

Appendix B: 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: 16.09.2024.

1.a) **What are you assessing for impact?**

Strategy/Plan	Service Re- Model or Discontinuation of Service	Policy/Procedure of	Practice	Information/Position Statement
X				

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

The proposal to close Trallwng Infants School with pupils transferring to Coedpenmaen Primary School by no later than September 2025.

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

The proposal to close Trallwng Infants School with pupils transferring to Coedpenmaen Primary School by no later than September 2025.

The proposal is made in accordance with the Welsh Government's (WG's) School Organisation Code (2nd Edition) (011/2018). Section 2.1 of the WG's School Organisation Code (2nd Edition) (011/2018) refers to elements of school organisation that require the publication of proposals, including:

- The closing of a maintained school.

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

Powers for Councils to develop school organisation proposals are governed by the:

- The School Standards and Organisation (Wales) Act 2013.
- The WG's School Organisation Code (2nd Edition) (011/2018).

Council's must, when exercising functions under Part 3 of the School Standards and Organisation (Wales) Act 2013, act in accordance with any relevant requirements contained in the WG's School Organisation Code (2nd Edition) (011/2018) and must have regard to any relevant guidelines contained in it.

1.e) **Please outline who this proposal affects:**

- Service users: X
- Employees: X
- Wider community: X

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.

PROTECTED CHARACTERISTIC	DOES THE PROPOSAL HAVE AN POSITIVE, NEGATIVE, OR NEUTRAL IMPACTS	PROVIDE DETAIL OF THE IMPACT	WHAT EVIDENCE HAS BEEN USED TO SUPPORT THIS VIEW?
1. AGE: <i>(Specific age groups i.e., young people or older people).</i>	Positive.	Young People (i.e. School Age People). 1. Rhondda Cynon Taf County Borough Council (RCTCBC) considers that providing education for pupils attending Trallwng Infants School in Coedpenmaen Primary School, amongst other benefits, would offer: <ul style="list-style-type: none"> • Greater flexibility and opportunity for pupils in which they can learn and grow. 	Young People (i.e. School Age People). 1. Pupil Level Annual School Census (PLASC) data for 2024 indicates there are currently 50 statutory age (reception to year two) pupils attending Trallwng Infants School and 242 statutory school age (reception to year six) pupils attending Coedpenmaen Primary School. 2. Advice and support will be

