

Appendix B: Equality Impact Assessment

(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?

Closure of Tref Y Rhyg Primary School with pupils transferring to Tonyrefail Community School.

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

The proposal to close Tref Y Rhyg Primary School and extend the catchment area of Tonyrefail Community School to incorporate the catchment area of Tref Y Rhyg Primary School. It is proposed that Tref Y Rhyg Primary School will close with pupils transferring to Tonyrefail Community 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).

Councils 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?
<p>1. AGE:</p> <p><i>(Specific age groups i.e., young people or older people).</i></p>	Positive.	<p>Young People (i.e. School Aged People).</p> <p>1. Pupil Level Annual School Census (PLASC) data for 2024 indicates that there are 82 statutory school age (reception to year six) pupils attending Tref Y Rhyg Primary School and 304 statutory school age pupils attending Tonyrefail Community School.</p> <p>Transferring pupils from the old, dilapidated school</p>	<p>Young People (i.e. School Aged People).</p> <p>1. Tonyrefail Community School was built in accordance with <u>Building Bulletin 99 (BB99)</u> and is fully accessible and compliant with the <u>Equality Act 2010</u>. The provision at Tonyrefail Community School consists of:</p> <ul style="list-style-type: none"> • Modern, flexible learning environments for all pupils, a large hall/dining

		<p>accommodation at Tref Y Rhyg Primary School to Tonyrefail Community School will provide opportunities for the pupils to be taught in a new environment fit for 21st century learning and teaching.</p> <p>2. Tref Y Rhyg Primary School currently has four classes, three of which are made up of mixed year groups. Having to organise classes in such a way creates significant challenges for teaching and learning, and more information on this is included within the 'Educational Case of the Proposal' section of the Consultation Document.</p> <p>3. It is anticipated that the proposed changes will not have a long term, adverse impact upon pupils. Understandably, some pupils may initially be daunted at the prospect of moving to a new, larger school on a new site,</p>	<p>area, a multi-purpose learning resource area and fully accessible facilities.</p> <ul style="list-style-type: none"> • Flexible spaces to allow delivery of the Areas of Learning and Experience in accordance with the Curriculum for Wales. • Internal and external areas for use by the local community. • Some additional space for additional learning needs (ALN) interventions. • Enhanced outdoor spaces to support the full range of curriculum activities, including an outdoor classroom and a 'forest schools' area. • Improved traffic management. <p>2. Moving pupils of Tref Y Rhyg Primary School, a small school, to the larger Tonyrefail Community School will increase opportunities for interaction, coordination and the</p>
--	--	--	--

		<p>however, should the proposal proceed, there will be targeted support for all pupils from Tref Y Rhyg Primary School and Tonyrefail Community 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 environment and staff.</p> <p>Older People (i.e. Parents/Carers and the Wider Community)</p> <p>1. Local community and third party use.</p>	<p>sharing of expertise and experience. Pupils of Tref Y Rhyg Primary School, who are currently in classes of mixed year groups, will be able to benefit from being taught in classes of their own age group. There could also be greater flexibility for pupils due to an extended, more enhanced educational environment in which to learn and grow and there will be greater opportunities for pupils to socialise and interact with larger numbers of their year group peers.</p> <p>3. Advice and support will be provided by RCTCBC to Tref Y Rhyg Primary School and Tonyrefail Community 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> <p>1. Local community and third party use of Tonyrefail</p>
--	--	---	---

