of the objections received following publication of proposals regarding the provision of primary school places to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

At its meeting on 19 October 2023, the Council's Cabinet agreed subject to the agreement of the Governing Body of St Monica's Church in Wales to proceed to publish its proposals, Officers be authorised to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013 on proposals to:

- Transfer Ysgol Mynydd Bychan to the current Allensbank Primary School site.
- Increase the capacity of Ysgol Mynydd Bychan from 192 places (0.9FE) to 420 places (2FE) and increase the number of nursery places at Ysgol Mynydd Bychan from 64 to 96.
- Amalgamate Allensbank and Gladstone Primary Schools:
 - Formally Close Allensbank Primary School.
 - Formally Close Gladstone Primary School.
 - Establish a new 420 place (2FE) English-medium Primary School with nursery on the current shared Gladstone Primary School / St Monica's Church in Wales Primary School site.

The proposed changes would take effect from September 2025.

At its meeting on 26 October 2023 the St Monica's Church in Wales Primary School Governing Body agreed to progress to the next stage and issue a legal statutory notice to:

- Transfer St Monica's Church in Wales Primary School, Whitchurch Road, Cardiff CF14 3JL, into the premises currently occupied by Ysgol Mynydd Bychan, New Zealand Road, Cardiff, CF14 3BR.

- Extend the age range of the school from 4 – 11 to 3 – 11 by establishing nursery provision at the school to allow for 32 part-time places.

The proposed changes would be implemented from September 2025

The statutory notice regarding proposed changes to St Monica's Church in Wales Primary School has been published separately by the Governing Body and can be viewed on the school website via the link below:

www.stmonicasschool.co.uk

Consideration would be given to establishing the city-wide Speech & Language class within the new school.

Further consideration would be given to this in consultation with the relevant school governing body / bodies, taking account of each school aspirations.

These changes were proposed to:

- support each school to continue to improve education for all of their learners
- ensure that each school provision offered meets the diverse needs of the local community
- support schools to be financially sustainable, with stable school budgets
- support schools to allocate a greater proportion of budget to teaching and learning, thereby retaining and increasing opportunities for learners
- increase Welsh-medium primary school places by one Form of Entry (210 primary age pupils)
- consolidate English-medium primary school places with an appropriate level of surplus.

The option recommended to be progressed taking into account all views raised during the consultation is Option 1. The option recommended taking into account all views raised during the consultation is Option 1.

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 phase and are therefore not applicable to pupils outside of this age range.

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

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 in the event of the proposed changes being progressed.

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 establishment of a new two form entry English-medium primary school, and the expansion of Ysgol Mynydd Bychan to two form entry, would support teaching and learning by allowing for:

- the area to have more two form of entry schools. When compared with smaller schools, the scale of a two-form entry primary school permits greater flexibility and opportunity for pupils due to an extended, more enhanced and secure financial resource base

- a two-form entry school can provide a greater degree of stability at all levels of leadership including maintaining a full and stable complement of school governors
- the ability to employ more teaching and support staff would allow the two form entry schools to cover a wider range of curriculum expertise
- a greater number of teachers to share workload and expertise
- greater opportunities to professionally develop staff e.g., newly qualified teachers who can observe their parallel teacher
- opportunities for staff to teach to their strengths ensuring learners have the best education experience possible
- a greater number of teachers to lead on Areas of Learning, plus Religious Education, Relationships and Sexuality Education (RSE) and Digital Competency
- greater opportunities to offer a broader range of extra-curricular activities
- greater opportunities for distributed leadership

The establishment of nursery provision at St Monica's Church in Wales Primary School would:

- provide continuity of provision which reflects the ethos and culture of the school
- support the development of strong and effective parental links with the school from the earliest possible opportunity
- ease transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful)
- allow for the early identification of vulnerable groups. This would mean that the needs of children can be identified as early as possible
- provide an opportunity for children to attend nursery at the same site as their older siblings. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative childcare provision may cause
- provide continuity and progression between Early Years and Foundation Phase, enhancing the opportunity to appropriately address individual developmental and cultural needs.

There would be a minor change in the pattern of distribution of places however given the close proximity of the school sites this would have little or no impact on travel distances.

In the event of the proposed changes being progressed the views of children directly affected (Article 12) will be sought as part of the implementation process.

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?

The views of children and young people on the proposed changes were sought through age-appropriate consultation/engagement. Details of the engagement with children and young people and the views expressed can be seen at Appendix 4 and Appendix 5.

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 on the proposed changes were sought through age-appropriate consultation/engagement with the views expressed given full consideration as part of the decision-making process.

In the event of the proposed changes being progressed the views of children directly affected by the changes 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 on the proposed changes were sought through age-appropriate consultation/engagement with the views expressed given full consideration as part of the decision-making process.

In the event of the proposed changes being progressed the views of children directly affected 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. The proposed changes would provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh.

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 provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh.

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

The proposed changes would provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh in accommodation no less favourable to those schools offering their teaching and learning predominantly in English

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 provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh.

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

The proposed changes would provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh.

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?

A full and inclusive public consultation was undertaken with the views expressed given due consideration as part of the decision-making process to ensure all were able to receive the relevant information and convey their views in the language of preference. This included materials produced bilingually (Welsh and English), bilingual response forms, opportunities to attend bilingual meeting with presentation given in Welsh and options to ask questions in Welsh which were translated as required to support effective response.

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?

A full and inclusive public consultation was undertaken 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?

A full and inclusive public consultation was undertaken 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?

A grant has been secured toward increasing the number of Welsh-medium education places to serve the area aligned to these proposals.

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

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. The proposed changes would provide the opportunity for a greater number of primary aged pupils to be educated through the medium of Welsh local to their homes.

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. The proposed changes took account of previous feedback provided and the options contained within these proposal responded to concerns identified by providing a larger independent site for the provision of a greater number of primary aged pupils to be educated through the medium of Welsh.

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. The proposed changes would provide the opportunity for a greater number of primary aged pupils to be

educated through the medium of Welsh local to their home and built on the concerns expressed in previous engagement so as to provide a larger site single occupancy site for Welsh-medium provision to serve the area.

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