# Please click on headings to find [general guidance](file:///C:\Users\nhinton\Documents\Offline%20Records%20(EP)\General%20-%20Human%20Resources%20-%20Equal%20Opportunities%20-%20Line%20Manager\Revised%20Draft%20Guidance%20on%20Partnership%20EIA%20Form%2030%20July%202014.DOCX#UseGuid0) or section guidance with an example.

# You will find supporting information in appendices at the end of the guidance.

**When you start to assess your proposal, arrange to meet Tim Greaves, Equality Co-ordinator, for specific guidance. Send the completed form to him for a final check and so that he can publish it on our Vale of Glamorgan equality web pages.**

**Please also contact Tim Greaves if you need this equality impact assessment form in a different format.**

# 1. [What are you assessing?](file:///C:\\Users\\nhinton\\Documents\\Offline%20Records%20(EP)\\General%20-%20Human%20Resources%20-%20Equal%20Opportunities%20-%20Line%20Manager\\Revised%20Draft%20Guidance%20on%20Partnership%20EIA%20Form%2030%20July%202014.DOCX" \l "AssessWhat1)

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| A proposal to increase the capacity for Welsh medium Education by expanding Ysgol Iolo Morgannwg from 210 places to 420 places from September 2025. |

# 2. [Who is responsible?](file:///C:\Users\nhinton\Documents\Offline%20Records%20(EP)\General%20-%20Human%20Resources%20-%20Equal%20Opportunities%20-%20Line%20Manager\Revised%20Draft%20Guidance%20on%20Partnership%20EIA%20Form%2030%20July%202014.DOCX#WhoResponsible2)

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| --- | --- | --- | --- |
| **Name** | Lisa Lewis | **Job Title** | Operational Manager, Strategy & Resources |
| **Team** | Strategy, Community Learning & Resources | **Directorate** | Learning & Skills |

# 3. [When is the assessment being carried out?](file:///C:\Users\nhinton\Documents\Offline%20Records%20(EP)\General%20-%20Human%20Resources%20-%20Equal%20Opportunities%20-%20Line%20Manager\Revised%20Draft%20Guidance%20on%20Partnership%20EIA%20Form%2030%20July%202014.DOCX#WhenAssess3)

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| --- | --- |
| **Date of start of assessment** | 27 February 2023 |

# 4. [Describe the proposal?](file:///C:\Users\nhinton\Documents\Offline%20Records%20(EP)\General%20-%20Human%20Resources%20-%20Equal%20Opportunities%20-%20Line%20Manager\Revised%20Draft%20Guidance%20on%20Partnership%20EIA%20Form%2030%20July%202014.DOCX#AboutProposal4)