		<ul style="list-style-type: none"> • Potential for financial savings in terms of services which accrue within a larger school, which can be reinvested for the benefit of all pupils. • More opportunities for extra-curricular activities. • Greater opportunities for pupils to socialise and interact with a larger number of peers from their own year group. • Greater opportunities for progression and professional development for all staff which are created within a 3 to 11 primary school environment. • Less demand on staff as responsibilities for developing the Areas of Learning and Experience, as part of the Curriculum for Wales, and additional learning needs (ALN) statutory obligations, will be shared. 	<p>provided by RCTCBC to staff from Trallwng Infants School and Coedpenmaen School to ensure that the transition process is as smooth and seamless as possible.</p> <p>Older People (i.e. Parents/Carers and the Wider Community)</p> <ol style="list-style-type: none"> 1. RCTCBC's HR Team will visit all staff in Trallwng Infants School and make them aware of the processes that may follow and the operational and personal support that is on offer. 2. There is a dedicated area within Coedpenmaen Primary School so that the local community and third parties are allowed to safely utilise the facilities at the school, both during and after the school day. Pupils and parents/carers of Trallwng Infants School could benefit from this.
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		<p>2. It is anticipated that the proposed changes will not have a long term, adverse impact on pupils and it should be noted at this point in the consultation process that RCTCBC considers the overall impact on pupils of the proposal is determined to be positive. Understandably, some pupils may initially be daunted at the prospect of moving to a new school on a new site. However, should the proposal proceed, there will be targeted support for all pupils from Trallwng Infants School and Coedpenmaen Primary School. Meaningful and positive transition is an integral part of ensuring that pupils settle into their new school setting with little disruption to their wellbeing and education. This is supported by providing effective pastoral and academic support and structured opportunities for pupils to become familiar with the new school</p>	
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		<p>environment and staff.</p> <p>Older People (i.e. Parents/Carers, Staff and the Wider Community)</p> <p>1. Should the proposal proceed, it is our intention to recommend to the Governing Body of Coedpenmaen Primary School that any additional posts required as a result of increased pupil numbers, below senior leadership level, are ringfenced to the existing staff employed at Trallwng Infants School, in the first instance. This process means that staff at Trallwng Infants School would be given the first opportunity to apply for additional posts in Coedpenmaen Primary School, prior to any posts being advertised externally. If they are successful, they would then simply transfer to Coedpenmaen Primary School when the proposal is implemented. RCTCBC has well established HR policies</p>	
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		<p>and procedures that give reassurance to staff and employers about the management of organisational change.</p> <p>2. Local community and third party use.</p>	
<p>2. DISABILITY:</p> <p><i>(People with visible and non-visible disabilities or long-term health conditions).</i></p>	Positive.	<p>1. There are no Foundation Phase or Key Stage Two ALN LSCs at Trallwng Infants School or Coedpenmaen Primary School.</p> <p>Should the proposal proceed, support provided to any pupils at either Trallwng Infants School or Coedpenmaen Primary School by RCTCBC's Access and Inclusion Service Team will continue and will not be affected.</p>	<p>1. Data indicates:</p> <ul style="list-style-type: none"> Trallwng Infants School has three statutory school aged pupils with ALN, whilst Coedpenmaen Primary School has eleven statutory school aged pupils with ALN. <p>Should the proposal proceed, support for pupils provided by RCTCBC's Access and Inclusion Service Team will continue and will not be affected.</p>
<p>3. GENDER REASSIGNMENT:</p> <p><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>	Positive.	<p>1. There is no evidence to suggest that the proposal will have a disproportionate/negative/a dverse impact upon this protected group. However, should a disproportionate/negative/a dverse impact arise, needs</p>	<p>1. The Census (2021) provides data on gender identity. In Rhondda Cynon Taf (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</p>

		will be addressed and this Equality Impact Assessment updated accordingly.	different gender identity to that registered at birth but no specific identity given is 0.14%. Gender identity in RCT can be further broken down as follows: <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%.
4. MARRIAGE OR CIVIL PARTNERSHIP: <i>(People who are married or in a civil partnership).</i>	Neutral.	1. There is no evidence to suggest that the proposal will have a disproportionate/negative/a dverse impact upon this protected group. However, should a disproportionate/negative/a dverse impact arise, needs will be addressed and this Equality Impact Assessment updated accordingly.	1. There is no evidence to suggest that the proposal will have a disproportionate/negative/a dverse impact upon this protected group. However, should a disproportionate/negative/a dverse impact arise, needs will be addressed and this Equality Impact Assessment updated accordingly.
5. PREGNANCY AND MATERNITY: <i>(Women who are pregnant/on maternity leave).</i>	Neutral.	1. There is no evidence to suggest that the proposal will have a disproportionate/negative/a dverse impact upon this protected group. However, should a	1. There is no evidence to suggest that the proposal will have a disproportionate/negative/a dverse impact upon this protected group. However, should a

		disproportionate/negative/a diverse impact arise, needs will be addressed and this Equality Impact Assessment updated accordingly.	disproportionate/negative/a diverse impact arise, needs will be addressed and this Equality Impact Assessment updated accordingly.
6. RACE: <i>(Ethnic and racial groups i.e., minority ethnic groups, Gypsy, Roma, and Travellers).</i>	Neutral.	1. There is no evidence to suggest that the proposal will have a disproportionate/negative/a diverse impact upon this protected group. However, should a disproportionate/negative/a diverse impact arise, needs will be addressed and this Equality Impact Assessment updated accordingly.	1. PLASC (2024) data indicates: <ul style="list-style-type: none"> • 90.0%% and 85.1% of statutory school age pupils at Trallwng Infants School and Coedpenmaen Primary School, respectively, identified as White British (WBRI). • 10.0%% and 14.9% of statutory school age pupils at Trallwng Infants School and Coedpenmaen Primary School, respectively, identified as any other ethnic background. • 0.0% and 0.0% of statutory school age pupils at Trallwng Infants School and Coedpenmaen Primary School, respectively, identified as unknown.
7. RELIGION OR BELIEF:	Neutral.	1. There is no evidence to	1. There is no evidence to

