



City and County of Swansea

Notice of Meeting

You are invited to attend a Meeting of the

Cabinet

At: Multi-Location Meeting - Gloucester Room, Guildhall / MS Teams

On: Thursday, 18 January 2024

Time: 10.00 am

Chair: Councillor Rob Stewart

Membership:

Councillors: C Anderson, A Anthony, R Francis-Davies, L S Gibbard, H J Gwilliam, D H Hopkins, E J King, A S Lewis, R V Smith and A H Stevens

Watch Online: <https://rb.gy/1s0uuy>

Webcasting: This meeting may be filmed for live or subsequent broadcast via the Council's Internet Site. By participating you are consenting to be filmed and the possible use of those images and sound recordings for webcasting and / or training purposes.

You are welcome to speak Welsh in the meeting.

Please inform us by noon, two working days before the meeting.

Agenda

Page No.

1. **Apologies for Absence.**

2. **Disclosures of Personal and Prejudicial Interests.**

www.swansea.gov.uk/disclosuresofinterests

3. **Minutes.**

To approve & sign the Minutes of the previous meeting(s) as a correct record.

1 - 5

4. **Announcements of the Leader of the Council.**

5. **Public Question Time.**

Questions can be submitted in writing to Democratic Services democracy@swansea.gov.uk up until noon on the working day prior to the meeting. Written questions take precedence. Public may attend and ask questions in person if time allows. Questions must relate to items on the open part of the agenda and will be dealt within a 10 minute period.

6.	Councillors' Question Time.	
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Next Meeting: Thursday, 15 February 2024 at 10.00 am



Huw Evans
Head of Democratic Services
Tuesday, 9 January 2024

Contact: Democratic Services - Tel: (01792) 636923

Agenda Item 3.



City and County of Swansea

Minutes of the **Cabinet**

Multi-Location Meeting - Gloucester Room, Guildhall / MS

Teams

Thursday, 21 December 2023 at 10.00 am

Present: Councillor R C Stewart (Chair) Presided

Councillor(s)

C Anderson
L S Gibbard
E J King
A H Stevens

Councillor(s)

A Anthony
H J Gwilliam
A S Lewis

Councillor(s)

R Francis-Davies
D H Hopkins
R V Smith

Officer(s)

Huw Evans
Martin Nicholls
Ben Smith
Debbie Smith

Head of Democratic Services
Chief Executive
Director of Finance / Section 151 Officer
Deputy Chief Legal Officer

Also present

Councillor(s): T J Hennegan

Apologies for Absence

Councillor(s): - N/A

75. Disclosures of Personal and Prejudicial Interests.

In accordance with the Code of Conduct adopted by the City and County of Swansea, the following interests were declared:

- 1) Councillor R V Smith declared a Personal & Prejudicial Interest in Minute 83 "Local Authority Governor Appointments" and stated that he had dispensation from the Standards Committee to stay, speak but not vote on matters relating to the Appointment of Local Authority Governors.
- 2) Councillor R V Smith declared a Personal Interest in Minute 84 "Regional Education Consortium Amendment to Legal Agreement on Voting within Joint Committee".

76. Minutes.

Resolved that the Minutes of the meeting(s) listed below be approved and signed as a correct record:

- 1) Cabinet held on 16 November 2023.

77. Announcements of the Leader of the Council.

1) Draft Budget Settlement 2024-2025

The Leader of Council stated that Welsh Government had published the draft Budget settlement 2024-2025.

2) Swansea Regeneration, & Ambition 2024

The Leader of the Council stated that several of Swansea's key projects would come to fruition in 2024, these included 71-72 The Kingsway, Place Theatre & Albert Hall. These and other schemes demonstrated the Council's ambition.

78. Public Question Time.

No questions were asked.

79. Councillors' Question Time.

No questions were asked.

80. Scrutiny Inquiry into Anti-Social Behaviour.

The Anti-Social Behaviour Scrutiny Inquiry Panel submitted a report, which presented the findings, conclusions and recommendations resulting from the Scrutiny Panel's Inquiry into Anti-Social Behaviour. Councillor T J Hennegan presented the report.

Resolved that:

- 1) The report be noted.
- 2) A written response to the scrutiny recommendations and proposed action(s) be given in due course.

81. Revenue and Capital Budget Monitoring 2nd Quarter 2023/24.

The Cabinet Member for Economy, Finance & Strategy submitted a report that outlined the financial monitoring of the 2023/204 revenue and capital budgets, including the delivery of budget savings.

Resolved that:

- 1) The comments and variations, including the heightened material uncertainties around equal pay provisions, set out in the report and the actions in hand to seek to address these be noted.
- 2) The virements and the use of the Contingency fund as set out in Paragraph 3.2 of the report and the Inflation provision as set out in Paragraph 4.3 of the

report subject to any further advice from the Section 151 Officer during the year be approved.

- 3) The need for all Directors to continue to minimise service spending in year be reinforced, providing clear recovery plans where they are overspending, recognising that the budget overall is currently balanced only by relying on future (but far from wholly assured) reimbursement from Welsh Government, centrally held contingency budgets and increasingly reserves.
- 4) It be recognised that Directorate cost overspends must be absolutely minimised, through recovery plans, given the proposed material pay provision, in current year by targeted recovery action with a clear expectation of 'tough' rebasing choices to achieve a balanced budget for the 2024/2025 budget round.
- 5) The indicative overspend in Paragraph 6.1 of the report with further actions to be confirmed in subsequent quarters once it is clearer as to the likely final cost of the equal pay award provision be noted.

82. Quarter 2 2023/24 Performance Monitoring Report.

The Cabinet Member for Corporate Services & Performance submitted a report that outlined the corporate performance for Quarter 2 2023/2024.

Resolved that:

- 1) The Council's performance achieving the Council's wellbeing objectives in Quarter 2 2023/2024cbe noted.
- 2) The use of this information to inform executive decisions on resource allocation and, where relevant, corrective actions to manage and improve performance and efficiency in delivering national and local priorities be noted.

83. Local Authority Governor Appointments.

The Local Authority Governors Appointment Group submitted a report, which sought approval of the nominations submitted to fill Local Authority (LA) Governor vacancies on School Governing Bodies.

Resolved that:

- 1) The following nominations recommended by the Director of Education in conjunction with the Cabinet Member for Education & Learning be approved:

Blaenymaes Primary School	Sam Etheridge Phatsimo Mabophiwa
Christchurch Primary School	Donnie Yuen
Crwys Primary School	Linda Place
Cwmrhydyceirw Primary School	Helen McLaughlin

Glyncollen Primary School	Cllr Ceri Evans
Gowerton Primary School	Richard Casey
Penclawdd Primary School	Howard Evans
Townhill Primary School	Janet Chaplin
Y G Bryntawe	Margaret Greenaway

84. Regional Education Consortium Amendment to Legal Agreement on Voting Within Joint Committee.

The Deputy Chief Legal Officer presented a report that sought approval to amend the Partneriaeth Joint Committee Agreement to allow each constituent Local Authority to choose whether to nominate their Leader or Cabinet Member with responsibility for the Education portfolio to be the voting member on the Joint Committee.

Resolved that:

- 1) The draft Deed of Variation attached at Appendix A of the report which allows each individual Constituent Authority to decide who should be the voting member on Partneriaeth's Joint Committee be approved.
- 2) The Cabinet Member for Education & Learning be appointed as the voting member for Swansea Council and the non-voting member shall be the Leader of Swansea Council.
- 3) Authority be delegated to the Chief Legal Officer to approve the final terms of the Deed of Variation and to enter into the Deed on behalf of the Council.

85. Financial Procedure Rule 7 – Local Transport Fund SBWW and Regional Bus Core Allocation 2023/24 and 2024/25.

The Cabinet Member for Environment & Infrastructure submitted a report that sought approval for the additional funding for Local Transport Fund (LTF) and to add the capital expenditure to the delivery programme for Local Transport Fund projects in 2023/2024 and 2024/2025. It also sought to comply with Financial Procedure Rule 7 "Capital Programming and Appraisals", to commit and authorise schemes in the Capital Programme.

Resolved that:

- 1) The receipt of the grant funding be approved.
- 2) Authority be delegated the Cabinet Member for Environment & Infrastructure and Director of Place to progress the Local Transport Fund schemes set out in Paragraph 2 of the report, and they be added to the Capital programme in line with FPR7.

Minutes of the Cabinet (21.12.2023)
Cont'd

The meeting ended at 11.03 am

Chair

Call In Procedure – Relevant Dates	
Minutes Published:	21 December 2021
Call In Period Expires (3 Clear Working Days after Publication):	23.59 on 29 December 2023
Decision Comes into force:	30 December 2023

Agenda Item 7.



Report of the Chair of the Corporate Services & Financial Resilience Service Transformation Committee

Cabinet – 18 January 2024

Customer Charter and Service Standards Framework

Purpose:	To recommend to Cabinet for approval and adoption the Customer Charter and Service Standards Framework (Appendix A).
Policy Framework:	Successful and Sustainable Swansea Digital Strategy 2023-28
Consultation:	Access to Services, Finance and Legal
Recommendation(s):	It is recommended that: 1) Cabinet approves the Customer Charter and Service Standards Framework (Appendix A), for adoption from the 1 st April 2024. 2) Cabinet delegates authority to Directors and the relevant Cabinet Member, to make any minor changes to the Standards as appropriate and always in consultation with the Cabinet Member for Corporate Services & Performance (Deputy Leader) and the Cabinet Member for Service Transformation (Deputy Leader).
Report Author:	Sarah Lackenby
Finance Officer:	Ben Smith
Legal Officer:	Debbie Smith
Access to Services Officer:	Rhian Millar

1. Introduction

- 1.1 The Corporate Services Service Transformation Committee discussed a draft Customer Charter and Service Standards on the 25th of July 2023, after which public consultation and engagement was undertaken in the form of:
- A survey published online and in paper copies at libraries and the reception in Civic Centre.

- Engagement with the Ageing Well Steering Group. This group is made up of partners and community groups and includes representation from all communities over 50.
 - The Council also asked people for feedback at a large engagement event in December, which had representation from groups who work with the Council on the LGBTQ+ Forum, Disability Liaison Group and Ageing Well.
- 1.2 Overall, 144 people responded and the Customer Charter and Service Standards Framework (Appendix A) has been updated as a result of their feedback, which is highlighted in section 2 of this report.
- 1.3 The Charter and Standards are a dynamic set of guidelines. They will require constant review, and moving forward, will be updated in line with changes to legislation and working practices. Therefore, although it is recommended this version of the Charter and Standards is adopted, it will be subject to change and development moving forward.

2 Survey Consultation and Engagement Feedback

- 2.1 There were 73 responses to the survey of whom 81% were Swansea residents and 16% were Swansea Council staff.
- 2.2 A summary of feedback from residents who completed the survey includes the following:
- 84% of respondents agreed the overall promises laid out in the Charter are needed and 73% felt they will improve customer standards. Responding in a timely manner was raised throughout by several respondents.
 - With regard to accessing services online 76% of respondents felt they were the right promises and 68% felt they would improve customer standards. However, additional comments strongly highlighted the need for telephone and face-to-face channels alongside online services.
 - Regarding contacting Council services by email, 70% of respondents felt they were the right promises and 77% felt they would improve customer standards.
 - Regarding contacting Council services by phone, 77% of respondents felt they were the right promises and 68% felt they would improve customer standards. This is the area where responding in a timely manner was requested by most respondents to the survey.
 - Regarding residents visiting Council offices, 92% of respondents felt they were the right promises and 90% felt they would improve customer standards.
 - Regarding Council staff visiting residents, 96% of respondents felt they were the right promises and 90% felt they would improve customer standards.
- 2.3 With regard to the Service Standards listed for each service area, some comments were received around individual cases and current service requests, these will be passed to the relevant department.

- 2.4 In addition, the Partnership and Involvement Team provided the support for further direct engagement and feedback through both the Ageing Well Steering Group and a large engagement event in December. The event had representation from groups who work with the Council on the LGBTQ+ Forum, Disability Liaison Group and Ageing Well. 71 responses were received with feedback across the following themes:
- The importance of face-to-face access channels
 - Pocket guides were requested for useful information such as the Customer Charter and Service Standards
 - Requests for services to be available in more languages.

3. Integrated Assessment Implications

- 3.1 The Council is subject to the Equality Act (Public Sector Equality Duty and the socio-economic duty), the Well-being of Future Generations (Wales) Act 2015 and the Welsh Language (Wales) Measure, and must in the exercise of their functions, have due regard to the need to:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Acts.
 - Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - Foster good relations between people who share a protected characteristic and those who do not.
 - Deliver better outcomes for those people who experience socio-economic disadvantage
 - Consider opportunities for people to use the Welsh language
 - Treat the Welsh language no less favourably than English.
 - Ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.
- 3.1.1 The Well-being of Future Generations (Wales) Act 2015 mandates that public bodies in Wales must carry out sustainable development. Sustainable development means the process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the 'well-being goals'.
- 3.1.2 Our Integrated Impact Assessment (IIA) process ensures we have paid due regard to the above. It also takes into account other key issues and priorities, such as poverty and social exclusion, community cohesion, carers, the United Nations Convention on the Rights of the Child (UNCRC) and Welsh language.
- 3.2 An IIA Screening Form has been completed (Appendix B) with the agreed outcome that a full IIA report was not required. The IIA has been updated following the survey feedback and will continue to be reviewed. Summary of findings from the IIA screening:
- The Customer Charter and Service Standards will have a medium positive impact across all groups as residents and businesses will know what level of service to expect when they contact the Council.

- The Service Standards are already in place, some of which are statutory, therefore changes will not be possible for some areas.
- The Charter and Standards are dynamic and will be subject to change, for example, as a result of legislative or service changes. Moving forward, services may therefore also undertake their own consultation and engagement where changes are being proposed, this may include co-production where appropriate.
- A broad survey consultation has been undertaken and changes have been made to the Charter and Service Standards as a result, including:
 - A framework to reflect the dynamic nature of services.
 - Providing access to services and information in alternative formats, e.g. large print, braille etc.
 - Strengthening the need for telephone and face-to-face to support online channels.
 - Strengthening the timeliness of responses, especially when responding by phone.
- In addition to the survey, further engagement was undertaken with the Ageing Well Steering Group and through a large engagement event in December, which had representation from groups who work with the Council on the LGBTQ+ Forum, Disability Liaison Group and Ageing Well. Further suggestions are being evaluated, particularly the themes around more languages and handy pocket guides.
- This work delivers on the Transformation and Financial Resilience well-being goal and steps in the Corporate Plan. The aim of the Charter and Standards is to provide clear guidance to residents and businesses when they access Council services.
- Risks are considered to be low as Service Standards are already in place, some of which are statutory.
- The cumulative impact is considered to be positive at this stage in development, providing a firm framework for residents and businesses accessing Council services.

4. Financial Implications

- 4.1 Providing access to information and services in alternative formats such as large print or braille may incur additional costs for some services. It is expected to be accommodated within existing budgets.

5. Legal Implications

- 5.1 There are no specific legal implications arising from this report.

Background Papers: None

Appendices:

- Appendix A Customer Charter and Service Standards
 Appendix B IIA Screening



CUSTOMER CHARTER & SERVICE STANDARDS FRAMEWORK

Customer Charter

The Swansea Council Customer Charter, combined with our published Service Standards, provide our framework for communicating how we will meet the expectations of our residents. The framework provides clear and concise statements, detailing ways by which we can measure and monitor customer service levels.

The Service Standards explain what each front-facing service delivers. They also describe the timescales within which you can expect us to deal with your query. We are committed to ensuring that you are completely satisfied with the service you are getting in line with our Standards.

Swansea Council is committed to putting our customers at the heart of everything we do and we welcome your feedback on how we can improve our services.

Our Customer Charter framework sets out our promises as to how we will deliver high quality services to you and the service standards we will provide to enable us to meet your expectations.

Our promises

We will:

- Provide you with quality services
- Ensure that we use plain language and have trained staff to answer your questions
- Be honest, approachable and polite, keeping your needs at the heart of everything we do
- Acknowledge and respond within the timescales laid out in our Service Standards
- Aim to answer your enquiry through the publicised first point of contact wherever possible
- Make sure the information we provide is accurate, up to date, and bilingual where required
- Provide information in alternative formats where requested, e.g. large print, braille
- Deliver services in a way which offers good value for money for the community
- Involve you in the design and delivery of our services wherever possible.

When you need to access services online, we will:

- Provide you with easy-to-use, accessible, bilingual online services with all the information you need in one place

- Publish a range of web addresses and emails so you can quickly access services or contact officers
- Deliver secure and trusted online services to you
- Help those residents unable to use online channels with telephone and face-to-face support.

If you email us, when we respond we will:

- Be clear, use plain language, and reply bilingually where appropriate
- Respond within the timescales laid out in our Service Standards.

If you phone the Council, we will:

- Aim to answer your call in a timely manner
- Give you alternative options and information for accessing services during busy periods
- Provide access to services in Welsh and other languages.

When you visit our public offices, we will:

- Provide an accessible space which is open during published hours
- Provide a welcoming, friendly and helpful atmosphere
- Aim to see you within 30 minutes (if you have to wait longer we will explain why).

If we visit you, we will:

- Arrive at the agreed appointment time (unless we are delayed, in which case we will contact you)
- Be helpful, polite, and treat you with respect and dignity.

When you speak with our staff we expect you to:

- Be helpful, polite, and treat us with respect and dignity
- Understand we will address unreasonable behaviour and may end the conversation / visit, or invoke our Unreasonable Customer Behaviour Policy if necessary.

