

## Appendix 3

### Cardiff Council Statutory Screening Tool Guidance

If you are developing a strategy, policy or activity that is likely to impact people, communities or land use in any way then there are a number of statutory requirements that apply. Failure to comply with these requirements, or demonstrate due regard, can expose the Council to legal challenge or other forms of reproach.

For instance, this will apply to strategies (i.e. Housing Strategy or Disabled Play Strategy), policies (i.e. Procurement Policy) or activity (i.e. developing new play area).

Completing the Statutory Screening Tool will ensure that all Cardiff Council strategies, policies and activities comply with relevant statutory obligations and responsibilities. Where a more detailed consideration of an issue is required, the Screening Tool will identify if there is a need for a full impact assessment, as relevant.

The main statutory requirements that strategies, policies or activities must reflect include:

- **Equality Act 2010 - Equality Impact Assessment**
- **Welsh Government's Sustainable Development Bill**
- **Welsh Government's Statutory Guidance - Shared Purpose Shared Delivery**
- **United Nations Convention on the Rights of the Child**
- **United Nations Principles for Older Persons**
- **Welsh Language Measure 2011**
- **Health Impact Assessment**
- **Habitats Regulations Assessment**
- **Strategic Environmental Assessment**

This Statutory Screening Tool allows us to meet all the requirements of all these pieces of legislation as part of an integrated screening method that usually taken no longer than an hour.

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The Screening Tool can be completed as a self assessment or as part of a facilitated session, should further support be needed. For further information or if you require a facilitated session please contact the Policy, Partnerships and Citizen Focus Team on 2078 8563 e-mail: [siadavies@cardiff.gov.uk](mailto:siadavies@cardiff.gov.uk). Please note:

- **The completed Screening Tool must be submitted as an appendix with the Cabinet report.**
- **The completed screening tool will be published on the intranet.**

## Statutory Screening Tool

<b>Name of Strategy / Policy / Activity:</b>	<b>Date of Screening:</b>
<b>SCHOOL ORGANISATION PLANNING: NEW SCHOOL PROVISION TO SERVE PARTS OF CREIGIAU/ ST FAGANS, RADYR/ MORGANSTOWN AND FAIRWATER</b>	June 2020
<b>Service Area/Section:</b> Education, Employment & Skills - Schools Organisation Planning	<b>Lead Officer:</b> Richard Portas
<b>Attendees:</b> Self assessment	

<b>What are the objectives of the Policy/Strategy/Project/Procedure/ Service/Function</b>	<b>Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]</b>
<p>Cabinet is recommend to:</p> <ul style="list-style-type: none"> <li>○ approve the proposal to establish a 2FE entry dual stream primary school with nursery provision to serve the early phases of the Plasdŵr development in accordance with the requirements of the School Organisation Code.</li> <li>○ Authorise officers to take the appropriate actions to implement the proposals</li> <li>○ Authorise officers to publish the decision within 7 days of determination of the proposal</li> <li>○ Delegate the approval of any necessary contracts to the Director of Education and Lifelong Learning in consultation with the Corporate Director Resources &amp; Section 151 Officers, Director of Legal Services and the Cabinet Members for Corporate Services &amp; Performance and Education &amp; Skills</li> </ul>	<p><b>New housing developments in North West Cardiff</b></p> <p>A number of new housing developments have been proposed in North West Cardiff in recent years which will increase the number of children in the area seeking school places, and will impact on the availability of school places.</p> <p>The Council's Supplementary Planning Guidance sets out the circumstances in which the Council could seek s106 contributions from developers towards school facilities. In order to achieve contributions from developers, the Council would be required to evidence that any obligation meets the following criteria:</p> <ul style="list-style-type: none"> <li>• Necessary to make the development acceptable in planning terms;</li> <li>• Directly related to the development; and</li> <li>• Fairly and reasonably related in scale and kind to the development.</li> </ul> <p>S106 contributions would not allow the Council to invest in schools to resolve existing needs that have been identified. Contributions can only be sought when the schools local to a development will continue to be fully subscribed, and there is a need to expand provision either by expanding existing schools or building new schools. Land, building or financial contributions must be directly proportionate to the needs arising from a development.</p>

The Council's Education Infrastructure Plan, included in the Deposit LDP in 2013, highlights planned investment / development proposals and identifies future infrastructure requirements based on Cardiff's projected level and distribution of growth.