<p><i>(People with different religions and philosophical beliefs including people with no beliefs).</i></p>		<p>suggest that the proposal will have a disproportionate/negative/a dverse impact upon this protected group. However, should a disproportionate/negative/a dverse impact arise, needs will be addressed and this Equality Imapct Assessment updated accordingly.</p>	<p>suggest that the proposal will have a disproportionate/negative/a dverse impact upon this protected group. However, should a disproportionate/negative/a dverse impact arise, needs will be addressed and this Equality Imapct Assessment updated accordingly.</p>
<p>8. SEX: <i>(Women and men, girls, and boys).</i></p>	<p>Neutral.</p>	<p>1. There is no evidence to suggest that the proposal will have a disproportionate/negative/a dverse impact upon this protected group. However, should a disproportionate/negative/a dverse impact arise, needs will be addressed and this Equality Imapct Assessment updated accordingly.</p>	<p>1. There is no evidence to suggest that the proposal will have a disproportionate/negative/a dverse impact upon this protected group. However, should a disproportionate/negative/a dverse impact arise, needs will be addressed and this Equality Imapct Assessment updated accordingly.</p>
<p>9. SEXUAL ORIENTATION: <i>(Bisexual, gay, lesbian, straight).</i></p>	<p>Neutral.</p>	<p>1. There is no evidence to suggest that the proposal will have a disproportionate/negative/a dverse impact upon this protected group. However, should a disproportionate/negative/a</p>	<p>1. There is no evidence to suggest that the proposal will have a disproportionate/negative/a</p>

		diverse impact arise, needs will be addressed and this Equality Impact Assessment updated accordingly.	diverse impact arise, needs will be addressed and this Equality Impact Assessment updated accordingly.
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In addition, due to the Council commitments made to the following groups of people we would like you to consider impacts upon them:

PROTECTED CHARACTERISTIC	DOES THE PROPOSAL HAVE AN POSITIVE, NEGATIVE, OR NEUTRAL IMPACTS	PROVIDE DETAIL OF THE IMPACT	WHAT EVIDENCE HAS BEEN USED TO SUPPORT THIS VIEW?
1. ARMED FORCES COMMUNITY: <i>(Anyone who is serving, has served, family members and the bereaved).</i>	Positive.	1. Coedpenmaen Primary School has the ability to accommodate children who may move to the area midway through an academic year (due to a change in circumstances). In such circumstances children and families will be supported by a regional school Liaison Officer who works with children and families of the armed forces community.	1. Data on the number of statutory school age pupils at Trallwng Infants School and Coedpenmaen Primary School who are children of the armed forces community is currently unavilable. Coedpenmaen Primary Community School has the ability to accommodate pupils who may move to the area midway through an academic year (due to a change in circumstances).
2. CARERS: <i>(Anyone of any age who provides unpaid care).</i>	Positive.	1. Coedpenmaen Primary School has the ability to accommodate children who may move to the area midway through an academic year (due to a	1. Data indicates: <ul style="list-style-type: none"> • 0.0% and 0.4% of statutory school age pupils at Trallwng Infants School and

		change in circumstances). In such circumstances children and families will be supported by RCTCBC.	Coedpenmaen Primary School, respectively, are young carers.
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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:

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

YES	X	NO	
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Name: Lisa Howell.

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

Date: 16.09.2024.