			Community School is actively encouraged. A dedicated area has been designed within Tonyrefail Community 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.
<p>2. DISABILITY:</p> <p><i>(People with visible and non-visible disabilities or long-term health conditions).</i></p>	Positive.	<p>1. Tref y Rhyg Primary School is situated on a sloping site. The site itself and the school building does not fully comply with the <u>Equality Act 2010</u> and is graded D for accessibility, meaning there are significant issues with access.</p> <p>Tonyrefail Community School was built in accordance with <u>Building Bulletin 99 (BB99)</u> and is fully accessible and compliant with the <u>Equality Act 2010</u>. The provision at Tonyrefail Community School consists of:</p> <ul style="list-style-type: none"> • Modern, flexible learning environments for all pupils, a large hall/dining 	<p>1. There are currently no Foundation Phase or Key Stage Two Additional Learning Needs Learning Support Classes at Tref Y Rhyg Primary School or Tonyrefail Community. Should the proposal proceed, support for pupils currently provided by Rhondda Cynon Taf County Borough Councils (RCTCBC's) Access and Inclusion Service Team will continue and will not be affected by this provision in any way.</p> <p>Tref Y Rhyg Primary School currently has 9 statutory school age pupils with ALN, none of which have physical needs, Tonyrefail</p>

		<p>area, a multi-purpose learning resource area and fully accessible facilities, including level accesses; induction loop facilities; braille signage; accessible toilets and hygiene rooms; and height adjustable furniture.</p> <ul style="list-style-type: none"> • Flexible spaces to allow delivery of the Areas of Learning and Experience in accordance with the Curriculum for Wales. • Internal and external areas for use by the local community. • Some additional space for ALN interventions. • Enhanced outdoor spaces to support the full range of curriculum activities, including an outdoor classroom and a 'forest schools 'area. • Improved traffic management. 	<p>Community School currently has 10 statutory school age pupils with ALN</p>
<p>3. GENDER REASSIGNMENT: <i>(Anybody who's gender identity</i></p>	<p>Positive.</p>	<p>1. Tonyrefail Community School has been built in accordance with the current requirements of planning</p>	<p>1. The Census (2021) provides data on gender identity. In RCT the percentage of individuals</p>

<p><i>or gender expression is different to the sex they were assigned at birth including non-binary identities).</i></p>		<p>and building control legislation and is fully accessible and compliant with the <u>Equality Act 2010</u>. A combination of single sex closed toilet facilities, and mixed sex open plan toilet facilities are available in Tonyrefail Community School.</p>	<p>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 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>Research included in the International Journal of Public Health demonstrates that school washrooms 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 open plan toilet facilities (washrooms), schools may reduce the bullying and</p>
--	--	--	---

			victimisation of SGD pupils, particularly those who are transgender or gender diverse.
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/ adverse impact upon this protected group. However, should a disproportionate/negative/ adverse 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/ adverse impact upon this protected group. However, should a disproportionate/negative/ adverse 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>	Positive.	1. Tonyrefail Community School has been built in accordance with the current requirements of planning and building control legislation and is fully accessible and compliant with the <u>Equality Act 2010</u> . It is 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	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.

		work in. Rest facilities are also available if required via a dedicated hygiene/medical room.	
<p>6. RACE:</p> <p><i>(Ethnic and racial groups i.e., minority ethnic groups, Gypsy, Roma, and Travellers).</i></p>	Neutral.	<p>1. There is no evidence to suggest that the proposal will have a disproportionate/negative/adverse impact upon this protected group. However, should a disproportionate/negative/adverse impact arise, needs will be addressed and this Equality Impact Assessment updated accordingly.</p>	<p>1. PLASC (2024) shows:</p> <ul style="list-style-type: none"> • 96.3% (79) of statutory school age pupils at Tref Y Rhyg Primary School identified as White British (WBRI) whilst 94.7% (288) of statutory school age pupils at Tonyrefail Community School identified as White British (WBRI). • 3.7% (3) of statutory school age pupils at Tref Y Rhyg Primary School identified as any other ethnic background whilst 4.9% (15) of statutory school age pupils at Tonyrefail Community School identified as any other ethnic background. • 0.0% (0) of statutory school age pupils at Tref Y Rhyg Primary School identified as unknown whilst 0.33% (1) of statutory school age

