

# Single Impact Assessment

Cardiff Council

Appendix 11



## 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	Jo Phillips	Project Officer- School Organisation Planning	01/03/2024

## 2. Overview of the Proposal

### What action is the Council considering and why?

*Please provide an outline of the proposal.*

The Council has consulted on provision for children and young people with additional learning needs (ALN). The consultation ran from 20 November 2023 to 19 January 2024 and is an opportunity to learn about the proposed changes, ask questions and to make comments.

To meet demand for specialist resource base/special school places for learners with emotional health and wellbeing needs it was 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.
- 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.

Following concerns raised by the Lakeside Governing Body during the consultation, it is acknowledged that admitting no greater than 12 learners to the class at this time is appropriate in recognition of the age, needs of children and the level of support required. The school hosts a two-class base of Foundation Phase learners, including learners who may otherwise be eligible for placement at Ysgol Cynefin (formerly known as The Court Special School).

The Council is progressing the proposed expansion of Ysgol Cynefin which will support some of Cardiff's most vulnerable learners when expansion is complete. It is anticipated that this expansion will reduce the pressure on Cardiff's Wellbeing Classes and Specialist Resource Bases, allowing Lakeside Primary School to admit to its planned 8 learners per class, consistent with the established model city-wide.

The Council will continue to work closely with the Headteacher and Governing Body of Lakeside Primary School to ensure the high standard of provision is maintained including consideration of the needs of learners, funding, staffing and resources.

Following concerns raised during the consultation by the Ysgol Gymraeg Pwll Coch Governing Body, it is acknowledged that a number of issues have been raised in relation to the proposed establishment, including concerns around the establishment of a single class for learners in Foundation Phase and Key Stage 2.

The Council acknowledges the issues that have arisen and will continue to work with the school to resolve and address any ongoing issues to support the learners already enrolled at the school and placed within its Wellbeing Class.

The points raised during by the Ysgol Gymraeg Pwll Coch Governing Body during the consultation will be further appraised prior to bringing forward revised proposals for the provision of Welsh-medium emotional health and wellbeing primary school places.

To meet demand for specialist resource places for learners with complex learning needs/ autism spectrum condition it was proposed to:

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

<b>Impact Assessment</b>	<b>Page</b>	<b>To be completed: Y/N</b>
A. Equality Impact Assessment	6	Y
B. Child Rights Impact Assessment	21	Y
C. Welsh Language Impact Assessment	26	Y
D. Habitats Regulations Assessment	32	N
E. Strategic Environmental Assessment	33	N
F. Data Protection Impact Assessment	34	N
G. Health Impact Assessment	35	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](mailto: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 for places for specialist provision for learners with emotional health and wellbeing needs and complex learning needs/ autism spectrum condition.

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.
- 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.
- 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.

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.

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 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.

## 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 for places for specialist provision for learners with emotional health and wellbeing needs and complex learning needs/ autism spectrum condition.

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.
- 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.
- 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.

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 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.

### 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.

There will be no differential impact.

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 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?**

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**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.

There will be no differential impact.

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 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?**

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## 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.

There will be no differential impact.

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 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.

There will be no differential impact.

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 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 for places for specialist provision for learners with emotional health and wellbeing needs and complex learning needs/ autism spectrum condition.

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.
- 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.
- 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.

**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.

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 (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

Following concerns raised during the consultation by the Ysgol Gymraeg Pwll Coch Governing Body, it is acknowledged that a number of issues have been raised in relation to the proposed establishment, including concerns around the establishment of a single class for learners in Foundation Phase and Key Stage 2.

The Council acknowledges the issues that have arisen and will continue to work with the school to resolve and address any ongoing issues to support the learners already enrolled at the school and placed within its Wellbeing Class.

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 points raised during by the Ysgol Gymraeg Pwll Coch Governing Body during the consultation will be further appraised prior to bringing forward revised proposals for the provision of Welsh-medium emotional health and wellbeing primary school places.

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 consultation process for all proposals involved:

- publication of bilingual consultation documents outlining background, rationale and implications to parents, staff and governors of affected schools, Headteachers and Chairs of Governors city-wide, elected Members, local



residents and other stakeholders (a copy of the consultation documents can be seen at Appendix 1);

- publication of bilingual summary documents setting out the main points of the consultation documents. These were made available Arabic, Polish and Bengali. (a copy of the summary documents can be seen at Appendix 2);
- publication of information in further community languages upon request;
- consultation meetings via Microsoft Teams/in person with governors at Baden Powell Primary School, Fairwater Primary School, Herbert Thompson Primary School, Lakeside Primary School, Springwood Primary School, Ysgol Gyfun Gymraeg Plasmawr, Coed Glas Primary School, Greenway Primary School and Severn Primary School (notes from the meetings can be seen at Appendix 3);
- consultation meetings with staff, where requested by the school. Meetings with staff were requested by Fairwater Primary School and Coed Glas Primary School (notes from the meetings can be seen at Appendix 4).
- consultation meetings via Microsoft Teams/in person with pupil representatives at Baden Powell Primary School, Fairwater Primary School, Herbert Thompson Primary School, Lakeside Primary School, Springwood Primary School, Ysgol Gyfun Gymraeg Plasmawr, Coed Glas Primary School, Greenway Primary School, Severn Primary School. Officers did not meet with pupil representatives from Ysgol Gymraeg Pwll Coch (notes from these meetings can be seen at Appendix 5);
- public consultation meetings were offered in person and via Microsoft Teams at which the proposals were explained and questions answered. Meetings took place where attendance had been pre-booked (notes from the meeting can be seen at Appendix 6);
- drop-in sessions in person and via Microsoft Teams where officers were available to answer questions (records of sessions held can be seen at appendix 7);
- 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;
- a communication campaign via social media;
- a consultation response slip for return by post or e-mail, attached to the consultation documents and summary documents;
- online response forms at [www.cardiff.gov.uk/ALNSchoolproposals](http://www.cardiff.gov.uk/ALNSchoolproposals). This was available in Arabic, Polish and Bengali.