Service Standards

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
Benefits – Housing Benefit (HB)	Make a new claim for Housing Benefit or tell us about a change in your household circumstances that might affect an existing claim	If you have provided all the information we need, we will work out how much HB you are entitled to and tell you	28 working days	Web: Housing Benefit and Council Tax Reduction - Swansea Email: benefits@swansea.gov.uk Phone: 01792 635353
Benefits – Council Tax Reduction (CTR)	Make a new claim for CTR or tell us about a change in your household circumstances that might affect an existing claim	If you have provided all the information we need, we will work out how much CTR you are entitled to and tell you	28 working days	Web: Housing Benefit and Council Tax Reduction - Swansea Email: benefits@swansea.gov.uk Phone: 01792 635353
Benefits – Housing Benefit (HB) and Council Tax Reduction (CTR)	Query entitlement/ payments / the potential impact of changes in circumstance on benefits / seek advice, support	We will explain our decisions/calculations and the regulations in a clear and concise way.	28 working days	Web: Housing Benefit and Council Tax Reduction - Swansea Email: benefits@swansea.gov.uk Phone: 01792 635353
Breach of planning control	Report works where a property doesn't have planning permission or is breach of condition	Investigate your complaint and advise on course of action to be taken	12 weeks	Web: swansea.gov.uk/planningenforcement Email: enforcement.development@swansea.gov.uk Phone: 01792 635701
Building Control application	Submit a completed application form for building regulations	Register your application	Within 3 working days	Web: www.swansea.gov.uk/bcon Email: bcon@swansea.gov.uk Phone: 01792635636

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
Building inspections	Request an Inspection	Carry out inspections while the work is taking place and we are happy to talk to you about an inspection programme for your scheme that suits you.	Where possible same working day, or within 24hrs of request. Future date inspection by arrangement.	Web: www.swansea.gov.uk/bcon Email: bcon@swansea.gov.uk Phone: 01792 635636
Cemeteries	Search for a grave	We will conduct a search of municipal cemeteries	Within 5 working days	Web: Burials and cremations - Swansea Email: bereavementservices@swansea.gov.uk Phone: 01792 636389
Crematorium	Enquire about a memorialisation scheme for the crematorium	Provide information / costs and process application	Within 5 working days	Web: Burials and cremations - Swansea Email: bereavementservices@swansea.gov.uk Phone: 01792 636481
Registrars	Enquire to register a birth	Offer an appointment	Within 5 working days	Web: swansea.gov.uk/registrars Email: registrars@swansea.gov.uk Phone: 01792 637444
Commercial land and property	Search for available land and property in Council ownership	We will advise on available council land and property.	Email contact 5 working days. Tel contact 2 working days If call unable to be answered and message	Web: Land and property for sale or lease - Swansea Email: Corporate.Property@swansea.gov.uk Phone: General enquiries (property / asset management) 01792 636727

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
			being left requesting a call back	
Committee agendas	To find out information on any meetings such as council, cabinet, planning etc.	We will advise and help in your search for information on items reported to the various meetings of council.	5 working days	Web: www.swansea.gov.uk/democracy Email: democracy@swansea.gov.uk Phone: 01792 636923
Councillors	To find out information on any our 75 councillors.	We will assist and advise with queries such as who is my local councillor or relevant cabinet member for a service area.	3 workings days	Web: www.swansea.gov.uk/councillors Email: democracy@swansea.gov.uk Phone: 01792 636923
Complaints	Make a complaint about any service	We will investigate the complaint and respond to you. We take complaints very seriously and use them as an opportunity to improve our services.	Corporate complaints: Stage 1: 10 working days Stage 2: 20 working days Social Services complaints follow a specific Policy, please visit the link	Web: Corporate complaints policy Social Services complaints policy Email: complaints@swansea.gov.uk Phone: 01792 637345
Council-owned land	To make general queries including ownership	We will advise if land is council owned and confirm areas of responsibility	Email contact 5 working days. Tel contact 2 working days If call unable	Email: Corporate.Property@swansea.gov.uk

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
			to be answered and message being left requesting a call back	Phone: General enquiries (property / asset management) 01792 636727
Council Tax	Report a change of address / change of ownership or occupation of a property	Take the details off you and make the necessary updates so a correct bill can be issued	28 working days	Web: Register/report a change of circumstances that may affect your Council Tax - Swansea Email: council.tax@swansea.gov.uk Phone: 01792 635382
Council Tax	Ask to pay by direct debit	Take the details off you and set up a direct debit claim for whichever of the 4 available dates you choose	28 working days	Web: www.swansea.gov.uk/paycounciltax Email: council.tax@swansea.gov.uk Phone: 01792 635382
Council Tax	Tell us about difficulties you may have with paying your bill	We will listen and do our best to agree a reasonable, mutually acceptable payment plan with you. We will also offer to refer you for independent financial advice and tell you about Council Tax Reduction	28 working days	Web: Problems paying your Council Tax bill - Swansea Email: council.tax@swansea.gov.uk Phone: 01792 635382
Council Tax	Make a payment	We will take the payment from you promptly	3 days	Web: www.swansea.gov.uk/paycounciltax

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
				Email: council.tax@swansea.gov.uk Phone: 0300 4562765
Dangerous structures	Report a dangerous structure.	To react within 3 hours/ 24 hours depending on severity.	Deal with imminent dangers within 3 hours. Non-imminent danger the next working day.	Web: www.swansea.gov.uk/bcon Email: bcon@swansea.gov.uk Phone: 01792635636
Dog fouling/litter	Report locations where dog fouling and/or litter is creating a hazard and/or nuisance	Remove the nuisance and/or hazard	Danger – by end of next working day Nuisance – within 5 working days	Web: https://www.swansea.gov.uk/reportit Email: evh@swansea.gov.uk Phone: 01792 635600
Education: General Queries	Ask any question about the provision of education in Swansea	Provide a clear and concise response and/or signpost to the relevant school/process	15 working days	Web: https://www.swansea.gov.uk/schoolsandlearning Email: education@swansea.gov.uk Phone: 01792 637400
Education: School Uniform Grant (School Essentials Grant)	Helpline to support the online grant application process	Provide support to claimants that are struggling with the online application process	15 working days	Web: https://www.swansea.gov.uk/schooluniformgrant Email: SchoolUniformGrant@swansea.gov.uk
Education: Free School Meals (FSM)	Make a new application for FSM or tell us about a change in your household circumstances that might affect an	If you have provided all the information we need, we will work out if you are entitled to FSM and tell you	28 working days	Web: Free school meals - Swansea Email: freeschoolmeals@swansea.gov.uk Phone: 01792 635353

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
	existing award of FSM			
Education: Additional Learning Needs Inclusion Team (ALNIT)	Contacting a member of the ALNIT Team for information, advice or assistance	Make sure we publish all the relevant information on our website	15 school days (during term time) or 28 calendar days (during school holidays)	Web: https://www.swansea.gov.uk/alnprofessionals Email: ALNIT@swansea.gov.uk Caseworker@swansea.gov.uk DESCO@swansea.gov.uk Phone: 01792 636162
Education: Additional Learning Needs Inclusion Team (ALNIT)	General enquiries to the team	Ensure all the relevant information is available on our website. Answer emails on specific questions Provide a limited phone services for those without internet or email access	15 school days to respond to e-mail queries Phone line will be open between 10.00 am to 12 noon & 2.00 pm to 4.00 pm Monday to Friday	Web: https://www.swansea.gov.uk/aln Email: ALNIT@swansea.gov.uk Phone: 01792 636162
Education: School Admissions	Apply to change school in the school year	Write to you with the outcome of your application in line with the timescales	15 school days (during term time) or 28 calendar days (during school holidays)	Web: https://www.swansea.gov.uk/schooladmissions Email: admissions@swansea.gov.uk Phone: 01792 636550
	Apply for a school place because you have moved into the area	Write to you with the outcome of your application in line with the timescales	15 school days (during term time) or 28 calendar days (during school holidays)	Web: https://www.swansea.gov.uk/schooladmissions Email: admissions@swansea.gov.uk Phone: 01792 636550
	Apply for a school place for entry to reception or year 7	Make sure we publish all the relevant information on our website and write to		Web: https://www.swansea.gov.uk/schooladmissions Email: admissions@swansea.gov.uk

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
		you directly if you are currently registered with a Swansea school		Phone: 01792 636550
	Admission Appeals	Make sure we publish all relevant information on our website to advise of the process to follow	Notification of right to appeal 15 school days (during term time) or 28 calendar days (during school holidays)	Web: https://www.swansea.gov.uk/schooladmissions Email: admissions@swansea.gov.uk Phone: 01792 636550
	General enquiries about school admissions	Ensure all the relevant information is available on our website. Answer emails on specific questions Provide a limited phone services for those without internet or email access	10 working days to respond to email queries Phone line will be open between 10 and 12 a.m. and 2 and 4 p.m. Monday – Friday (excluding bank holidays)	
Empty properties	Report details of an empty property which is open to access	We will visit the property, try to identify and contact the owner and make sure the property is secured if there is a risk of unauthorised access.	Visit the property within 2 working days	E-mail: evh@swansea.gov.uk Phone: 01792 635600
Food hygiene enquiries or complaints	Make a complaint, submit an enquiry or request for a service	Investigate the complaint, respond to the enquiry or request for a service and take appropriate action	Officers will respond to your complaint, enquiry or request for a service within 5	Web: https://www.swansea.gov.uk/food Email: foodandsafety@swansea.gov.uk Phone: 01792 635600

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
			working days of receipt	
Freedom of Information requests	Make a Freedom of Information Request in writing	On receipt of a written request for recorded information the Council will notify you whether we hold that information. We will provide it in the way you requested	20 working days	Web: www.swansea.gov.uk/freedomofinformation Email: freedomofinformation@swansea.gov.uk Phone: 01792 637345
Grants and funding	Find out about grant funding options or opportunities	Help to signpost you to the most appropriate funding source(s)	Within 28 working days for initial request	Email: ExternalGrants@swansea.gov.uk GrantiauAllanol@abertawe.gov.uk
Grass verge cutting	Report locations where long grass is limiting driver visibility and creating a hazard	Cut visions splays as necessary	Within 5 working days	Email: parks.section@swansea.gov.uk Phone: 01792 280210
Health and Safety advice and complaints	Make a complaint, submit an enquiry or request for a service	Investigate the complaint, respond to the enquiry or request for a service and take appropriate action	Officers will respond to your complaint, enquiry or request for a service within 5 working days of receipt	Web: https://www.swansea.gov.uk/healthandsafety Email: evh@swansea.gov.uk Phone: 01792 635600
Highways: Active Travel	General enquiries	Ensure all the relevant information is available on our website. Answer emails on specific questions.	Officers will respond to your enquiry, complaint or request for a service within 10	Web: https://www.swansea.gov.uk/activetravel Email: activetravel@swansea.gov.uk Phone: 01792 843330 (Highways)

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
			working days of receipt	
Highways: Emergency	Report an immediately dangerous situation on the Highway	To react within 4 hours/ 24 hours depending on severity.		Phone to Highways Front Desk 01792 843330
Highways: Pothole Pledge	Report a pothole	We will repair the pothole where able.	48 hours for action and further 48 hours for response when an email address is provided.	Using the online "Report it" form, Email to highways@swansea.gov.uk or By Phone to 01792 843330
Highways Service Request	Reporting requests for works or routine service, ice, road condition, flooding etc	Log the call, investigate action appropriately.	Non safety defects no agreed response time. Dealt with by routine programmes of work.	Using the online "Report it" form, Email to highways@swansea.gov.uk or By Phone to 01792 843330
Houses in Multiple Occupation (HMO) Licensing	Make a licence application or request a variation of an existing licence	Log the application and contact you to confirm details, take payment and explain next stages.	Within 10 working days of you submitting the application.	E-mail: hph@swansea.gov.uk Phone: 01792 635600
Housing Standards	Report issues with the condition of your privately rented property	Take the details from you, including details of your landlord/agent, give you advice and arrange an inspection of the property, after contacting your landlord/agent.	Contact you to arrange an inspection within 5 working days of your report	Web: Get advice on private rented housing - Swansea E-mail: evh@swansea.gov.uk Phone: 01792 635600

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
Housing	General enquiries	We will refer your query to the correct section/team	General email enquiries: an initial acknowledgement within 1 working day and full response within 10 working days from the relevant team.	General enquiries: https://www.swansea.gov.uk/housingenquiryform email: housing@swansea.gov.uk housing portal: https://housing.swansea.gov.uk Area Housing Office emails: westarea.housingoffice@swansea.gov.uk eastarea.housingoffice@swansea.gov.uk northarea.housingoffice@swansea.gov.uk centralarea.housingoffice@swansea.gov.uk
Housing	Apply for Housing	Your application will be assessed in accordance with our Housing Allocations Policy.	30 working days	Housing Options Web: https://www.swansea.gov.uk/applyforcouncilhousing https://www.swansea.gov.uk/contacthousingoptions Email: housing.options@swansea.gov.uk Phone: 01792 533100
Housing	Make a Homelessness application	If you are at risk of becoming homeless, contact Housing Options and we will take initial details from you and arrange for you to be contacted by a homelessness caseworker who will carry out an assessment with you.	On the day if homeless that night. 10 working days if at risk of homelessness	Housing Options Web: https://www.swansea.gov.uk/helpforhomeless https://www.swansea.gov.uk/atriskoflosingyourhome https://www.swansea.gov.uk/contacthousingoptions Email: housing.options@swansea.gov.uk Phone: 01792 533100
Housing	Discuss your rent account	We will offer advice and support if you are	You will be contacted within 5	Rents Team Queries:

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
		struggling to pay your rent, or have a query about your account.	working days to discuss your query	Email: rentsteam@swansea.gov.uk Tel: 01792 534094 Ways to pay: https://www.swansea.gov.uk/rentsteam Pay your rent online: https://www.civicaepay.co.uk/Swansea/Webpay_public/webpay/default.aspx?Fund=21 Housing portal: https://housing.swansea.gov.uk
Housing	Report a repair	We will respond to your request and deal with your repair.	Repair categories: A - Emergency repairs – Attended to and made safe within 24 hours. Out of hours service available B - Urgent repairs– complete in 5 working days C - Non-urgent – complete in 20 working days (maybe subject to pre-inspection) D - Specialist Repairs – complete in 80 working days (may be subject to pre-inspection)	Repairs Web: https://www.swansea.gov.uk/requesthousingrepair Email: housingrepairscentre@swansea.gov.uk Housing portal: https://housing.swansea.gov.uk Tel: 01792 635100 Monday - Thursday 8.30am - 5.00pm and Friday 8.30am - 4.30pm Out of office hours emergencies: 01792 521500 Monday - Thursday 5.00pm - 8.30am Friday 4.30pm - Monday 8.30am

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
			<p>Pre-inspections carried out via an appointment arranged with the tenant</p> <p>Damp and mould – inspected within 5 working days and work needed carried out within 20 working days</p>	
Housing	Report anti-social behaviour (ASB) on council estates	Your initial complaint will be responded to either by the Area Housing Office or by the Neighbourhood Support Unit (NSU)	Your initial report will be responded to within 5 working days if a name and address is left.	<p>Report ASB - NSU Web: https://www.swansea.gov.uk/reportantisocialbehaviour Tel: 01792 648507 (24 hours)</p>
Housing	Request support from the Tenancy Support Unit (TSU)	The Tenancy Support Unit will provide housing-related support and advice to home owners, housing association tenants, council tenants and those who rent from the private sector.	An initial assessment of support needs will be undertaken within 5 working days.	<p>Web: https://www.swansea.gov.uk/requesttenancysupport Email: tsu@swansea.gov.uk Phone: 01792 774360</p>

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
Housing	Council Housing Major Improvement Programme	Provide advice and guidance to tenants of council properties about major repair and improvement work being undertaken or proposed in the future	Replies to emails will be made in 5 working days	Enquires to HousingILT@swansea.gov.uk Phone: 01792 635117
Housing	Renewals – enquire about grants and loans for eg Council House adaptations, Disabled Facilities Grants and repairs eg HomeFix Loan and Welsh Government loans	Provide initial advice and assistance on the forms of assistance available and signpost to most suitable service. Assist client in applying for that form of assistance.	Contacted within 10 working days to complete an initial enquiry for housing grants / loans assistance.	Renewals – Housing Grants Team Email: urbanrenewals@swansea.gov.uk Tel: 01792 635330
Land searches	To request Local Authority Con 29 searches, copies of documents, make payments and queries on all searches	We carry out local land searches which are part of the property conveyancing process. It allows prospective purchasers of properties and mortgage lenders to find out information that we hold about a property.	10 working days	Web: www.swansea.gov.uk/locallandcharges Email: locallandcharges@swansea.gov.uk Phone: 01792 635728
Licensing		Log the application and process in accordance		Web: https://www.swansea.gov.uk/licensing Email: evh.licensing@swansea.gov.uk

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
	<p>Submit a completed application for a licence</p> <p>-----</p> <p>Make a complaint, submit an enquiry or request for a service</p>	<p>with statutory requirements</p> <p>-----</p> <p>Investigate the complaint, respond to the enquiry or request for a service and take appropriate action</p>	<p>Applications will be processed in accordance with statutory timescales where applicable</p> <p>-----</p> <p>Officers will respond to your complaint, enquiry or request for a service within 5 working days of receipt</p>	<p>taxilicensing@swansea.gov.uk</p> <p>Phone: 01792 635600</p>
Litter/dog bins	<p>Report locations where overflowing litter/dog bins are creating a hazard and/or nuisance</p>	<p>Remove the nuisance and/or hazard</p>	<p>Danger – by end of next working day Nuisance – within 5 working days</p>	<p>Web: https://www.swansea.gov.uk/reportit Email: evh@swansea.gov.uk Phone: 01792 635600</p>
Local Development Plan	<p>Understand, raise queries about, and get involved in the production of, the Swansea Local Development Plan</p>	<p>To provide clear, consistent advice and opportunity for the public and key stakeholders to be active participants in the LDP process in accordance with the agreed Community Involvement Scheme</p>	<p>Respond to queries within 2 working days</p>	<p>Web: https://www.swansea.gov.uk/RLDP Email: ldp@swansea.gov.uk</p>

