

21ST CENTURY SCHOOLS

APPENDIX B - EQUALITY IMPACT ASSESSMENT

CONSULTATION ON A PROPOSAL TO OPEN A NEW 3 TO 19 SPECIAL SCHOOL IN RHONDDA CYNON TAF



The Consultation Document and Appendices are also available on the 'Get Involved' page on the Council website.

Mae'r ddogfen yma ar gael yn y Gymraeg / This document is available in Welsh.



EQUALITY IMPACT ASSESSMENT FORM INCLUDING SOCIO-ECONOMIC DUTY

(Revised March 2021)

Please refer to the current Equality Impact Assessment guidance when completing this document. If you would like further guidance, please contact the Diversity and Inclusion Team on (01443) 444529.

An Equality Impact Assessment **must** be undertaken at the outset of any proposal to ensure robust evidence is considered in decision making. This documentation will support the Council in making informed, effective and fair decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010.

This document will also contribute towards our duties to create a More Equal Wales within the:

- Well-being of Future Generation (Wales) Act 2015.

The '[A More Equal Wales – Mapping Duties](#)' guide highlights the alignment of our duties in respect of the above-mentioned legislation.

SECTION 1 – PROPOSAL DETAILS

Lead Officer: Lisa Howell.

Service Director: Andrea Richards.

Service Area: Directorate of Education and Inclusion Services 21st Century Schools Team.

Date: 19.05.2023.

1.a) What are you assessing for impact?

Strategy/Plan	Service Model/Discontinuation of Service	Re- of	Policy/Procedure	Practice	Information/Position Statement
<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.b) What is the name of the proposal?

To open a new English medium, mixed, 3 to 19 special school in Rhondda Cynon Taf (RCT) and the introduction of catchment areas for all 3 to 19 special schools.

1.c) Please provide an overview of the proposal providing any supporting links to reports or documents.

The proposal is to open a new English medium 3 to 19 special school in RCT for 180 pupils however this will be subject to undertaking further feasibility and progressing with the detailed design of the new school. The new school will provide education for pupils with a range of additional learning needs (ALN) including autistic spectrum disorders, severe learning difficulties, profound and multiple learning difficulties, social, emotional, and behavioural difficulties, and sensory impairment.

It is proposed that the new school will be built in the Clydach Vale area of Tonypany, and it will open no later than the 2026 academic year. The new school is in addition to the four special schools already open in RCT.

In addition, it is proposed to introduce catchment areas for all 3 to 19 special schools across RCT, these are:

- Park Lane Special School.
- Ysgol Hen Felin.
- Ysgol Ty Coch.

The new 3 to 19 special school in RCT would be built in accordance with the current requirements of planning and building control legislation and will be fully accessible and compliant with the Equality Act 2010.

Accommodation will consist of:

- Modern, flexible learning environments for all pupils, a hall/dining area, and specialist teaching and learning areas to cater for the needs of all pupils.
- A hydro-therapy pool plus other sensory and stimulating specialist equipment.
- A dedicated area within so that the local community will be allowed to safely use the facilities, both during and after the school day.
- Enhanced outdoor spaces to support the full range of curriculum activities.
- Traffic management systems including on-site pupil bus drop off, and on-site staff parking.

The proposal will also include a review of safe routes to school and, if required, an investment in improvements to walkways, road crossings and traffic calming measures to ensure the required safety standards are met. This is the approach we have implemented within other communities through the delivery of the Band B Sustainable Communities for Learning programme, which has seen significant improvements being made.

1.d) Please outline where delivery of the proposal is affected by legislation or other drivers such as code of practice.

In developing the proposal, consideration has been given to the following:

1. Section 315 of the **Education Act 1996** requires Councils to ensure that ALN provision is kept under review.
2. The **Additional Learning Needs and Education Tribunal (Wales) Act 2018** (The ALNET Act 2018) requires Councils to keep under review the arrangements for supporting pupils with ALN within their area and consider whether these are sufficient. The ALNET Act 2018 is supported by the statutory **Additional Learning Needs Code 2021**.
3. Powers for Councils to develop school organisation proposals are governed by the **School Standards and Organisation (Wales) Act 2013** which is supported by a statutory **School Organisation Code (2nd Edition) (011/2018)**.

4. The new school will be built in accordance with the current requirements of **planning and building control legislation** and will be fully accessible and compliant with the **Equality Act 2010**.

1.e) Please outline who the proposal affects:

- Service users
- Employees
- Wider community

SECTION 2 – SCREENING TEST – IS A FULL EQUALITY IMPACT ASSESSMENT REQUIRED?

Screening is used to determine whether the initiative has positive, negative, or neutral impacts upon protected groups. Where negative impacts are identified for protected groups then a full Equality Impact Assessment is required.

Please provide as much detail as possible of how the proposal will impact on the following groups, this may not necessarily be negative, but may impact on a group with a particular characteristic in a specific way.

Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment, and victimisation, advance equality of opportunity between different groups, and foster good relations between different groups. Please take an intersectional approach in recognising an individual may have more than one protected characteristic.