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| **What is the purpose of the proposal?**  The Vale of Glamorgan Council is committed to ensuring that all pupils educated within the Vale have every opportunity to attain the best possible outcomes. In order to achieve this ambition it is essential that we ensure schools remain sustainable, reflect the needs of the local community and are equipped with the best possible learning environments.  On 2 February 2023, the Council’s Cabinet authorised the Director of Learning & Skills to undertake a consultation to expand Ysgol Iolo Morganwg from 210 places to 420 primary school places from September 2025. The school would move into a new school building to accommodate this increased capacity within the ‘Land to the north and west of Darren Close’ housing development. Additionally the proposal also includes increasing nursery provision to 96 part time places and an adult education and Welsh language immersion centre for primary school aged pupils from 7 years old and above, as well as offering Adult and Community Learning Programs after school hours.  The feedback and views expressed in the consultation is being considered together in the publication of a consultation response report to the proposal and this Equality Impact Assessment.  The Consultation outlines the Council’s proposals to:   * Increase the capacity for Welsh medium Education by expanding Ysgol Iolo Morgannwg from 210 places to 420 places from September 2025. * Transfer the staff and pupils from the current Iolo Morgannwg site into the new the new building within the ‘Land to the north and west of Darren Close’ housing development. * Additionally, the proposal also includes increasing nursery provision to 96 part time places. * Include an adult education and Welsh language immersion centre for primary school aged pupils from 7 years old and above, as well as offering Adult and Community Learning Programs after school hours.   All staff and pupils would move to the new school building and the governing body would remain unchanged. Careful planning and management of any transitional arrangements would be necessary to mitigate the challenges of moving staff and pupils. The advantage of the proposal is the construction works are located on a separate site which will result in no impact or disruption to learners during the construction programme. |
| **Why do you need to put it in place?**  The current site of Ysgol Iolo Morgannwg is comprised of an original Victorian school building containing a number of demountable blocks. The current building is not fit for purpose and has limited outdoor spaces. In January 2022, we undertook surveys on the school to review the condition and was categorised as a condition C building overall.  The school is on a small site with shared sports facilities. The school does not meet current building standards and following consideration of the restricted size and location of the site, it is not possible to replace the school with a new build at its current location. The buildings do not meet the 21st Century School design guidance standards for primary schools which have been used for all new builds completed through the Councils Sustainable Communities for Learning (SCfL) Programme . The new school would comprise a fully accessible one or two storey building providing all the required educational functions within a single building set in grounds meeting current outdoor curriculum needs.  The proposal for the new school would provide a 2 form entry with capacity for 420 pupils via a phased year group approach plus 96 nursery places. The Council must ensure that schools serve their local communities and are reflective of demand. There is a need to meet future demand from the new housing developments in Cowbridge and the wider catchment area for the school, as well as the increased demand for Welsh medium education. A new 420 place school building would accommodate the projected increase in pupil numbers from the new development. The increased capacity would also accommodate the projected increase in parents choosing Welsh medium education to meet the Council’s WESP targets.  There is no change to the catchment area proposed in this consultation. Although the transferring of the school to the new building is included as part of this consultation, this is not subject to the statutory process as the transfer would be within 1.6 kilometres. The new school site is 1.3km from the existing school. |
| **Do we need to commit significant resources to it (such as money or staff time)?**  It is estimated that the total cost for the project is £13.764M, the project would benefit from 65% intervention rate from Welsh Government, with the Council funding 35% of the costs. Subject to the rolling programme guidance being published for the Sustainable Communities for Learning grant a further reduction to the Councils costs may arise if Welsh Government continue to fund 100% net zero carbon costs. |
| **What are the intended outcomes of the proposal?**  Moving the school to larger accommodation with sustainable numbers would;   * Enable the school to further improve while catering for the demand in the area; * Provide innovative and creative learning environments which are adaptable to change and will challenge and support children to reach their full potential. * Increase the level of community access and interaction through the use of the school’s educational facilities whilst meeting the needs of the school. * Establish a larger nursery provision which offers a more efficient and sustainable model of delivery of education. * Create a 21st Century school building that meets national building standards and reduces the recurrent costs and carbon footprint of education buildings. The new building will meet BREEAM (Building Research Establishment Environmental Assessment Method) Excellent standards and be built to an EPC (Energy Performance Certificate) A rating. * Develop the ethos and culture of the school and children, leading to effective interpersonal relationships and higher self-esteem. * Provide a consistent approach from 3-11 years to promote and underpin continuity and progression for pupils, ensuring breadth and balance across the curriculum. * All curriculum planning and resourcing would build successfully on previous pupil knowledge and experience and engage interest. * Support pupils to develop their ability to learn new skills and apply their subject knowledge more positively and creatively across a continuum of learning. * Continue arrangements for the care, support and guidance of pupils. * Extend and develop partnerships with families from the earliest opportunity to strengthen home / school transition. * Promote equality of opportunity and foster good relations between those with different protected characteristics. * Provide more opportunities to the community, by use of facilities. * Providing opportunities to the community to learn the Welsh language through the immersion unit. * Promoting Welsh Language further by encouraging more opportunities for children in the local area. |
| **Who does the proposal affect?**  All staff, pupils, parents of pupils, and governors at Ysgol Iolo Morganwg on the date of the move to a new improved school building in Cowbridge. The date of the move is anticipated to be September 2025.  In addition, this proposal if implemented would provide a local school for the growing Cowbridge community and surrounding areas, ensuring that the majority of pupils can be educated at a school within their community. |
| **Will the proposal affect how other organisations work?**  The proposal is unlikely to have a significant impact on any other schools in the local area. Whilst the Council is increasing the number of places, the current primary school in the Cowbridge area will not be able to meet the future demand for school places from the new housing development. The current school does not provide enough capacity to accommodate our targets for providing further Welsh medium provision. |