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
Noise nuisance and Pollution	Report a problem about noise, water, land or air pollution	Take the details from you and investigate and action appropriately	An officer will contact you for further information, where necessary within 5 working days.	Web: https://www.swansea.gov.uk/reportpollution E-mail: pollution@swansea.gov.uk Phone: 01792 635600
Parking ticket appeal	When you make representations in writing appealing against the issue of a Parking Charge Notice	Consider your reasons for appealing the Parking Ticket and make a decision to either uphold or reject these representations.	Pre Notice to Owner (NTO) appeal – respond in writing within 6 months. Post Notice to Owner (NTO) appeal – respond in writing within 56 Days	Web: Challenge Entry - City and County of Swansea Email: Car.parks@swansea.gov.uk
Passport to Leisure (PTL)	Make a new application for a PTL or to tell us about a change in your household circumstances that might affect a PTL you already hold	If you have provided all the information we need, we will work out if you are entitled to a PTL and tell you	28 Working days	Web: Passport to Leisure - Swansea Email: PTL@swansea.gov.uk Phone: 01792 635353
Placemaking and heritage	Obtain advice or information relating to placemaking and heritage in Swansea, including for Conservation Areas and Heritage Protected Assets	To provide clear, consistent advice and information	Respond to queries within 2 working days	Web: https://www.swansea.gov.uk/placemakingandheritage Email: ldp@swansea.gov.uk

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
	such as Listed Buildings			
Planning Pre-application advice	To explain how the Pre application service works, including the different types of pre applications provided and to make Payments	To provide clear and concise advice on the feasibility of proposals submitted	<ol style="list-style-type: none"> 1. Statutory advice service – 21 days of receipt of valid application 2. Non-Statutory advice service – 28 days of receipt of valid application or as agreed for larger schemes. 	Web: www.swansea.gov.uk/preplanningadvice Email: planning@swansea.gov.uk Phone: 01792 635701
Planning applications	To explain how the planning application process works, updates on planning applications, request application forms and to pay planning fees	To process as many applications as possible within Statutory targets, to approve developments assessed against current planning policies that bring social and economic benefits to all residents and communities within Swansea	56 days (for most applications)	Web: www.swansea.gov.uk/planningapplications Email: planning@swansea.gov.uk Phone: 01792 635701
Playgrounds - dangerous	Report playgrounds where there perceived hazards	Remove the hazard	Danger – by end of next working day	Email: parks.section@swansea.gov.uk Phone: 01792 280210
Pest Control	If you have problems with pests like mice, rats, fleas and wasps you can	Arrange a visit by a pest control officer after payment of the relevant	Due to the volume of calls the pest control service is receiving it can	Web: https://www.swansea.gov.uk/pestcontrolenquiryform

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
	arrange a pest control visit by completing the on-line enquiry form.	fee, as most of our services have a charge.	take up to 10 working days for a visit date to be made, from date of enquiry	Phone Environment Call Centre on 01792 635600
Port Health	Make a complaint, submit an enquiry or request for a service	Investigate the complaint, respond to the enquiry or request for a service and take appropriate action	Officers will respond to your complaint, enquiry or request for a service within 5 working days of receipt	Web: https://www.swansea.gov.uk/swanseabaypha Email: Port.Health@swansea.gov.uk Phone: 01792 635600
Register to vote / Elections / Voting	Enquire about vacancies, and standing for election	We will give you advice according to current legislations	We will follow statutory timetables during election time, otherwise we will respond within 5 working days	01792 636123 Web: https://www.swansea.gov.uk/elections Email: elections@swansea.gov.uk
	Enquire about elections in your area and how and where to vote	We will advise you of the correct procedure and where and when to vote	Within 3 working days	01792 636123 Web: https://www.swansea.gov.uk/elections Email: elections@swansea.gov.uk
	Report a change of name, address, add or remove an elector from your property	We will write to you confirming of the change	Within 28 days	01792 636123 Web: https://www.swansea.gov.uk/elections Email: elections@swansea.gov.uk
	Enquire about your registration details	We will confirm your registration status	Within 3 working days	01792 636123 Web: https://www.swansea.gov.uk/elections Email: elections@swansea.gov.uk
Paying for Adult Social	Make a new application for help	If you have provided all the information we need,	28 Working Days	Web: Paying for residential care - Swansea

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
Care – Residential Care	towards the cost of Residential Social Care or to tell us about a change in your circumstances that might affect an existing application.	we will work out how much help you are entitled to and explain how we have arrived at our decision.		Email: - SCIF@swansea.gov.uk Phone: 01792 636380
Paying for Adult Social Care – Non-Residential Care	Make a new application for help towards the cost of Non- Residential Social Care costs or to tell us about a change in your circumstances that might affect an existing application.	If you have provided all the information we need, we will work out how much help you are entitled to and explain how we have arrived at our decision.	28 Working Days	Web: Charges for care at home - Swansea Web: www.swansea.gov.uk/chargesforcareathome Email: SCIFhomecare@swansea.gov.uk Phone: 01792 636160
Social Care – Direct Payments Finance	Query the Finance side of Direct Payments	The Finance Directorate will make payments as instructed by Social Services, based on the client's support plan.	28 working days from when the instruction is received from Social Services	Web: Social care direct payments - Swansea Email: - DPFinance@swansea.gov.uk Phone: 01792 636511
Social Care – Childcare Payments	Query the Finance side of Childcare Payments including Fostering, Special Guardianships and Adoption	The Finance Directorate will make payments as instructed by Social Services, based on the client's support plan.	28 working days from when the instruction is received from Social Services	Web: Fostering and adoption - Swansea Email: - softbox.remittances@swansea.gov.uk Phone: 01792 636310

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
Paying for Adult Social Care-	Make a payment	We will take the payment from you promptly	3 days	Web: Pay - Swansea Residential Care Phone: 01792 636380 Non Residential Care Phone: 01792 636160
Adult Social Care	Information, advice or assistance Reporting a safeguarding concern	We will work with you to live well and safely in our community	We will respond within 2 working days via telephone or email.	Web: Social care and wellbeing - Swansea Common Access Point: CAP@swansea.gov.uk Phone: 01792 636519 Safeguarding: AdultSafeguardingTeam@swansea.gov.uk Phone: 01792 636854 Emergency Duty Team (out of hours): Emergency Duty Team - Swansea Email: edt.edt@swansea.gov.uk Tel: 01792 775501
Social Services	Make a comment, complaint or compliment about Social Services	When things go wrong and a service user or someone sufficiently concerned with their welfare, may wish to complain, the law says you have a right to get your views heard about Social Services	You will get an acknowledgement within 2 working days. We will contact you to discuss your complaint within 10 working days, We will write to you within 5 working days of the resolution date,	Phone: 01792 637345 Or contact the <u>Council Complaints Team</u>

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
			confirming the outcome.	
Child and Family Services	Seek information, advice or assistance or to report a safeguarding concern	We can help families to get support from the right people at the right time to live happy, health and safe lives	We will respond within 48 hours via telephone or email	Swansea Single Point of Contact (Monday to Thursday, 8.30 am – 5.00 pm; Friday 8.30 am – 4.30 pm) Email: singlepointofcontact@swansea.gov.uk Phone: 01792 635700 Emergency Duty Team is available outside of normal working hours on 01792 775501
Child and Family Services	Enquire about becoming a foster carer	We provide dedicated support on your fostering journey, from specialist training to financial allowances, so you're never alone	We will respond to your initial enquiry within 24 hours	Email: fosterwales.swansea@swansea.gov.uk Fostering Enquiry Line: 0300 555 0111
Child and Family Services	Enquire about becoming an adoptive parent	Western Bay Adoption offer support to not only adopters going through the assessment but also so adopted young people affected by adoption	We will respond to your initial enquiry within 5 working days	Email: enquiries@westernbayadoption.org Phone: 01639 685396
Stray Dogs	Report a dog straying in your area or contact us to see if your dog has been picked up by the Animal Warden	We will take the details from you and try and collect a straying animal or check our register to confirm whether your stray dog has been picked up. Take the release fee from you and explain how you	We will respond within 1 working day	E-mail: pest.control@swansea.gov.uk Phone: 01792 635600

Request	When you contact the Council to:	The Council's Commitment to you:	Within the Following Timescales	Contact Details of this Service:
		can collect your impounded dog.		
Trading Standards	Make a complaint, submit an enquiry or request for a service	Investigate the complaint, respond to the enquiry or request for a service and take appropriate action	Officers will respond to your complaint, enquiry or request for a service within 5 working days of receipt	Web: https://www.swansea.gov.uk/tradingstandards Email: trading_standards@swansea.gov.uk Phone: 01792 635600
Trees - dangerous	Report trees which are considered to be creating a hazard	Remove the hazard	Immediate Danger – by end of next working day Non immediate hazard - within 5 working days	Email: parks.section@swansea.gov.uk Phone: 01792 280210
Waste & Recycling: Assisted waste collections	When all residents of a property are unable to put waste out for collection due to disability or infirmity	Our waste team will be advised and will agree a safe position on the premises to collect the bags/bins	On your normal bin collection day, (Mon-Fri)	Web: Assisted collections - Swansea Email: evh@swansea.gov.uk Phone: 01792 635600
Waste & Recycling: Collections - missed	Report that your waste, correctly put out on time, has not been collected on the correct collection day, giving us your contact details	If put your waste out correctly and on time, our Waste Team will return to collect it	Within 5 working days	Web: Missed recycling and rubbish collection - Swansea Email: evh@swansea.gov.uk Phone: 01792 635600

Integrated Impact Assessment Screening Form – Appendix B

Please ensure that you refer to the Screening Form Guidance while completing this form.

Which service area and directorate are you from?

Service Area: Digital and Customer Services

Directorate: Corporate Services

Q1 (a) What are you screening for relevance?

- New and revised policies, practices or procedures
- Service review, re-organisation or service changes/reductions, which affect the wider community, service users and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- New project proposals affecting staff, communities or accessibility to the built environment, e.g., new construction work or adaptations to existing buildings, moving to on-line services, changing location
- Large Scale Public Events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Services Board, which impact on a public bodies functions
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services
- Other

(b) Please name and fully describe initiative here:

This initiative is a Customer Charter and Service Standards as part of delivering the first goal in the Digital Strategy 2023-28. Customer Charters are considered good practice and provide a framework for communicating how the Council will meet the expectations of our residents. In addition, a Customer Charter provides clear and concise statements detailing ways by which the organisation can measure customer service levels.

The Service Standards demonstrate what each front facing service within the Council will adhere to, with the timescales for dealing with a query.

Q2 What is the potential impact on the following: the impacts below could be positive (+) or negative (-)

	High Impact		Medium Impact		Low Impact		Needs further Investigation	No Impact
	+	-	+	-	+	-		
Children/young people (0-18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Future Generations (yet to be born)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Integrated Impact Assessment Screening Form – Appendix B

Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human Rights	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q3 What involvement has taken place/will you undertake e.g. engagement/consultation/co-productive approaches?
Please provide details below – either of your activities or your reasons for not undertaking involvement**

Consultation and engagement has been undertaken following discussion at the Service Transformation Committee on the 25th July 2023. A survey was undertaken to gather feedback and input from residents and further engagement was undertaken with the Ageing Well Steering Group and through a large engagement event in December, which had representation from groups who work with the Council on the LGBTQ+ Forum, Disability Liaison Group and Ageing Well. The Service Standards are already in place, some of which are statutory, therefore changes will not be possible for some areas. Services may also undertake their own consultation and engagement where changes are being proposed, this may include co-production where appropriate.

Q4 Have you considered the Well-being of Future Generations Act (Wales) 2015 in the development of this initiative:

- a) Overall does the initiative support our Corporate Plan’s Well-being Objectives when considered together?
Yes No
- b) Does the initiative consider maximising contribution to each of the seven national well-being goals?
Yes No
- c) Does the initiative apply each of the five ways of working?
Yes No
- d) Does the initiative meet the needs of the present without compromising the ability of future generations to meet their own needs?
Yes No

This work delivers on the Transformation and Financial Resilience well-being goal and steps in the Corporate Plan. The aim of the Charter and Standards is to provide clear guidance to residents and businesses when they access Council services.

Q5 What is the potential risk of the initiative? (Consider the following impacts – equality, socio-economic, environmental, cultural, legal, financial, political, media, public perception etc...)

High risk

Medium risk

Low risk

Q6 Will this initiative have an impact (however minor) on any other Council service?
 Yes No **If yes, please provide details below**

Integrated Impact Assessment Screening Form – Appendix B

The Charter and Standards will be adopted across the Council

Q7 Will this initiative result in any changes needed to the external or internal website?

Yes

No

If yes, please provide details below

Q8 What is the cumulative impact of this proposal on people and/or communities when considering all the impacts identified within the screening and any other key decisions affecting similar groups/ service users made by the organisation?

(You may need to discuss this with your Service Head or Cabinet Member to consider more widely if this proposal will affect certain groups/ communities more adversely because of other decisions the organisation is making. For example, financial impact/poverty, withdrawal of multiple services and whether this is disadvantaging the same groups, e.g., disabled people, older people, single parents (who are mainly women), etc.)

The cumulative impact is considered to be positive. Feedback following consultation and engagement has been incorporated into the Customer Charter and further suggestions are being evaluated, particularly the themes around more languages and handy pocket guides.

Outcome of Screening

Q9 Please describe the outcome of your screening using the headings below:

- **Summary of impacts identified and mitigation needed (Q2)**
- **Summary of involvement (Q3)**
- **WFG considerations (Q4)**
- **Any risks identified (Q5)**
- **Cumulative impact (Q7)**

Summary of findings:

- The Customer Charter and Service Standards will have a medium positive impact across all groups as residents and businesses will know what level of service to expect when they contact the Council.
- The Service Standards are already in place, some of which are statutory, therefore changes will not be possible for some areas.
- The Charter and Standards are dynamic and will be subject to change, for example, as a result of legislative or service changes. Moving forward, services may therefore also undertake their own consultation and engagement where changes are being proposed, this may include co-production where appropriate.
- A broad survey consultation has been undertaken and changes have been made to the Charter and Service Standards as a result, including:
 - A framework to reflect the dynamic nature of services.
 - Providing access to services and information in alternative formats, e.g. large print, braille etc.
 - Strengthening the need for telephone and face-to-face to support online channels.
 - Strengthening the timeliness of responses, especially when responding by phone.
- In addition to the survey, further engagement was undertaken with the Ageing Well Steering Group and through a large engagement event in December, which had representation from groups who work with the Council on the LGBTQ+ Forum, Disability Liaison Group and Ageing Well. Further suggestions are being evaluated, particularly the themes around more languages and handy pocket guides

Integrated Impact Assessment Screening Form – Appendix B

- This work delivers on the Transformation and Financial Resilience well-being goal and steps in the Corporate Plan. The aim of the Charter and Standards is to provide clear guidance to residents and businesses when they access Council services
- Risks are considered to be low as Service Standards are already in place, some of which are statutory.
- The cumulative impact is considered to be positive at this stage in development, providing a firm framework for residents and businesses accessing Council services.

(NB: This summary paragraph should be used in the ‘**Integrated Assessment Implications**’ section of corporate report)

Full IIA to be completed

Do not complete IIA – please ensure you have provided the relevant information above to support this outcome

NB: Please email this completed form to the Access to Services Team for agreement before obtaining approval from your Head of Service. Head of Service approval is only required via email.

Screening completed by:
Name: Sarah Lackenby
Job title: Head of Digital & Customer Services
Date: 13th July 2023 updated 20th November 2023 and 15th December 2023
Approval by Head of Service:
Name: Ness Young
Position: Director of Corporate Services
Date: 13th July 2023

Please return the completed form to accesstoservices@swansea.gov.uk

Agenda Item 8.



Report of the Chair of Corporate Services & Financial Resilience Service Transformation Committee

Cabinet - 18 January 2024

Co-production Policy

Purpose:	To adopt the Co-production Policy
Policy Framework:	None.
Consultation:	Access to Services, Finance, Legal.
Recommendation(s):	It is recommended that: 1) The Co-production policy is adopted
Report Author:	Rhian Millar
Finance Officer:	Ben Smith
Legal Officer:	Debbie Smith
Access to Services Officer:	Catherine Window

1. Introduction

- 1.1 The council is committed to co-production where opportunities exist and are appropriate. This intention is set out in our Corporate Plan (2023-2028) by involving local people in council decisions that affect them, their families, and our communities. We will accomplish this by incorporating co-production behaviours and thinking into the way we work.
- 1.2 During the last 12 months Co-Production Lab Wales have been working with the council to increase our knowledge of co-production and develop a co-production policy.
- 1.3 Alongside the development of a policy, we have established a Co-production Champions network to provide a dedicated space for peer support and learning. In addition, we have invested in staff training and are developing a co-production toolkit to help with co-production implementation.

2. Purpose of the Policy

2.1 The purpose of this policy is to:

- ensure that co-production is considered alongside other methods of engagement and applied in all areas where it can add value, across the entire scope of the council's work.
- ensure the term 'co-production' is understood consistently throughout the council
- encourage a consistent approach to co-production across council departments and when talking about co-production with other organisations and residents.