<u>Protected Characteristics</u>	Does the proposal have any positive, negative, or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Age. <i>(Specific age groups i.e., young people or older people).</i>	Positive.	RCT has an excellent range of special schools. However, it has become increasingly apparent that the special schools currently available are disproportionate for the demand for them.	Delivery of new school buildings previously throughout RCT and their positive impact on pupils, parents/carers, staff and the wider community. These positive impacts can be requested via the

		<p>The Council's school modernisation programme has been successfully making excellent progress in modernising our school estate, meeting demand for places and expanding pupil places where required. The Council has been building new schools, remodelling, and redeveloping schools across RCT providing 21st century learning environments for our pupils, staff, parents/carers, and the wider community.</p> <p>As part of the continuation of the Council's school modernisation programme, investment is needed to provide a new school.</p> <p>Given the considerable changes in Wales in relation to the statutory provision required to meet the needs of pupils with ALN, with the implementation of the ALNET Act 2018, building a new school and creating further capacity in our current provision, will ensure that the Council can continue to meet its statutory obligations. The Council believes</p>	<p>Council's 21st Century Schools Team.</p> <p>An example of this can be seen at Y Pant Comprehensive School where the sporting facilities are being used by Pontyclun Athletics Club and by local netball clubs for training, whilst the indoor community facilities are being used the Community Wind Band and Rhondda Symphony Orchestra.</p> <p>Similarly, the sporting facilities at Tonyrefail Community School are being used for basketball tournaments and for training by local rugby and football clubs, whilst the indoor community facilities are being used by local choirs, for Welsh medium learning classes for adults, community coffee mornings and art classes.</p>
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that the proposal represents the best opportunity to safeguard and sustain educational standards for the future and provides a platform for further improvement through significant investment in permanent and fit for purpose facilities.

The new 3 to 19 special school in RCT would be built in accordance with the current requirements of planning and building control legislation and will be fully accessible and compliant with the Equality Act 2010. Accommodation will consist of:

- Modern, flexible learning environments for all pupils, a hall/dining area, and specialist teaching and learning areas to cater for the needs of all pupils.
- A hydro-therapy pool plus other sensory and stimulating specialist equipment.
- A dedicated area within so that the local community will be allowed to safely use the

facilities, both during and after the school day.

- Enhanced outdoor spaces to support the full range of curriculum activities.
- Traffic management systems including on-site pupil bus drop off, and on-site staff parking.

Over the previous ten academic years, the total number of pupils who accessed their education in all special schools has increased by 39.5% and following this trend over the next five to ten academic years, the number of pupils who access their education in all special schools is expected to increase.

The data indicates:

- The national curriculum year with the highest percentage of pupils was year seven with 9.8% (66) of pupils.
- This was closely followed by national curriculum year eight with 8.9% (60) of pupils.

		<ul style="list-style-type: none"> The year groups with the highest percentage of pupils were years 7 to 9 with 25.5% (171) of pupils. 	
<p>Disability (People with visible and non-visible disabilities or long-term health conditions).</p>	Positive.	<p>The new 3 to 19 special school in RCT would be built in accordance with planning and building control legislation and will be fully accessible and compliant with the Equality Act 2010. Accommodation will consist of:</p> <ul style="list-style-type: none"> Modern, flexible learning environments for all pupils, a hall/dining area, and specialist teaching and learning areas to cater for the needs of all pupils. A hydro-therapy pool plus other sensory and stimulating specialist equipment. A dedicated area within so that the local community will be allowed to safely use the facilities, both during and after the school day. Enhanced outdoor spaces to support the full range of curriculum activities. 	<p>RCT has an excellent range of special schools. However, it has become increasingly apparent that the special schools currently available are disproportionate to the demand for them. In view of this, a data analysis exercise has been undertaken. The Consultation Document provides an overview of each special school site, including property condition information and suitability ratings along with a range of data. Pupil projections have not been included. It should be noted that it is difficult to project demand for special schools, as projections are dependent on several factors and historical trends and birth rates are not dependable factors. Variations in the range of needs of pupils can develop and alter over time and special schools have seen a significant growth in</p>

		<ul style="list-style-type: none"> • Traffic management systems including on-site pupil bus drop off, and on-site staff parking. <p>The new school will be a fully accessible and fully integrated community school. A dedicated area will be designed within so that the local community will be allowed to safely use the facilities, both during and after the school day.</p>	<p>the complexity of the ALN of pupils.</p> <p>The proposal is to open a new English medium 3 to 19 special school in RCT for 180 pupils. The new school will provide education for pupils with a range of ALN including autistic spectrum disorders, severe learning difficulties, profound and multiple learning difficulties, social, emotional, and behavioural difficulties, and sensory impairment.</p>
<p>Gender Reassignment <i>(Anybody who's gender identity or gender expression is different to the sex they were assigned at birth including non-binary identities).</i></p>	<p>Positive.</p>	<p>Gender neutral toilet facilities will be available in the new school in compliance with The Education (School Premises) Regulations 1999.</p> <p>The 2021 Census provides data on gender identity. In RCT the percentage of individuals who are the same gender as that registered at birth is 93.69% whilst the percentage of individuals who are a different gender identity to that registered at birth but no specific identity given is 0.14%. Gender identify</p>	<p>Research included in the International Journal of Public Health demonstrates that school toilets have been identified by sexuality and gender diverse (SGD) pupils as the least safe spaces in schools. They are sites of verbal, physical and sexual victimisation. Providing gender-neutral toilet facilities in schools may reduce the bullying and victimisation of SGD pupils, particularly those who are transgender or gender diverse.</p> <p>Delivery of new school buildings previously throughout RCT and</p>