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 parents 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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SOCIO-ECONOMIC DISADVANTAGE	DOES THE PROPOSAL HAVE ANY POSITIVE, NEGATIVE, OR NEUTRAL IMPACTS	PROVIDE DETAIL OF THE IMPACT	WHAT EVIDENCE HAS BEEN USED TO SUPPORT THIS VIEW?
<p>1. LOW INCOME/INCOME POVERTY:</p> <p><i>(Cannot afford to maintain regular payments such as bills, food, clothing, transport etc.).</i></p>	Positive.	<p>1. RCTCBC considers that providing education for pupils attending Trallwng Infants School in Coedpenmaen Primary School, amongst other benefits, would offer:</p> <ul style="list-style-type: none"> • Greater flexibility and opportunity for pupils in which they can learn and grow. • Potential for financial savings in terms of services which accrue 	<p>1. The Welsh Index of Multiple Deprivation (WIMD) is the WG's official measure of relative deprivation for small areas in Wales. It identifies areas with the highest concentrations of several different types of deprivation. WIMD ranks all small areas (Lower Super Output Areas (LSOA)) in Wales from 1 (most deprived) to 1,909 (least deprived).</p>

		<p>within a larger school, which can be reinvested for the benefit of all pupils.</p> <ul style="list-style-type: none"> • More opportunities for extra-curricular activities. • Greater opportunities for pupils to socialise and interact with a larger number of peers from their own year group. • Greater opportunities for progression and professional development for all staff which are created within a 3 to 11 primary school environment. • Less demand on staff as responsibilities for developing the Areas of Learning and Experience, as part of the Curriculum for Wales, and ALN statutory obligations, will be shared. <p>This will offer more pupils a better learning environment without impacting</p>	<p>Trallwng Infants School is located in the Trallwng 1 LSOA and Coedpenmaen Primary School is located in the Trallwng 3 LSOA.</p> <p>The WIMD is made up of eight separate domains of deprivation, each compiled from a range of different indicators. The WIMD is constructed from a weighted sum of the deprivation score for each domain. The weights reflect the importance of the domain as an aspect of deprivation, and the quality of the indicators available for that domain. The domains are:</p> <ol style="list-style-type: none"> 1. Income. 2. Employment. 3. Health. 4. Education. 5. Access to Services. 6. Housing. 7. Community Safety. 8. Physical Environment. <p>Overall, the LSOA for Trallwng Infants School (Trallwng 1) is ranked 682</p>
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		<p>regardless of their socio-economic status.</p> <ol style="list-style-type: none"> 2. Should the proposal proceed, there may be cost implications associated with pupils from Trallwng Infants School attending Coedpenmaen Primary School including the cost of purchasing new school uniforms. 3. Should the proposal proceed, there may be additional financial cost to parents/carers should they decide to transport their child(ren) to school at their own expense. 4. Local community and third party use regardless of their socio-economic status. 	<p>out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived. It is ranked 86 out of 154 LSOAs in RCT. Whilst, overall, the LSOA for Coedpenmaen Primary School (Trallwng 3) is ranked 541 out of 1,909 LSOAs in Wales, which places it among the 20.0% to 30.0% most deprived. It is ranked 67 out of 154 LSOAs in RCT.</p> <p>In terms of the income domain, the LSOA Trallwng Infants School (Trallwng 1) is ranked 656 out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived. It is ranked 79 out of 154 LSOAs in RCT. Whilst, the LSOA for Coedpenmaen Primary School (Trallwng 3) is ranked 695 out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived. It is ranked 83 out of 154 LSOAs in RCT.</p>
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			<p>2. RCTCBC acknowledges that, should the proposal proceed, there may be cost implications associated with pupils from Trallwng Infants School attending Coedpenmaen Primary School including the cost of purchasing new school uniforms. Where necessary, parents/carers will be signposted to the School Essentials Grant which can help families on lower incomes for the purchase of school uniform.</p> <p>3. Pupil Level Annual School Census (PLASC) data for 2024 indicates there are currently 50 statutory school age pupils currently attending Trallwng Infants School. 60% (30) of these pupils live within the Trallwng Infants School catchment area.</p> <p>There is a statutory duty placed on all Councils in Wales to provide pupils with free transport to their nearest suitable school if</p>
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			<p>they reside beyond safe 'walking distance' to that school. The term suitable school applies to the catchment area English, Welsh, dual language or voluntary aided mainstream primary school, secondary school, or special school/class as appropriate. The law relating to safe 'walking distance' is defined as two miles for pupils of statutory school age receiving primary education (reception to year six).</p> <p>RCTCBC has exercised the discretionary powers afforded to it under the provision of the Learner Travel (Wales) Measure 2008 to make a more generous provision to pupils. Following a recent public consultation exercise initiated by RCTCBC's Cabinet, in relation to a proposed new Home to School Transport Policy for RCTCBC, the information set out below is the relevant information in relation to</p>