2.2 This policy provides council staff and Members with the framework to incorporate co-production behaviours in the work they do and the services they deliver.

2.3 The policy draws on the good work undertaken within Social Services, specifically the West Glamorgan Regional Partnership Board Strategic Co-production Framework and the Swansea Council's Co-production for Social Care Strategy.

3. Developing the Policy

3.1 The policy has been co-produced with council staff and members:

- **Whilst the main aim of this policy is to increase co-production for Swansea residents, the main users of this policy will be council staff.** For this reason, Co-Production Lab Wales have involved council staff and members in their research and engagement during their work of designing the corporate policy.
- **The scope to influence/shape the policy from a citizen perspective is limited.** The policy builds on and fits around a number of existing council policies and strategies, governance arrangements and is based on best practice in the field of co-production. Co-Production Lab Wales were commissioned to draft the policy based on their co-production practice expertise.
- **This policy is helping to build the infrastructure needed to co-produce with citizens in the future.** Whilst some departments and projects are further ahead in their co-production journey, the council as a whole is at an early stage in its journey.
- **Co-producing policy is one of the most advanced types of co-production.** The council should aim to do more co-production at this level in the future, after staff have gained more experience and built more confidence in co-production. It is also important to have built more relationships with citizens who are equipped and trained to take part in strategic co-production.

3.2 As the main audience of the policy is council staff, we involved a wide range of internal stakeholders to co-produce the content and feed into its development:

- Discussions with Corporate Management Team
- Corporate Services & Financial Resilience Service Transformation Committee
- Leadership team session
- Cabinet discussions
- Co-production champions

4. Public consultation on the policy

4.1 A public consultation exercise was carried out of the draft policy. The consultation ran from the 25 September until the 10 November 2023. We used an online survey and offered a number of face-to-face and virtual opportunities to discuss the draft policy. The survey was widely promoted via social media and through our existing mechanisms. We also held specific sessions with council staff and the Corporate Services & Financial Resilience Service Transformation Committee.

How we consulted on the draft policy:

- Online Survey
- Three drop-in sessions at the Waterfront Museum
- Three Teams sessions
- Consultation champions session
- Corporate Services & Financial Resilience Service Transformation Committee session

4.2 Through this consultation we received 120 views and comments on the draft policy. We had 76 responses to the survey and the others were gathered from the opportunities listed above.

4.3 The draft policy was largely well-received and respondents were very supportive of the council's approach and commitment to take this work forward. All views received have been considered in developing the final policy and will also be used to support the development of the toolkit.

5. Next Steps

5.1 The policy once adopted will be promoted widely across the council and all services areas will be encouraged to consider how the policy could be used in their areas.

5.2 To support implementation Co-Production Lab Wales are developing an extensive toolkit which will provide guidance and support for delivering co-production activities.

5.3 Co-Production Lab Wales will continue working with the council until the end of March 2024. Their knowledge and expertise will be used to support co-production activity in live projects, using the principles outlined within the co-production policy.

6. Integrated Assessment Implications

- 6.1 The Council is subject to the Equality Act (Public Sector Equality Duty and the socio-economic duty), the Well-being of Future Generations (Wales) Act 2015 and the Welsh Language (Wales) Measure, and must in the exercise of their functions, have due regard to the need to:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Acts.
 - Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - Foster good relations between people who share a protected characteristic and those who do not.
 - Deliver better outcomes for those people who experience socio-economic disadvantage.
 - Consider opportunities for people to use the Welsh language.
 - Treat the Welsh language no less favourably than English.
 - Ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.
- 6.2 The Well-being of Future Generations (Wales) Act 2005 mandates that public bodies in Wales must carry out sustainable development. Sustainable development means the process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the 'well-being goals'.
- 6.3 Our Integrated Impact Assessment (IIA) process ensures we have paid due regard to the above. It also considers other key issues and priorities, such as poverty and social exclusion, community cohesion, carers, the United Nations Convention on the Rights of the Child (UNCRC) and Welsh language.
- 6.4 An IIA Screening Form has been completed and no adverse implications have been noted (Appendix B). The policy will have a positive impact on communities.

7. Financial Implications

- 7.1 All costs associated with the policy will be contained within existing budgets.

8. Legal Implications

- 8.1 The proposals identified are in accordance with relevant legislation.

Background Papers: None

Appendices:

- Appendix A Co-production Policy
Appendix B IIA screening

Swansea Council

Co-Production Policy

Foreword

Our ambitious vision to deliver a successful and sustainable Swansea (outlined in the [City and Council Corporate Plan 2023-2028](#)) can be realised by tapping into the wisdom and expertise of residents in our communities. We are committed to involving our communities in decisions that affect them, building on existing good work and partnership working to pave the way for doing co-production more frequently when appropriate. Co-production extends beyond simply asking for feedback. Residents and Swansea Council work together to commission, design, deliver, and evaluate projects and services. We believe that working in this way will lead to better outcomes for individuals and for our communities.

This won't happen overnight, it will be an ongoing journey with lots of learning along the way. To support the skills and culture required for high-quality co-production, we are expanding our active partnership working to effectively collaborate with partner organisations. We also support staff learning and development so that we can be confident and skilled co-producers. Within the council, there are pioneering individuals and teams who are already co-producing with residents. We have established a Co-production Champions network to provide a dedicated space for peer support and learning. In addition, we have invested in staff training and are developing a co-production toolkit to help with co-production implementation.

Finally, the development of this corporate policy demonstrates our commitment to co-production. It will be accompanied by a toolkit to help us transition to this new way of working and start to embed co-production in our organisational culture. We are putting these foundations in place with the introduction of this policy to enable more council departments and teams to begin to incorporate co-production in their work.

Cllr Rob Stewart
Leader of the Council

Martin Nicholls
Chief Executive

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Background

Purpose of this policy

Within the council, there is a greater emphasis on co-production. We share our intention in the Corporate Plan (2023-2028) to involve more local people in council decisions that affect them, their families, and our communities. We will accomplish this by incorporating co-production behaviours and thinking into everything we do.

As a result, co-production approaches are being considered more frequently alongside other methods of consultation and involvement. Co-production can be used for a variety of small to large-scale plans, services, and policies. Swansea Council will consider co-producing with residents whenever possible.

The adoption of this corporate co-production policy aims to:

- ensure that co-production is considered alongside other methods of engagement and is applied in all areas where it can add value, across the entire scope of Swansea Council's work
- ensure that the term 'co-production' is understood consistently throughout the council
- encourage a consistent approach to co-production across council departments and when talking about co-production with other organisations and residents
- Support creating the conditions for building trusted relationships between the council and the communities it serves, enabling co-production to eventually take place

This policy draws on the [West Glamorgan Regional Partnership Board Strategic Co-production Framework](#) and the [Swansea Council's Co-production for Social Care Strategy](#). It aims to build on existing work and good practice at Swansea Council and other organisations.

We recommend reviewing and updating the policy every five years. Any policy reviews could be co-produced with residents who are involved in policy development work with the council. Any policy changes must be reflected in the toolkit and any accompanying documents.

What is co-production?

Definition

Co-production is an asset-based approach to public services that involves people providing services and people receiving services to share power and responsibility, through working together in equal, reciprocal and caring relationships. It creates opportunities for people to access support when they need it, and to contribute to social change.

We have adopted the definition used by West Glamorgan Regional Partnership and Swansea Council's Social Care strategy, based on the Co-Production Network for Wales' definition.

There is no one single way to 'do' co-production but all good co-production shares values that ensure the voices of people with lived experience are heard equally alongside other people. Co-production starts from the idea that no one group or person is more important than any other group or person. This means no 'them and us'. In co-production we are all 'us'.¹

Co-production is a mindset and a way of working, based on these five principles:

1. Value all participants and build on their strengths.
2. Develop networks of mutual support.
3. Do what matters for all the people involved.
4. Build relationships of trust; share power and responsibility.
5. People can be change-makers, and organisations enable this.

The council frequently needs to work with its own staff or with outside providers. This is referred to as employee engagement, stakeholder engagement, partnership working, or collaboration. This is often required as a prerequisite for co-production, but something can only be called 'co-production' if it involves residents as well as those who commission or deliver services.

Co-production and other engagement approaches

“Engagement” is an umbrella term referring to any interaction between public services and their service users or members of the public. Co-production is a type of interaction that involves 'doing with' people in an 'equal and reciprocal partnership' and is based on values and shared decision-making. The spectrum of engagement diagram² below shows where co-production fits in relation to other engagement approaches.

¹ Taken from the [Council's Co-production for Social Care Strategy](#)

² Spectrum of engagement diagram is based on the [work of Sherry Arnstein and Co-Production Network for Wales](#)

<u>doing to</u>		<u>doing for</u>			<u>doing with</u>
coercion protection	education persuasion	information	consultation	participation	co-production
e.g. safeguarding	e.g. recycling education programmes	e.g. Council website info about bus passes	e.g. budget proposals survey	e.g. Neighbourhood watch projects, youth forums	e.g. Person-centred care, service co-design, co-commissioning
We have a duty to act to ensure people's safety.	We know what people need to do, we need to get them to do it.	We provide information where/when/how people need it.	We decide what questions to ask, and collect data to inform our decisions.	We listen to people's lived experience, to inform our thinking and decisions. People are involved, but we hold the power.	We listen to people's experience and share ours. There is shared power in our decision making. We value different experiences.
Council as regulator		Council as provider			Council as partner

While approaches to engagement involve thinking through the decision-making processes that underpin a piece of work, it is possible that a single project or programme will incorporate a variety of approaches.

For example, in the case of a council as a regulator, it is still possible to involve parents in ensuring effective family support programmes, or to involve children in effective care services, even if they may not have a choice whether to engage with those services or not. The first step in putting co-production into practice is determining where various aspects of your project or service fall on this spectrum, whether it could sit further towards 'doing with' approaches, and how to involve people accordingly.

Once the different engagement approaches are identified within a programme or piece of work, thought can be given to methods. Generally co-production requires conversation and accessibility so certain methods are more aligned with co-productive practice than others. Whilst consultation or participation may be a necessary part of overall engagement, in themselves these are not processes that enable shared power or decision making. It should be made clear from the start about the extent to which co-producing with residents will affect change and openly manage expectations as the work develops.

This policy's accompanying toolkit will provide guidance to help staff choose the right approaches and methods.

Levels of co-production:

Co-production can take place in a variety of settings and circumstances. In the council, co-production occurs at three levels:

1. **Individual Level:** Co-production relating to individual needs and support plans. For example, residents actively contributing to identifying needs at an assessment .
2. **Service level:** Co-production at the service level refers to how services are designed or delivered. For example, residents participating in the planning of activities within a residential setting, being involved in staff recruitment, giving training to providers, developing service specifications, and playing an active role in the monitoring and evaluation of those services.
3. **Strategic level:** Co-production at the strategic level relates to future service delivery planning. For example, reviewing how well services are performing, deciding how budgets are allocated, defining good practice and quality improvement at a 'high-level'.

Applying co-production

When and under what circumstances to co-produce

The toolkit includes instructions for understanding these indicators of readiness and feasibility. These are the circumstances under which Swansea Council should consider co-production in the first instance:

- **When the Council lacks a clear solution for at least some aspects of the problem or opportunity.** The problem could be approached from multiple, sometimes conflicting perspectives, and there could be multiple solutions. The more unknown elements there are and the higher the level of complexity, the more valuable a co-production approach is. If there is already an obvious solution that requires some feedback before implementing, consultation or participation would be more suitable approaches.
- **When expertise from both lived and learned experiences is required to provide answers.** By lived experience we mean the knowledge gained from our background and day-to-day experiences in life. By learned experience we mean the knowledge we acquire through work and education. It is necessary to gather a group who are a mixture of council staff and residents who don't work for the council. For example, if co-producing a service, the group should include people who deliver the service and people who use (or might in the future use) the service. If it is a problem or opportunity that only requires learned experience (e.g. a highly technical challenge), then information and consultation around its implementation would be more suitable approaches.

- **It is possible to gather people in the same location at the same time.** Genuine co-production necessitates bringing together people with lived experience, professionals, and others involved (e.g. policymakers, architects). Everyone involved in the process has something to learn and something to offer. While co-production may require people to work separately at times, it usually involves people coming together at least some of the time. The needs, preferences and safety of underserved communities should always be prioritised when making decisions around how and when the group collaborates. When people cannot be brought together, dividing them into different groups and utilising participation methods may be more appropriate.
- **When the group of people gathered to co-produce can make at least some decisions.** Co-producers should make decisions, not just suggestions. While it's unrealistic to expect that everything can be co-decided, co-production supports some decision-making by co-producers (including people with lived experience). Some decisions may need to be escalated and passed on to others as proposals or recommendations. Consultation or participation may be more appropriate approaches if there is little room for any decision making.

When it might be difficult to do co-production well

These are the circumstances under which Swansea Council should consider whether a different approach is more appropriate, or if co-production needs to happen at a later stage in the process.

- **When the timeframe is insufficient to build and nurture relationships.** The co-production process needs flexibility to 'move at the speed of trust'. This includes relationships between everyone in the co-production group. In an ideal scenario, any deadlines are flexible to make time for relationships and trust to grow. Any deadlines should be flexible in order to allow time for relationships and trust to develop. If this is not possible and existing deadlines must be met (for example deadlines set by statutory responsibilities or funders), these deadlines should be months rather than weeks away. Consultation or participation would be more appropriate approaches if there is insufficient time to build and nurture relationships.
- **If it is required by law to consult.** Where there is a statutory obligation to consult, consultation should be used. However, it is still possible to consider co-productive approaches and values when conducting the consultation process. Any new ideas sparked and new relationships built through consultation could act as a starting point for co-production.

- **When decisions must be made very quickly (for example in an emergency or crisis situation).** If the council does not have the necessary arrangements in place to co-produce in these types of scenarios, information sharing and rapid consultation is often the best engagement approach.

High level guiding principles for implementation

The toolkit provides more detailed information about the guiding principles. Any Swansea Council project or programme that uses a co-production approach must adopt these principles when doing the work:

- **Transparency about the scope for decision making from the start.** Key stakeholders from a service or portfolio must meet early in the co-production process to determine which decisions can be made by the co-production group.
- **We are generous with our hospitality.** While this isn't complicated, it is sometimes overlooked or planned at the last minute. To support the process of building trust and relationships, we must provide hospitality. Offering a cup of tea, cooking a meal, knowing and remembering people's names, and greeting them warmly are all examples of hospitality.
- **Nobody should be out of pocket for taking part.** A budget should be set aside whenever possible to cover the costs of participating in the co-production process (for example travel reimbursement or lunch/dinner provided).
- **We plan for good well-being.** Taking part in genuine co-production requires vulnerability for all involved. There should be a plan in place for how the group will look after each other's well-being throughout the process, with an emphasis on responding to the group's needs as and when issues arise.
- **Everyone's contribution should be recognised.** Co-producers give their time, stories, and intellectual property to the co-production process. People's preferences for how they want to be recognised are likely to differ. Payment, benefits from what is being designed, or something else a person values (such as access to training or a donation) could all be forms of recognition.
- **We pay attention to communication.** Good communication is essential to an inclusive co-production process. People have different preferences, and it's important to use a variety of approaches and tools to make sure everyone understands how to participate and is understood. We must avoid acronyms, jargon and abbreviations .

- **People should be informed about what happened following their participation in a co-production process.** All feedback should be provided to participants on time, concisely, and clearly, including what action is being taken, by whom, and when. This is an important mechanism for maintaining relationships and having ongoing conversations.

Roles in the process

- Relevant Council stakeholders with decision-making power (e.g. cabinet, councillors, heads of service) should be involved in conversations as soon as there is the potential for co-production in an area of their work. Their participation in the process will have to be determined on a case-by-case basis.
- Team to co-ordinate and facilitate the co-production process. This should be flexible enough to allow residents to be involved in the coordination and organisation. This should also be cross-agency; for example, partner organisations, council staff, cabinet, and/or other elected members could all be part of this team.
- Partner organisations to help with engagement, recruitment, well-being, and knowledge. It is essential to collaborate and actively partner with community-based organisations or community-based council staff and members to get the right people involved.
- Voices from different parts of the community to be heard alongside decision makers and council staff. You may start with an existing group but check whose voices are missing and plan to reach out to them and involve them. This may necessitate new approaches, collaboration with various community groups or personalised invitations to particular individuals.

Additional information

How this policy was created

Swansea Council commissioned Co-production Lab Wales to support the policy design process. The policy draws on co-production best practice from within and outside the council.

This policy has not been co-produced with residents because there was little scope for decision making by residents in this instance.

The policy was developed based on the insights gathered from numerous internal engagement activities, including:

- interviews and workshops with Swansea Council staff across departments
- interviews and workshops with Swansea Council members
- in-depth conversations with Cabinet Members
- workshop with Corporate Services & Financial Resilience Service Transformation Committee
- workshop with Corporate Management Team
- workshops to test the policy draft with the Swansea Council Co-production Champions.

The Co-production Lab Wales also interviewed staff from other Councils across the UK to understand their approach to co-production, participation and engagement at internal staff policy level.

Following the public consultation on the draft policy, further amendments were made to reflect the input received.

Strategic level co-production is also the most complex and skilled level of co-production, and it is recommended that the council establishes stronger foundations with individual and service level co-production in the short term, paving the way for more strategic level work in the long term. It is recommended that future reviews of this policy be co-produced if the conditions for co-production outlined in this policy are met.