Cardiff Local Development Plan (LDP) 2006 – 2026 identified key strategic sites to deliver 41,100 new dwellings in Cardiff including Strategic Site C in North West Cardiff to provide up to 5,000 dwellings during the LDP period but potentially up to 7,000 overall.

New primary schools to serve the Strategic Site C were detailed in the Local Development Plan as a policy requirement for essential infrastructure necessary to support the development.

Outline planning consent for the construction of up to 630 dwellings on Land North and South of Llantrisant Road site was granted by the Council's Planning Committee on in February 2016.

A S106 agreement negotiated with the developer of the site in 2016 provides the Council with the following:

- A site assigned within the development for a school;
- A new build two form entry primary school

The developer has recently submitted revised timescales for the development and the position is under negotiation.

The Covid-19 lockdown period will significantly reduce the number of dwellings completed within the development, and in turn this will reduce the yield of pupils from the development requiring a school place in 2021/22.

## Part 1: Impact on outcomes and due regard to Sustainable Development

Please use the following scale when considering what contribution the activity makes:		
<b>+</b>	Positive	Positive contribution to the outcome
<b>-</b>	Negative	Negative contribution to the outcome
<b>ntrl</b>	Neutral	Neutral contribution to the outcome
<b>Uncertain</b>	Not Sure	Uncertain if any contribution is made to the outcome