| **Will the proposal affect how you deliver services?**  The Council must ensure that schools serve their local communities and are reflective of demand. There is a need to meet future demand from the new housing developments in Cowbridge as a whole.  All staff and pupils would move to the new school building and the governing body would remain unchanged. As part of the Vale of Glamorgan Council’s Sustainable Communities for Learning programme, over the last four years we have undertaken seven decants/transitions between existing and new educational facilities on existing and new sites.  For construction works undertaken on an existing site consideration and planning was provided to assist with the teaching of leaners throughout the development programme, specific dates and events were fed into the construction programme to reduce the impact and disruption for leaners, especially around examinations times, sporting events and the like, as much as possible.  In the case of Ysgol Iolo Morganwg, one of the advantages of the proposal is the construction works are located on a separate site which will result in no impact or disruption to learners during the construction programme.  During the construction programme, leaners and staff will be invited to attend engagement sessions to discuss their requirements for inclusion within the new facility and these engagement sessions will also include the road map to handover and opening of the new facility. Opportunities to attend the development site, when it is safe to do so, will introduce leaners and staff of the new spaces they will be receiving on completion of the school development.  Our road map to decant of the existing facility will commence approximately three months prior to the handover of the building, this is where staff are provided the guidance and assistance to start sorting and packing their current resource, pupils will be shown their spaces virtually until safe to do so on site, to allow all to familiarise themselves to reduce the impact of relocating and change. |
| **Will the proposal impact on other policies or practices?**  The proposal is part of the Councils Sustainable Communities for Learning (SCfL) Rolling Programme. The operation of the school will continue to be supported by many policies and procedures. The governing body will be required to continue to comply with all policies, including the Council and schools Equality Policies. The school will have their part to play in meeting the equality objectives that the Learning and Skills Directorate is responsible for delivering and support the performance reported on in the annual equality monitoring report where appropriate. |
| **Can you change the proposal so that it further promotes equality of opportunity and fosters good relations?**  The proposal could potentially result in improved teaching and learning experiences through the provision of modern education facilities. This includes break out spaces, Additional Learning Needs (ALN) learning areas and improved digital infrastructures throughout the new school building. Furthermore, the design of the building could help support effective pedagogy through improved facilities, standardised classroom sizes and through providing a building and outdoor spaces which reflect the space requirements of Building Bulletin 99. In addition, the design of the new building could improve transitions from indoor to outdoor learning for the younger pupils. The proposal considers the impact on vulnerable groups, including children with ALN. It gives detailed ALN information for Ysgol Iolo Morgannwg and explains how the new school would support pupils with ALN through the design of break out spaces. In addition, within the wider design to future proof the proposal, capacity to include a specialist resource base would be possible due to the larger site area. In terms of accessibility, the new building will be fully accessible and compliant with the Equality’s Act 2010, although there was no direct mention of the act within the proposal. The proposal noted that the proposed new location would provide ‘full access for the whole community with full disabled access to internal and external areas’.  Our formal consultation process follows Welsh Government guidelines outlined in the School Organisation Code 2018. All responses received as part of this consultation in are reflected in the Consultation Report and analysis of the protected characteristics are included in this assessment. Before any decisions are made, the Council needs to ensure that it offers a number of opportunities for individuals and interested groups to make their views and opinions on the proposals known.  The Council consulted with the following groups:   |  |  | | --- | --- | | Staff (teaching and non-teaching) at Ysgol Iolo Morganwg | Governing Body of Ysgol Iolo Morganwg | | Parents/Carers and Guardians of children at Ysgol Iolo Morganwg | Cowbridge Town Council | | Vale of Glamorgan Children and Young People’s Programme Board | Vale of Glamorgan Early Years Development Partnership (EYDCP) | | Assembly Members (AM’s) / Members of Parliament (MP’s) / Regional Assembly Members | Local Councillors | | Rhieni dros Addysg Gymraeg (RHAG) | Welsh Language Commissioner | | Estyn | Neighbouring Primary and Secondary schools in the Vale of Glamorgan | | Welsh Government Ministers | Central South Consortium Joint Education Service | | Local Police and Crime Commissioner | Trade Unions | | Council’s Transportation Department | Directors of Education –  All Neighbouring Authorities | |
| **How will you achieve the proposed changes?**  The consultation report will be considered by Cabinet on the 25th May 2023 and published on the school and Council’s website.  Subject to Cabinet approval, the Statutory notice will be issued during which time formal written objections will be invited, this will proceed from 5th June 2023 - 3rd July 2023. |
| **Who will deliver the proposal?**  Subject to the approval of this proposal, a significant capital investment will be made to establish a new school building for Ysgol Iolo Morganwg. The Council will manage the process and the governing body, staff, parents and pupils of Ysgol Iolo Morganwg will be fully engaged in the development of the plans, including where appropriate adaptations to the building design to ensure equality of opportunity for teaching and learning experiences. The Council will also be responsible for managing the construction.  This building would be delivered with external partners by the Sustainable Communities for Learning (SCfL) Programme within the Directorate of Learning & Skills as part of the Councils School Investment Programme following its successful bid for funding as part of the Sustainable Communities for Learning (SCfL) Programme. Projects are subject to statutory consultation and rigorous business case as required by the School Organisation Code and Welsh Government.  The Sustainable Communities for Learning (SCfL) Programme is a long-term strategic investment in educational estate throughout Wales. It is a unique collaboration between Welsh Government, the Welsh Local Government Association (WLGA), local authorities, colleges and dioceses. All of the Vale of Glamorgan Council projects that were undertaken as part of Band A and Band B of the SCfL Programme were completed on time and on budget. |
| **How will you know whether you have achieved the proposal’s purpose?**  The Consultation outlines the Council’s proposals to:   * Increase the capacity for Welsh medium Education by expanding Ysgol Iolo Morgannwg from 210 places to 420 places from September 2025. * Transfer the staff and pupils from the current Iolo Morgannwg site into the new building within the ‘Land to the north and west of Darren Close’ housing development. * Additionally, the proposal also includes increasing nursery provision to 96 part time places. * Include an adult education and Welsh language immersion centre for primary school aged pupils from 7 years old and above, as well as offering Adult and Community Learning Programs after school hours.   Cabinet may decide to approve, reject or approve the proposals with modifications. In doing so, the Council will take into account any statutory objections that it has received. |