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			<p>Tref-Y-Rhyg Primary School and Tonyrefail Community School:</p> <ul style="list-style-type: none"> • The eligibility criteria for walking distance for pupils of statutory school age receiving primary education at their nearest suitable school has been set at 1½ miles, instead of 2 miles as required by the Learner Travel (Wales) Measure 2008. • Free transport to their nearest suitable school, where places are available, is provided to pupils who meet the 1½ mile eligibility criteria from the start of Foundation Phase, rather than from the start of statutory school as required by the Learner Travel (Wales) Measure 2008. • The term suitable school applies to the catchment area English, Welsh, dual language or voluntary aided (faith) mainstream school or special school/class as appropriate.
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			<p>There is approximately 0.2 miles between Trallwng Infants' School and Coedpenmaen Primary School. Should the proposal proceed, there is a safe walking route for the pupils of Trallwng Infants' School to walk to Coedpenmaen Primary School, and all pupils live within the 1.5-mile distance as specified within the Council's Home to School Transport Policy. As such, no pupils in the catchment area of Trallwng Infants' School will be entitled to free home to school transport should the proposal proceed.</p> <p>4. There is a dedicated area within Coedpenmaen Primary School so that the local community and third parties are allowed to safely utilise the facilities at the school, both during and after the school day. Pupils and parents/carers of Trallwng Infants School could benefit from this.</p>
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<p>2. LOW AND/OR NO WEALTH:</p> <p><i>(Enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future).</i></p>	<p>Positive.</p>	<p>1. RCTCBC considers that providing education for pupils attending Trallwng Infants School in Coedpenmaen Primary School, amongst other benefits, would offer:</p> <ul style="list-style-type: none"> • Greater flexibility and opportunity for pupils in which they can learn and grow. • Potential for financial savings in terms of services which accrue within a larger school, which can be reinvested for the benefit of all pupils. • More opportunities for extra-curricular activities. • Greater opportunities for pupils to socialise and interact with a larger number of peers from their own year group. • Greater opportunities for progression and professional development for all staff which are created within 	<p>1. Overall, the LSOA for Trallwng Infants School (Trallwng 1) is ranked 682 out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived. It is ranked 86 out of 154 LSOAs in RCT. Whilst, overall, the LSOA for Coedpenmaen Primary School (Trallwng 3) is ranked 541 out of 1,909 LSOAs in Wales, which places it among the 20.0% to 30.0% most deprived. It is ranked 67 out of 154 LSOAs in RCT.</p> <p>In terms of the income domain, the LSOA Trallwng Infants School (Trallwng 1) is ranked 656 out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived. It is ranked 79 out of 154 LSOAs in RCT. Whilst, the LSOA for Coedpenmaen Primary School (Trallwng 3) is ranked 695 out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived. It is</p>
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		<p>a 3 to 11 primary school environment.</p> <ul style="list-style-type: none"> Less demand on staff as responsibilities for developing the Areas of Learning and Experience, as part of the Curriculum for Wales, and ALN statutory obligations, will be shared. <p>This will offer more pupils a better learning environment without impacting regardless of their socio-economic status.</p> <ol style="list-style-type: none"> Should the proposal proceed, there may be cost implications associated with pupils from Trallwng Infants School attending Coedpenmaen Primary School including the cost of purchasing new school uniforms. Local community and third party use regardless of their socio-economic status. 	<p>ranked 83 out of 154 LSOAs in RCT.</p> <ol style="list-style-type: none"> RCTCBC acknowledges that, should the proposal proceed, there may be cost implications associated with pupils from Trallwng Infants School attending Coedpenmaen Primary School including the cost of purchasing new school uniforms. Where necessary, parents/carers will be signposted to the School Essentials Grant which can help families on lower incomes for the purchase of school uniform. There is a dedicated area within Coedpenmaen Primary School so that the local community and third parties are allowed to safely utilise the facilities at the school, both during and after the school day. Pupils and parents/carers of Trallwng Infants School could benefit from this.
3. MATERIAL DEPRIVATION:	Positive.	<ol style="list-style-type: none"> Local community and third party use regardless of their 	<ol style="list-style-type: none"> There is a dedicated area within Coedpenmaen