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
<b>1.1</b>	<p><b>People in Cardiff are healthy;</b> <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i></li> <li><i>vulnerable citizens and areas of multiple deprivation</i></li> <li><i>Addressing instances of inequality in health</i></li> </ul>	x				- See 1.2 below – encouraging walking, cycling and use of public transport
<b>1.2</b>	<p><b>People in Cardiff have a clean, attractive and sustainable environment;</b> <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li><i>the causes and consequences of Climate Change and creating a carbon lite city</i></li> </ul>	x				- This proposal would result in children from the local and surrounding areas attending a 2 form entry new build school fit for the 21st Century. It is proposed to provide cost effective sustainable buildings that will reduce ongoing revenue costs in turn reducing the Council's carbon footprint in line Cardiff's Carbon Reduction Strategy (May 2015).
	<ul style="list-style-type: none"> <li><i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i></li> </ul>	x				<ul style="list-style-type: none"> <li>- In line with the Well-being of Future Generations Act the Council is committed to providing Local Schools for Local Children, to encourage use of sustainable modes to travel to schools, such as walking and cycling. School projects take into account transport issues when they are being designed and the need to provide safer routes to encourage walking to schools</li> <li>- Promotion of initiatives such as Kerbcraft training, training in cycling skills and the Local Authority's implementation of Active Travel measures</li> </ul>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> <li>reducing environmental pollution (land, air, noise and water)</li> </ul>	x				- Implementation of an effective travel plan would minimise the need for non-sustainable transport to and from schools
	<ul style="list-style-type: none"> <li>reducing consumption and encouraging waste reduction, reuse, recycling and recovery</li> </ul>	x				- Proposals are progressed in line with Welsh Government Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling.
	<ul style="list-style-type: none"> <li>encouraging biodiversity</li> </ul>			x		- Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives.
<b>1.3</b>	<b>People in Cardiff are safe and feel safe;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>reducing crime, fear of crime and increasing safety of individuals</li> <li>addressing anti-social behaviour</li> <li>protecting vulnerable adults and children in Cardiff from harm or abuse</li> </ul>	x  x x				- All schools in Cardiff have policies in place to ensure safeguarding and the wellbeing of staff, children and young people.
<b>1.4</b>	<b>Cardiff has a thriving and prosperous economy;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)</li> <li>Assisting those Not in Education, Employment or Training</li> <li>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</li> <li>promoting local procurement opportunities or enhancing the capacity of local companies to compete</li> </ul>	x				- The school would provide employment.
<b>1.5</b>	<b>People in Cardiff achieve their full potential;</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li>promoting and improving access to life-long learning in Cardiff</li> <li>raising levels of skills and qualifications</li> <li>giving children the best start</li> </ul>	x				- With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> <li>improving the understanding of sustainability</li> <li>addressing child poverty (financial poverty, access poverty, participation poverty)</li> <li>the United Nations Convention on the Rights of a Child and Principles for Older persons</li> </ul>					<ul style="list-style-type: none"> <li>Cardiff's Child Friendly City strategy places the rights and voices of children and young people at the heart of Cardiff's policies, strategies and services; involving them in decision making and addressing the barriers which limit their life chances. As such the public consultation on the proposal will include representation from children and young people.</li> <li>Subject to approval any future design work would also include representation from children and young people.</li> </ul>
<b>1.6</b>	<b>Cardiff is a Great Place to Live, Work and Play</b> Consider the potential impact on <ul style="list-style-type: none"> <li>promoting the cultural diversity of Cardiff</li> <li>encouraging participation and access for all to physical activity, leisure &amp; culture</li> <li>play opportunities for Children and Young People</li> <li>protecting and enhancing the landscape and historic heritage of Cardiff</li> <li>promoting the City's international links</li> </ul>	x		x		<ul style="list-style-type: none"> <li>With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.</li> </ul>
<b>1.7</b>	<b>Cardiff is a fair, just and inclusive society.</b> Consider the potential impact on <ul style="list-style-type: none"> <li>the elimination of discrimination, harassment or victimisation for equality groups</li> </ul>	x		x		<ul style="list-style-type: none"> <li>See Equality Impact Assessment below and attached.</li> <li>The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</li> </ul>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<ul style="list-style-type: none"> <li>has the community or stakeholders been engaged in developing the strategy/policy/activity?</li> <li>how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)?</li> </ul>	X				- a full public consultation has been undertaken
	<p><b>EQUALITY IMPACT ASSESSMENT (This is attached on page 13)</b> Will this Policy/Strategy/Project have a <b>differential impact</b> on any of the following:</p>					
<b>1.8</b>	<p><b>The Council delivers positive outcomes for the city and its citizens through strong partnerships</b> <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li>strengthening partnerships with business and voluntary sectors</li> <li>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings</li> </ul>	x				<p>The 'Cardiff Commitment' is the Council's youth engagement and progression strategy. The Cardiff Commitment sets out how the council, together with a wide range of public, private and third sector partners, will work together to ensure a positive destination for every young person in Cardiff after they finish school, either in employment or further education and training.</p> <p>To date over 120 businesses have pledged to support Cardiff Commitment and provide opportunities to schools and young people, better preparing them for the world of work, contributing to the future economic growth of the city.</p> <p>The Council's proposals for Band B of the 21<sup>st</sup> Century Schools Programme, and the Cardiff 2020 strategy, clearly state the link between improving the environment for learning and raising standards of achievement.</p> <p>The Council is keen to assist with the development of opportunities between schools and businesses, to help create a sustainable pool of talent for future workforce needs, and spread skills across the city. An example of this is the Creative Education Partnership that has been established between Cardiff West Community High School and partners from the creative industries to provide opportunities for young people to leave education with skills and competences and to be work ready</p>

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
						The significant school developments proposed would provide opportunities for strong partnerships with businesses and employers from a range of sectors in the Cardiff economy. Opportunities for further partnerships are being explored and will be progressed in line with the priorities set out in the Cardiff Commitment

**SUMMARY OF APPRAISAL (highlight positive and negative effects of the policy / plan / project being assessed, demonstrating how it contributes to the economic, social and environmental sustainability of the city):**

**Economic**

- Investment in the establishment of new dual stream two form entry primary schools, each with 48 part-time nursery places, that would support the delivery of a broad and balanced curriculum.
- The new build school would provide employment opportunities.

**Social**

- There could be the potential for community use of school facilities outside of school hours.

**Environmental sustainability**

- The school would be designed in such a way that it seeks to minimize running costs and detrimental environmental impact.