Related policies and other resources

Accompanying toolkit (due for completion by 22nd January 2024)

[LINK] and [DESCRIPTION]

Local and Regional Policies and Plans

This policy builds on work and standards set out in specific service areas and departments of the council and partners. We recommend familiarising yourselves with these documents as they are relevant to any work which involves engaging with residents in Swansea

- [Swansea Council's Consultation and Engagement strategy](#)
- Swansea Council's [Public Participation Strategy](#)
- Swansea Council and Swansea Co-production Network's [Strategy for Social Care in Swansea - 'Working Together'](#)
- Swansea Council's Volunteering Strategy
- [Swansea Council's strategic equality plan](#)
- Swansea's [Human Rights city pledge](#)
- Swansea Public Services Board and One Swansea's [Local well-being plan 2023-28](#)
- [West Glamorgan Regional Partnership Board Strategic Co-production Framework](#)

National guidance and policies

We recommend ensuring that you are familiar with the following guidance and policies that are relevant to involving residents in the design and delivery of public services in Wales.

- [National Participation Standards](#)
- [National Children and Young People's Participation Standards for Wales](#)
- [National Principles for Public Engagement in Wales](#)
- [Practitioners Manual for Public Engagement](#)
- [Well-being of Future Generations Act \(Wales\) 2015](#)
- [Knowledge base resources page from the Co-production Network for Wales](#)
 - [Glossary of engagement terminology](#)

Please ensure that you refer to the Screening Form Guidance while completing this form.

Which service area and directorate are you from?

Service Area: Communications and Customer Engagement

Directorate: Corporate Services

Q1 (a) What are you screening for relevance?

- New and revised policies, practices or procedures
- Service review, re-organisation or service changes/reductions, which affect the wider community, service users and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- New project proposals affecting staff, communities or accessibility to the built environment, e.g., new construction work or adaptations to existing buildings, moving to on-line services, changing location
- Large Scale Public Events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Services Board, which impact on a public bodies functions
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services
- Other

(b) Please name and fully describe initiative here:

Co-production Policy

Within the council, there is a greater emphasis on co-production. We share our intention in the Corporate Plan (2023-2028) to involve more local people in council decisions that affect them, their families, and our communities. We will accomplish this by incorporating co-production behaviours and thinking into everything we do.

As a result, co-production approaches are being considered more frequently alongside other methods of consultation and involvement. Over the last 12 months Co-Production Lab Wales have been delivering a project for the Council with the to increase our knowledge of co-production and develop a co-production policy for the Council.

Alongside the development of a policy, we have established a Co-production Champions network to provide a dedicated space for peer support and learning. In addition, we have invested in staff training and are developing a co-production toolkit to help with co-production implementation.

This policy provides Council staff with the framework and the permission to incorporate co-production behaviours in the work that they do and services they deliver.

The policy draws on the good work undertaken within Social Services, specifically the West Glamorgan Regional Partnership Board Strategic Co-production Framework and the Swansea Council's Co-production for Social Care Strategy.

Q2 What is the potential impact on the following: the impacts below could be positive (+) or negative (-)

	High Impact		Medium Impact		Low Impact		Needs further Investigation	No Impact
	+	-	+	-	+	-		
Children/young people (0-18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Future Generations (yet to be born)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q3 What involvement has taken place/will you undertake e.g. engagement/consultation/co-productive approaches?

Please provide details below – either of your activities or your reasons for not undertaking involvement

As the main audience of the Policy is Council staff, we involved a wide range of internal stakeholders to co-produce the content and feed into its development:

- Discussions with Corporate Management Team
- Corporate Services & Financial Resilience Service Transformation Committee
- Leadership team session
- Cabinet discussions
- Co-production champions

A public consultation exercise was carried out of the draft policy. The consultation ran from the 25th September until the 10th November. We used an online survey and offered a number of face-to-face and virtual opportunities to discuss the draft policy in person. The survey was widely promoted via social media and through our existing mechanisms We also help specific sessions with Council staff and the Service Transformation Committee.

How we consulted on the draft policy:

- Online Survey
- Three drop-in sessions at the Waterfront Museum
- Three teams sessions
- Consultation champions session
- Corporate Services & Financial Resilience Service Transformation Committee session

Through this consultation we received 120 views and comments on the draft policy. We had 76 responses to the survey and the others were gathered from the opportunities listed above.

The draft policy was largely positively received, and respondents were very supportive of the Council approach and commitment to take this work forward. All views received have been considered in developing the final policy and will also be used to support the development of the toolkit.

Q4 Have you considered the Well-being of Future Generations Act (Wales) 2015 in the development of this initiative:

- a) Overall does the initiative support our Corporate Plan’s Well-being Objectives when considered together?
 Yes No
- b) Does the initiative consider maximising contribution to each of the seven national well-being goals?
 Yes No
- c) Does the initiative apply each of the five ways of working?
 Yes No
- d) Does the initiative meet the needs of the present without compromising the ability of future generations to meet their own needs?
 Yes No

Q5 What is the potential risk of the initiative? (Consider the following impacts – equality, socio-economic, environmental, cultural, legal, financial, political, media, public perception etc...)

High risk

Medium risk

Low risk

Q6 Will this initiative have an impact (however minor) on any other Council service?

Yes No If yes, please provide details below

Q7 Will this initiative result in any changes needed to the external or internal website?

Yes No If yes, please provide details below

Q8 What is the cumulative impact of this proposal on people and/or communities when considering all the impacts identified within the screening and any other key decisions affecting similar groups/ service users made by the organisation?

(You may need to discuss this with your Service Head or Cabinet Member to consider more widely if this proposal will affect certain groups/ communities more adversely because of other decisions the organisation is making. For example, financial impact/poverty, withdrawal of multiple services and whether this is disadvantaging the same groups, e.g., disabled people, older people, single parents (who are mainly women), etc.)

The adoption of this Corporate co-production policy aims to:

- ensure that co-production is considered alongside other methods of engagement and is applied in all areas where it can add value, across the entire scope of Swansea Council's work
- ensure that the term 'co-production' is understood consistently throughout the council
- encourage a consistent approach to co-production across council departments and when talking about co-production with other organisations and residents

- Support creating the conditions for building trusted relationships between the Council and the communities it serves, enabling co-production to eventually take place

The development of this corporate policy demonstrates our commitment to co-production. It will be accompanied by a toolkit to help us transition to this new way of working and start to embed co-production in our organisational culture. We are putting these foundations in place with the introduction of this policy to enable more Council departments and teams to begin to incorporate co-production in their work.

Outcome of Screening

Q9 Please describe the outcome of your screening using the headings below:

- **Summary of impacts identified and mitigation needed (Q2)**
- **Summary of involvement (Q3)**
- **WFG considerations (Q4)**
- **Any risks identified (Q5)**
- **Cumulative impact (Q7)**

The co-production policy and its principles will have a positive impact policy demonstrates our commitment to co-production. It will be accompanied by a toolkit to help us transition to this new way of working and start to embed co-production in our organisational culture. We are putting these foundations in place with the introduction of this policy to enable more Council departments and teams to begin to incorporate co-production in their work

We have undertaken both internal and external consultation on the policy and all views have been fed into its development.

The strategy supports the Well-being of Future Generations Act (Wales) 2015 and its goals.

(NB: This summary paragraph should be used in the ‘**Integrated Assessment Implications**’ section of corporate report)

Full IIA to be completed

Do not complete IIA – please ensure you have provided the relevant information above to support this outcome

NB: Please email this completed form to the Access to Services Team for agreement before obtaining approval from your Head of Service. Head of Service approval is only required via email.

Screening completed by:
Name: Rhian Millar
Job title: Consultation Co-ordinator
Date: 13.3.23
Approval by Head of Service:
Name: Lee Wenham
Position: Head of Communications and Marketing
Date: 13.3.23

Agenda Item 9.



Report of the Cabinet Member for Culture, Human Rights & Equalities

Cabinet – 18 January 2024

Annual Equality Review 2022/23

Purpose:	To publish the Council's Annual Equality Review for 2022/23 in line with the Public Sector Equality Duty and reporting regulations for Wales.
Policy Framework:	Public Sector Equality Duty and reporting regulations for Wales.
Consultation:	Access to Services, Finance, Legal
Recommendation(s):	It is recommended that: 1) Cabinet approve the report content for publication.
Report Author(s):	Richard Rowlands / Joanne Portwood
Finance Officer:	Paul Roach
Legal Officer:	Debbie Smith
Access to Services Officer:	Rhian Millar

1. Introduction

- 1.1 The attached report is the tenth review under the Public Sector Equality Duty and reflects the annual reporting regulations for Wales introduced in 2011.

2. Content

- 2.1 The report at Appendix A summarises progress against the Strategic Equality Objectives contained within our Strategic Equality Plan 2020/24. Additional information (of relevance to the requirements of the Public Sector Equality Duty) has also been included.
- 2.2 The report is a retrospective review of progress against the actions to meet the Objectives during 2022/23. Details on employment & training information is attached at Appendix B.

3. Summary

3.1 Overall this year we have continued to make good progress in the delivering of our strategic equality objectives and our Strategic Equality Plan. Our Strategic Equalities and Future Generations Board have continued to provide strategic direction and oversee the implementation of our plan. Here is a summary of some of our successes and their impact and some of the challenges that we need to address in the year ahead.

3.1.2 Out of the 65 steps contained within the SEP 2020-24, good progress has been made with implementing the majority of the steps (85%) during 2022-23. In terms of progress during 2022-23:

- 3% (n=2) of the steps have been completed,
- 82% (n=54) of the steps are ongoing - good progress has been made,
- 11% (n= 7) of the steps - limited progress has been made,
- 3% (n=2) of the steps – significant delay to delivery.

3.1.3 Out of those steps where limited progress has been made, progress has to some extent been determined by wider societal and economic factors outside the direct control of the Council for example. For example, the increase in the number of young people who are NEET (not in education, employment or training) and the number of people preventing themselves as homeless and applications for social housing are reflective of national trends and not indicative of the quality of local services. Similarly, other steps where progress has been limited such as - supporting improvements to access public transport by bus for disabled people - have also been constrained by factors outside the direct control of the Council and a lack of national investment in public transport.

3.1.4 There are however 3 steps where limited progress has been made and where is potential for further gains. These steps relate to collecting better data on our workforce in relation to protected characteristics, ensuring full coverage of our equality forums such as establishing a Women's and Inter-Faith Consultative Forum and the development of more easy read and plain English/Welsh resources. Although work has started in these areas, the pace of delivery and gaps in provision remain areas for future improvement.

3.1.5 Successes – and what this meant.

- We have revised our IIA's to help assess all our decision making and policy development. This has strengthened our approach to applying an equality lens to all our core business and decision making.
- There is closer alignment between many of the steps to deliver both the Council's Equality and Well-being Objectives. This Improves integration

between the Council's key priorities and plans in order to improve well-being and strive towards a more equal Swansea.

- Established a Strategic Equalities and Future Generations Board (SEFGB) in September 2021. This now oversees and co-ordinates the Council's obligations under the Equality Act and Duty and provides a corporate focus on equality related issues.
- We supported several Council wide celebrations such as LGBT+ history month and Women's History Month, developed a City of Sanctuary Film and continued to work with the Friends of the Glynn Vivian Art gallery and volunteers. These campaigns celebrated Swansea's diversity and zero tolerance of discrimination and positively promoted and was part of a campaign to welcome refugees.
- Work continued on the Fusion programme. This supported people to access cultural activity for well-being and acquire new skills in activities such as film making, creative writing, music making, dance, crafts, animation, heritage, volunteering, exhibitions and visual art.
- A revised Consultation and Engagement strategy was adopted by Council. This year, people have had the opportunity to give their views on a wide range of issues including the Council's Budget, the Council's Corporate Plan, Human Rights priorities, and the Southwest Wales Corporate Joint Committee's Corporate Plan.
- The Council adopted a Public Participation in Democracy strategy. This year our Democratic Services Team worked with our Partnership and Involvement Team to raise awareness with young people about the new voting entitlement for young people aged 16 years living in Wales.
- The Council procured external support from CoPro Lab to build on co-productive approaches employed throughout the pandemic and to develop further internal capacity and capability. This will help to embed a culture of coproduction across the organisation and sit alongside practical resources, such as good practice examples.
- Council adopted the All-Party Parliamentary Group (APPG) on British Muslims' definition of Islamophobia. The purpose is to provide a framework to understand and identify prejudices, including unconscious bias, and to build trust within our communities by demonstrating that the Council is committed to tackling Islamophobia.
- Swansea declared Human Rights City status. The ultimate vision is to incorporate human rights into policy, practice and local life, raising awareness of the good stories as well as highlighting areas that need improving.
- The Council continued to work in partnership with the Health Board and partners to raise awareness around Violence against Women, Domestic

Abuse and Sexual Violence (VAWDASV). This shared responsibility enabled us to meet our objectives ensuring effective, timely interventions and support. Crisis intervention remained a priority, receiving 2,056 referrals from April 22 to March 23, offering support, safeguarding and Court assistance to those subject to the Criminal and Civil justice system.

- National educational results at key stage 4 have not been calculated by the Welsh Government but will resume in 2023. Grade distributions per subject are available for 2022. Local analysis of Swansea results shows good performance overall that compare favourably.
- Employment programmes continued to support people in work. 3295 citizens have accessed employment support via a single access point and signposted to appropriate support. 391 participants were supported into employment. Over 30 sector specific/employer/information and advice recruitment days were delivered by the Council during the last year with over 800 vacancies sourced. We supported the delivery of the first multi placement, multi discipline scheme with the Swansea Bay Health board was developed with 50 placements available.
- Work on the development of prevention and early help through family support interventions progressed well. During 2022-23 the Families First programme had 11,609 beneficiaries.
- The Council has reviewed and developed its Equalities training module and developed a new Recruitment and Selection module. The purpose is to ensure that recruiting managers consider all equality considerations during the recruitment process.
- A 2023 data snapshot shows a significant improvement in recruitment data as applicants are disclosing their protected characteristics in high numbers. Of 7960 applicants during the year only 133 applicants declined to share their sensitive data.

3.1.6 Challenges and work underway in the next 12 months.

- We continued working to improve the equalities data we hold about our workforce and to encourage staff to disclose their personal data relating to their protected characteristics. This had limited impact as the 2023 data suggests that there has only been a 1% increase in the disclosure rate from the existing workforce and further consideration will need to be given on how to improve this data collation exercise.
- We recognise that there are some gaps in relation to specific forums and networks e.g. establishing a Women's forum (a specific recommendation from the Scrutiny inquiry into equalities). In addition, we also recognise that there are some issues related to the sustainability of networks and forums and the role of the Council in supporting these. We are currently reviewing our support in line with resources and as we revise our

structure and processes to implement our Consultation and Engagement strategy with the Council's Leadership Team.

- Some gaps at key stage 4 based on 2022 educational analysis were seen for boys compared to girls, Looked After Children (LAC) compared to non-LAC and Free School Meals (FSM) compared to non-FSM. Black and Minority Ethnic pupils had point scores which were generally higher than White British pupils. These gaps were also typical of the pre-pandemic situation.
- Work is currently underway in relation to the Council adopting a definition of Antisemitism. Work is also underway in relation to exploring the Social Model of Disability and whether the Council can adopt the principles within the model and incorporate these within our policies, procedures and processes. We are also looking to pursue Disability Confident Leader status in the Disability Confident employer scheme.
- Work continues mapping what our services are currently doing in relation to specific actions within the Anti-racist Wales Action Plan and LGBTQ+ Action Plan for Wales.
- We are planning to launch a publicity and communications plan in 2023-24 which aims to further encourage Equality training completion, prioritising managers within the Council.

4. Integrated Assessment Implications

4.1 The Council is subject to the Equality Act (Public Sector Equality Duty and the socio-economic duty), the Well-being of Future Generations (Wales) Act 2015 and the Welsh Language (Wales) Measure, and must in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Acts.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- Deliver better outcomes for those people who experience socio-economic disadvantage
- Consider opportunities for people to use the Welsh language
- Treat the Welsh language no less favourably than English.
- Ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.

4.1.1 The Well-being of Future Generations (Wales) Act 2015 mandates that public bodies in Wales must carry out sustainable development. Sustainable development means the process of improving the economic,

social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the 'well-being goals'.

4.1.2 Our Integrated Impact Assessment (IIA) process ensures we have paid due regard to the above. It also takes into account other key issues and priorities, such as poverty and social exclusion, community cohesion, carers, the United Nations Convention on the Rights of the Child (UNCRC) and Welsh language.

4.1.3 This report meets our duty to report on progress in 2022/23 meeting the Strategic Equality Objectives set out in the Strategic Equality Plan 2020/24; so there is no direct impact on people or communities.

5. Financial Implications

5.1 There are no financial implications associated with this report.

6. Legal Implications

6.1 There are no legal implications associated with this report.

Background Papers: None

Appendices:

Appendix A	Equality Review Report 2022/23
Appendix B	Equalities Data Report – Year end 31 March 2023
Appendix C	Integrated Impact Assessment Screening Form



Appendix A

Equality Review Report 2022/23 (Year ending March 2023)

Annual Review of Equality and Diversity 2022/23

1. Introduction

This is the City and County of Swansea's Annual Review of Equality and Diversity (ARED) 2022-23. This is our twelfth review under the Public Sector Equality Duty (PSED) and reflects the reporting regulations for Wales, which were introduced in 2011. The Council adopted its Strategic Equality Plan 2020-24 in April 2020 and this is the third year of reviewing this plan. Our Strategic Equality Plan, Easy Read version, Screen Reader version, Engagement Report and Statistical Review are available [here](#)

The review of progress took place between May to July 2023. Services across the Council, were asked to assess the progress they have made in terms of delivering the steps in our Strategic Equality Plan (SEP) 2020-24. They were also asked to review intended outcomes and measures of success. This information provides a framework and an action plan to monitor the delivery of our Strategic Equality Plan (SEP) 2020-24 and our equality objectives.