# 5. [What evidence are you using?](file:///C:\Users\nhinton\Documents\Offline%20Records%20(EP)\General%20-%20Human%20Resources%20-%20Equal%20Opportunities%20-%20Line%20Manager\Revised%20Draft%20Guidance%20on%20Partnership%20EIA%20Form%2030%20July%202014.DOCX#WhatEvidence5)

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| **Engagement (with internal and external stakeholders)**  The consultation processes followed Welsh Government guidelines, in compliance with the Schools Standards and Organisation (Wales) Act 2013 and School Organisation Code 2018. The Council consulted with a range of statutory consultees outlined in and required by the Code.  The authority received 91 individual responses by the consultation closing date of 27th February 2023 to 11 April 2023. Of the total 91 individual responses received, 86 were in favour of the proposal, 5 were opposed. The governing body of Ysgol Iolo Morgannwg and Estyn also formally responded.  It has been noted that not all consultees provided a response to each of the questions and that some forms were not fully completed. In these cases we have accepted the responses to the questions that they have chosen to answer. Where recorded the protected characteristics of the respondents are provided below.  Feedback from consultation meetings and drop in sessions are not included in this report as it was stated clearly in the consultation document that the Council would only accept responses using the official consultation response form. Consultees were advised of this at the drop in sessions. The Council consulted with a range of statutory consultees outlined and required by the Code.  Consultation was undertaken at a formative stage and allowed for intelligent consideration and response. The timescales for consultation comply with the School Organisation Code and allowed 7 weeks for consultees to consider and prepare a response.  The Council is using the feedback and responses received to the engagement and consultation exercises carried out in relation to the proposal, this also included engagement with pupils of Ysgol Iolo Morganwg. The Council held drop in sessions and invited stakeholders to attend as part of the process.  Respondents were asked to complete an Equalities Monitoring form included in the consultation document. |
| Consultees were asked for their opinion on a key question to each proposal:   |  | | --- | | **1) Do you support the proposal to increase capacity for Welsh medium education by expanding Ysgol Iolo Morganwg from 210 places to 420 places from September 2025?** |   Consultees were able to respond to each proposal with Yes, No or No opinion either way. Consultees were invited to respond to both proposals if they so wished.  Consultees were also offered the opportunity to comment further:   |  | | --- | | **If you would like to suggest any changes or alternatives to the proposals, please detail these below.** |  |  | | --- | | **Any other comments?** |   A series of consultation events were held at Ysgol Iolo Morganwg. These sessions included Staff meetings, Governor meetings, Parents and Community drop in events and Pupil engagement sessions. The rationale behind the proposals was highlighted at each event and an explanation of the statutory process and the timescales involved was provided with the opportunity for open dialogue between all in attendance. These sessions were open to all stakeholders in the consultation process. A report on the outcome of the pupil engagement session can be found at Annex D of the Consultation response report. |
| **National data and research**  A great deal of information is available with relation to the population within the Vale of Glamorgan. This can be accessed from the following sources.  Household projections by local authority <https://gov.wales/docs/statistics/2017/170323-household-projections-local-authorities-2014-based-en.pdf>  Future population trends <https://www.slideshare.net/StatisticsWales/welsh-government-future-trends-report-2017-population>  ONS 2016 population estimates (row 392 code W06000014) <https://www.ons.gov.uk/file?uri=/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland/mid2017/ukmidyearestimates2017finalversion.xls>  Protected characteristic data from 2011 Census  <https://gov.wales/statistics-and-research/census-population/?lang=en>  The Councils proposal will be delivered through the Welsh Government Sustainable Communities for Learning Programme. |
| **Local data and research**  The Council is using current demographic, school and pupil data to inform the proposal. A strategic review of data was used to inform the process.  Within the existing catchment area for Ysgol Iolo Morganwg there are 5 large scale housing developments (10 dwellings or more). The largest residential development relates to land to the north west of Darren Farm (Clare Gardens) which is being developed for 475 units. The development of the site has already started with 135 dwellings already occupied and any arising pupil demand accommodated in the existing school capacity in the area. However, 44 units are currently under construction and 296 units have not been constructed. It is considered in the next 5 years the site will be complete. In addition, the 4 other developments would result in a further 247 units coming forward in the next 6 years. In total, the planned residential developments in the catchment area for the school has a projected pupil yield of 56 nursery pupils and 154 primary pupils. Based on current trends 13.18% of the pupil population within the school catchment attend Welsh medium education. This would result in 7 new nursery places and 20 new primary places for Welsh medium education.  There is no change to the catchment area proposed in this consultation. Although the transferring of the school to the new building is included as part of this consultation, this is not subject to the statutory process as the transfer would be within 1.6 kilometres. The new school site is 1.3km from the existing school. |

# 6. [How robust is the evidence?](file:///C:\Users\nhinton\Documents\Offline%20Records%20(EP)\General%20-%20Human%20Resources%20-%20Equal%20Opportunities%20-%20Line%20Manager\Revised%20Draft%20Guidance%20on%20Partnership%20EIA%20Form%2030%20July%202014.DOCX#RobustEvidence6)

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| **Does it show what the impact will be (positive and negative)?**  This proposal pays due regard to the need to eliminate discrimination, advance equality, and foster good relations as an integral part of the decision making process. The impact of the proposal will be positive in terms of managing the demand for school places in the Vale of Glamorgan and in the Cowbridge area.  The proposal will also be positive for those children attending Ysgol Iolo Morganwg who live in the Cowbridge area as the new site will be within 1.3km of the current site.  The proposal will have a negative impact on the children who are in walking distance of the current site. The Council will work closely with the staff, parents of pupils and the community to discuss active travel and school; transport options where appropriate if progressed. |
| **What are the gaps?**  The protected characteristics of future new residents emanating from the proposed new development are unknown at this stage. There is limited information held within the Directorate of the protected characteristics of the staff and governing body however the proposal is designed to have a positive or neutral impact on those with protected characteristics accessing the new building. As the staff and governing body are small in number, this data may also serve to identify individuals and personal information held about them. However as part of the consultation several opportunities via a variety of confidential methods were given to staff and governors to express concerns with relation to their personal circumstances as well as any wider concerns. No issues were raised during the consultation or subsequently that were considered to have an adverse impact on the protected characteristics of staff or governors. As a result this is not included in this assessment. The Council would ensure that the Governing Body were supported to ensure that all staff and governors would not be adversely impacted as a result of their protected characteristic as a result of this proposal. |
| **What will you do about this?**  Consideration of the protected characteristics of the pupils, staff and governing body would be reflected in the development of the new building for example via the provision of a fully accessible building and gender neutral toilets.  The protected characteristics of future occupiers of the school cannot be known however the new building would ensure equality of opportunity for all those accessing the new building.  Information is provided to the school by the parents and professionals on the child’s enrolment at the school. This allows the school to ensure that the school can meet their needs. |
| **What monitoring data will you collect?**  The Pupil Level Annual School Census (PLASC) data is collected on an annual basis, protected characteristics are captured through this process. |
| **How often will you analyse and report on this?**  The pupils Level Annual School Census (PLASC) is completed annually. The Council and schools use the data to develop and monitor policy and performance in the Vale of Glamorgan. The effectiveness of this proposal will be monitored via the school’s Governing body, the Council, the Central South Consortium and Estyn. |
| **Where will you publish monitoring data and reports?**  School Census School is published by Welsh Government on the STATS Wales website for each local authority area.  There would be continued monitoring of school standards across all year groups by the Governing Body, the Local Authority and the Central South Consortium and via Estyn.  Standards in schools are monitored on an annual basis by the Consortium and reported back to the Local Authority. Standards for children who have been identified with additional learning needs, along with those children identified as school action and school action plus will also be part of the Annual National Categorisation School Report carried out by the Central South Consortium in partnership with the school. |

# 7. [Impact](file:///C:\Users\nhinton\Documents\Offline%20Records%20(EP)\General%20-%20Human%20Resources%20-%20Equal%20Opportunities%20-%20Line%20Manager\Revised%20Draft%20Guidance%20on%20Partnership%20EIA%20Form%2030%20July%202014.DOCX#Impact7)