**WHAT ACTIONS HAVE BEEN IDENTIFIED OR CHANGES BEEN MADE TO THE POLICY / PLAN / PROJECT AS A RESULT OF THIS APPRAISAL:**

If the proposals were to proceed, an equality impact assessment would be carried out to identify accessibility to the new build school sites. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

## Part 2: Strategic Environmental Assessment Screening

		Yes	No
2.1	Does the plan or programme set the framework for future development consent?	x	
2.2	Is the plan or programme likely to have significant, positive or negative, environmental effects?		x

<p><b>Is a Full Strategic Environmental Assessment Screening Needed?</b></p> <ul style="list-style-type: none"> <li>▪ <b>If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes</b></li> <li>▪ <b>If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below)</b></li> </ul>	<b>Yes</b>	<p><b>No</b> X An SEA has been undertaken (attached)</p>
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If you have any doubt on your answers to the above questions regarding SEA then please consult with the Sustainable Development Unit on 2087 3228 [sustainabledevelopment@cardiff.gov.uk](mailto:sustainabledevelopment@cardiff.gov.uk)

## Part 3: Habitat Regulation Assessment (HRA)

		Yes	No	Unsure
3.1	Will the plan, project or programme results in an activity which is known to affect a European site, such as the Severn Estuary or the Cardiff Beech Woods?		x	
3.2	Will the plan, project or programme which steers development towards an area that includes a European site, such as the Severn Estuary or the Cardiff Beech Woods or may indirectly affect a European site?		x	
3.3	Is a full HRA needed?		x	

Details of the strategy will be sent to the County Ecologist on completion of the process to determine if a Habitat Regulation Assessment is needed. For further information please phone 2087 3215 or email [biodiversity@cardiff.gov.uk](mailto:biodiversity@cardiff.gov.uk)



## Appendix 1 – Statutory Requirements

It is possible that the Impact Screening Tool will identify the need to undertake specific statutory assessments:

- **Equality Impact Assessment:** *This assessment is required by the Equality Act 2010 and Welsh Government’s Equality Regulations 2011.*
- **Sustainable Development Bill:** *The Bill, when it comes into effect, will require sustainable development (SD) to be a central organising principle for the organisation. This means that there is a duty to consider SD in the strategic decision making processes.*
- **Shared Purpose Shared Delivery-** *The Welsh Government requires local authorities to produce a single integrated plan to meet statutory requirements under a range of legislation. Cardiff Council must therefore demonstrate its contribution towards Cardiff’s own integrated plan; “What Matters”.*
- **United Nations Convention on the Rights of the Child:** *The Children Act 2004 guidance for Wales requires local authorities and their partners to have regard to the United Nations Convention on the Rights of a Child.*
- **United Nations Principles for Older Persons:** *The principles require a consideration of independence, participation, care, self-fulfillment and dignity.*
- **The Welsh Language Measure 2011:** *The measure sets out official status for the Welsh language, a Welsh language Commissioner, and the freedom to speak Welsh.*
- **Health Impact Assessment:** *(HIA) considers policies, programmes or projects for their potential effects on the health of a population*
- **Strategic Environmental Impact Assessment:** *A Strategic Environmental Assessment (SEA) is an European Directive for plans, programmes and policies with land use implications and significant environmental effects.*
- **Habitats Regulations Assessment:** *The Conservation (Natural Habitats, &c.) (Amendment) Regulations 2007 provides a requirement to undertake Habitats Regulations Assessment (HRA) of land use plans.*



<p><b>Policy/Strategy/Project/Procedure/Service/Function Title:</b>  <b>Proposal to:</b>                  establish a new two form entry dual stream primary school, organised as one form of entry Welsh-medium and one form of entry English-medium, but with significant use of Welsh, to serve parts of Creigiau/ St Fagans, Radyr/Morganstown and Fairwater.</p>
<p><b>New</b></p>

<p><b>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</b></p>	
<p>Name: Richard Portas</p>	<p>Job Title: Programme Director – School Organisation Planning</p>
<p>Service Team: School Organisation Planning</p>	<p>Service Area: Education &amp; Lifelong Learning</p>
<p>Assessment Date: June 2020(Update)</p>	

1. **What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?**
1. **Please provide background information on the Policy/ Strategy / Project / Procedure / Service / Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]**

<p>New build 2 FE primary school on the Plasdwr development</p> <p>A new school is being provided by the site developer as part of the planning agreement with the Council to meet the needs of the new development and future housing planned. The primary purpose of new school provision is to serve pupils</p>
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who would be resident within the new housing developments – the new provision being necessary and directly proportionate to the projected yield of pupils from the development.