As we are coming to the end of our current Strategic Equality Plan (SEP) 2020-24, many of the steps have been completed. Other steps need to be reviewed and re-focused in relation to the current context (as they were developed more than four years). Therefore this report also describes progress with equalities related work which were not identified as specific steps within the Strategic Equality Plan (SEP) 2020-24, but nevertheless are key developments in relation to delivering on our equality objectives and meeting the requirements of the Public Sector Equality Duty.

2. Our Corporate Work on Equalities

2.1 The Council's Corporate Plan and Well-being Objectives 2022-23

There is a close correlation between the Council's Strategic Equality Plan 200-24 and equality objectives and the Council's Corporate Plan and Well-being Objectives 2023-28. The Corporate Plan and Well-being Objectives were reviewed and refreshed during 2022-23. There is now closer alignment between many of the steps to deliver both the Council's Equality and Well-being Objectives and the Strategic Equality Plan 2020-24 as we pursue integration, seek to improve well-being and strive towards a more equal Swansea and a more equal Wales. We have strengthened our approach to developing an equality lens for all our core business and decision making through the application of our revised Integrated Impact Assessments (IIAs) to all our decision making and policy development.

Many of the challenges identified in the Council's Corporate Plan 2023-28 related to population changes, economic, social and cultural changes, climate change and nature emergencies, in addition to the longer term impact from Covid-19 – have a potential impact on people with protected characteristics. Research conducted by the Equality and Human Rights Commission into the

impact of the pandemic - How Coronavirus has affected Equality and Human Rights (2020) - concluded that people with disabilities, black and ethnic minority people, people living in poverty, older people, young people and women have experienced the most significant and disproportionate effects from the pandemic. Moreover, the report suggested that the impact of the pandemic has entrenched some existing inequalities and widening others. Therefore a key function of our Strategic Equality Plan 2020-24 was to ensure that the Council was well placed to respond to these challenges and provide high quality services and outcomes for *all* whilst recognising the specific challenges for people and communities with protected characteristics.

2.2 The Strategic Equalities and Future Generations Board

The Strategic Equalities and Future Generations Board (SEFGB) was established in September 2021, in response to one the recommendations from a Scrutiny Inquiry into Equalities. The SEFGB was established to oversee and co-ordinate the Council's obligations under the Equality Act 2010 (Public Sector Equality Duty for Wales 2011) and to provide a corporate focus for equality related issues.

The SEFGB is currently chaired by the Cabinet Member for Culture, Human Rights and Equalities (also the Councillor Champion for LGBT). Membership of the Board includes the Cabinet Member for Well-being (also the Councillor Champion for Health and Well-being), the Councillor Champion for Diversity, the Director of Corporate Services and a range of other Officers across the Council who work on different aspect of equalities and diversity such as community cohesion, access to services recruitment and employment. The SEFGB reports to Corporate Management Team (CMT) and provides an annual written update on its work. The Council's Departmental Equality Representative Group and the Human Rights City Steering Group also reports to the SEFGB.

The SEFGB's current terms of reference are outlined as working to support the implementation of the Council's Strategic Equality Plan (SEP) 2020-24, including the actions and recommendations from Scrutiny Inquiry into Equalities 2019 and the Council's obligations under the Well-being of Future Generations (Wales) Act 2015.

During 2022-23, the SEFGB reviewed the progress made in relation to a number of priorities identified in the SEP 2022-24 including; workforce data, campaigns to celebrate diversity and zero tolerance for discrimination, the Council's Consultation and Engagement strategy, the role of Councillor Champions and developing Swansea as a Human Rights City. The SEFGB also recommended that Council adopt a definition of Islamophobia and work is currently underway in relation to the Council exploring whether it should also adopt a definition of Antisemitism and adopt the Social Model of Disability. Work is also underway in relation to mapping the contribution of services across the Council to the Welsh Government's Anti-Racist Action Plan and the Welsh Government's LGBTQ+ Action Plan.

2.3 Workforce data

We have continued working to improve the equalities data we hold about our workforce and to encourage staff to disclose their personal data relating to their protected characteristics however this has had limited impact as the 2023 data suggests that there has only been a 1% increase in the disclosure rate from the existing workforce and further consideration will need to be given on how to improve this data collation exercise. Oracle Fusion went live in April 2023 and staff who access employee self-serve are now able to update their protected characteristics directly into the system. Challenges remain with those workforce groups who do not have access to employee self-serve and being able to share their data in a confidential way outside of the initial recruitment process.

'Equality in the Workplace' is one of the Council's Workforce Strategy strands and includes five goals to achieve across the lifespan of the 5 year strategy. Equalities training, becoming a Disability Confident Leader organisation, development of recruitment and selection processes to attract applicants from all of our communities, adherence to the Race Equality and LGBTQ+ action plans are all objectives that will be worked on in addition to the data collation exercise.

Training was attended by members of the HR&OD team on the Anti-Racist action plan in October 2023 to assist with supporting the aims of the plan.

Further work is required to build on the foundation established with the cross-departmental workforce equalities group and the promotion of internal networks to those employees who may wish to share their lived experiences and the impact felt in the workplace.

The 2023 data snapshot shows a significant improvement seen in recruitment data as applicants are disclosing their protected characteristics in high numbers. Of 7960 applicants during the year only 133 applicants declined to share their sensitive data and confidence in disclosing has increased given the increase in applications from transgender applicants and those who are content to share their sexual orientation and religion or belief.

2.4 Campaigns to celebrate Swansea's diversity and zero tolerance to discrimination.

During 2022-23, Cultural Services led on a number of campaigns to celebrate Swansea's diversity and zero tolerance for discrimination. We supported a number of Council wide celebrations such as LGBT+ history month (February), Women's History Month (March), St Davids Day (March) Refugee week (June), Swansea Pride (July) and Black History Month (October) in addition to supporting a number of specific service led events. Our galleries, heritage and museum services and libraries, facilitated a range of cultural activities, workshops and events which have promoted and celebrated diversity in Swansea.

During 2022-23, work continued on the Change Makers project by hosting events, creating exhibitions and producing films, hoardings and other materials. The project included a number of galleries, museums, other organisations and campaign material which championed those working for racial justice and equality, workers, women and LGBTQ+ rights.

Work has also continued on the Fusion programme designed to support people to access cultural activity for well-being and acquire new skills in activities such as film making, creative writing, music making, dance, crafts, animation, heritage, volunteering, exhibitions and visual art. We celebrated the Chinese New Year with a series of workshops with young people from the Chinese community to produce murals for the city centre to celebrate the occasion and produced a City of Sanctuary Film which positively promoted refugees and the communities of Swansea. We have continued to work with the Friends of the Glynn Vivian Art gallery and volunteers to provide Welcome groups and produced hoardings as part of a campaign to welcome refugees.

This year we also developed a draft Illumination Policy for the Guildhall which outlines our approach and process for lighting up the Guildhall to commemorate events and/or to raise awareness of key equality issues and events. Aligned to the Illumination Policy is the development of an equality and diversity calendar which identifies significant equality and diversity events and dates. Work is also underway in relation to the development of a draft Naming Policy which aims to recognise the contribution of key individuals to public life and the diversity within our political, social and cultural heritage and history.

2.5 Consultation and Engagement Strategy

We are continuing to support our commitment to consult and engage residents, employees and other stakeholders and in the development of new policies and our decision making processes. Our revised Consultation and Engagement strategy was adopted by Council this year and work is underway with the Leadership team and senior managers to create a structure for internal and external engagement groups and networks. The strategy provides a framework for the meeting the Council's consultation and engagement requirements and provides guidance on when the Council should consult and engage stakeholders, the level of consultation and engagement required, principles to consider when undertaking consultation and engagement and the use of consultation and engagement results. The strategy has been designed to support, existing statutory and regulatory consultation and engagement processes, long standing consultation and engagement arrangements within service areas and existing partnership arrangements. This year, people have had the opportunity to give their views on a wide range of issues including the Council's Budget, the Council's Corporate Plan and well-being objectives (corporate priorities), Human Rights priorities, and the South West Wales Corporate Joint Committee's Corporate Plan.

During 2022-23, Council also adopted a Public Participation in Democracy strategy. The strategy aims to raise awareness of how to become a Councillor and what being a Councillor entails, how to access information about decisions made by Council (or planned in the near future) and making representations to the Council about a decision before, and after it is made. This year our Democratic Services Team worked with our Partnership and Involvement Team to raise awareness with young people about the new voting entitlement for young people aged 16 yrs living in Wales.

This year the Council procured external support, from CoPro Lab, to build on co-productive approaches employed throughout the pandemic and to develop further internal capacity and capability. The aim of the project was to develop the Council's capability and capacity in relation to co-production. The first phase of the project focused on assessing the Council's existing coproduction capability and experience, through the use of a survey and collection of examples of practice. This process included stakeholder mapping, the recruitment, training nearly 40 co-production champions and initial engagement with the Council's senior leadership. The second phase of the project focused on learning, increasing awareness and building a working knowledge of co-production, skills and networks across the organisation. This phase identified some areas of good practice, in addition to identifying areas for improvement and the need to develop a corporate coproduction and involvement policy. Work on the development of a draft co-production and involvement policy is currently underway and drawing close to a conclusion.

It is anticipated that the policy will identify when and how coproduction and involvement should be used and help Councillors and Officers to determine the most effective ways to coproduce projects ensuring a diversity of people with an interest in the matter are involved. It is also anticipated that the policy will help to embed a culture of coproduction across the organisation and sit alongside practical resources such as good practice examples, a stakeholder map, role descriptors for co-production champions, a co-production network and toolkit, web pages and training.

2.6 Councillor Champions

We have continued to work on clarifying and promoting the role of Councillor Champions, aiming to improve engagement with consultative forms and establish links with the Strategic Equality and Future Generation Board. Councillor Champions exist to provide a voice for traditionally under represented groups or issues, which need to be kept at the forefront of Council business, decision making and policy development. The role and functions of Councillor Champions is incorporated within the Council's constitution.

This year we have been exploring the development of a job description/role profile for the champions and are developing a communications programme to promote equalities related work and events through our press releases, public website and social media. Councillor Champions are continuing to work with, advocate and promote equality issues for groups of people with protected

characteristics. They cover a wide range of equality issues including; Anti-Slavery and Ethical Employment, Carers, Disability and Access to Services, Diversity, LGBT (Lesbian, Gay, Bisexual and Transgender), Women, Domestic Abuse, Health and Well-being, Human Rights, LGBT, Poverty, Religion, Faith and beliefs, Sanctuary and Inclusion, Vulnerable and Older People, Tackling Racism in Schools and Women. A list of Councillor Champions is available [here](#).

2.7 Equality Forums and Networks

We have continued to develop and support a number of internal and external equality forums and networks. Within the Council, a cross-departmental equalities staff group exists to maintain and develop equality links in service areas in order to share good practice, identify areas for development and to provide specific equalities training. The group have received training and information on the Social Model Disability, the use of Easy Read and Plain English/Welsh, Welsh translation guidance and more recently assisted with the implementation of the Human Rights City initiative. This group works under the direction of the SEFGB and the chair of the Board joins the group at the start of each meeting to provide strategic direction and guidance and answers any questions which may arise from members of the group.

Other internal equality and forums include a staff diverse network work and a workforce equalities group. The staff diverse network is facilitated by the Cohesion team and exists to provide a forum for staff with protected characteristics to come together and share experiences and ideas for improvement in relation to promoting diversity and inclusion. Membership is open to any member of staff with one or more protected characteristic and the terms of reference and objectives/priorities for the group are determined by the members of the group. The workforce equalities group was established to implement the equalities strand of the Council's new Workforce and Organisational Development strategy and focuses on inequalities in the workforce, creating solutions to these issues and engaging with the workforce to support the delivery of these solutions.

We also work to support and participate in a range of external equality forums and networks such as the LGBTQ+ forum, the 50+ network and the Disability Liaison group. We have also created be-spoke engagement sessions when the need has arisen. However, we do recognise that there are some gaps with in relation to specific forums and networks e.g. establishing a Women's forum (a specific recommendation from the Scrutiny inquiry into equalities). In addition, we also recognise that there are some issues related to the sustainability of networks and forums and the role of the Council in supporting these. We are currently reviewing our support in line with resources and as we revise our structure and processes to implement our Consultation and Engagement strategy with the Council's Leadership Team.

2.8 Defining Islamophobia and Antisemitism

This year the SEFG Board recommended that Cabinet adopt the All-Party Parliamentary Group (APPG) on British Muslims' definition of Islamophobia. The purpose of adopting the definition was to provide a framework to understand and identify prejudices, including unconscious bias and to build trust within our communities by demonstrating that the Council is committed to tackling Islamophobia. The definition was fully adopted with a notice of motion at full Council and we have revised our guidance on integrated impacts assessments (IIAs) to take this in to account.

Work is currently underway in relation to the Council adopting a definition of Antisemitism and taking a notice of motion to Council. Research has been undertaken in relation to how other Councils have adopted the full definition with examples and how this can be adopted by the Council.

2.9 Protected Characteristics: Language and Identity

The equalities workforce group identified a number of recommendations in relation to how the Council refer to people with protected characteristics. Initial work is underway in relation to the development of corporate standards and a glossary for internal communication. Suggestions included the production of a draft document and consulting with stake holders to agree an "in-house" style. Aligned to this area of work, the SEFGB have also been working to promote Welsh Government's recommendation not use "BAME" as a catch-all acronym and to specify reference to specific ethnic minority groups where possible, or use the full term "Black and Minority Ethnic".

2.10 The Social Model of Disability.

Work is also underway in relation to exploring the Social Model of Disability and whether the Council can adopt the principles within the model and incorporate these within our policies, procedures and processes. Welsh Government reaffirmed their commitment to the Social Model of Disability in 2021 and established a Disability Taskforce to produce a series of recommendations for Welsh Government and Local Authorities. It is anticipated that our work in this area will put us in a strong position to respond to these recommendations when they are published in early 2024.

We are also looking to pursue Disability Confident Leader status in the Disability Confident employer scheme. This year we have held discussions with other public sector organisations e.g. the DVLA, who have already achieved the status. We are in the early stages of exploring the requirements and understanding our current offer in terms of the accessibility of our physical buildings/workplace and our recruitment and HR policies and procedures, before working on a submission.

2.11 Anti-Racist Wales Action Plan (ARWAP)

The ARWAP was published in the summer 2022 and we have undertaken some initial work in relation to identifying specific actions for the Local Authority and discussing the expectations with the Head of Welsh Government's Implementation Team. We are currently mapping what our services are currently doing in relation to specific actions within the plan. Working with the WLGA and Show Racism the Red Card, we have supported both Councillors and Officers to take up training in relation to the ARWAP on topics such as Equality Act (2010), anti-racism, recruitment, retention, and positive action.

2.12 LGBTQ+ Action Plan for Wales

Welsh Government published the LGBTQ+ Action Plan for Wales in January 2023. Although the majority of the actions are pitched at a national level for Welsh Government, these actions will also have an impact on the way in which the Council operates, makes decisions and develops new policies. We are currently working with Heads of Services in order to promote awareness of the plan and to identify existing activity and planned work in relation to the actions contained within the plan. We are also planning to review the terms of reference and membership of the Council's LGBTQ+ Forum (with participation from South Wales Police) and plan to use the Welsh Government's LGBTQ+ action plan as a new focus for priority actions.

2.13 Swansea Human Rights City

Swansea declared Human Rights City status at an event in December 2022, after 18 months of preparatory work. Prior to the declaration, a Human Rights City steering group was established to lead and oversee the development of the work. The steering group was chaired by the Cabinet Member for Equalities and Culture and membership consisted of representatives from different service areas across the Council, South Wales Police, the Probation Service, Mid and West Wales Fire and Rescue Service, Swansea University, Swansea Bay University Health Board, University of Wales Trinity St David, Natural Resource Wales and Swansea's Co-production Network.

Following a series of engagement events and a city wide survey in October 2021, a number of priorities were identified to provide focus for our Human Rights work. The priorities include; tackling poverty, supporting vulnerable children and families, tackling discrimination, domestic violence and abuse and raising awareness of Human Rights across the city. Work to date has included mapping existing policies and programmes under each of these priorities, further engagement with partners and stakeholders and the development of a guide for organisations – A Human Rights Approach and a Rights in Your Pocket guide. A large scale engagement event was held in June 2023 which brought together a range of stakeholders to identify and develop actions to address the priorities within our action plan and to share good practice.

Our commitment to Swansea being a Human Rights City is shared by our partners and it has been identified as a specific step within Swansea's Public Services Board Wellbeing plan. This year we commissioned the British Institute of Human Rights to provide training to more than 60 senior managers and policy officers and Councillors in Swansea Council and representatives from our PSB partner organisations. We are also in the early stages of developing a Human Rights Stakeholder Panel to act as a 'critical friend' to the Council and its partners by contributing their expertise and experience from an independent perspective.

2.14 Integrated Impact Assessments (IIA)

We continue to use equality information to inform our key decision making and policy development process. Integrated Impact Assessments (IIAs) are an integral part of any decision making process and we work to encourage them be undertaken as early as possible during any initiative - ideally at its inception. Our IIA process takes into account key issues and priorities, such as poverty and social exclusion, community cohesion, carers and the United Nations Convention on the Rights of the Child (UNCRC) and Welsh language. Our revised Integrated Impact Assessment (IIA) process now takes into account considerations in relation to the Socio-economic duty, Islamophobia and Human Rights. Our Access to Services Team have continued to provide dedicated support for our IIA process by providing timely information, guidance and support. The Team also continues to monitor and quality assures all completed IIAs. There have been some early initial discussions with colleagues in other Local Authorities and the WLGA about the benefits of moving IIAs into a digital format.