<p><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>socio-economic status.</p> <p>2. In November 2021, the WG announced plans to introduce universal free school meals (UFSM) for all primary school age pupils. The catering facilities at Coedpenmaen Primary School will cater for all pupils who take up UFSM.</p>	<p>Primary School so that the local community and third parties are allowed to safely utilise the facilities at the school, both during and after the school day. Pupils and parents/carers of Trallwng Infants School could benefit from this.</p> <p>2. Coedpenmaen Primary School will cater for all pupils who take up UFSM.</p>
<p>4. AREA DEPRIVATION:</p> <p><i>(Where you live (rural areas), where you work (accessibility of public transport).</i></p>	<p>Positive.</p>	<p>1. RCTCBC considers that providing education for pupils attending Trallwng Infants School in Coedpenmaen Primary School, amongst other benefits, would offer:</p> <ul style="list-style-type: none"> • Greater flexibility and opportunity for pupils in which they can learn and grow. • Potential for financial savings in terms of services which accrue within a larger school, which can be reinvested for the benefit of all pupils. 	<p>1. Overall, the LSOA for Trallwng Infants School (Trallwng 1) is ranked 682 out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived. It is ranked 86 out of 154 LSOAs in RCT. Whilst, overall, the LSOA for Coedpenmaen Primary School (Trallwng 3) is ranked 541 out of 1,909 LSOAs in Wales, which places it among the 20.0% to 30.0% most deprived. It is ranked 67 out of 154 LSOAs in RCT.</p> <p>In terms of the income domain, the LSOA Trallwng</p>

		<ul style="list-style-type: none"> • More opportunities for extra-curricular activities. • Greater opportunities for pupils to socialise and interact with a larger number of peers from their own year group. • Greater opportunities for progression and professional development for all staff which are created within a 3 to 11 primary school environment. • Less demand on staff as responsibilities for developing the Areas of Learning and Experience, as part of the Curriculum for Wales, and ALN statutory obligations, will be shared. <p>This will offer more pupils a better learning environment without impacting regardless of their socio-economic status.</p>	<p>Infants School (Trallwng 1) is ranked 656 out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived. It is ranked 79 out of 154 LSOAs in RCT. Whilst, the LSOA for Coedpenmaen Primary School (Trallwng 3) is ranked 695 out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived. It is ranked 83 out of 154 LSOAs in RCT.</p>
<p>5. SOCIO-ECONOMIC BACKGROUND:</p>	<p>Positive.</p>	<p>1. RCTCBC considers that providing education for pupils attending Trallwng</p>	<p>1. Overall, the LSOA for Trallwng Infants School (Trallwng 1) is ranked 682</p>