			pupil at Tonyrefail Community School identified as unknown/refused.
<p>7. RELIGION OR BELIEF:</p> <p><i>(People with different religions and philosophical beliefs including people with no beliefs).</i></p>	Positive.	<p>1. Local community and third party use of Tonyrefail Community School is actively encouraged. A dedicated area has been designed within Tonyrefail Community 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. Should the proposal proceed, current pupils and parents/carers of Tref Y Rhyg Primary School could benefit from this. This could include local religious groups.</p>	<p>1. There is no evidence to suggest that the proposal will have a disproportionate/negative/ adverse impact upon this protected group. However, should a disproportionate/negative/ adverse impact arise, needs will be addressed and this Equality Impact Assessment updated accordingly.</p>
<p>8. SEX:</p> <p><i>(Women and men, girls, and boys).</i></p>	Positive.	<p>1. Tonyrefail Community School has been built in accordance with the current requirements of planning and building control legislation and is fully accessible and compliant with the <u>Equality Act 2010</u>.</p> <p>It is thermally comfortable</p>	<p>1. There is no evidence to suggest that the proposal will have a disproportionate/negative/ adverse impact upon this protected group. However, should a disproportionate/negative/ adverse impact arise, needs will be addressed and this</p>

		with ease of internal temperature regulation which will be of benefit to staff with menopausal symptoms by providing a more comfortable environment to work in. Rest facilities are also available if required via a dedicated hygiene/medical room.	Equality Assessment accordingly. Impact updated
9. SEXUAL ORIENTATION: <i>(Bisexual, gay, lesbian, straight).</i>	Neutral.	1. There is no evidence to suggest that the proposal will have a disproportionate/negative/ adverse impact upon this protected group. However, should a disproportionate/negative/ adverse 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/ adverse impact upon this protected group. However, should a disproportionate/negative/ adverse impact arise, needs will be addressed and this Equality Impact Assessment updated accordingly.

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:	Positive.	1. Tonyrefail Community School has the ability to accommodate more	1. Data on the number of statutory school age pupils at Tref Y Rhyg Primary

<p><i>(Anyone who is serving, has served, family members and the bereaved).</i></p>		<p>children who may move to the Tonyrefail area midway through an academic year (due to a change in circumstances).</p> <p>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.</p>	<p>School and Tonyrefail Community School who are children of the armed forces community is currently unavailable.</p> <p>However, there is capacity at Tonyrefail Community School to ensure sufficient places to accommodate families who may move to the Tonyrefail area midway through an academic year (due to a change in circumstances).</p>
<p>2. CARERS:</p> <p><i>(Anyone of any age who provides unpaid care).</i></p>	<p>Positive.</p>	<p>1. Tonyrefail Community School has the ability to accommodate more children who may move to the Tonyrefail area midway through an academic year (due to a change in circumstances).</p> <p>In such circumstances children and families will be supported by RCTCBC.</p>	<p>1. There are currently 0 statutory school age pupils at Tref Y Rhyg Primary School and 16 statutory school age pupils at Tonyrefail Community School who are young carers.</p> <p>There is capacity at Tonyrefail Community School to ensure sufficient places to accommodate families who may move to the Tonyrefail area midway through an academic year (due to a change in circumstances).</p>

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	
-----	---	----	--

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.
---	--

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. Should the proposal proceed, more pupils will receive their education in a larger, new, purpose built 21st century English medium 3 to 19 middle school at Tonyrefail regardless of their socio-economic status. Amongst other benefits, this would offer:</p> <ul style="list-style-type: none"> • Greater flexibility and opportunity for pupils within a modern, more 	<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>enhanced educational environment in which they can learn and grow.</p> <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. • Pupils being taught, in the main, with their year group. • Greater opportunities for pupils to socialise and interact with larger number of their own year group peers. <p>This will offer more pupils a better learning environment regardless of their socio-economic status.</p> <p>2. Should the proposal proceed, there may be cost implications associated with pupils from Tref Y Rhyg Primary School attending Tonyrefail Community</p>	<p>Tref Y Rhyg Primary School is located in the Tonyrefail East 2 LSOA and Tonyrefail Community School is located in the Tonyrefail West 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> <ul style="list-style-type: none"> • Income. • Employment. • Health. • Education. • Access to Services. • Housing. • Community Safety. • Physical Environment. <p>Overall, the LSOA for Tref Y Rhyg Primary School</p>
--	--	---	--