		<p>in RCT can be further broken down as follows:</p> <ul style="list-style-type: none"> • Trans woman – 0.07%. • Trans man – 0.07%. • Non-binary – 0.05%. • All other gender identities – 0.03% • Did not answer – 5.95%. 	<p>the inclusion of gender neutral washrooms have been welcomed.</p>
<p>Marriage or Civil Partnership <i>(People who are married or in a civil partnership).</i></p>	<p>Neutral.</p>	<p>Proposed changes are not expected to impact on this group.</p> <p>While impact on characteristics relating to marriage or civil partnership is not expected, this proposal will be monitored regularly. Should an impact arise, needs will be addressed, and this Equality Impact Assessment updated where necessary.</p>	<p>There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.</p>
<p>Pregnancy and Maternity <i>(Women who are pregnant/on maternity leave).</i></p>	<p>Positive.</p>	<p>The new school will be thermally comfortable with ease of internal temperature regulation which will be of benefit to staff who are pregnant by providing a more comfortable environment to work in. Rest facilities will also be available if required via a dedicated hygiene/medical room.</p>	<p>Delivery of new school buildings previously throughout RCT and their positive impact on pupils, parents/carers, staff and the wider community due to them being naturally ventilated and having energy efficient heating systems.</p>

<p>Race <i>(Ethnic and racial groups i.e., minority ethnic groups, Gypsy, Roma, and Travellers).</i></p>	<p>Positive.</p>	<p>The proposal will have a positive impact on children and young people between the ages of 3 to 19 with ALN. As a result of the proposal, the Council is expected to deliver increased ALN provision.</p>	<p>When looking at ethnicity data, 2022 PLASC data shows 93.9% of statutory school aged pupils where white British, 5.9% where classified as any other ethnic background whilst 0.2% where unknown.</p>
<p>Religion or Belief <i>(People with different religions and philosophical beliefs including people with no beliefs).</i></p>	<p>Positive.</p>	<p>The new school will be a fully accessible and fully integrated community school. A dedicated area will be designed within so that the local community will be allowed to safely use the facilities, both during and after the school day. This could include local community religious groups.</p>	<p>Delivery of new school buildings previously throughout RCT and their positive impact on pupils, parents/carers, staff and the wider community. These positive impacts can be requested via the Council's 21st Century Schools Team.</p>
<p>Sex <i>(Women and men, girls, and boys).</i></p>	<p>Positive.</p>	<p>The new 3 to 19 special school will be for boys and girls in RCT and will be built in accordance with current requirements of planning and building control legislation and will be fully accessible and compliant with the Equality Act 2010, and The Education (School Premises) Regulations 1999.</p> <p>It will be thermally comfortable with ease of internal temperature regulation which will be of benefit to staff with menopausal</p>	<p>Delivery of new school buildings previously throughout RCT and their positive impact on pupils, parents/carers, staff and the wider community due to them being naturally ventilated and having energy efficient heating systems.</p> <p>Research included in the International Journal of Public Health demonstrates that school toilets have been identified by sexuality and gender diverse (SGD) pupils as the least safe</p>

		symptoms by providing a more comfortable environment to work in. Rest facilities will also be available if required via a dedicated hygiene/medical room.	spaces in schools. They are sites of verbal, physical and sexual victimisation. Providing gender-neutral toilet facilities in schools may reduce the bullying and victimisation of SGD pupils, particularly those who are transgender or gender diverse.
Sexual Orientation <i>(Bisexual, gay, lesbian, straight).</i>	Neutral.	Proposed changes are not expected to impact on this group. While impact on characteristics relating to Sexual Orientation is not expected, this proposal will be monitored regularly. Should an impact arise, needs will be addressed, and this Equality Impact Assessment updated where necessary.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.

In addition, due to Council commitments made to the following groups of people we would like you to consider impacts upon them:

<u>Group of People</u>	Does the proposal have any positive, negative, or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Armed Forces Community <i>(Anyone who is serving, has served, family members and the bereaved).</i>	Positive.	Additional capacity of the new school could ensure sufficient places to accommodate families who may move into the area midway through an academic	The new school would result in the ability to accommodate more pupils with ALN.

		year (due to a change in circumstances).	
Carers <i>(Anyone of any age who provides unpaid care).</i>	Positive.	Additional capacity of the new school could ensure sufficient places to accommodate families who may move into the area midway through an academic year (due to a change in circumstances). The introduction of catchment areas for special schools could encourage more parents/carers to choose their catchment special school as opposed to special schools outside of their catchment area, reducing the time, cost and environmental impacts of longer journeys.	The new school would result in the ability to accommodate more pupils with ALN.