<p><i>(Social class i.e., parents' education, employment, and income).</i></p>		<p>Infants School in Coedpenmaen Primary School, amongst other benefits, would offer:</p> <ul style="list-style-type: none"> • Greater flexibility and opportunity for pupils in which they can learn and grow. • Potential for financial savings in terms of services which accrue within a larger school, which can be reinvested for the benefit of all pupils. • More opportunities for extra-curricular activities. • Greater opportunities for pupils to socialise and interact with a larger number of peers from their own year group. • Greater opportunities for progression and professional development for all staff which are created within a 3 to 11 primary school environment. • Less demand on staff as responsibilities for 	<p>out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived. It is ranked 86 out of 154 LSOAs in RCT. Whilst, overall, the LSOA for Coedpenmaen Primary School (Trallwng 3) is ranked 541 out of 1,909 LSOAs in Wales, which places it among the 20.0% to 30.0% most deprived. It is ranked 67 out of 154 LSOAs in RCT.</p> <p>In terms of the income domain, the LSOA Trallwng Infants School (Trallwng 1) is ranked 656 out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived. It is ranked 79 out of 154 LSOAs in RCT. Whilst, the LSOA for Coedpenmaen Primary School (Trallwng 3) is ranked 695 out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived. It is ranked 83 out of 154 LSOAs in RCT.</p>
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		<p>developing the Areas of Learning and Experience, as part of the Curriculum for Wales, and ALN statutory obligations, will be shared.</p> <p>This will offer more pupils a better learning environment without impacting regardless of their socio-economic status.</p>	
<p>6. SOCIO-ECONOMIC DISADVANTAGE:</p> <p><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>	<p>Positive.</p>	<p>1. RCTCBC considers that providing education for pupils attending Trallwng Infants School in Coedpenmaen Primary School, amongst other benefits, would offer:</p> <ul style="list-style-type: none"> • Greater flexibility and opportunity for pupils in which they can learn and grow. • Potential for financial savings in terms of services which accrue within a larger school, which can be reinvested for the benefit of all pupils. 	<p>1. Overall, the LSOA for Trallwng Infants School (Trallwng 1) is ranked 682 out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived. It is ranked 86 out of 154 LSOAs in RCT. Whilst, overall, the LSOA for Coedpenmaen Primary School (Trallwng 3) is ranked 541 out of 1,909 LSOAs in Wales, which places it among the 20.0% to 30.0% most deprived. It is ranked 67 out of 154 LSOAs in RCT.</p> <p>In terms of the income domain, the LSOA Trallwng</p>

		<ul style="list-style-type: none"> • More opportunities for extra-curricular activities. • Greater opportunities for pupils to socialise and interact with a larger number of peers from their own year group. • Greater opportunities for progression and professional development for all staff which are created within a 3 to 11 primary school environment. • Less demand on staff as responsibilities for developing the Areas of Learning and Experience, as part of the Curriculum for Wales, and ALN statutory obligations, will be shared. <p>This will offer more pupils a better learning environment without impacting regardless of their socio-economic status.</p> <p>Local community and third party use regardless of their</p>	<p>Infants School (Trallwng 1) is ranked 656 out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived. It is ranked 79 out of 154 LSOAs in RCT. Whilst, the LSOA for Coedpenmaen Primary School (Trallwng 3) is ranked 695 out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived. It is ranked 83 out of 154 LSOAs in RCT.</p> <p>2. There is a dedicated area within Coedpenmaen Primary School so that the local community and third parties are allowed to safely utilise the facilities at the school, both during and after the school day. Pupils and parents/carers of Trallwng Infants School could benefit from this.</p>
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		socio-economic status.	
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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, in particular, the sources used for establishing the demographics of service users/staff.**

- Data analysis is based on data derived from the Census (2021), PLASC (2024) and WIMD unless otherwise stated.
- Qualitative reasoning gathered from RCTCBC's Directorate of Education and Inclusion Services 21st Century Schools Team.
- Qualitative reasoning gathered from RCTCBC's Corporate Estates 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 start on Monday 30th September 2024 and will be completed at 17:00 on Friday 15th November 2024.

Face to face meetings will be arranged with the School Councils, Governing Bodies and staff and the wider communities of Trallwng Infants School and Coedpenmaen Primary School.

A Consultation Response Form will also be available at on RCTCBC'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 RCTCBC'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
Valleys Innovation Centre
Abercynon
CF45 4SN

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, RCTCBC's 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 RCTCBC's Directorate of Education and Inclusion Services and provide any feedback at the session.