		<p>School including the cost of purchasing new school uniforms.</p> <ol style="list-style-type: none"> 3. Should the proposal proceed, it is acknowledged that there could be additional financial cost to parents/carers should they decide to transport their child(ren) to school at their own expense. 4. RCTCBC considers that providing education for the pupils currently attending Tref Y Rhyg Primary School in a larger, new, purpose built 21st century English medium 3 to 19 middle school at Tonyrefail would offer many benefits regardless of their socio-economic status. 5. Local community and third party use of Tonyrefail Community School is actively encouraged. A dedicated area has been designed within Tonyrefail Community School so that the local community and 	<p>(Tonyrefail East 2) is ranked 805 out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived. It is ranked 100 out of 154 LSOAs in RCT. Whilst the LSOA for Tonyrefail Community School (Tonyrefail West 3) is ranked 185 out of 1,909 LSOAs in Wales, which places it among the 10.0% most deprived. It is ranked 26 out of 154 LSOAs in RCT.</p> <p>In terms of the income domain, the LSOA for Tref Y Rhyg Primary School (Tonyrefail East 2) is ranked 1,047 out of 1,909 LSOAs in Wales, which places it among the 50.0% least deprived. It is ranked 113 out of 154 LSOAs in RCT. Whilst the LSOA for Tonyrefail Community School (Tonyrefail West 3) is ranked 236 out of 1,909 LSOAs in Wales, which places it among the 10.0% to 20.0% most deprived. It is</p>
--	--	--	--

		<p>third parties are allowed to safely utilise the facilities at the school, both during and after the school day. Should the proposal proceed, current pupils and parents/carers of Tref Y Rhyg Primary School could benefit from this regardless of their socio-economic status.</p>	<p>ranked 31 out of 154 LSOAs in RCT.</p> <p>2. RCTCBC acknowledges that, should the proposal proceed, there would be cost implications associated with pupils from Tref Y Rhyg Primary School attending Tonyrefail Community School including the cost of purchasing new school uniforms. Where necessary, parents/carers will be signposted to the School Essentials Grant which can provide assistance to families on lower incomes for the purchase of school uniform.</p> <p>In addition, Tonyrefail Community School facilitates a school uniform exchange service, where good quality, pre-used school uniform can be accessed by those that need it.</p> <p>3. At present, 82* statutory school age pupils attend Tref Y Rhyg Primary</p>
--	--	--	---

			<p>School, 41.5% (34) of which live out of catchment.</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 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) and three miles for pupils of statutory school age receiving secondary education (year 7 to 11).</p> <p>RCTCBC has exercised the discretionary powers afforded to it under the provision of the <u>Learner</u></p>
--	--	--	--

			<p><u>Travel (Wales) Measure 2008</u> to make a more generous provision to pupils. Following a recent public consultation exercise initiated by RCTCBC's <u>Cabinet</u>, 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 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 <u>Learner Travel (Wales) Measure 2008</u>. • 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
--	--	--	---

			<p>Foundation Phase, rather than from the start of statutory school as required by the <u>Learner Travel (Wales) Measure 2008</u>.</p> <ul style="list-style-type: none"> • 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. <p>There is approximately 1.2 miles between Tref Y Rhyg Primary School and Tonyrefail Community School which is under the two mile distance allowed within the home to school transport eligibility criteria listed above. There is a safe walking route for the current pupils of Tref Y Rhyg Primary School to walk to Tonyrefail Community School should the proposal proceed. Initial indications show that no pupils who currently attend Tref y Rhyg Primary School live more</p>
--	--	--	--

			<p>than 1.5 miles from Tonyrefail Community School via a safe walking route. As such, no current pupils in the current catchment area of Tref Y Rhyg Primary School will be entitled to free home to school transport.</p> <p>In terms of public transport, there is a public transport service bus which runs regularly and stops in very close proximity to and Tonyrefail Community School. However, the cost and operation of the public transport in the area is not within the remit of RCTCBC to manage.</p> <p><i>* Figures based on actual data as of 12th March 2024.</i></p> <p>The availability of safe walking routes and promotion of Tonyrefail Community School's Active Travel Plan should encourage more families to walk, cycle or scoot to school.</p>
--	--	--	---