If the initial screening test has identified negative impacts, then a full Equality Impact Assessment (Section 4) **must** be undertaken. However, if after undertaking the above screening test you determine a full Equality Impact Assessment is not relevant, please provide an adequate explanation below:

No negative impacts have been identified for protected groups. All impacts on protected groups will be either neutral or positive.

Are you happy you have sufficient evidence to justify your decision?

Yes

No

Name: Lisa Howell.

Position: 21st Century Schools Business and School Organisation Manager.

Date: 19.05.2023.

Please forward a copy of this completed screening form to the Diversity and Inclusion Team.

PLEASE NOTE – there is a separate impact assessment for Welsh Language. This must also be completed for proposals.

Section 3 Socio-Economic Duty needs only to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions. Definition of a ‘strategic nature’ is available on page 6 of the [Preparing for the Commencement of the Socio-economic Duty](#) Welsh Government Guidance.

SECTION 3 – SOCIO-ECONOMIC DUTY (STRATEGIC DECISIONS ONLY)

The Socio-Economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services.

Please consider these additional vulnerable groups and the impact your proposal may or may not have on them:

<ul style="list-style-type: none">• Single parent and vulnerable families.• Pensioners.• Looked after children.• Homeless people.• Students.• Single adult households.	<ul style="list-style-type: none">• People living in the most deprived areas in Wales.• People with low literacy and numeracy.• People who have experienced the asylum system.• People misusing substances.• People of all ages leaving a care setting.• People involved in the criminal justice system.
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<u>Socio-Economic Disadvantage</u>	Does the proposal have any positive, negative, or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Low Income/Income Poverty	Positive.	It is proposed that the new school will be built in the Clydach	Delivery of new school buildings previously throughout RCT and

<p><i>(Cannot afford to maintain regular payments such as bills, food, clothing, transport etc.).</i></p>		<p>Vale area of Tonypany. This area is made of the following lower super output areas (LSOAs):</p> <ul style="list-style-type: none"> • Cwm Clydach 1. • Cwm Clydach 2. <p>Cwm Clydach 1 is ranked 191 out of 1,909 LOSAs in Wales, which places it amongst the 10.0% most deprived areas in Wales. In terms of income, Cwm Clydach 1 is ranked 124 out of 1,909 LSAOs in Wales, again, placing it amongst the 10.0% most deprived areas in Wales.</p> <p>Cwm Clydach 2 is ranked 551 out of 1,909 LOSAs in Wales, which places it amongst the 10.0% to 20.0% most deprived areas in Wales. In terms of income, Cwm Clydach 2 is ranked 604 out of 1,909 LSAOs in Wales, placing it amongst the 30.0% to 50.0% most deprived areas in Wales.</p> <p>The new 3 to 19 special school in RCT would be built in accordance with the current</p>	<p>their positive impact on pupils, parents/carers, staff and the wider community. These positive impacts can be requested via the Council's 21st Century Schools Team.</p> <p>An example of this can be seen at Y Pant Comprehensive School where the sporting facilities are being used by Pontyclun Athletics Club and by local netball clubs for training, whilst the indoor community facilities are being used the Community Wind Band and Rhondda Symphony Orchestra.</p> <p>Similarly, the sporting facilities at Tonyrefail Community School are being used for basketball tournaments and for training by local rugby and football clubs, whilst the indoor community facilities are being used by local choirs, for Welsh medium learning classes for adults, community coffee mornings and art classes.</p>
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		<p>requirements of planning and building control legislation and will be fully accessible and compliant with the Equality Act 2010. Accommodation will consist of:</p> <ul style="list-style-type: none"> • Modern, flexible learning environments for all pupils, a hall/dining area, and specialist teaching and learning areas to cater for the needs of all pupils. • A hydro-therapy pool plus other sensory and stimulating specialist equipment. • A dedicated area within so that the local community will be allowed to safely use the facilities, both during and after the school day. • Enhanced outdoor spaces to support the full range of curriculum activities. • Traffic management systems including on-site pupil bus drop off, and on-site staff parking. 	
<p>Low and/or No Wealth <i>(Enough money to meet basic living costs and pay bills but have no savings to deal with any</i></p>	<p>Positive.</p>	<p>The new school will have a have modern, flexible learning environments for all pupils, a hall/dining area, and a multi-</p>	<p>PLASC 2023 data demonstrates that 47.6% of pupils attending special schools in RCT are entitled to free school meals,</p>