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| **Is there an impact?**  There would be a positive impact on persons with the protected characteristics of age, disability and gender reassignment/ identity. The proposal would support the school to ensure that it is has the improved facilities to promote equality of opportunity and foster good relations between those with different protected characteristics. There has been no perceived negative impact on the protected characteristics identified. Although it is acknowledged that some people will have longer to travel to school, there are currently no children with physical disabilities attending the school that impact on mobility. The existing site is not fully compliant with the requirements of the Equality Act 2010 due to site constraints. Successful implementation of the proposal would enable compliance by providing a fully accessible building with gender neutral facilities.  The positive impacts are outlined below in the relevant section. |
| **If there is no impact, what is the justification for thinking this? Provide evidence.**  Evidence is assessed through the consultation process and through school and pupil data. |
| **If there is likely to be an impact, what is it?**  **Age**  According to the Pupil Level Annual School Census (PLASC) carried out in January 2023 there were 204 children on roll aged between 4 – 11.  91 people responded to the consultation, 90 were completed via the online form and 1 was received by email. Age related data is only available for submissions received online, for those who chose to provide the detail. Only 88 respondents provided this information, 3 chose not to include this information.    This proposal would develop continuity and progression in children’s learning from the age of three. A consistent approach to the planning and delivery of the foundation phase (nursery to year two). The school would be able to provide sufficient places for Primary School age children that would not be available without the new school building.    As the school on a new site would be of sufficient size to provide the required places for children of primary school age within the area. The proposal would provide a **positive** impact for children of these age brackets. However, it is noted that section 149, so far as relating to age, does not apply to the exercise of a function relating to the provision of education to pupils in schools (see paragraph 1 of Schedule 18 to the 2010 Act).  **Disability**  The data held on pupils is characterised by Special Educational Needs (SEN) not disability. 5% of children attending Ysgol Iolo Morganwg have SEN which is lower than the national average (12%) for the Vale of Glamorgan and 9% across the Primary School population. This will include pupils with a disability however it will also include pupils without a disability. There are no pupils with a disability which impacts on their mobility currently on roll at the school. The degree of need varies across a range of additional learning needs types including:   |  | | --- | | Additional Learning Needs (ALN) Groups | | ASD (Autistic Spectrum Disorder) | | BESD (Behavioural, emotional and social difficulties) | | DYSL (Dyslexia) | | GLD (General Learning Difficulties) | | MLD (Moderate Learning Difficulties) | | SLCD (Speech, Language and Communication Difficulties) |   8 (8.79%) of respondents to the consultation said their day to day activities were limited because of a physical or mental condition. None respondents indicated that this proposal would have an adverse impact on their disability.  The proposed new school building would be designed in such a way as to equip staff to meet the needs of learners with additional learning needs.  The school would provide a targeted and bespoke curriculum which is responsive to the individual child’s abilities and ensures that all children who require additional support are integrated across all areas of the curriculum.  As the staff would remain unchanged, they would be very aware of the individual needs of pupils. All staff, governors and pupils would be in a position to liaise with the Council at the design stage in order to ensure that the learning environment is supportive of all pupils, including those who benefit from a quieter learning environment.  There are many design elements that could be incorporated to support pupils. These could include, for example a small room between a pair of classrooms which could be used for individual / small group learning or could be used as a breakout space should a pupil need to retreat from the classroom. Creative use of acoustic materials and bespoke calming colour schemes etc. would also be considered by part of the design team in full consultation with staff pupils and governors. The school will be designed to have flexible spaces which could be adapted by the use of furniture for specific activities, which would include quiet areas for individual learning. The building will be designed to current acoustic standards (BB93). This will define the acoustic performance standard that the school will be designed to. The whole building will be designed to comply with current building regulations for disabled access, with parking and access into the school building as well as assess throughout the school. Natural daylighting and ventilation will be a key feature of the new learning environment.  This data is collected where appropriate on admission and the Council and schools use the data to develop and monitor policy and performance in the Vale of Glamorgan. The effectiveness of this proposal will be monitored via the school’s Governing Body, the Council, the Central South Consortium and Estyn.  Based on the policies in place that would not change as a result of the move to a new school building, staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school and all people accessing the building will benefit from its accessible nature.  The proposal will therefore provide a **positive** impact for pupils, staff, governors and the wider community visiting the school who have been identified within this protected group as they will have access to a fully accessible school building which has been designed to consider individual needs and will be managed by existing senior leaders at the school.  **Gender reassignment, including gender identity**  Gender reassignment is not recorded for Primary age pupils however individual pupils choosing to live other than at their birth gender are supported within Primary Schools. All children would continue to receive a high quality education at the new school site. The new building would have suitable facilities in place to accommodate pupils of any gender; no pupil would need to consider changing schools due to gender reassignment.  Pupils and staff have the right to access the toilet that corresponds to their gender identity. Any pupil or staff member who has a need or desire for increased privacy, regardless of the underlying reason, would be provided access to a single stall toilet, but no pupil or staff member shall be required to use such a toilet. The new building would provide single stall toilets that can be used by all, albeit separate facilities would be available for adults and children.  The use of changing rooms by Trans pupils and staff would be assessed on a case by-  case basis in discussion with the individual concerned. The school would maximise social integration and promote an equal opportunity to participate in physical education classes and sports, ensuring the safety and comfort, and removing adverse impact for the individual. In most cases, Trans pupils or staff would have access to a changing space that corresponds to their gender identity.  The transfer of Ysgol Iolo Morganwg to a new school site would therefore have a **positive** impact on individuals protected under the duty of gender reassignment. All children would continue to receive a high quality education as part of an ‘all through’ 3 to 11 year school.  Staff would continue to receive protection under the Equalities Act 2010.    Staff would also have access to improved, gender neutral facilities and would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school. Non-binary people, including staff, governors and members of the community accessing the facilities would benefit from the gender neutral adaptations to the school that have been identified above.  None of the respondents indicated that this proposal would have an adverse impact on their gender identity. Based on current evidence this proposal would have a **positive** impact on this protected group.    **Marriage and civil partnership (discrimination only)**  The Equality monitoring form indicates the following breakdown.   |  |  | | --- | --- | | What is your marital status? | | | Married | 66 (72.53%) | | Civil Partnership | 8 (8.79%) | | Separated but still legally married | 4 (4.40%) | | Divorced | 3 (3.30%) | | Widowed | 2 (2.20%) |   None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. This information is not held at a directorate level for staff and governors however the proposal is designed to have a positive or neutral impact on those with protected characteristics accessing the new building. Pupils at the School are below the legal marriage age. Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.  Based on the policies in place that would not change as a result of the transfer to a new school building, this proposal would have a **neutral** impact on this protected group.  **Pregnancy and Maternity**  It is considered that there will not be a negative impact on pupils in this protected group as there is a minimal likelihood of pupils falling within this protected group due to the age range of the school. The provision of education for any pupil who were within this protected group would remain unaltered by the proposal.  Staff who are currently on maternity leave or are pregnant at the point of the proposed move would be protected under the Equalities Act 2010.  None of the respondents indicated that this proposal would have an adverse impact on their status in this regard however reference to the impact, both positive and negative, on future children was made in a small number of responses. Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this protected group.  **Race**  The predominant ethnicity at Ysgol Iolo Morganwg is currently White – Welsh/English/Scottish/Northern Irish British with 97.06% of children falling within this category. This is significantly higher than the average (88% White British) across the wider Vale Primary School population.  As the children will be moving to a new school building, it is unlikely that the proposal will change the ethnic profile of the school although the characteristic of children emanating from the new development in Cowbridge being built at this time is unknown at this stage.  All staff, pupils and governors would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.  None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on the policies in place that would not change as a result of the proposal and the very small number of pupils in this category, this proposal would have a **neutral** impact on people in this protected group.  **Religion and belief**  Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.  Respect for all religious and non-religious beliefs would not change due to this proposal. This school is a community school and the aspect of the curriculum relating to religion and belief would not change as a result of this proposal.  None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on the policies in place that would not change as a result of the proposal this proposal would have a **neutral** impact on people in this protected group.  **Sex**  The school currently has 49.75 % female pupils on roll and 50.25%% male pupils. This is the same percentage as the Vale wide primary pupil population therefore there would be no perceived negative impact.  