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

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

Views were sought from interested stakeholders via an online survey and a hard copy version of the survey within the consultation documents.

The Council's Accessibility Officer was given the opportunity to comment on the proposed changes.

A full and inclusive public consultation was carried out with the views expressed given due consideration as part of the decision-making process.

**Summary of Actions (Listed in the sections above)**

	<b>Actions</b>
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 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'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>
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.</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>
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.</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](mailto: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](mailto: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.**

To meet demand for specialist resource base/special school places for learners with emotional health and wellbeing needs it was 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.
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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.
- 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.

Following concerns raised by the Lakeside Governing Body during the consultation, it is acknowledged that admitting no greater than 12 learners to the class at this time is appropriate in recognition of the age, needs of children and the level of support required. The school hosts a two-class base of Foundation Phase learners, including learners who may otherwise be eligible for placement at Ysgol Cynefin (formerly known as The Court Special School).

The Council is progressing the proposed expansion of Ysgol Cynefin which will support some of Cardiff's most vulnerable learners when expansion is complete. It is anticipated that this expansion will reduce the pressure on Cardiff's Wellbeing Classes and Specialist Resource Bases, allowing Lakeside Primary School to admit to its planned 8 learners per class, consistent with the established model city-wide.

The Council will continue to work closely with the Headteacher and Governing Body of Lakeside Primary School to ensure the high standard of provision is maintained including consideration of the needs of learners, funding, staffing and resources.

Following concerns raised during the consultation by the Ysgol Gymraeg Pwll Coch Governing Body, it is acknowledged that a number of issues have been raised in relation to the proposed establishment, including concerns around the establishment of a single class for learners in Foundation Phase and Key Stage 2.

The Council acknowledges the issues that have arisen and will continue to work with the school to resolve and address any ongoing issues to support the learners already enrolled at the school and placed within its Wellbeing Class.

The points raised during by the Ysgol Gymraeg Pwll Coch Governing Body during the consultation will be further appraised prior to bringing forward revised proposals for the provision of Welsh-medium emotional health and wellbeing primary school places.

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

- establish a 20 place Specialist Resource Base for Complex Learning Needs/ Autism Spectrum Condition at Coed Glas Primary School from September 2024, within the existing buildings.
- establish a 20 place Specialist Resource Base for Complex Learning Needs/ Autism Spectrum Condition 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](mailto: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.

- 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.
- 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.

The views of children affected (Article 12) were 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?**

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 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 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 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 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](mailto: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](mailto: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?**

A full and inclusive public consultation was carried out 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?**

A full and inclusive public consultation was carried out with the views expressed given due consideration as part of the decision-making process.

The views expressed regarding the Language Standards have been noted and will be reflected in future consultations.

**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 carried out with the views expressed given due consideration as part of the decision-making process.

The views expressed regarding the Language Standards have been noted and will be reflected in future consultations.

It is acknowledged that children accessing Welsh-medium provision may have to travel further as there are currently fewer Welsh-medium schools than English-medium schools.

As set out in the WESP, the Council is committed to increasing the number and distribution of additional learning needs places across the sector, monitoring requests for transfer from Welsh-medium into the English and developing an improved understanding of concerns, appropriate reassurance and support with a view to reconsideration to remain.

Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools.

There is a statutory legal obligation on the Council to provide free home to school transport to primary school pupils who live 2 miles or more from the nearest suitable school and secondary school pupils who live 3 miles or more from the nearest suitable school, as measured as measured by the shortest available walking route.

Any pupils affected by this proposal would be offered the same support with transport as is provided throughout Cardiff and in accordance with the same criteria that apply across Cardiff. The Council's transport policy can be viewed on the Council's website [www.cardiff.gov.uk](http://www.cardiff.gov.uk)

**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?**

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:

<b>The opportunities for persons to use the Welsh language?</b>
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The impact on the Welsh Language would be positive with an increase in the number of Welsh-medium specialist additional learning places.
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<b>Treating the Welsh language no less favourably than the English language?</b>
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N/A
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**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:

<b>The opportunities for persons to use the Welsh language?</b>
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The impact on the Welsh Language would be positive with an increase in the number of Welsh-medium specialist additional learning places.
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<b>Treating the Welsh language no less favourably than the English language?</b>
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N/A
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## 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](#)

<b>Are all supporting materials and services compliant with the requirements of the Welsh language standards?</b>
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All supporting materials and services are compliant with the requirements of the Welsh Language Standards.
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## 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](#)

<b>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?</b>
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Yes
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## **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](mailto: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](mailto:WHIASU.PublicHealthWales@wales.nhs.uk)