<p><i>unexpected spends and no provisions for the future).</i></p>		<p>purpose learning resource area. The hall/dining area could create capacity for breakfast club which is utilised by many families who are on low incomes or who are just above the poverty threshold.</p> <p>PLASC 2023 data demonstrates that 47.6% of pupils attending special schools in RCT are entitled to free school meals, compared to the all RCT figure of 21.9%.</p> <p>The new school will also have facilities that could assist with storage of school uniforms for uniform recycling schemes whereby parents/carers on lower incomes will be able to benefit from good quality uniforms free of charge.</p>	<p>compared to the all RCT figure of 21.9%.</p> <p>Delivery of new school buildings previously throughout RCT and their positive impact on pupils, parents/carers, staff and the wider community.</p>
<p>Material Deprivation <i>(Unable to access basic goods and services i.e., financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.).</i></p>	<p>Positive.</p>	<p>The new school will offer improved facilities for pupils, parents/carers, staff and the wider community users. The new school will have a have modern, flexible learning environments for all pupils, a hall/dining area, and a multi-purpose learning resource area. The hall/dining area could have a positive</p>	<p>Delivery of new school buildings previously throughout RCT and their positive impact on pupils, parents/carers, staff and the wider community. These positive impacts can be requested via the Council's 21st Century Schools Team.</p>

		<p>impact upon free school meals uptake as a modern dining environment will be provided.</p> <p>The Welsh Government have announced plans to phase the expansion of free school meals for primary school aged pupils. The new catering facilities will be designed to accommodate increased uptake of free school meals following the introduction of the expansion.</p>	<p>An example of this can be seen at Y Pant Comprehensive School where the sporting facilities are being used by Pontyclun Athletics Club and by local netball clubs for training, whilst the indoor community facilities are being used the Community Wind Band and Rhondda Symphony Orchestra.</p> <p>Similarly, the sporting facilities at Tonyrefail Community School are being used for basketball tournaments and for training by local rugby and football clubs, whilst the indoor community facilities are being used by local choirs, for Welsh medium learning classes for adults, community coffee mornings and art classes.</p>
<p>Area Deprivation <i>(Where you live (rural areas), where you work (accessibility of public transport)).</i></p>	<p>Positive.</p>	<p>As well as delivering a brand new school with modern facilities, this proposal will also include a review of safe routes to school and, if required, an investment in improvements to walkways, road crossings and traffic calming measures to ensure the required safety standards are met. This is the approach we have</p>	<p>Delivery of new school buildings previously throughout RCT and their positive impact on pupils, parents/carers, staff and the wider community. These positive impacts can be requested via the Council's 21st Century Schools Team.</p>

implemented within other communities through the delivery of the Band B Sustainable Communities for Learning programme, which has seen significant improvements being made.

It is proposed that the new school will be built in the Clydach Vale area of Tonypany. In addition, it is proposed to introduce catchment areas for special schools. Whilst some pupils will live further away from the new school, the site is conveniently located.

The private sector contractor involved in the creation of the new school will be delivering community benefits by means of apprenticeships, training and job opportunities, bringing local jobs for local people and opportunities for the long term unemployed. They will also engage in community volunteering and in kind donations to the benefit of the local community. They will also engage with the school

An example of this can be seen at Y Pant Comprehensive School where the sporting facilities are being used by Pontyclun Athletics Club and by local netball clubs for training, whilst the indoor community facilities are being used the Community Wind Band and Rhondda Symphony Orchestra.

Similarly, the sporting facilities at Tonyrefail Community School are being used for basketball tournaments and for training by local rugby and football clubs, whilst the indoor community facilities are being used by local choirs, for Welsh medium learning classes for adults, community coffee mornings and art classes.

There is a statutory duty placed upon all Local Authorities in Wales to provide pupils with free transport to their nearest suitable school if they reside beyond safe 'walking distance' to that school. The Council has exercised the discretionary powers afforded to it under the provisions of the

		<p>community, giving pupils the opportunity to engage with the contractor in activities.</p>	<p>Learner Travel (Wales) Measure 2008 (2008 Measure) to make a more generous provision to pupils.</p> <p>Many pupils (75.9%) currently accessing the special schools across RCT use home to school transport.</p> <p>The proposal will include a review of safe routes to school and, if required, an investment in improvements to walkways, road crossings and traffic calming measures to ensure the required safety standards are met. This is the approach we have implemented within other communities through the delivery of the Band B Sustainable Communities for Learning programme, which has seen significant improvements being made.</p>
<p>Socio-Economic Background <i>(Social class i.e., parents'/carers education, employment, and income).</i></p>	<p>Positive.</p>	<p>The new school will provide the opportunity for more pupils with ALN to benefit from having the opportunity to be taught in brand new facilities fit for the 21st century.</p>	<p>Delivery of new school buildings previously throughout RCT and their positive impact on pupils, parents/carers, staff and the wider community. These positive impacts can be requested via the</p>