			<p>4. Successful delivery of new school buildings previously throughout RCT and their positive impact on the school and local community and third parties, including community engagement activities.</p> <p>5. Examples of local community and third party use include across RCT include can be seen at Y Pant Comprehensive, Tonyrefail Community School and Hirwaun Primary School. All of which successfully offer multiple forms of support to parents/carers and families, such as money management and cost of living support, parent/carer support sessions, well-being sessions and savings club information.</p>
<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</i></p>	<p>Positive.</p>	<p>1. Should the proposal proceed, more pupils will receive their education in a larger, new, purpose built 21st century English medium 3 to 19 middle</p>	<p>1. Overall, the LSOA for Tref Y Rhyg Primary School (Tonyrefail East 2) is ranked 805 out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0%</p>

<p><i>any unexpected spends and no provisions for the future).</i></p>		<p>school at Tonyrefail regardless of their socio-economic status. Amongst other benefits, this would offer:</p> <ul style="list-style-type: none"> • Greater flexibility and opportunity for pupils within a modern, more enhanced educational environment 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. • Pupils being taught, in the main, with their year group. All classes in Tref Y Rhyg Primary School are currently mixed year groups. • Greater opportunities for pupils to socialise and interact with larger number of their own year group peers. 	<p>most deprived. It is ranked 100 out of 154 LSOAs in RCT. Whilst the LSOA for Tonyrefail Community School (Tonyrefail West 3) is ranked 185 out of 1,909 LSOAs in Wales, which places it among the 10.0% most deprived. It is ranked 26 out of 154 LSOAs in RCT.</p> <p>In terms of the income domain, the LSOA for Tref Y Rhyg Primary School (Tonyrefail East 2) is ranked 1,047 out of 1,909 LSOAs in Wales, which places it among the 50.0% least deprived. It is ranked 113 out of 154 LSOAs in RCT. Whilst the LSOA for Tonyrefail Community School (Tonyrefail West 3) is ranked 236 out of 1,909 LSOAs in Wales, which places it among the 10.0% to 20.0% most deprived. It is ranked 31 out of 154 LSOAs in RCT.</p> <p>2. RCTCBC acknowledges that, should the proposal</p>
--	--	--	---

		<p>This will offer more pupils a better learning environment without impacting regardless of their socio-economic status.</p> <p>2. Should the proposal proceed, there may be cost implications associated with pupils from Tref Y Rhyg Primary School attending Tonyrefail Community School including the cost of purchasing new school uniforms.</p> <p>3. Should the proposal proceed, it is acknowledged that there will be additional financial cost to parents/carers should they decide to transport their child(ren) to school at their own expense.</p> <p>4. RCTCBC considers that providing education for the pupils currently attending Tref Y Rhyg Primary School in a larger, new, purpose built 21st century English medium 3 to 19 middle school at Tonyrefail would</p>	<p>proceed, there would be cost implications associated with pupils from Tref Y Rhyg Primary School attending Tonyrefail Community School including the cost of purchasing new school uniforms. Where necessary, parents/carers will be signposted to the School Essentials Grant which can provide assistance to families on lower incomes for the purchase of school uniform.</p> <p>In addition, Tonyrefail Community School facilitates a school uniform exchange service, where good quality, pre-used school uniform can be accessed by those that need it.</p> <p>3. At present, 82* statutory school age pupils attend Tref Y Rhyg Primary School, 41.5% (34) of which live out of catchment.</p> <p>There is a statutory duty placed on all Councils in</p>
--	--	---	--