The housing developer for the Plasdwr development proposes to construct a new two form entry school building in a single phase to serve the development. This would provide sufficient places for the number of pupils expected to reside on the development who require primary school places when the planned 630 dwellings are completed.

The additional school capacity within a new 2FE school would sufficiently meet the needs of the development. The school would also provide sufficient surplus capacity to meet the projected demand for school places from the 290 dwellings planned on the site South of Pentreban Road, and part of the projected demand from the larger North West Cardiff site of up to 5,000 dwellings.

The proposed primary school site within the district centre is restricted to a maximum land take of 1.4ha to comply with Health and Safety Executive PADHI restrictions in relation to an existing high pressure gas main. This school site is sufficient in size for a two form entry primary school with an on-site pitch.

### 3 Assess Impact on the Protected Characteristics

#### 3.1 Age

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

	Yes	No	N/A
3 to 11 years	x		
11 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.**

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**Educational provision (age 3 - 11)**

The proposal would provide places for pupils in both an English-medium and Welsh-medium settings for ages 3 – 11

This provision is therefore age dependent and therefore not accessible to pupils outside of this age range, or adults, either locally or in the wider community. In this context, the following was considered:

- The requirement for sufficient capacity to meet the English-medium and Welsh-medium community pupil demand projected within the development North and South of Llantrisant Road;
- S106 contributions would not allow the Council to invest in schools to resolve existing needs that have been identified. Contributions can only be sought when the schools local to a development will continue to be fully subscribed, and there is a need to expand provision either by expanding existing schools or building new schools. Land, building or financial contributions must be directly proportionate to the needs arising from a development.

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

The funding for this proposal is predicated on S106 planning obligations. As a consequence, this money is not available to fund projects with a wider remit than to meet the requirements of educational provision as a consequence of this development.

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

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

as part of the Local Authority's implementation of the 21st Century Schools programme which includes provision of school places at all stages of education.

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

**If no differential impact, explain the reason(s) for this assessment:**

### 3.2 Disability and Access

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

	Yes	No	N/A
Hearing Impairment		x	
Physical Impairment		x	
Visual Impairment		x	
Learning Disability		x	
Long-Standing Illness or Health Condition			x
Mental Health			x
Substance Misuse			x
Other			x

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

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

**If no differential impact, explain the reason(s) for this assessment:**

**Accessibility of the accommodation**

If the proposals were to proceed, equality impact assessments would be carried out to identify the accessibility of the new school buildings. The equality impact assessments would take into account policies such as the Equality Act 2010, TAN

12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

### 3.3 Gender Reassignment

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

	Yes	No	N/A
<b>Transgender People</b> (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		x	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<p>The Council’s procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council’s policies on equal opportunities.</p> <p>The proposal would need to ensure compliance with the Council’s policies on equal opportunities.</p>

### 3.4. Marriage and Civil Partnership

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

	Yes	No	N/A
Marriage			X
Civil Partnership			X

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
N/A

### 3.5 Pregnancy and Maternity

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

	Yes	No	N/A
Pregnancy			
Maternity			N/A

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<p>The Council's procedure for securing staffing requirements to implement this proposal would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p> <p>If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.</p>

### 3.6 Race

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

	Yes	No	N/A
White	x		
Mixed / Multiple Ethnic Groups	x		
Asian / Asian British	x		
Black / African / Caribbean / Black British	x		
Other Ethnic Groups	x		

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
The proposal would have greater impact on the population closer to the development than on the city as a whole. If this local population is made up of a racial mix which is disproportionate to that typically found across the city then there is potential for the proposal to have a differential impact on this community relative to that of the wider Local Authority population.
<b>What action(s) can you take to address the differential impact?</b>
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.
<b>If no differential impact, explain the reason(s) for this assessment:</b>

### 3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist		x	
Christian		x	
Hindu		x	
Humanist		x	

Jewish		x	
Muslim		x	
Sikh		x	
Other		x	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
The senior staff in a school would be best placed to manage diversity in terms of belief. (e.g. provision of a space for prayer).