		<p>The new school will be built in accordance with the current requirements of planning and building control legislation and will be fully accessible and compliant with the Equality Act 2010. Accommodation will consist of:</p> <ul style="list-style-type: none"> • Modern, flexible learning environments for all pupils, a hall/dining area, and a multi-purpose learning resource area. • A dedicated area within so that the local community will be allowed to safely use the facilities, both during and after the school day. • Enhanced outdoor spaces to support the full range of curriculum activities. • Traffic management systems including on-site pupil bus drop off, and on-site staff parking. <p>The new school will be a fully accessible and fully integrated community school. A dedicated area will be designed within so that the local community will be</p>	<p>Council's 21st Century Schools Team.</p> <p>An example of this can be seen in Tonyrefail Community School, where Welsh medium learning classes for adults are held in the community facilities. This could contribute towards the Welsh Government's ambitious goal of creating a million Welsh speakers in Wales by 2050 and the Welsh in Education Strategic Plan (WESP).</p>
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		<p>allowed to safely use the facilities, both during and after the school day. Use of the facilities could include opportunities for third parties to offer Welsh medium learning classes for adults.</p> <p>In terms of employment, Cwm Clydach 1 is ranked 247 out of 1,909 LSAOs in Wales, placing it amongst the 10.0% to 20.0% most deprived areas in Wales. Cwm Clydach 2 is ranked 537 out of 1,909 LSOAs in Wales, placing it amongst the 20.0% to 30.0% most deprived in Wales.</p> <p>The private sector contractor involved in the creation of the new school will be delivering community benefits by means of apprenticeships, training and job opportunities, bringing local jobs for local people and opportunities for the long term unemployed. They will also engage in community volunteering and in kind donations to the benefit of the local community. They will also engage with the school</p>	
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		community, giving pupils the opportunity to engage with the contractor in activities.	
<p>Socio-economic disadvantage <i>(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged).</i></p>	Positive.	<p>It is proposed that the new school will be built in the Clydach Vale area of Tonypany. In addition, it is proposed to introduce catchment areas for special schools. Whilst some pupils will live further away from the new school, the site is conveniently located.</p> <p>The new school will positively impact any individual who may be financially or materially disadvantaged, as it will afford more opportunities for pupils, parents/carers, staff and the wider community.</p>	<p>Delivery of new school buildings previously throughout RCT and their positive impact on pupils, parents/carers, staff and the wider community. These positive impacts can be requested via the Council's 21st Century Schools Team.</p> <p>An example of this can be seen at Y Pant Comprehensive School where the sporting facilities are being used by Pontyclun Athletics Club and by local netball clubs for training, whilst the indoor community facilities are being used the Community Wind Band and Rhondda Symphony Orchestra.</p> <p>Similarly, the sporting facilities at Tonyrefail Community School are being used for basketball tournaments and for training by local rugby and football clubs, whilst the indoor community facilities are being used by local choirs, for Welsh medium learning classes for adults,</p>

			community coffee mornings and art classes.
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SECTION 4 – FULL EQUALITY IMPACT ASSESSMENT

You should use the information gathered at the screening stage to assist you in identifying possible negative/adverse impacts and clearly identify which groups are affected.

- 4.a) In terms of disproportionate/negative/adverse impacts that the proposal may have on a protected group, outline the steps that will be taken to reduce or mitigate the impact for each group identified. Attach a separate action plan where impacts are substantial.**

There is no evidence to suggest that the proposal will have a disproportionate/negative/adverse impact on a protected group.

- 4.b) If ways of reducing the impact have been identified but are not possible, please explain why they are not possible.**

There is no evidence to suggest that the proposal will have a disproportionate/negative/adverse impact on a protected group.

- 4.c) Give sufficient detail of data or research that has led to your reasoning the sources used for establishing the demographics of service users/staff.**

- Data analysis is based on data derived from the PLASC unless otherwise stated.
- Qualitative reasoning gathered from the Councils Directorate of Education and Inclusion Services 21st Century Schools Team and Access and Inclusion Team and the Council's Corporate Estates Team.
- Delivery of new school buildings previously throughout RCT and their positive impact on pupils, parents/carers, staff and the wider community. These positive impacts can be requested via the Council's 21st Century Schools Team.

- 4.d) Give details of how you engaged with service users/staff on the proposals and the steps taken to avoid any disproportionate impact on a protected group. Explain how you have used feedback to influence your decision.**

The consultation will start on 4th July 2023 and will be completed at 17:00 on 15th September 2023.

Face to face meetings will be arranged with the staff, School Councils and Governing Bodies of the special schools across RCT.

A Consultation Response Form will also be available at on the Council's website on the 'Get Involved' page. The Consultation Response Form enables consultees to indicate if they wish to be notified of the publication of the Consultation Report, once presented to the Council's Cabinet.

Consultees are also welcomed to put their views, comments, and any questions in writing to:

Director of Education and Inclusion Services
21st Century Schools
Ty Trevithick
Abercynon
CF45 4UQ

Or

E-mail: schoolplanning@rctcbc.gov.uk

Children and young people have a right to express their views in all matters affecting them and for their views to be heard and considered in accordance with their age and maturity. As such, the Councils Directorate of Education and Inclusion Services 21st Century Schools Team will ensure that suitable arrangements are made to involve children and young people as active participants throughout this consultation process, and if a decision is made to progress the proposal, throughout the implementation process.

A drop in session will also be arranged so that members of the public can discuss the proposal with Officers from the Councils Directorate of Education and Inclusion Services and provide any feedback at the session.

This Equality Impact Assessment will be updated following the completion of the consultation to include any necessary feedback.