		<p>offer many benefits regardless of their socio-economic status.</p> <p>5. Local community and third party use of Tonyrefail Community School is actively encouraged. A dedicated area has been designed within Tonyrefail Community 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. Should the proposal proceed, current pupils and parents/carers of Tref Y Rhyg Primary School could benefit from this regardless of their socio-economic status.</p>	<p>Wales to provide pupils with free transport to their nearest suitable school if 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) and three miles for pupils of statutory school age receiving secondary education (year 7 to 11).</p> <p>RCTCBC has exercised the discretionary powers afforded to it under the provision of the <u>Learner Travel (Wales) Measure 2008</u> to make a more generous provision to pupils. Following a recent public consultation exercise</p>
--	--	--	---

			<p>initiated by RCTCBC's <u>Cabinet</u>, 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 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 <u>Learner Travel (Wales) Measure 2008</u>. • 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 <u>Learner</u>
--	--	--	--

			<p><u>Travel (Wales) Measure 2008.</u></p> <ul style="list-style-type: none"> 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. <p>There is approximately 1.2 miles between Tref Y Rhyg Primary School and Tonyrefail Community School which is under the two mile distance allowed within the home to school transport eligibility criteria listed above. There is a safe walking route for the current pupils of Tref Y Rhyg Primary School to walk to Tonyrefail Community School should the proposal proceed. Initial indications show that no pupils who currently attend Tref y Rhyg Primary School live more than 1.5 miles from Tonyrefail Community School via a safe walking route. As such, no current</p>
--	--	--	--

			<p>pupils in the current catchment area of Tref Y Rhyg Primary School will be entitled to free home to school transport.</p> <p>In terms of public transport, there is a public transport service bus which runs regularly and stops in very close proximity to Tonyrefail Community School. However, the cost and operation of the public transport in the area is not within the remit of RCTCBC to manage.</p> <p><i>* Figures based on actual data as of 12th March 2024.</i></p> <p>The availability of safe walking routes and promotion of Tonyrefail Community School's Active Travel Plan should encourage more families to walk, cycle or scoot to school.</p> <p>4. Successful delivery of new school buildings previously throughout RCT and their</p>
--	--	--	---

			<p>positive impact on the school and local community and third parties, including community engagement activities. Support to parents/carers and families include money management and cost of living support, parent/carer support sessions, well-being sessions and savings club information.</p> <p>5. Successful delivery of new school buildings previously throughout RCT and their positive impact on the school and local community and third parties, including community engagement activities.</p>
<p>3. 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>Neutral.</p>	<p>1. Should the proposal proceed, it is acknowledged that there could be additional financial costs to parents/carers should they decide to transport their child(ren) to extra-curricular activities at their own expense.</p> <p>2. Local community and third party use of Tonyrefail</p>	<p>1. The provision of extra-curricular activities is the responsibility of the individual schools and whilst extra-curricular activities are considered to be important, it should be noted that they are not a statutory requirement.</p> <p>As is the case across RCT, there will be no home to</p>

		<p>Community School is actively encouraged. A dedicated area has been designed within Tonyrefail Community 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. Should the proposal proceed, current pupils and parents/carers of Tref Y Rhyg Primary School could benefit from this regardless of their socio-economic status.</p>	<p>school transport available purely to access extra-curricular activities. However, as confirmed in the section above, no current pupils of Tref y Rhyg Primary School would qualify for home to school transport at present.</p> <p>2. Community and third party use of new school buildings such as Tonyrefail Community School includes multiple forms of support to parents/carers and families, such as money management and cost of living support, parent/carer support sessions, well-being sessions and savings club information.</p>
<p>4. AREA DEPRIVATION: <i>(Where you live (rural areas), where you work (accessibility of public transport)).</i></p>	<p>Positive.</p>	<p>1. Rural schools.</p> <p>2. Should the proposal proceed, more pupils will receive their education in a larger, new, purpose built 21st century English medium 3 to 19 middle school at Tonyrefail regardless of their socio-economic status. Amongst</p>	<p>1. The WG's <u>School Organisation Code (2nd Edition) (011/2018)</u> contains a list of rural schools for the procedural presumption against the closure of rural schools. It is specified within the WG's <u>School Organisation Code (2nd Edition) (011/2018)</u> that the Office for National</p>