### 3.8 Sex

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

	Yes	No	N/A
Men		x	
Women		x	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
Maintained school provision admits pupils of both sexes and this would continue to be the case.
The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

### 3.9 Sexual Orientation

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

	Yes	No	N/A
Bisexual		x	
Gay Men		x	
Gay Women		x	
Heterosexual		x	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<p>(Fears that recruitment opportunities could be affected by sexual orientation)</p> <p>Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment.</p> <p>The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.</p>

### 3.10 Language

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

	Yes	No	N/A
Welsh Language	x		
Other languages		x	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
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<b>What action(s) can you take to address the differential impact?</b>
<b>If no differential impact, explain the reason(s) for this assessment:</b>
<p><b>Language support</b></p> <p>The proposal will not directly impact on the level of support provided. The allocation of teachers and BTAs is usually in place for the period of the academic year but is liable to change throughout the year to meet fluctuations in demand.</p> <p><b>Impact of the proposal on the Welsh Language</b></p> <p>It is anticipated that there will be a positive impact on the Welsh Language as a result of these proposals.</p> <p>The proposals outlined in this report 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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.

The percentage of the population taking up Welsh-medium places has remained broadly constant over this period fluctuating between 15.8% and 17.2% in the period 2015 to 2019. Recent school admissions data indicates that there will be a significant increase in take-up of Welsh-medium places city-wide in September 2020.

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 school is limited.

There is a risk that provision of additional Welsh-medium primary school places on the new school site, within the catchment area of Ysgol Gymraeg Coed Y Gof and within two miles of the school, may inhibit the growth of Ysgol Gymraeg Coed Y Gof. It is intended that this impact is mitigated by admission arrangements which limit admissions to the new school provision at the time of establishment.

This proposal also seeks to increase the number of learners, for whom parents seek an education predominantly through the medium of English, that are well placed to be bilingual at the end of their statutory education.

The development of Welsh language skills in the English-medium sector has an important contribution to make to the aim of developing Welsh speakers. To reach a

million speakers the way Welsh is taught to learners in all schools must be transformed.

The provision of 210 additional Welsh-medium primary school places would mean that the overall proportion of Welsh-medium places city-wide is increased. The total number of Welsh-medium places available at entry to primary education city-wide can accommodate approximately 22% of the projected pupil population in 2022 and 2023. There is sufficient capacity within the Welsh-medium primary sector to allow for a significant increase in take up.

The provision of 210 school places in a school defined as Predominantly English – medium primary school but with significant use of Welsh, which is closely supported by a Welsh medium school that is co-located and under a single management structure, seeks to increase the overall proportion of bilingual citizens in Cardiff.

It is therefore considered that a proposal to establish a dual stream primary school will support English-medium demand, Welsh-medium demand, and promote bilingualism.

#### 4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

The Council's Accessibility Officer would be given the opportunity to comment on the scheme.

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

Groups	Actions
Age	See Generic over-arching actions below
Disability	
Gender	
Reassignment	
Marriage & Civil Partnership	

Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Language	
Generic Over-Arching [applicable to all the above groups]	If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

## 6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

## 7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By: Brett Andrewartha	Date: June 2020
Designation: School Organisation Planning Team Manager	
Approved By: Richard Portas	
Designation: Assistant Director, School Organisation Programme	
Service Area: Education & Lifelong Learning	

- 7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.  
For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email [citizenfocus@cardiff.gov.uk](mailto:citizenfocus@cardiff.gov.uk)

## Background

In 2008, a retrospective Strategic Environmental Assessment (SEA) of Cardiff's 21<sup>st</sup> Century: A Strategic Framework for a School Building Improvement Programme (published in 2006) was carried out based on the guidance that supports the European SEA Directive 2001/42/EC.

The retrospective approach to assessment was quality assured by an external consultant and their independent compliance review determined that the report detailing the assessment on the strategic framework met the key requirements set out for reporting the SEA process as required by the SEA Directive.

The retrospective assessment provides the basis for assessing current and future school organisation proposals at a strategic level.