The staff population is 72.73% female and 27.27% male, compared with a Vale wide profile of 82.02% female, 17.98% male staff in Primary Schools. The staff at the school is however, small in number and therefore this figure is disproportionate.  Children of both sexes would be treated and taught equally in the school at its new site. There would be no different methods of teaching or curricula for either sex. The school would aim to reduce - as far as possible - segregating pupils and students by  Gender. Pupils would continue to be supported to enable equal access to PE and  where lessons are segregated by sex/gender they would be enabled to participate in the activity which corresponds to their gender identity if this is what they request. The aspect of the curriculum management relating to any identified gender based attainment gap would not change as a result of this proposal.  Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.  From those respondents who fully or partially completed the Equal Opportunities Monitoring form  73.63% (67) were completed by women  20.88% (19) were completed by men  None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this protected group.  **Sexual orientation**  Inclusivity and respect of others is an intrinsic element of the national curriculum.  The principles of school inspection as described in the ‘Framework for School Inspection’,  The Estyn School Inspection Handbook also details how inspection will evaluate how well individual pupils benefit from the school and states it may be relevant to pay particular attention to those with protected characteristics, therefore including transgender pupils. Under spiritual, moral, social and cultural development Estyn will look for evidence where pupils develop awareness and respect for diversity in relation to, for example gender, race, religion and belief, sexual orientation and disability.  Inspectors will also consider types, rates and patterns of bullying and the effectiveness of the school’s actions to prevent and tackle all forms of bullying and harassment – this includes cyber bullying and prejudice-based bullying related to special education need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.  Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.  The Equality monitoring form for respondents indicates the following breakdown.  **Which of the following options best describes how you think of yourself?**   |  |  |  | | --- | --- | --- | | Heterosexual / straight | 93.41% | 85 | | Gay or lesbian | 0 | 0 | | Bisexual | 0 |  | | Prefer not to say | 3.30% | 3 | | Other | 0 |  |   Based on the policies in place that would not change as a result of the proposal, this proposal would have a **neutral** impact on people in this protected group.  **Welsh language** -  Ysgol Iolo Morgannwg is a Welsh medium school and this proposal does not seek to change this. The Council was very successful in increasing English medium primary sector capacity within the Vale of Glamorgan under Band A and Band B of the Sustainable Communities for Learning (SCfL)Programme. In order to build on this success, a key priority for Band B is to increase capacity in the Welsh medium secondary sector as well as consideration of further developments at primary level. In order to ensure that the Council actively addresses the Welsh Government target of one million Welsh speakers by 2050, the Council will be undertaking an active programme of addressing need with regard to Welsh and English medium education.  Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.  None of the respondents indicated that this proposal would have an adverse impact on their status in this regard. Based on current evidence, this proposal would have a **positive** impact on people in this protected group as it will ensure that there is sufficient Welsh medium primary education places available as well as providing enhance facilities for adult Welsh medium education.  **Human rights**  Consideration of the UNICEF document, A Human Rights-Based Approach to Education For All was given as part of the development of this consultation. This document advises that Chapter 2 introduces a conceptual framework for the rights-based approach to education that embodies three interlinked and interdependent dimensions. It  contends that human rights related to education cannot be realized unless and until all three are addressed:  • The right of access to education – the right of every child to education on the basis of equality of opportunity and without discrimination on any grounds. To achieve this goal, education must be available for, accessible to and inclusive of all children.  • The right to quality education – the right of every child to a quality education that enables him or her to fulfil his or her potential, realize opportunities for employment and develop life skills. To achieve this goal, education needs to be child-centred, relevant and embrace a broad curriculum, and be appropriately resourced and monitored.  • The right to respect within the learning environment – the right of every child to respect for her or his inherent dignity and to have her or his universal human rights respected within the education system. To achieve this goal, education must be provided in a way that is consistent with human rights, including equal respect for every child, opportunities for meaningful participation, freedom from all forms of violence, and respect for language, culture and religion.  This proposal has been presented in order to address the right of access to education, the right to quality education and the right to respect within the learning environment for all pupils within the Vale of Glamorgan.  Moving the school to larger accommodation on to a new site with sustainable numbers would:   * Enable the school to further improve while catering for a greater pupil population. * Ensure that the environment was accessible for all * Provide innovative and creative learning environment which are adaptable to change and will challenge and support children to reach their full potential. * Increase the level of community access and interaction through the use of the school’s educational facilities whilst meeting the needs of the school. * Establish a nursery unit which offers a more efficient and sustainable model of delivery of education for the 21st Century that meets national building standards and reduces the recurrent costs and carbon footprint of education buildings. The new building will meet BREEAM (Building Research Establishment Environmental Assessment Method) Excellent standards and be built to an EPC (Energy Performance Certificate) A rating. * Develop the ethos and culture of the school in children from the age 3 – 11 years, leading to effective interpersonal relationships and higher self-esteem. * Provide a consistent approach from 3-11 years to promote and underpin continuity and progression for pupils, ensuring breadth and balance across the curriculum. * All curriculum planning and resourcing would build successfully on previous pupil knowledge and experience and engage interest. * Support pupils to develop their ability to learn new skills and apply their subject knowledge more positively and creatively across a continuum of learning. * Improve the already good arrangements for the care, support and guidance of pupils from 3 – 11 years. * Extend and develop partnerships with families from the earliest opportunity to strengthen home / school transition. |
| **How do you know?**  **Explain this for each of the relevant protected characteristics as identified above.**  Data is provided and analysed through the Pupil Level Annual School Census data collected in the January of each year. The Council also uses current demographic, school and pupil data to inform the proposal. The staff would also continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school. |
| **What can be done to promote a positive impact?**  **Explain this for each of the relevant protected characteristics as identified above.**  The availability of the school, its benefits and the facilities available will be published on the Council’s website and through the Council’s Parental Guide to School Admissions for parents to consider when making a decision on where to express a preference for a pupil place. Having due regard to the need to advance equality of opportunity includes having due regard to the need to remove or minimize disadvantages suffered by them. Due regard would therefore be paid to the need to take steps to meet the needs of such persons where those needs are different from persons who do not have that characteristic, and to encourage those who have a protected characteristic to participate in public life. The steps involved in meeting the needs of disabled persons include steps to take account of the persons’ disabilities would be key to the design of the new building. Having due regard to ‘fostering good relations’ involves having due regard to the need to tackle prejudice and promote understanding. This is an important aspect to curriculum delivery and would not change as a result of this proposal  It is acknowledged that complying with the duty may involve treating some people better than others, as far as that is allowed by the discrimination law.  **Age**  As the school would continue to provide sufficient places for children of primary school age, the proposal would provide a **positive** impact for children. Inclusivity and respect of others is an intrinsic element of the national curriculum.  **Disability**  Ysgol Iolo Morganwg site is currently constrained and too small to expand to meet Building Bulletin requirements as adopted by the Welsh Government for the SCfL Programme. The site is not fully accessible due to a confined site and the buildings do not meet SCfL design guidance. This new building would be designed to ensure it was fully accessible to all, regardless of the nature of their disability. The proposal would therefore have a **positive** impact for people with this characteristic.  **Gender reassignment, including gender identity**  All children would be supported to receive a high quality education if the proposal were to be successfully implemented regardless of gender identity. The school will have suitable facilities in place to accommodate pupils of any gender; no pupil or staff member would need to consider changing schools due to gender reassignment.  Inclusivity and respect of others is an intrinsic element of the national curriculum. The proposal would therefore provide a **positive** impact.  **Marriage and civil partnership**  Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.  Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources. The proposal would provide a **neutral** impact.  **Pregnancy and Maternity**  Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.  Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources. The proposal would provide a **neutral** impact.    **Race**  Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources. The proposal would provide a **neutral** impact.  **Religion and belief**  Inclusivity and respect of others is an intrinsic element of the national curriculum The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources. The proposal would provide a **neutral** impact.  **Sex**  Children of both sexes would continue to be treated and taught equally in the new school building. There would be no different methods of teaching or curricula for either sex. Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources. . The proposal would provide a **neutral** impact.    **Sexual orientation**  Staff would continue to receive protection under the Equalities Act 2010 which would be referred to by the Governing Body and Council in order to support the staff at the school.  Inclusivity and respect of others is an intrinsic element of the national curriculum. The Council will ensure that the school promotes this requirement through its monitoring and challenge carried out by the school improvement service and Human Resources. The proposal would provide a **neutral** impact. |

