

Appendix 2

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.

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. 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

Name of Strategy / Policy / Activity: SCHOOL ORGANISATION PLANNING: 21ST CENTURY SCHOOLS BAND B: REDEVELOPMENT OF CANTONIAN, RIVERBANK AND WOODLANDS SCHOOLS	Date of Screening: August 2020
Service Area/Section: Education & Lifelong Learning, School Organisation Planning	Lead Officer: Richard Portas
Attendees: Self assessment	

What are the objectives of the Policy/Strategy/Project/Procedure/ Service/Function	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>Proposal:</p> <ul style="list-style-type: none"> • Replace the Cantonian High School buildings with new build accommodation on the same site expanding the school from six forms of entry (6FE) to eight forms of entry (8FE) with sixth form provision for up to 250 pupils; and expanding the current Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC), hosted at Cantonian High School from 20 to 30 places in purpose built accommodation in the new school buildings • Maximise the opportunities afforded by one of the largest educational sites in Cardiff (Doyle Avenue) to locate other new school provision on the same site, in addition to Cantonian High School but organised as separate entities, to: • Transfer Woodlands Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation; 	<p>At its meeting on 13 June 2019 the Cabinet agreed the publication of statutory notices to:</p> <ul style="list-style-type: none"> • Increase the capacity of Cantonian High from 6 forms of entry (6FE) to eight forms of entry (8FE) with sixth form provision for up to 250 pupils in new build accommodation; • Expand the Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC), hosted at Cantonian High School from 20 to 30 places in purpose built accommodation in the new school buildings; • Transfer Woodlands Special School to the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation; • Transfer Riverbank Special School to the Doyle Avenue site and increase the capacity from 70 to 112 places in new build accommodation.

- Transfer Riverbank Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 70 to 112 places in new build accommodation.

statutory notices were published on 28 June with one objection received by the statutory notices closing date.

Where objections are received to the statutory notices, an objection report must be published summarising the statutory objections and the proposer's response to those objections.

The Council published the objection report on 21 August 2019.

As the proposals affect sixth form provision they required the approval of Welsh Ministers. A copy of the statutory objection and the objection report were submitted to the Welsh Ministers for determination of the proposal on 28 August 2019.

In a letter dated 21 July 2020, the Welsh Government advised that the Minister for Education had decided to approve the proposal. (A copy of the letter can be seen at appendix 1).

The Minister has approved the proposal on the basis that it is likely to maintain at least equivalent outcomes and offer provisions at least equivalent to that which is currently available to learners at the schools.

In addition she considers that the proposal will:

- Provide new school buildings, removing reliance on temporary classrooms, offering an improved learning environment and accommodation with 21st Century facilities;
- Contribute to the effective funding of education;
- Increase the number of English medium secondary school places and contribute towards meeting projected demand for places;
- Increase the number of places in special schools for learners aged 4-19 with complex additional learning needs and autistic spectrum condition and contribute towards meeting projected demand for places.

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

Please use the following scale when considering what contribution the activity makes:		
+	Positive	Positive contribution to the outcome
-	Negative	Negative contribution to the outcome
ntrl	Neutral	Neutral contribution to the outcome
Uncertain	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	
1.1	<p>People in Cardiff are healthy; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</i> <i>vulnerable citizens and areas of multiple deprivation</i> <i>Addressing instances of inequality in health</i> 	x				- See 1.2 below – encouraging walking, cycling and use of public transport
1.2	<p>People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>the causes and consequences of Climate Change and creating a carbon lite city</i> 	x				- This proposal would result in pupils from the existing schools namely Cantonian, Riverbank and Woodlands being accommodated in new buildings fit for the 21 st 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"> <i>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</i> 			x		- In line with the Well-being of Future Generations Act Cardiff's Band B programme 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