RCTCBC's Directorate of Education and Inclusion Services 21st Century Schools Team will monitor the proposal.

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

YES	X	NO	
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SECTION 5 – MONITORING AND REVIEW

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

The proposal is made in accordance with the WG's School Organisation Code (2nd Edition) (011/2018). Section 2.1 of the WG's School Organisation Code (2nd Edition) (011/2018) refers to elements of school organisation that require the publication of proposals, including:

- The closing of a maintained school.

The consultation will start on Monday 30th September 2024 and will be completed at 17:00 on Friday 15th November 2024.

Face to face meetings will be arranged with the School Councils, Governing Bodies and staff and the wider communities of Trallwng Infants School and Coedpenmaen Primary School.

A Consultation Response Form will also be available at on RCTCBC'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 RCTCBC's Cabinet.

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

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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, RCTCBC's 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 RCTCBC's Directorate of Education and Inclusion Services and provide any feedback at the session.

RCTCBC's Directorate of Education and Inclusion Services 21st Century Schools Team will monitor the proposal.

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

The consultation will start on start on Monday 30th September 2024 and will be completed at 17:00 on Friday 15th November 2024. Feedback from the consultation will be collated and summarised, and a Consultation Report presented to RCTCBC's Cabinet during Feedback from the consultation will be collated and summarised, and it is anticipated a Consultation Report will be presented to RCTCBC's Cabinet during December 2024. This Consultation Report will be available for all persons to view on RCTCBC's website, and copies can be obtained on request from the address detailed on page four of this Consultation Document.

RCTCBC'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 RCTCBC's Cabinet decides not to proceed, that will be the end of the proposal.

If RCTCBC's Cabinet decides 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 2013 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 RCTCBC within 28 days of the date on which the Statutory Notice was published.

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

If there are objections, RCTCBC'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 determination of the proposal. This Objection

Report will also be available for all persons to view on RCTCBC's website, and copies can be obtained on request from the address detailed on page four of this Consultation Document.

If RCTCBC's Cabinet approve the proposal, it will be implemented in accordance with the date stated in the Statutory Notice or any subsequently modified date.

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

Officers from RCTCBC's 21st Century Schools Team within the Directorate of Education and Inclusion Services will monitor the proposal.

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

Each 21st Century Schools project undergoes a 'Lessons Learnt' review once completed. The outcomes of the project (both positive and negative) will inform decisions made on future projects.

SECTION 6 – REVIEW

As part of the Impact Assessment process all proposals that fall within the definition of ‘Key Decisions’ must be submitted to the Review Panel. This panel is made up of officers from across Council Services and acts as a critical friend before your proposal is finalised and published for SLT/Cabinet approval.

If this proposal is a Key Decision, please forward your impact assessment to Councilbusiness@rctcbc.gov.uk for a Review Panel to be organised to discuss your proposal. The Equality Impact Assessment guidance document provides more information on what a Key Decision is.

It is important to keep a record of this process so that you can demonstrate how you have considered equality and socio-economic outcomes. Please ensure you update the relevant sections below.

OFFICER REVIEW PANEL COMMENTS	DATE CONSIDERED	DESCRIPTION OF (ANY) AMENDMENTS MADE FOLLOWING OFFICER REVIEW PANEL
CONSULTATION COMMENTS	DATE CONSIDERED	BRIEF DESCRIPTION OF (ANY) AMENDMENTS MADE FOLLOWING CONSULTATION

SECTION 7 – SUMMARY OF IMPACTS FOR THE PROPOSAL

Provide below a summary of the impact assessment. This summary should be included in the equality and socio-economic impact section of the Cabinet report template. The impact assessment should be published alongside the report.

In summary, the Equality Impact Assessment identifies both positive and neutral impacts, and no negative impacts upon the protected characteristics. The proposal could 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: 16.09.2024.

I recommend that the proposal:

Is implemented with no amendments.	X
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:

Name: Andrea Richards.

Position: Directorate of Education and Inclusion Services, 21st Century Schools Team

Date: 16.09.2024.

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