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| **What can be done to lessen the risk of a negative impact?**  **Explain this for each of the relevant protected characteristics as identified above.**  The protected characteristics of any future pupils are not currently known. At present there is no evidence to suggest reasonable adjustment would be required for any pupil, however parents will be encouraged to discuss any needs with both the school and the Council, should the proposal be implemented, during the transition phase.  Any pupil attending Ysgol Iolo Morgannwg on the date of the move to the new school site who lives more than 2 miles from the new school site would be entitled to free school transport. Any pupils who no longer live 2 miles from the new Ysgol Iolo Morganwg site as a result of the relocation would no longer be entitled to free school transport.  The exact arrangements around school transport would be determined by the school transport department. |
| **Is there a need for more favourable treatment to achieve equal outcomes? (Disability only)**  The current facilities are not fully accessible and this would be addressed positively as part of this proposal. The building will be designed to be fully accessible. In addition, small classrooms and quiet break out areas will be considered as part of the design plan in order to ensure that children requiring a quieter and less busy learning environment can be accommodated. |
| **Will the impact be positive, negative or neutral?**  **Explain this for each of the relevant protected characteristics as identified above.**  **Age - Positive**  **Disability - Positive**  **Gender reassignment, including gender identity – Positive**  **Marriage and civil partnership – neutral**  **Pregnancy and Maternity – neutral**  **Race – neutral**  **Religion and belief – neutral**  **Sex – neutral**  **Sexual orientation – neutral**  In conclusion, there is no real risk of direct or indirect discrimination as the Council is pursuing a legitimate aim (namely, improving the capacity and efficiency of education) and the decision to publish the proposals to make regulated alterations is a proportionate means of achieving that aim. |