	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	
						- It is acknowledged that pupils from Riverbank and Woodlands are likely to need transport to school as the schools are city wide provisions and pupils may have mobility/access issues. There are no plans to change the Council's transport policy for school children.
	<ul style="list-style-type: none"> reducing environmental pollution (land, air, noise and water) 			x		- The schools would be designed to be in compliance with the BREEAM Excellent specification, minimising running costs, construction costs and detrimental environmental impact.
	<ul style="list-style-type: none"> reducing consumption and encouraging waste reduction, reuse, recycling and recovery 	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"> encouraging biodiversity 			x		- Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives.
1.3	People in Cardiff are safe and feel safe; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> reducing crime, fear of crime and increasing safety of individuals addressing anti-social behaviour protecting vulnerable adults and children in Cardiff from harm or abuse 			x		- All schools in Cardiff have policies in place to ensure safeguarding and the wellbeing of staff, children and young people.
1.4	Cardiff has a thriving and prosperous economy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity) Assisting those Not in Education, Employment or Training attracting and retaining workers (new employment and training opportunities, increase the value of employment,) promoting local procurement opportunities or enhancing the capacity of local companies to compete 	x		x	x	<ul style="list-style-type: none"> The schools provide employment. Consideration would be given to using local contractors and suppliers.

	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	
1.5	<p>People in Cardiff achieve their full potential; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <i>promoting and improving access to life-long learning in Cardiff</i> <i>raising levels of skills and qualifications</i> <i>giving children the best start</i> <i>improving the understanding of sustainability</i> <i>addressing child poverty (financial poverty, access poverty, participation poverty)</i> <i>the United Nations Convention on the Rights of a Child and Principles for Older persons</i> 	x				<ul style="list-style-type: none"> - The Council's proposals for Band B of the 21st Century Schools Programme, and the Cardiff 2020 strategy, clearly state the link between improving the environment for learning and raising standards of achievement. - Whilst organised as separate entities, the location of the two special schools on the same site as Cantonian High School will provide opportunities for collaboration including access to specialist facilities located on the Cantonian High School site. - 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. - 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. - Subject to approval any future design work would also include representation from children and young people.

	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	
1.6	<p>Cardiff is a Great Place to Live, Work and Play Consider the potential impact on</p> <ul style="list-style-type: none"> • promoting the cultural diversity of Cardiff • encouraging participation and access for all to physical activity, leisure & culture • play opportunities for Children and Young People • protecting and enhancing the landscape and historic heritage of Cardiff • promoting the City's international links 			x		<ul style="list-style-type: none"> - 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.
1.7	<p>Cardiff is a fair, just and inclusive society. Consider the potential impact on</p> <ul style="list-style-type: none"> • the elimination of discrimination, harassment or victimisation for equality groups 			x		<ul style="list-style-type: none"> - See Equality Impact Assessment below and attached. - The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.
	<ul style="list-style-type: none"> • has the community or stakeholders been engaged in developing the strategy/policy/activity? • 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)? 			x		<ul style="list-style-type: none"> - The public consultation on the proposal undertaken prior to the publication of the statutory notice included engagement with a range of relevant stakeholders.
	<p>EQUALITY IMPACT ASSESSMENT (This is attached on page 13) Will this Policy/Strategy/Project have a differential impact on any of the following:</p>					
1.8	<p>The Council delivers positive outcomes for the city and its citizens through strong partnerships Consider the potential impact on</p> <ul style="list-style-type: none"> • strengthening partnerships with business and voluntary sectors • the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings 			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>

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	
					<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 21st 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> <p>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</p>

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 new build facilities that would support the delivery of a broad and balanced curriculum.
- The new accommodation and expansion of provision would provide employment opportunities.
- Consideration would be given to using local contractors and suppliers.

Social

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

Environmental sustainability

- This proposal would result in the pupils attending a new build, fit for purpose 21st Century schools. The schools would be designed to be in compliance with the BREEAM Excellent specification, minimising 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 proposal were to proceed, an equality impact assessment would be carried out to identify accessibility to the new build high school 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.