2.15 Implementation of the Socio-economic duty

This year we have continued to embed the Socio-economic duty into all our decision making and policy development by incorporating this consideration into our IIA process. All senior managers within the Council and members of Swansea's Public Services Board have received the training on the implications and implementation of the Socio-economic duty. The requirements of the duty have also been incorporated within mandatory equalities training for all staff within the Council. There is no specific reporting requirement with the Socio-economic duty, although we continue to monitor the Socio-economic duty through the IIA process and all full reports are passed to the Poverty and Prevention team for their expert advice and feedback.

2.16 Local Data and Information

We are continuing to build upon our knowledge of people with protected characteristics living in Swansea and are working towards an update of the detailed Equalities Statistics Review last undertaken in January 2020, which will inform the Council's next Strategic Equality Plan. This year we have continued to review and develop demographic information included on the Council's 'Statistics' web pages.

By May 2022, we also updated our evidence base by reviewing relevant data sources and key statistics around social, economic, environmental and cultural well-being as part of Swansea Public Service Board's Assessment of Local Well-being. This assessment provided the evidence base for the later Local Well-being Plan.

The initial 2021 Census results were published by ONS in June 2022, followed by a phased release of a vast range of data on population and household characteristics – for both individual topics and multi-variate statistics. The Census provides a comprehensive, once a decade update to our evidence base around equalities and protected characteristics, including statistics for local areas within the county.

Some of the initial 2021 Census results for Swansea related to equalities are as follows:

- Despite a small overall fall in Swansea's total population, the proportion of people identifying their ethnic group as non-white increased from 6% in 2011 (around 14,300 people) to 8.6% in 2021 (20,400).
- The largest non-white ethnic group in Swansea in 2021 was 'Indian' (around 2,900 people or 1.2% of the total population) with 'Other Asian', 'Caribbean' and 'Bangladeshi' groups also each above 2,000 people.
- 41% of Swansea's residents aged 16+ (81,400 people) are married or in a registered civil partnership, an overall reduction of around 5,400 since 2011.
- 41% of Swansea residents (around 98,500) stated Christian as their religion in 2021, around 14 percentage points lower than in 2011. 47% stated they had no religion, up from 34% in 2011. The largest minority religion in Swansea is Muslim (around 7,700 people or 3.2%).
- Voluntary questions on sexual orientation and gender identity were asked in the Census for the first time in 2021. In Swansea, around 6,700 (3.4% of people aged 16+) identified with an LGB+ orientation.

More detailed analysis of 2021 Census statistics related to protected characteristics will be included in the Equalities Statistics Review document later in 2023.

We have also reviewed our local area profiles, which bring together a range of statistical and other information about local areas in Swansea, including data linked to aspects of equalities. Profiles are currently available for the county, our 32 Wards (as amended by the recent ward boundaries review implemented for the May 2022 council elections) and the three current local Constituency Areas. These profiles also include ward data from the 2021 Census published in early 2023.

2.17 Accessible Information

During 2022-23, we continued to develop and improve the Council's website. The website framework and templates have been updated in line with the new standards of the WCAG 2.2 accessibility guidance. The accessible and bi-lingual booking system has been used successfully for 18 months. Work is underway to convert inaccessible PDFs to web pages for accessibility, with several hundred already completed. Further advice for staff on accessibility has been added to Staffnet, as well as the ongoing promotion of equality issues for staff and the public.

We have also undertaken significant work relating to the Warm Spaces initiative, developing information about the cost of living information on the website, free bus and free / low cost events, alongside Period Dignity grant forms and information on where to access supplies. This year we developed a comprehensive system to efficiently manage and distribute the cost of living grant and have made 127,971 payments to individuals, distributing over £14 million pounds to those in need in our communities to date.

We have continued to provide a co-ordinated approach to all interpretation and translation, including telephone and face-to-face provision through our memberships of the Wales Interpretation and Translation Service. This does not include in-house Welsh-English translation through our translation unit. As a result of our membership of the WITS partnership, we have a co-ordinated approach to all interpretation and translation, including telephone and face-to-face provision.

Swansea Council remains committed to the Welsh Language Standards. Our Welsh Language Standards Report 2022-23 outlines how we have met these standards and contains examples and highlights of new projects and activities. This report also includes work or actions as a result of any feedback, investigations, or monitoring work by the Commissioner, or as a result of complaints received directly from the public.

3. Progress with other steps within the SEP 2020-24

Much of the progress made in terms of delivering the steps within the Strategic Equality Plan 2020-24 has already been highlighted in this report. However, the remainder of the report describes some of the progress made in relation to other steps which have not been previously mentioned;

3.1 Domestic Violence

This year we continued to work in partnership with the SBUH, specialist partners from statutory and non-statutory organisations to raise awareness around Violence against Women, Domestic Abuse and Sexual Violence (VAWDASV). This shared responsibility enabled us to meet our objectives ensuring effective, timely interventions and support.

Crisis intervention remained a priority, with demand for the IDVA service reaching unprecedented numbers. We received 2,056 referrals from Apr-22 - Mar-23, offering support, safeguarding and Court assistance to those subject to the Criminal and Civil justice system.

In line with the National Training Framework 1,225 staff have completed the Group 1 VAWDASV online training. Ask and Act Group 2 training has been delivered to over 60 staff and 7 for Group 3. Subsequently, there is more awareness around VAWDASV and staff are more confident and knowledgeable of the pathways to ensure safeguarding and support.

Our White Ribbon Day campaign was very successful we worked in partnership with Swansea University raising awareness across Swansea to end Violence against Women's and Girls. Around 40 Sports teams in the Swansea University dedicated a pledge. A promotional stand in the lobby of the Guildhall raised awareness and many men and women signed a pledge in support of the campaign. In partnership with Swansea Mosque the Friday Prayer Sermon focused on raising awareness of domestic violence in the Muslim community. This campaign reached a wide demographic across Swansea.

Welsh Women's Aid were commissioned to raise awareness of VAWDASV through their Change That Last programme. The Ask Me community based programme aimed at raising awareness, support and signposting trained 117 individuals with 3,998 pieces of literature distributed which reached 13,747 individuals. A total of 67 received the Trusted Professionals training and are now better equipped to provide safety advice and support.

Through our Community and Engagement Group, we published and shared all government Campaigns and information around VAWDASV with all relevant partners.

3.2 Hate Crime

Our Hate Crime Stakeholder Action Plan' continues to be managed and monitored through the Hate Crime Stakeholder Group and the Safer Swansea Partnership Steering Group. We continued to support a range of activities during the Hate Crime Awareness Week 2022, e.g. a film and food night held at Dyfatty Units for residents, screening a film with a strong anti-discrimination message followed by conversation and signposting on Hate Crime. In February 2023, 22 partners took part in an information session delivered by Victim Support, on how to create safe online spaces and safely report hateful language. Further Hate Crime Awareness session has been scheduled for HCAW 2023. Between April 2022 to May 2023, 103 members of staff have completed the HC e-learning on the Council portal.

3.3 Educational Attainment – Narrowing the Gap

The Welsh Government have discontinued the national data collections for baseline assessment, end of foundation phase teacher assessments and end

of key stage 2 teacher assessments in line with the Curriculum for Wales. There is currently no alternative performance data collected or analysed for these primary age groups. End of key stage 3 teacher assessment data collection has resumed since the pandemic, and limited analysis is available for 2022 (but not at a Local Authority or school level). This data collection is due to end in 2024 once the new curriculum applies to pupils in year 9. In 2022, 78% of pupils nationally attained the KS3 Core Subject Indicator, with the Swansea result being similar at 77.5%.

Due to the pandemic, national results at key stage 4 have not been calculated by the Welsh Government, but will resume in 2023. Grade distributions per subject are available for 2022 based on the JCQ analysis, and Swansea results compare favourably in most subject areas. Local analysis of Swansea results shows good performance overall, although some gaps were seen for boys compared to girls, Looked After Children (LAC) compared to non-LAC and Free School Meals (FSM) compared to non-FSM. Black and Minority Ethnic pupils had point scores which were generally higher than White British pupils. These gaps were also typical of the pre-pandemic situation.

3.4 Overcoming Barriers to Employment

During 2022-23 the employment programmes under Tackling Poverty supported 391 participants into employment. 3295 citizens have accessed employment support via a single access point and signposted to appropriate support. Over 30 sector specific/employer/information and advice recruitment days were delivered by the EEO and Engagement team during the last year with over 800 vacancies sourced. We supported the delivery of the first multi placement, multi discipline scheme with the Swansea Bay Health board was developed with 50 placements available.

3.5 Preventative and Family Support Services

Work around development of prevention and early help is progressing well., building on the excellent response to the pandemic. Such innovative work has presented further opportunities for change and improvement particularly in respect of citizens, families and carer's direct access to information, and support to improve their wellbeing. Our multi agency approach to Information, Advice and Assistance whether accessed directly, via Early Help or at the social services front door is available on the Council's public website. In 2022-23 family support interventions were delivered through Families First include; Early Help Hubs, Homestart , Play Leisure Opportunities Library, Local Aid Buddies, Stepping Stones EYST – Family Link, Family Centres and counselling services. During 2022-23 Families First had 11,609 beneficiaries.

3.6 Regional Carers Strategy

Swansea Social Services has been actively involved in the development of a Regional Carers Strategy recently launched by West Glamorgan Carers Partnership Board. This joined up strategy shapes how we are going to not only improve the support available to carers; it centres on the lived

experiences of carers and their own wellbeing. Swansea Parent Carer forum listens to and feeds the voice of parent carers into decision making and are now central to coproducing better outcomes for children with complex needs and their families. The group sits on working groups with the Local Authority, Health Board and West Glamorgan Regional Partnership. They also arrange training for other parent carers.

3.7 Our Recruitment and Selection Policy.

This year we have built on the work undertaken with a Recruitment Specialist to identify potential actions the Council could take to improve its approach to recruitment and ensure that the Council is a fair, inclusive and a diverse employer. This now forms part of our Workforce and Organisational Development Strategy 2022-27 which was adopted by Council. We have been developing and implementing our approach through our workforce equalities group and identifying areas for improvement by working with groups of people with protected characteristics such as the Disability Liaison group

3.8 Equalities Training

We have reviewed and developed our Equalities training module and developed a new Recruitment and Selection module which aims to ensure that Recruiting Managers consider all equality considerations during the recruitment process. Members of the workforce equalities group made a significant contribution to the content of the training. We have also reviewed how we progress equalities training to non IT staff users. In addition, we have also promoted workshops on 'Unconscious Bias and Cultural Competency' for our staff and explored how to highlight diversity in Council events, news and communications and how to make best use of diverse job boards and provided further training to our Staff Equalities network to promote their understanding of equalities issues.

We are planning to launch a publicity and communications plan in 2023-24 which aims to encourage Equality training completion, prioritising the manager unit. This year we also delivered a presentation on Unconscious Bias at a conference for Social Services, to care home managers and representatives from other Local Authorities. The session was well received and have shared resources by L&D practitioners from other Local Authorities. A recorded training session on unconscious bias is available to staff via the Let's Talk programme and an eLearning module on Unconscious Bias (not mandatory) is available to all staff.

3.9 Children and Young People

The Children's Rights Scheme has been redeveloped and refreshed, ensuring that it complements the 'Right Way', a principled approach that is being embedded nationally. This plan incorporates National Principles for a Rights Based Approach to Children, and takes account of extensive work with several hundred children, young people and practitioners on what a new Scheme should look like. The Children's Rights Scheme and Plan on a page

has been circulated to all schools and partner organisations. The action plan works through the identified priorities from children and young people and informs the wider "Human Rights City" work which is also now framed around the "Right Way" model which means that there is easy transition between the UNCRC and broader Human Rights in Swansea when services and organisations are bench marking and setting action that goes across all ages.

3.10 Older People

In June 2021 we put in place measures to support the development and implementation of Swansea's Strategy for an Ageing Society and to identify areas of need within the Ageing Well agenda. Consultation with Older People (aged 50 yrs+) identified the following priorities; transport, social isolation, active ageing, services, digital equality, information and communication and improving Swansea. We also reviewed our Ageing Well Steering Group to support partnership working and the wellbeing of Older people (aged 50+) and extended the reach of our membership to include individuals aged 50+, community groups that support people aged 50+, Members of the Public Services Board, representatives from the Third Sector and partner organisations.

This year the "Partnership & Involvement Team" have recruited a dedicated "Older Person's Partnership & Involvement Officer" who's remit and purpose is to embed the UN Principles for Older Persons and ensure effective and inclusive mechanisms are in place to enable the participation and engagement of citizens aged 50+ yrs, in all decisions that affect their lives and ensure their views are heard and listened to. The newly appointed officer will work with citizens to consult on and co-produce a renewed forum/mechanisms to ensure the widest involvement of citizens in decisions that impact on their lives and bring decision makers and citizens together to work co-productively on fit for purpose service delivery in Swansea.

4. Case Studies: Examples of our Equalities work

This section of the report outlines a number of case studies across Swansea which demonstrates the range of different ways in which we are embedding equalities issues across the Council in terms of both policy and practice.

Case Study 1: International Women's Day (March 2023)

To celebrate and promote International Women's Day in March 2023, the Council celebrated women's achievements and raised awareness about discrimination and the action being taken to drive gender parity for International Women's Day. Throughout March the city's library service highlighted stories of female empowerment for Women's History Month. It also shared its Super Swansea Women digital display championing trailblazing Swansea women who made their mark in a wide variety of fields from science and industry to politics, the arts and sport over the last 200 years.

The Glynn Vivian Art Gallery showcased some female artists with 'Women in Nature' a collection of works by artists whose work depicts nature in many different forms. West Glamorgan Archives highlighted often unseen images and stories of local women, shining a spotlight on the diversity of experience women have experienced in Swansea over the years.

Swansea Council's Councillor Champion for Women, Louise Gibbard, said:

"The Council is using today to reflect on this year's theme of 'Embrace Equity', which is especially important following our declaration of being a Human Rights City. With stories about this continuing to dominate the media, we are restating our ongoing commitment to stamping out violence against women, domestic abuse and sexual violence in all its forms, and providing support for all of its victims."

"As a large organisation, we value our staff who work tirelessly to keep Swansea going. Around 8,000 staff, including school employees, are women and actions are in place to try to eradicate the gender pay gap, provide support through the menopause and help for anyone needing to flee domestic abuse amongst other things."

"Tonight we will be lighting up the Guildhall both to mark International Women's Day but also to champion Pension Justice for Swansea Women who continue to fight against the injustice dealt to 50s born women over changes to their pensions. As a Council we are also proud to be part of Welsh Government's vision for a Period Proud Wales, working closely with our schools, venues and community groups across the city to provide free menstrual products to all who need them so that periods don't hold anyone back from living their lives to the full."

Case Study 2: Holocaust Day (January 2023)

The Council marked Holocaust Memorial Day with a ceremony at the Guildhall which involved pupils from six schools across Swansea, civic leaders and members of faith communities.

Pupils from Ysgol Bryn Tawe, Bishop Gore, Pentrehafod, Gowerton, Olchfa and Penllergaer Primary School took part in the commemoration of those who have lost their lives in acts of genocide. The theme for this year was Ordinary People - reflecting on how ordinary people were perpetrators, bystanders, rescuers, witnesses and victims of the Nazi Holocaust in Germany and of the genocides that took place in countries such as Cambodia, Rwanda, Bosnia and Darfur.

The pupils were joined by Swansea Council's Deputy Leader Andrea Lewis, the Lord Mayor of Swansea Mike Day and the Council's Human Rights Champion Louise Gibbard. Chief Inspector Declan Cahill of South Wales Police read the Pan Wales Pledge while Norma Glass, MBE, a leading light in Swansea's Jewish community, closed proceedings.

Cllr Lewis said:

"Just last month Swansea was declared Wales' first Human Rights City and it is vital that we here in Swansea do not forget The Holocaust and other acts of genocide which have cast a dark shadow on humanity."

"It is through events such as Holocaust Memorial Day we remember and challenge ourselves to stand-up against such tyranny to prevent it from taking hold again."

Cllr Day said:

"January 27 marks the day in 1945 when Auschwitz, the Nazi death camp in Poland, was liberated and the remaining prisoners set free.

"It is an important day across the globe to remember all those who have suffered and died due to acts of genocide. We want a strong message to go out which we hope is listened to and that is we never want such atrocities to be repeated. World leaders must do all they can to achieve this."

Cllr Gibbard added:

"After several years where we have staged our commemoration remotely due to the pandemic I was very honoured to attend the Guildhall and join with others for this important day of reflection and remembrance."

Case Study 3: Swansea Council's Refugee Resettlement Team

Swansea Council's Refugee Resettlement Team have worked to help ensure Ukrainian refugees were as much as possible settled into life in the city and could access a range of services including schools, work, training and volunteering placements. The Team also signposted to other sources of third sector run community support and drop in events. More than 150 households in Swansea have sponsored refugees who have been forced to flee the conflict in their homeland so that women, children and families have safe and suitable accommodation.

The Council recognised the challenges that sponsors faced financially with the rise in cost of living and increased thank you payments to £500 per month. Around 40 schools across the city have welcomed 140 Ukrainian children between them into their classes and have helped them to settle. The Ethnic Minorities and Youth Support Team (EYST) were commissioned to support Ukrainian arrivals and a Ukrainian translator was available at the Employment Hub in the Quadrant Shopping Centre. Since July last year, more than 120 adult Ukrainian refugees received employability support from the Council's employability service Swansea Working and Communities for Work. Libraries have provided books, children's stories, internet access, invitations to events such as song and rhyme sessions and co-ordinated information about online resources useful to Ukrainian refugees.