The Councils Directorate of Education and Inclusion Services 21st Century Schools Team and the Council's Corporate Estates Team will monitor this proposal throughout the design development period, construction period and operational period holding monthly review meetings.

4.e) Are you satisfied that the engagement process complies with the requirements of the Statutory Equality and Socio-economic Duties?

There is no evidence to suggest that the proposal will have a disproportionate/negative/adverse impact on a protected group.

Yes

No

SECTION 5 – MONITORING, EVALUATING AND REVIEWING

5a) Please outline below how the implementation of the proposal will be monitored:

The proposal is made in accordance with the School Organisation Code 2018 (011/2018). Section 2.1 of the School Organisation Code 2018 refers to elements of school organisation that require the publication of proposals, including:

- The opening of a maintained school (including special school).
- The closing of a maintained school (including special school).

The consultation will start on 4th July 2023 and will be completed at 17:00 on 15th September 2023.

Face to face meetings will be arranged with the staff, School Councils and Governing Bodies of the special schools across RCT.

A Consultation Response Form will also be available at on the Council's website on the 'Get Involved' page. The Consultation Response Form enables consultees to indicate if they wish to be notified of the publication of the Consultation Report, once presented to the Council's Cabinet.

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A drop in session will also be arranged so that members of the public can discuss the proposal with Officers from the Councils Directorate of Education and Inclusion Services and provide any feedback at the session.

The Councils Directorate of Education and Inclusion Services 21st Century Schools Team and the Council's Corporate Estates Team will monitor this proposal throughout the design development period, construction period and operational period holding monthly review meetings.

5b) When is the evaluation of the proposal due to be reviewed?

The Council's Cabinet will consider the Consultation Report and decide, based on the feedback, whether to proceed with the proposal, amend the proposal or not proceed with the proposal. If the Council's Cabinet decides not to proceed, that will be the end of the proposal.

If the Council's Cabinet decide to proceed with the proposal, a Statutory Notice will be published providing a 28 day notice period for objections. The School Standards and Organisation (Wales) Act 2018 requires that anyone wishing to make objections to a school organisation proposal can do so. To be considered as statutory objections, objections **must** be made in writing or by email, and sent to the Council within 28 days of the date on which the Statutory Notice was published.

The Council's Cabinet will consider the outcome of the Statutory Notice at the next available Cabinet meeting and determine the proposal.

If there are objections, the Council's Director of Education and Inclusion Services will publish an Objection Report providing a summary of the objections and the response to them within seven days of the day of the determination of the proposal.

If the Council's Cabinet approve the proposal, it will be implemented in accordance with the date stated in the Statutory Notice or any subsequently modified date. In the case of the proposal, the implementation date will be no later than the 2026 academic year.

5c) Who is responsible for the monitoring and review of the proposal?

The Councils Directorate of Education and Inclusion Services 21st Century Schools Team and the Council's Corporate Estates Team will monitor this proposal throughout the design development period, construction period and operational period.

5d) How will the results of the monitoring be used to develop future proposals?

Each 21st Century Schools project undergoes a 'Lessons Learnt' review at the end of the construction phase and this feeds into future projects so that each project improves and benefits from lessons learnt (positive and negative) during previous projects.

SECTION 6 – REVIEW

For all policy proposals, whether it is a Significant Key Decision or not, you are required to forward this Impact Assessment to Diversity and Inclusion Team – equality@rctcbc.gov.uk and the Consultation and Engagement Team – consultation@rctcbc.gov.uk in the first instance for some initial guidance and feedback.

As part of the Welsh Language, Equalities and Socio Economic Duty Impact Assessment Process all proposals that fall within the definition of Significant Key Decision should be presented at the Officer Review Panel. This Panel is made up of officers from across Council Services and acts as a critical friend before your report is finalised and published for Senior Leadership Team (SLT)/Cabinet approval.

If the proposal is a Key Strategic Decision please forward your completed Impact Assessment, policy proposal/report and consultation report to CouncilBusiness@rctcbc.gov.uk for an Officer Review Panel to be organised to discuss your proposal. See our guidance document for more information on what a Significant Key Decision is.

It is important to keep a record of this process so that we can demonstrate how we have considered and built-in equality/socio economic considerations wherever possible. Please ensure you update the relevant sections below in collaboration with the relevant departments.

Diversity and Inclusion Team Comments	Date Considered	Brief description of any amendments made following Officer Review Panel considerations
<p>This is a good Equality Impact Assessment, but I think it can be strengthened with data and more evidence.</p> <p>Add in about the gender-neutral toilets in the ‘Sex’ section of the impact assessment. We need to ensure that we can demonstrate that we’ve considered the impact on Gender Reassignment and Sex.</p>	06.06.2023.	<p>Equality Impact Assessment updated to reflect the comments provided by Hannah Davey and Bea Jeffries. Updates include:</p> <ul style="list-style-type: none"> • Additional data and evidence to strength the Equality Impact Assessment. • Additional information regarding the provision of gender neutral toilet facilities.
Consultation Comments	Date Considered	Brief description of any amendments made following consultation
<p>In accordance with the Equality Act 2010 and the Public Sector Equality Duties, the Council has a legal duty to look at how its decisions impact on people because they may have particular characteristics. So as part of seeking views on the proposal, the consultation also included the following question:</p> <p>1. How would the Council’s proposal affect you because of your:</p> <ul style="list-style-type: none"> • Sex. • Age. 	16.09.2023	<p>Placement into special schools is currently agreed by the Council’s Directorate of Education and Inclusion Services’ Access and Inclusion Service Panels. Where possible, pupils are placed in the nearest suitable special school to their home.</p>