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

Is a Full Strategic Environmental Assessment Screening Needed?	Yes	No
<ul style="list-style-type: none"> ▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes ▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below) 		X An SEA has been undertaken (attached)

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

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

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.*



Policy/Strategy/Project/Procedure/Service/Function Title:

Proposal to:

- Replace the Cantonian High School buildings with new build accommodation on the same site expanding the school from six forms of entry (6FE) to eight forms of entry (8FE) with sixth form provision for up to 250 pupils; and expanding the current Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC), hosted at Cantonian High School from 20 to 30 places in purpose built accommodation in the new school buildings
- Maximise the opportunities afforded by one of the largest educational sites in Cardiff (Doyle Avenue) to locate other new school provision on the same site, in addition to Cantonian High School but organised as separate entities, to:
- Transfer Woodlands Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation;
- Transfer Riverbank Special School, part of the Western Learning Federation, to the Doyle Avenue site and increase the capacity from 70 to 112 places in new build accommodation.

Updated

- Increase the capacity of Cantonian High from 6 forms of entry (6FE) to eight forms of entry (8FE) with sixth form provision for up to 250 pupils in new build accommodation;
- Expand the Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC), hosted at Cantonian High School from 20 to 30

places in purpose built accommodation in the new school buildings;

- Transfer Woodlands Special School to the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation;
- Transfer Riverbank Special School to the Doyle Avenue site and increase the capacity from 70 to 112 places in new build accommodation.

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Richard Portas	Job Title: Programme Director School Organisation Planning
Service Team: School Organisation Planning	Service Area: Education
Assessment Date: August 2020	

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

To address sufficiency and building condition issues by developing the existing Cantonian High School site located at Doyle Avenue, Fairwater in line with Band B priority schemes.

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

At its meeting on 13 June 2019 the Cabinet agreed the publication of statutory notices to:

- Increase the capacity of Cantonian High from 6 forms of entry (6FE) to eight forms of entry (8FE) with sixth form provision for up to 250 pupils in new build accommodation;
- Expand the Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC), hosted at Cantonian High School from 20 to 30

places in purpose built accommodation in the new school buildings;

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Where objections are received to the statutory notices, an objection report must be published summarising the statutory objections and the proposer's response to those objections.

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The Minister has approved the proposal on the basis that it is likely to maintain at least equivalent outcomes and offer provisions at least equivalent to that which is currently available to learners at the schools.

In addition she considers that the proposal will:

- Provide new school buildings, removing reliance on temporary classrooms, offering an improved learning environment and accommodation with 21st Century facilities;

- Contribute to the effective funding of education;
- Increase the number of English medium secondary school places and contribute towards meeting projected demand for places;
- Increase the number of places in special schools for learners aged 4-19 with complex additional learning needs and autistic spectrum condition and contribute towards meeting projected demand for places.

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			

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
<p>Educational provision (age 4 -18)</p> <p>The impact will be positive as the proposals will support the sufficiency of places in high quality learning environments in both mainstream and special provision.</p>
What action(s) can you take to address the differential impact?
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:
<p>Accessibility of the accommodation</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>

3.3 Gender Reassignment

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

	Yes	No	N/A

Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		x	
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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:
If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

3.4. Marriage and Civil Partnership

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

	Yes	No	N/A
Marriage			X
Civil Partnership			X

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

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

3.6 Race

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

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

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

The proposal would not have a differential impact upon one particular ethnic group as the provision would be available to all.

Special schools in Cardiff for children with complex learning disabilities or autism spectrum conditions have a higher than average BME population.

All pupils, of all ethnicities, will continue to have access to specialist provision, in all settings, on an equal basis.

3.7 Religion, Belief or Non-Belief

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

	Yes	No	N/A
Buddhist		x	
Christian		x	
Hindu		x	
Humanist		x	
Jewish		x	
Muslim		x	
Sikh		x	
Other		x	

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

3.8 Sex

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

	Yes	No	N/A
Men		x	
Women		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
Maintained school provision admits pupils of both sexes and this would continue to be the case.

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	

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:

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	

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:
<p>Language support</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>Welsh Language</p> <p>It is not anticipated that there will be any negative impact on the Welsh Language, as a result of this proposal.</p> <p>The teaching of Welsh within an English medium setting is subject to the requirements of the National Curriculum. This would not change with the expansion of the school. This proposal does not seek to change the number of Welsh-medium primary or secondary school places available in the area.</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 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>

Whilst forecasts, based on the number of children in the Welsh-medium primary, indicate that additional capacity will be required to meet the demand for places in Welsh-medium secondary schools, separate proposals will be brought forward at the appropriate time to ensure there are sufficient places available.