### 8. [Monitoring on-going impact](file:///C:\Users\nhinton\Documents\Offline%20Records%20(EP)\General%20-%20Human%20Resources%20-%20Equal%20Opportunities%20-%20Line%20Manager\Revised%20Draft%20Guidance%20on%20Partnership%20EIA%20Form%2030%20July%202014.DOCX#MonitorImpact8)

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| **Date you will monitor progress**  PLASC data is annual and if approved by cabinet a project plan for this proposal will be initiated. This will include reference to this document. Any changes in outcomes resulting from this ongoing analysis will be used to update this Equality Impact Assessment, including any mitigating actions which may be required. |
| **Measures that you will monitor**  PLASC data for all pupils will be broken down and monitored by Age, Disability, Race, Religion and belief and Welsh language. The Equalities Team monitors service data and provides information in the annual equality monitoring report. The measures identified for the education of pupils are a matter for the governing body in their School Improvement Plan. |
| **Date you will review implemented proposal and its impact**  The Vale of Glamorgan Council works closely with the governing bodies of schools to ensure that standards are robust, that teaching and learning is of a high quality and that leadership and governance is strong. The Council works with two organisations in order to monitor the performance of schools and to support school improvement.  Estyn is the office of Her Majesty’s Chief Inspector of Education and Training in Wales. It is a Crown body, established under the Education Act 1992. Estyn is independent of the National Assembly for Wales but receives its funding from the Welsh Government under section 104 of the Government Wales Act 1998. Estyn inspects quality and standards in education and training providers in Wales.  The Central South Consortium Joint Education Service (CSCJES) was established in September 2012. The Local Authority works with the Consortium to support and challenge all schools in the Vale of Glamorgan.  Schools are inspected as part of a national programme of school inspection. The purpose of an inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils (Estyn).  In September 2017 a new Estyn School Common Inspection Framework was introduced for all schools across Wales. Ysgol Iolo Morganwg was last inspected in June 2022 under Estyn’s new School Inspection Framework.  Under this framework, inspectors provided an overview of the school’s current performance and recommendations for improvement. |

# 9. [Further action as a result of this equality impact assessment](file:///C:\Users\nhinton\Documents\Offline%20Records%20(EP)\General%20-%20Human%20Resources%20-%20Equal%20Opportunities%20-%20Line%20Manager\Revised%20Draft%20Guidance%20on%20Partnership%20EIA%20Form%2030%20July%202014.DOCX#FurtherAction9)

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| Possible Outcomes | **Say which applies** |
| No major change | Yes |
| Adjust the policy |  |
| Continue the policy |  |
| Stop and remove the policy |  |

# 10. [Outcomes and Actions](file:///C:\Users\nhinton\Documents\Offline%20Records%20(EP)\General%20-%20Human%20Resources%20-%20Equal%20Opportunities%20-%20Line%20Manager\Revised%20Draft%20Guidance%20on%20Partnership%20EIA%20Form%2030%20July%202014.DOCX#OutcomesActions10)

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| **Recommend actions to senior management team** |
| **Outcome following formal consideration of proposal by senior management team** |

1. [**Important Note**](file:///C:\Users\tsgreaves\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\NW90YGOL\Guidance%20on%20Equality%20Impact%20Assessments%2025%20May%202016.DOCX)

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| **Where you have identified impacts, you must detail this in your Cabinet report when seeking approval for your proposal.** |

# 12. [Publication](file:///C:\Users\nhinton\Documents\Offline%20Records%20(EP)\General%20-%20Human%20Resources%20-%20Equal%20Opportunities%20-%20Line%20Manager\Revised%20Draft%20Guidance%20on%20Partnership%20EIA%20Form%2030%20July%202014.DOCX#Publication11)

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| **Where will you publish your approved proposal and equality impact assessment?**  Vale of Glamorgan Website  **In addition to anywhere you intend to publish your approved proposal and equality impact assessment, you must send a copy to Tim Greaves, Equality Co-ordinator, to publish on the equality pages of the Vale of Glamorgan website.** |

# 13. [Authorisation](file:///C:\Users\nhinton\Documents\Offline%20Records%20(EP)\General%20-%20Human%20Resources%20-%20Equal%20Opportunities%20-%20Line%20Manager\Revised%20Draft%20Guidance%20on%20Partnership%20EIA%20Form%2030%20July%202014.DOCX#Authorisation12)

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| **Approved by (name)** | Lisa Lewis |
| **Job Title (senior manager)** | Operational Manager, Strategy & Resources |
| **Date of approval** | 21/04/2023 |
| **Date of review** | To be reviewed following the statutory objection period, should the proposal progress |