<ul style="list-style-type: none"> • Ethnicity. • Disability. • Sexuality. • Religion / Belief. • Gender Identity. • Relationship Status. • Pregnancy. • Preferred Language. <p>All those that responded to this question, apart from one, stated that there would be a positive or no impact on them as a result of implementing the proposals. The one respondent that stated there would be a negative impact on them as a result of implementing the proposals is likely to have misunderstood the proposal and believed that it would severely affect their child and their disabilities as the length of time travel to school would increase.</p>		
Officer Review Panel Comments	Date Considered	Brief description of any amendments made following Officer Review Panel considerations
<ul style="list-style-type: none"> • A comprehensive and robust Equality Impact Assessment. • The proposal is positive for various groups of individuals, which is reflected throughout. • It includes strong links to the community. • It would be beneficial to include all specific examples to strengthen the case and evidence that due regard has been given. • Age Section – Beneficial to include more data here. It was acknowledged that it can be difficult to make predictions, however, additional data could be provided. 	22.08.2023.	<p>Equality Impact Assessment updated to reflect the comments provided by the Impact Assessment review Panel. Updates include:</p> <ul style="list-style-type: none"> • The inclusion of examples throughout. • Age Section – additional data provided regarding the age of special school pupils, split by National Curriculum Year. • Sex Section – inclusion of information on gender neutral toilets in this section. • Socio-Economic Duty – cross referenced information provided with the Welsh Language Impact Assessment

<ul style="list-style-type: none"> • Gender Reassignment – Provide clear sources and cited research when providing information on gender neutral toilets. • Sex Section – There is an opportunity to give consideration to gender neutral toilets in this section. • Socio-Economic Duty – Includes joined up thinking of the school and the community and information on the opportunity to use classrooms after school, which is positive. There is an opportunity here to reference Tonyrefail Community School and the Welsh medium learning classes as referenced in the Welsh Language Impact Assessment. • More Socio-economic data would be useful throughout the Equality Impact Assessment, even if repetitive. • Socio-Economic Duty Background and Disadvantage Sections – This is a good opportunity to pull everything together and to re-state the positive links between community and school. • The Consultation Document contains a comment in relation to the possibility of children feeling anxious about transitioning schools. This proposal mitigates the level of transition which is huge positive so there is an opportunity to raise this point within the Impact Assessment. • Pupil Level Annual School Census (PLASC) data and the Welsh Index of Multiple Deprivation (WIMD) could be utilised further. • Gender identity figures are now available in census data which could be utilised. 		<p>regarding the opportunities for third parties to offer Welsh medium learning classes for adults.</p> <ul style="list-style-type: none"> • Additional data added throughout from the 2021 Census, PLASC and WIMD.
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SECTION 7 – SUMMARY OF IMPACTS FOR THE PROPOSAL

Provide below a summary of the Impact Assessment, to include some of the main positive and negative impacts along with an overview of actions taken since the Impact Assessment to better contribute to more positive impacts. This summary must be included in the Equality Considerations section of the SLT/Cabinet report template. It is not suitable to only write 'please see full report at Appendix x' in the body of the report. The Impact Assessment must be published alongside the report.

An Equality Impact Assessment has been completed and the main findings are as follows:

In summary, the Equality Impact Assessment identifies both positive and neutral impacts, and no negative impacts upon the protected characteristics.

- The new school will be built in accordance with the current requirements of planning and building control legislation and will be fully accessible and compliant with the Equality Act 2010.
- The new school and the way in which it will be used will bring positive socio-economic impacts across all of the vulnerable groups identified under the protected characteristic headings.
- Additional capacity of the new school could ensure sufficient places to accommodate families who may move into the area midway through an academic year (due to a change in circumstances), this could include the armed forces community and carers.
- The new school and the way in which it will be used will bring positive socio-economic impacts across all of the vulnerable groups identified under the socio-economic disadvantage headings.

SECTION 8 – AUTHORISATIONS

Lead Officer:

Name: Lisa Howell.

Position: 21st Century Schools Business and School Organisation Manager.

Date: 19.05.2023.

I recommend that the proposal:

- Is implemented with no amendments
- Is implemented taking into account the mitigating actions outlined
- Is rejected due to disproportionate negative impacts on protected groups or socio-economic disadvantage

Head of Service/Director Approval:

Name: Gaynor Davies.

Position: Director of Education and Inclusion Services.

Date: 19.05.2023.

Please submit this impact assessment with any SLT/Cabinet Reports.