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 must ensure that the expansion of school provision is brought forward in a strategic and timely manner, which does not compromise existing provision. Expanding Welsh-medium secondary 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 proposals for the Doyle Avenue site do not include opportunities for developing Welsh medium ALN provision. Steps to expand specialist ALN provision in the Welsh medium sector are being taken forward separately through the Welsh Education Strategic Plan (WESP), the Educational Tribunal (ALNET) Act Regional Implementation Plan and through the Cardiff ALN Strategy.

Actions taken so far include:

- A new primary SRB at Ysgol Pwll Coch opening January 2019 for up to 20 pupils. The SRB will open with three pupils, and will have capacity to expand to 20 places. This development is in addition to the well-established SRB at Ysgol Coed y Gof for 10 pupils;
- Improvements in secondary SRB accommodation at Ysgol Glantaf, and an increase in the published number from 10 to 30 places. In 2018-19, there are 14 young people in the SRB, with scope to expand in future years;
- A primary 'wellbeing class' was established in 2016-17, offering 6 month placements for up to 8 pupils (per cohort) with significant emotional health and

wellbeing needs. The class is currently hosted at Ysgol Pen y Groes;

- A secondary 'virtual PRU' offering specialist support to up to 18 pupils (per cohort) at risk of exclusion in the three WM secondary schools. The provision was established January 2018.

Since 2016 and, because of the actions described in paragraph 79, the number of specialist places available to learners in the Welsh medium sector have increased from 20 SRB places in 2015-16 (10 places at Ysgol Coed y Gof SRB; 10 places at Ysgol Glantaf SRB) to 60 SRB places and 26 assessment/ 'PRU-type' places in 2018-19. At January 2019, approximately 25 SRB places will be taken-up, with capacity for growth of up to 35 places. Numbers accessing the wellbeing class and the virtual PRU fluctuates: the local authority is keeping capacity under review and will take steps to extend places in response to pupil needs.

The ALNET Regional Implementation Plan, Priority 7, is to 'Review and improve Welsh medium provision and specialist support to increase regional capacity to support ALN'. Cardiff Council are leading on this priority.

The objectives are to

- Conduct an analysis of the prevalence of ALN and level of need in the Welsh medium sector in each LA across the region (Cardiff, Vale of Glamorgan, Bridgend, Rhondda Cynon Taf, Merthyr) ;
- Map Welsh medium provision and support available across the region;
- Increase sharing of good practice for ALN in the Welsh medium sector;
- Ensure that the ALNET Regional Implementation Plan supports and complements regional WESP priorities.

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: Rosalie Phillips	Date: August 2020
Designation: Senior School Organisation Governance and Compliance Officer	
Approved By:	
Designation:	
Service Area:	

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

Background

In 2008, a retrospective Strategic Environmental Assessment (SEA) of Cardiff's 21st 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:

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

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

SEA objective	Proposal to establish a new build high school in the West of the city from September 2018.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
1. <i>Promote a greener economy by delivering a sustainable pattern of schools across Cardiff</i>	✓	<p>The current school buildings for Cantonian High School are rated D for condition with Riverbank and Woodland schools rated D for suitability.</p> <p>The Cantonian High School buildings are also under-utilised due to the number of surplus places and therefore energy use is inefficient.</p> <p>This proposal would result in the pupils attending a new build, fit for purpose 21st Century school building which would be energy efficient and there would be high utilisation rates and therefore more efficient energy use.</p>	x	The current school buildings are not considered fit for the 21 st Century.
2. <i>Reduce greenhouse gas emissions through:</i> a) <i>Energy efficient building design and disposing of poor quality surplus accommodation</i> b) <i>Promoting sustainable modes of transport and integrated transport systems</i>	<p>✓</p> <p>X</p> <p>Mitigation</p>	<p>a)</p> <p>This proposal would result in the pupils attending a new build, fit for purpose 21st Century school. There would be high utilisation rates and therefore more efficient energy use.</p> <p>The schools would be designed to be in compliance with the BREEAM Excellent specification, minimising running costs, construction costs and detrimental environmental impact.</p> <p>Proposals are progressed in line with Welsh Government Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling.</p> <p>b)</p> <p>These proposals will increase educational activity on this site. The expanded provision will result in additional trips to the site, which have the potential to add/alter existing pressures on the local highway network.</p> <p>The current target for journeys by sustainable modes of transport</p>	x	See comments next to SEA Objective 1 above