		<p>other benefits, this would offer:</p> <ul style="list-style-type: none"> • Greater flexibility and opportunity for pupils within a modern, more enhanced educational environment 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. • Pupils being taught, in the main, with their year group. • Greater opportunities for pupils to socialise and interact with larger number of their own year group peers. <p>This will offer more pupils a better learning environment regardless of their socio-economic status.</p>	<p>Statistics Urban Rural Classification has been used as the basis of the designation of rural schools for this purpose. There are no schools in RCT on the list of rural schools as there are no schools that meet the classifications for this singular purpose.</p> <p>2. Overall, the LSOA for Tref Y Rhyg Primary School (Tonyrefail East 2) is ranked 805 out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived. It is ranked 100 out of 154 LSOAs in RCT. Whilst the LSOA for Tonyrefail Community School (Tonyrefail West 3) is ranked 185 out of 1,909 LSOAs in Wales, which places it among the 10.0% most deprived. It is ranked 26 out of 154 LSOAs in RCT.</p> <p>In terms of the income domain, the LSOA for Tref Y Rhyg Primary School (Tonyrefail East 2) is ranked</p>
--	--	---	--

			1,047 out of 1,909 LSOAs in Wales, which places it among the 50.0% least deprived. It is ranked 113 out of 154 LSOAs in RCT. Whilst the LSOA for Tonyrefail Community School (Tonyrefail West 3) is ranked 236 out of 1,909 LSOAs in Wales, which places it among the 10.0% to 20.0% most deprived. It is ranked 31 out of 154 LSOAs in RCT.
<p>5. SOCIO-ECONOMIC BACKGROUND:</p> <p><i>(Social class i.e., parents' education, employment, and income).</i></p>	Positive.	<p>1. Should the proposal proceed, more pupils will receive their education in a larger, new, purpose built 21st century English medium 3 to 19 middle school at Tonyrefail regardless of their socio-economic status. Amongst other benefits, this would offer:</p> <ul style="list-style-type: none"> • Greater flexibility and opportunity for pupils within a modern, more enhanced educational environment in which they can learn and grow. 	<p>1. Overall, the LSOA for Tref Y Rhyg Primary School (Tonyrefail East 2) is ranked 805 out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived. It is ranked 100 out of 154 LSOAs in RCT. Whilst the LSOA for Tonyrefail Community School (Tonyrefail West 3) is ranked 185 out of 1,909 LSOAs in Wales, which places it among the 10.0% most deprived. It is ranked 26 out of 154 LSOAs in RCT.</p>

		<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. • Pupils being taught, in the main, with their year group. • Greater opportunities for pupils to socialise and interact with larger number of their own year group peers. <p>This will offer more pupils a better learning environment without impacting regardless of their socio-economic status.</p> <p>2. Should the proposal proceed, it is acknowledged that there could be additional financial costs to parents/carers should they decide to transport their child(ren) to extra-curricular activities at their own</p>	<p>In terms of the income domain, the LSOA for Tref Y Rhyg Primary School (Tonyrefail East 2) is ranked 1,047 out of 1,909 LSOAs in Wales, which places it among the 50.0% least deprived. It is ranked 113 out of 154 LSOAs in RCT. Whilst the LSOA for Tonyrefail Community School (Tonyrefail West 3) is ranked 236 out of 1,909 LSOAs in Wales, which places it among the 10.0% to 20.0% most deprived. It is ranked 31 out of 154 LSOAs in RCT.</p> <p>2. The provision of extra-curricular activities is the responsibility of the individual schools and whilst extra-curricular activities are considered to be important, it should be noted that they are not a statutory requirement.</p> <p>As is the case across RCT, there will be no home to school transport available purely to access extra-</p>
--	--	---	--