If a proposal were to proceed, an environmental assessment would be carried out as part of the planning application process.

**To request a copy of the assessment on the Strategic Framework please contact Rachel Willis, 029 2087 3946, RWillis@cardiff.gov.uk**

## Proposal

### Condition of existing school buildings

### Quality and Standards

y:

<b>xx</b>	<b>= very incompatible; very negative effect</b>
<b>x</b>	<b>= incompatible; negative effect</b>
<b>✓</b>	<b>= compatible; positive effect</b>
<b>✓✓</b>	<b>= very compatible; very positive effect</b>
<b>0</b>	<b>= no links; neutral effect</b>
<b>? and/or mitigation</b>	<b>= uncertain effects</b>
<b>DNA</b>	<b>= data not available</b>

See table headers below: \* Comparison of the preferred option to a possible alternative option(s) are required in a SA/SEA.

<b>SEA objective</b>	<b>Proposal to establish a new build two form entry primary school with 96 part-time nursery places on a site within the St Fagans electoral ward, to serve parts of Creigiau/St Fagans, Radyr/Morganstown and Fairwater.</b>	Do nothing
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SEA objective	Proposal to establish a new build two form entry primary school with 96 part-time nursery places on a site within the St Fagans electoral ward, to serve parts of Creigiau/St Fagans, Radyr/Morganstown and Fairwater.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
		<ul style="list-style-type: none"> <li>o sharing</li> <li>o reduce car use.</li> </ul> <p>- A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school.</p> <p>School safety zones would be set up to address health and safety concerns from increased traffic flows in the school vicinity.</p>		
3. <i>Promote health and wellbeing</i> by protecting and enhancing Public Open Space (POS) and improving access to POS	<b>0</b>	A key objective for Cardiff schools is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.	x	See comments next to SEA Objective 1 above
4. <i>Minimise</i> air, light and noise pollution associated with building development and traffic congestion	<b>0</b>  <b>0</b>	<p>a) Those delivering the scheme would be encouraged to minimise air, light and noise pollution during any works.</p> <p>b) To reduce congestion and associated pollution the following would be considered:</p> <ul style="list-style-type: none"> <li>▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement.</li> <li>▪ The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school.</li> </ul>	x	See comments next to SEA Objective 1 above
5. <i>Protect</i> and enhance biodiversity, flora and fauna	<b>0</b>	Any proposal taken forward would be subject to full planning requirement including consideration of biodiversity, flora and fauna.	x	See comments next to SEA Objective 1 above

SEA objective	Proposal to establish a new build two form entry primary school with 96 part-time nursery places on a site within the St Fagans electoral ward, to serve parts of Creigiau/St Fagans, Radyr/Morganstown and Fairwater.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
6. <i>Protect and enhance the landscape (habitats/visual amenities)</i>	0	Any proposal taken forward would be subject to full planning requirement including consideration of landscape – (habitats/visual amenities).	x	See comments next to SEA Objective 1 above
7. Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems	0	Any proposal taken forward would be subject to full planning requirement including consideration of water conservation and SUDS.	x	See comments next to SEA Objective 1 above
8. <i>Promote regeneration by delivering inclusive schools that will improve equality of opportunity and access for all</i>	0	Achieved by making schools community focused - opening facilities to the public e.g. evening classes.  If the proposal were to proceed, an equality impact assessment would be carried out to consider the accessibility of the new building site. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.	x	See comments next to SEA Objective 1 above
9. <i>Protect and enhance designated historic assets</i>	0	There are no registered historic assets on the proposed new school site.	x	See comments next to SEA Objective 1 above

## Conclusion

The proposal has been assessed to be compatible with the environmental objectives used to assess the goal and principles of the “21st Century Schools: A Strategic Framework for A School Building Improvement Programme” that underpin school organisation proposals.

Where the assessment has identified a potential negative environmental impact in terms of an increase in the volume of traffic (Objective 4), measures to mitigate the effect are detailed.

It is proposed to:

establish a new two form entry dual stream primary school, organised as one form of entry Welsh-medium and one form of entry English-medium, but with significant use of Welsh, to serve parts of Creigiau/ St Fagans, Radyr/ Morganstown and Fairwater.