SEA objective	Proposal to establish a new build high school in the West of the city from September 2018.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
		<p>(contained in the adopted Local Development Plan) is to achieve a 50:50 split between journeys by car and journeys by foot, cycle and/or use of public transport by 2026. This will be achieved by ensuring the new developments are fully integrated with transport infrastructure which mitigates the transport impacts and maximises opportunities for travel by sustainable modes</p> <p>This can be achieved by ensuring the design and layout of buildings and the site access arrangements priorities travel by active and sustainable modes. Other critical elements will be the location of access points in positions which take account of the alignment of surrounding network of roads and pathways which service to minimise walking and cycling distances and avoid unnecessary detours for people travelling on foot and by bicycle. The provision of on-site facilities such as secure cycle parking spaces will also be essential.</p> <p>Transport mitigation for the development will be identified through the Transport Assessment process, which will inform the proposals submitted for planning permission.</p> <ul style="list-style-type: none"> - Cardiff's Supplementary Planning Guidance (Access, Circulation and Parking Standards 2010) sets out that all new or expanded schools are required to develop a Travel Plan for submission with a planning application. A Travel Plan is a policy and action plan to: <ul style="list-style-type: none"> o manage transport efficiently o improve access by all means of travel for employees, visitors, patients and students o encourage sustainable transport – walking, cycling, public transport and car sharing o reduce car use. - 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. 		
3. <i>Promote health and wellbeing</i> by protecting and enhancing Public Open Space (POS) and improving access to POS	0	As the open space in and around the school are not accessible to the public the only potential impact of the option on the open space would be loss of visual amenity value.	x	See comments next to SEA Objective 1 above

SEA objective	Proposal to establish a new build high school in the West of the city from September 2018.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
4. <i>Minimise</i> air, light and noise pollution associated with building development and traffic congestion	0	a) Those delivering the scheme would be encouraged to minimise air, light and noise pollution during any works. b) To reduce congestion and associated pollution the following would be considered: <ul style="list-style-type: none"> ▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement. ▪ 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. 	x	See comments next to SEA Objective 1 above
5. <i>Protect</i> and enhance biodiversity, flora and fauna	0	Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives.	x	See comments next to SEA Objective 1 above
6. <i>Protect</i> and enhance the landscape (habitats/visual amenities)	0	Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives.	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	The schools would be designed to be in compliance with the BREEAM Excellent specification, minimising running costs, construction costs and detrimental environmental impact. Proposals are progressed in line with Welsh Government Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling.	x	See comments next to SEA Objective 1 above
8. <i>Promote</i> regeneration by delivering inclusive schools that will improve equality of opportunity and access for all	0	Achieved by making schools community focused - opening facilities to the public. 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	x	See comments next to SEA Objective 1 above

SEA objective	Proposal to establish a new build high school in the West of the city from September 2018.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
		relevant Building Bulletins.		
9. <i>Protect and enhance</i> designated historic assets	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:

- Increase the capacity of Cantonian High from 6 forms of entry (6FE) to eight forms of entry (8FE) with sixth form provision for up to 250 pupils in new build accommodation;
- Expand the Specialist Resource Base (SRB) for learners with an Autism Spectrum Condition (ASC), hosted at Cantonian High School from 20 to 30 places in purpose built accommodation in the new school buildings;
- Transfer Woodlands Special School to the Doyle Avenue site and increase the capacity from 140 places to 240 places in new build accommodation;
- Transfer Riverbank Special School to the Doyle Avenue site and increase the capacity from 70 to 112 places in new build accommodation.