		<p>expense.</p>	<p>curricular activities. Home to school transport will be provided at the start and end of the normal school day only.</p> <p>There is approximately 1.2 miles between Tref Y Rhyg Primary School and Tonyrefail Community School which is under the 1.5 mile distance allowed within the home to school transport eligibility criteria. There is a safe walking route for the current pupils of Tref Y Rhyg Primary School to walk to Tonyrefail Community School should the proposal proceed. As such, no pupils in the current catchment area of Tref Y Rhyg Primary School will be entitled to free home to school transport.</p> <p>In terms of public transport, there is a public transport service bus which runs regularly. The bus stops are in very close proximity to Tref Y Rhyg Primary School and Tonyrefail Community</p>
--	--	-----------------	--

			School. However, the cost and operation of the public transport in the area is not within the remit of RCTCBC to manage
<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>	Positive.	<p>1. Should the proposal proceed, more pupils will receive their education in a larger, new, purpose built 21st century English medium 3 to 19 middle school at Tonyrefail regardless of their socio-economic status. Amongst other benefits, this would offer:</p> <ul style="list-style-type: none"> • Greater flexibility and opportunity for pupils within a modern, more enhanced educational environment 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. 	<p>1. Overall, the LSOA for Tref Y Rhyg Primary School (Tonyrefail East 2) is ranked 805 out of 1,909 LSOAs in Wales, which places it among the 30.0% to 50.0% most deprived. It is ranked 100 out of 154 LSOAs in RCT. Whilst the LSOA for Tonyrefail Community School (Tonyrefail West 3) is ranked 185 out of 1,909 LSOAs in Wales, which places it among the 10.0% most deprived. It is ranked 26 out of 154 LSOAs in RCT.</p> <p>In terms of the income domain, the LSOA for Tref Y Rhyg Primary School (Tonyrefail East 2) is ranked 1,047 out of 1,909 LSOAs in Wales, which places it among the 50.0% least deprived. It is ranked 113 out of 154 LSOAs in RCT. Whilst the LSOA for</p>

		<ul style="list-style-type: none"> • Pupils being taught, in the main, with their year group. • Greater opportunities for pupils to socialise and interact with larger number of their own year group peers. <p>This will offer more pupils a better learning environment regardless of their socio-economic status.</p> <p>2. Local community and third party use of Tonyrefail Community School is actively encouraged. A dedicated area has been designed within Tonyrefail Community 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. Should the proposal proceed, current pupils and parents/carers of Tref Y Rhyg Primary School could benefit from this regardless of their socio-economic status.</p>	<p>Tonyrefail Community School (Tonyrefail West 3) is ranked 236 out of 1,909 LSOAs in Wales, which places it among the 10.0% to 20.0% most deprived. It is ranked 31 out of 154 LSOAs in RCT.</p> <p>2. Examples of local community and third party use include multiple forms of support to parents/carers and families, such as money management and cost of living support, parent/carer support sessions, well-being sessions and savings club information.</p>
--	--	---	--

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.
- 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 RCTCBC'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 Monday 30th September 2024 and will be completed at 17:00 on Friday 15th November 2024.

Face to face meetings will be arranged with School Councils, Governing Bodies and staff and the wider community of Tref Y Rhyg Primary School and Tonyrefail Community 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 this 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	
-----	---	----	--

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 (including special 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 School Councils, Governing Bodies and staff and the wider community of Tref Y Rhyg Primary School and Tonyrefail Community 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

RCTCBC has acknowledged that the voice of children and young people is important, and they must be involved as active

participants in the development, delivery, management, and improvement of their educational experience.

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 statutory school organisation consultation process, and if a decision is made to progress the proposal, throughout the implementation process.

RCTCBC will consult with the children and young people who attend:

- Tref Y Rhyg Primary School.
- Tonyrefail Community School.

This will be done by meeting with the School Councils of:

- Tref Y Rhyg Primary School.
- Tonyrefail Community School.

To discuss the proposal. These consultation sessions will have the support of school based specialist staff to support pupils and assist with the engagement process. Feedback from these meetings will be collated and summarised, and a Consultation Report will be presented to RCTCBC's Cabinet for consideration once the consultation period has ended.

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 this proposal.

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

The consultation will 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 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 4 of the 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 closure of Tref Y Rhyg Primary School with pupils transferring to Tonyrefail Community School 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.