One Ukrainian refugee who arrived in Swansea with her two young daughters said she would be forever grateful to her sponsors and the people of Swansea for the welcome she has received. She said:

"The girls quickly adapted to a new peaceful life without sirens and explosions and began to sleep peacefully. I could not have thought that people would be so kind to us and support me and my daughters so much. They opened not only their homes to us, but also their hearts."

Swansea Council Cabinet Member for Well-being Alyson Pugh said:

"I'm very proud of Swansea and the response from our city to those fleeing the invasion of their country and the unnecessary death, misery and suffering it has brought over the last 12 months."

"Swansea has lived up to its title of a City of Sanctuary and to the recognition of being the first Human Rights City in Wales."

"We will continue our proud history of welcoming people of different nationalities, ethnicities and religions as well as those fleeing war and persecution."

Case Study 4: Disabilities – Changing Places

This year we have fitted out two additional fully accessible 'Changing Places' toilet facilities in Swansea and the Gower. The latest installation of these specialised facilities at Knab Rock in Mumbles and at Rhossili, ensures that people with multiple and complex disabilities can have access to the beach and enjoy a comfortable visit. The installation of the additional Changing Places facilities is part of our ongoing work to improve public toilets all across the city. The latest work now means there are three of these facilities along the Swansea coastline and an additional six facilities located at different venues within the city centre. Changing Places facilities include vital equipment to support those with specific disabilities, including height adjustable benches and washing equipment, a ceiling hoist system and adequate space to accommodate support assistants. The Council, along with support from the Welsh Government, has invested almost £190,000 (Brilliant Basics 2022) installing the equipment.

Cyril Anderson, Cabinet Member for Community, said:

"I can't emphasise how important it is that we have these type of facilities in our city, especially at our beaches."

"While many people with certain disabilities can access standard toilets we provide, there are many across the UK who are living with more complex issues who require support, such as those with spinal injuries, people living with a stroke or those with profound and multiple learning disabilities. These facilities allow their needs to be met with the level of dignity that most people take for granted."

"These new facilities at Knab Rock and Rhossili ensure that our beautiful coastline is more accessible to all our visitors and enhances Swansea, and Wales as a visitor destination."

"I'm thrilled we have been able to install the new Changing Places toilets and increase the choices for people that need them. This has been made possible with support from the Welsh Government who provided a grant from their Brilliant Basics programme."

The improvements have been completed following the adoption of the Council's Public Toilets strategy. The strategy has sought to invest heavily in existing toilets throughout Swansea and has led to major improvements city-wide. More than £300,000 has been spent on toilet facilities and the latest to benefit from the work include the toilet block at Port Eynon, which has been repainted and retiled throughout.

Case Study 5: Older People

The Council's Partnership and Involvement Team have created a number of opportunities for people aged 50+ to participate in a range of community based social activities. Through social events, meet ups and a weekly newsletter, the team work to provide information and support access to learning opportunities, transport, health, welfare benefits, housing, volunteering, community activities and promote a wide range of things to do and see across the county for people aged 50+.

The team also organise specific weekly events for people aged 50+ including a weekly walk around Swansea Marina followed by coffee and chat, a Monday meet up at the National Water Front museum with guest speakers, discounted cinema screenings, ten-pin bowling, one-off day trips and a newly launched Ageing Well Choir. Last year the team organised an Aging Well beach festival which was attended by 100s of people and included live music and other live performances and provided a range of taster sessions, beach games and mobile information stands.

In addition to social activities and events, the Team also promotes information and supports access to free courses and events to promote well-being and aging well such as developing a positive mindset, coaching, developing, maintaining functional strength and mobility and walking. The Team also promotes information about activities, events and courses in the city centre and across different communities across Swansea including specific events aimed at people aged 50+ with protected characteristics.

Swansea Council Cabinet Member for Community Support, Hayley Gwilliam, said:

"My heart is just bursting hearing how something so seemingly simple as a group walk and coffee can have such a meaningful and positive impact on people's lives."

"Our partnership and involvement team, working with partners, have developed a really full and varied programme of activities and events and these are being added to all the time."

"If you've not signed up to the newsletter I'd encourage you do so to keep up to date with all the fantastic opportunities on offer."

"We want older people to be healthy, to be safe inside and outside the home, to enjoy life, to have a voice and make a positive contribution to help improve Swansea."

Case Study 6: LGBTQ+ History Month / Sadie's Butterflies

This year a networking event celebrating LGBTQ+ History Month took place at the National Waterfront Museum in Swansea. The event was organised by Sadie's Butterflies (a self-help group, supporting not only the trans community but the wider LGBTQ+I community including friends, family and allies) with support from Swansea Council and other partners).

The aim of the event was to celebrate LGBTQ+ History Month for a day and learn about the trans community, celebrating being trans and to understand people's experiences of being trans. This event was open to all and was designed as opportunity to help promote understanding between members of the public and the transgender community.

The event included a range of information stalls throughout the day, live music and performances, guest speakers, film screenings and an opportunity to socialise and meet new people in a safe and welcoming environment.

Elliott King, Swansea Council's Cabinet Member for Culture and Equalities, said:

"I'm delighted that Swansea Council is working with others in the city to mark LGBT History Month."

"Swansea is a place of equality and diversity. It's essential that we support diversity and that we increase the visibility of lesbian, gay, bisexual and transgender people, their history, lives, experiences and contribution to society."

Case Study 7: Racism Awareness in Schools

This year we commissioned DARPL (Diversity and Anti-Racism Professional Learning) to provide training on raising awareness and promoting diversity for school governors. DARPL aims to support Leaders, teachers, wider school staff and learners at the start of their whole-school approaches to ensure Black, Asian and Minority Ethnic contributions and presence are embedded and sustained within the New Curriculum for Wales. This is a key initiative which underpins the delivery of the Welsh Government's Anti-Racist Wales Action Plan which calls for zero tolerance of racism.

Around 90 school governors from across Swansea took part in an event to develop their understanding of anti-racism and to support schools with being equitable spaces for all learners. The event was designed to help governors support schools to create diverse and inclusive environments and to develop an understanding and appreciation of cultural awareness, diversity and inclusion. The training event included a number of workshops, Q&A sessions and gave governors the opportunity to reflect on the needs of their schools.

Among the speakers at the event was Rachel Clarke, the granddaughter of Betty Campbell who was Wales' first black head teacher and a prominent community leader. The event was the first event of its kind in Wales

Swansea's Director of Education, Helen Morgan-Rees, said:

"School governors play a vital role in supporting our schools and we run regular events and training in Swansea."

"As Wales' first Human Rights City I was very pleased that we were able to offer this event to our school governors."

"It was a really helpful and informative day and those who attended will be going back to their schools to share their learning with colleagues."

Case Study 8: Promoting the use of the Welsh Language

A comprehensive school in Swansea was the first in the region to earn a gold award for encouraging pupils, staff and the wider community to speak Welsh more. Gowerton Comprehensive achieved the gold Siarter Iaith award which is a Welsh Government initiative to inspire children and young people to use Welsh in all aspects of their lives. The initiative extends to all members of the school community including the school council, learners, workforce, parents, carers, governors and the wider community.

The school has made the Welsh language an integral part of every department and for every member of staff. The school has made strong links with the local community, local businesses and the primary school cluster schools, as well as supporting other secondary schools across Swansea. It has brought cluster schools together to showcase school Eisteddfod performances and share their talents. Headteacher Kathleen Lawlor said:

"Achieving the gold award recognises the real impact, hard work and the dedication of the whole school, parents and the community to promote the Welsh language."

"We are incredibly proud to have been awarded gold and thank everyone inside and outside the school for the part they have played."

"The development of the Welsh language in the Gowerton is a whole school strategy and the passion and dedication of all the senior leaders and of course the Welsh Crew must be celebrated."

Swansea Council is supporting all schools to increase the social use of Welsh by children and young people using Siarter Iaith as part of its Welsh in Education Strategic Plan. The council has committed to support all Welsh-medium schools to reach at least the Siarter Iaith Silver award and all English-medium schools to reach at least the Siarter Iaith Bronze award during the lifetime of the plan.

Swansea Council's Cabinet Member for Education and Learning, Robert Smith, said:

"I'd like to congratulate Gowerton Comprehensive on the gold award which is an outstanding achievement."

"In Swansea we are committed to growing the number of Welsh speakers and increasing the use of Welsh in our communities. Gowerton is a shining example of how we can do this."

Case Study 9: Inclusive Play Areas

This year we have continued to upgrade our play areas and make them more inclusive. New communication boards for children and adults who use sign language are going to be installed in all of Swansea's play areas. They will complement symbol-based boards that are also being installed to assist people of all ages who need additional communication support, giving them the opportunity to be understood and to express themselves. The aim is to make the play areas as accessible and welcoming as possible to all that use them.

The Council is currently investing £7m in upgrading and improving all council-owned play areas. Garnswllt is one of 50 play areas to have been completed so far, after a local family got in touch with the council after seeing the communication boards to ask if something similar could be developed for children who use sign language. Drawing on the expertise of groups and organisations that support deaf people the new bi-lingual boards using British Sign Language have been developed and the first has been installed in Garnswllt.

Hayley Gwilliam, Swansea Council's Cabinet Member of Supporting Communities, said:

"These boards will allow children and adults who need support communicating or those who are deaf the opportunity to understand and express themselves while using our play areas.

"The family that approached us welcomed the communication board that was installed when the play area was upgraded but said it did not meet the need of their child who uses sign language so I'm pleased that by working with partners we've been able to address this."

"We want all children and their families that use our play areas to feel part of the community and to feel included."

Swansea Council's Cabinet Member for Investment, Regeneration and Tourism, Robert Francis-Davies, said:

"We made our commitment to invest so heavily in play areas because we saw just how important they were to young families and children as a free place to go as we all emerged from the pandemic.

"It is very important to us that all families feel the play areas are there for them and the communication boards are a great idea to support people who are unable to use spoken words because communicating their wants and needs can be really challenging, especially in a busy environment like our play areas."

Case Study 10 Schools of Sanctuary

This year, St Helen's Primary, Christchurch Primary and Bishop Vaughan Comprehensive School have all been awarded Schools of Sanctuary status. Pupils and staff representing schools in Swansea attended a ceremony to recognise the work they have undertaken in relation to creating a safe, inclusive and welcoming culture for all, including asylum seekers and refugees. Each school has adopted a different approach in the practical application of becoming a school of sanctuary to meet the needs of their individual school. Although all are united by demonstrating that they are committed to being safe and welcoming places for those seeking sanctuary with an equal opportunity to feel welcome be a part of inclusive and safe environments

The four schools join Hafod, Brynmill, Waun Wen, Terrace Rd who achieved the status last year and Pentrehafod who were reaccredited as a School of Sanctuary having been the first school in Wales to attain the award more than ten years ago.

Swansea Council's Cabinet Member for Education and Learning, Robert Smith, said:

"I'd like to congratulate the three new schools who have achieved Schools of Sanctuary status and also to commend those that continue to hold the title.

"This week is Refugee Week - an international celebration of the contributions, creativity and resilience of refugees and people seeking sanctuary - and Friday's event at the Swansea Arena was a very fitting precursor."

"To obtain Schools of Sanctuary Status then each school must be able to demonstrate that they are committed to creating a safe and inclusive culture of welcome that benefits everybody, including anyone in their community seeking sanctuary and to share their values and activities with their local communities.

"They also need to show that they help their students, staff and wider community learn about what it means to be seeking sanctuary and the issues surrounding forced migration.

"I'm very proud that in Swansea - Wales' first City of Sanctuary and the first Human Rights City -we have a growing list of schools achieving this accreditation."

5. Impact of the SEP 2022-23

5.1 Overall this year we have continued to make good progress in the delivering of our strategic equality objectives and our Strategic Equality Plan. Our Strategic Equalities and Future Generations Board have continued to provide strategic direction and oversee the implementation of our plan.

5.1.2 Out of the 65 steps contained within the SEP 2020-24, good progress has been made with implementing the majority of the steps (85%) during 2022-23. In terms of progress during 2022-23:

- 3% ($n=2$) of the steps have been completed,
- 82% ($n=54$) of the steps are ongoing - good progress has been made,
- 11% ($n=7$) of the steps - limited progress has been made,
- 3% ($n=2$) of the steps – significant delay to delivery.

5.1.3 Out of those steps where limited progress has been made, progress has to some extent been determined by wider societal and economic factors outside the direct control of the Council for example. For example, the increase in the number of young people who are NEET (not in education, employment or training) and the number of people preventing themselves as homeless and applications for social housing are reflective of national trends and not indicative of the quality of local services. Similarly, other steps where progress has been limited such as - supporting improvements to access public transport by bus for disabled people - have also been constrained by factors outside the direct control of the Council and a lack of national investment in public transport.

5.1.4 There are however 3 steps where limited progress has been made and where is potential for further gains. These steps relate to collecting better data on our workforce in relation to protected characteristics, ensuring full coverage of our equality forums such as establishing a Women's and Inter-Faith Consultative Forum and the development more easy read and plain English/Welsh resources. Although work has started in these areas, the pace of delivery and gaps in provision remain areas for future improvement.

5.1.5 Here is a summary of some of our successes and their impact and some of the challenges that we need to address in the year ahead.

5.1.6 Successes – and what this meant.

- We have revised our IIA's to help assess all our decision making and policy development. This has strengthened our approach to applying an equality lens to all our core business and decision making.
- There is closer alignment between many of the steps to deliver both the Council's Equality and Well-being Objectives. This Improves

integration between the Council's key priorities and plans in order to improve well-being and strive towards a more equal Swansea.

- Established a Strategic Equalities and Future Generations Board (SEFGB) in September 2021. This now oversees and co-ordinates the Council's obligations under the Equality Act and Duty and provides a corporate focus on equality related issues.
- We supported several Council wide celebrations such as LGBT+ history month and Women's History Month, developed a City of Sanctuary Film and continued to work with the Friends of the Glynn Vivian Art gallery and volunteers. These campaigns celebrated Swansea's diversity and zero tolerance of discrimination and positively promoted and was part of a campaign to welcome refugees.
- Work continued on the Fusion programme. This supported people to access cultural activity for well-being and acquire new skills in activities such as film making, creative writing, music making, dance, crafts, animation, heritage, volunteering, exhibitions and visual art.
- A revised Consultation and Engagement strategy was adopted by Council. This year, people have had the opportunity to give their views on a wide range of issues including the Council's Budget, the Council's Corporate Plan, Human Rights priorities, and the Southwest Wales Corporate Joint Committee's Corporate Plan.
- The Council adopted a Public Participation in Democracy strategy. This year our Democratic Services Team worked with our Partnership and Involvement Team to raise awareness with young people about the new voting entitlement for young people aged 16 years living in Wales.
- The Council procured external support from CoPro Lab to build on co-productive approaches employed throughout the pandemic and to develop further internal capacity and capability. This will help to embed a culture of coproduction across the organisation and sit alongside practical resources, such as good practice examples.
- Council adopted the All-Party Parliamentary Group (APPG) on British Muslims' definition of Islamophobia. The purpose is to provide a framework to understand and identify prejudices, including unconscious bias, and to build trust within our communities by demonstrating that the Council is committed to tackling Islamophobia.
- Swansea declared Human Rights City status. The ultimate vision is to incorporate human rights into policy, practice and local life, raising awareness of the good stories as well as highlighting areas that need improving.
- The Council continued to work in partnership with the Health Board and partners to raise awareness around Violence against Women,

Domestic Abuse and Sexual Violence (VAWDASV). This shared responsibility enabled us to meet our objectives ensuring effective, timely interventions and support.

Crisis intervention remained a priority, receiving 2,056 referrals from April 22 to March 23, offering support, safeguarding and Court assistance to those subject to the Criminal and Civil justice system.

- National educational results at key stage 4 have not been calculated by the Welsh Government but will resume in 2023. Grade distributions per subject are available for 2022. Local analysis of Swansea results shows good performance overall that compare favourably.
- Employment programmes continued to support people in work. 3295 citizens have accessed employment support via a single access point and signposted to appropriate support. 391 participants were supported into employment. Over 30 sector specific/employer/information and advice recruitment days were delivered by the Council during the last year with over 800 vacancies sourced. We supported the delivery of the first multi placement, multi discipline scheme with the Swansea Bay Health board was developed with 50 placements available.
- Work on the development of prevention and early help through family support interventions progressed well. During 2022-23 the Families First programme had 11,609 beneficiaries.
- The Council has reviewed and developed its Equalities training module and developed a new Recruitment and Selection module. The purpose is to ensure that recruiting managers consider all equality considerations during the recruitment process.
- A 2023 data snapshot shows a significant improvement in recruitment data as applicants are disclosing their protected characteristics in high numbers. Of 7960 applicants during the year only 133 applicants declined to share their sensitive data.

5.1.7 Challenges and work underway in the next 12 months.

- We continued working to improve the equalities data we hold about our workforce and to encourage staff to disclose their personal data relating to their protected characteristics. This had limited impact as the 2023 data suggests that there has only been a 1% increase in the disclosure rate from the existing workforce and further consideration will need to be given on how to improve this data collation exercise.
- We recognise that there are some gaps in relation to specific forums and networks e.g. establishing a Women's forum (a specific recommendation from the Scrutiny inquiry into equalities). In addition, we also recognise that there are some issues related to the sustainability of networks and forums and the role of the Council in

supporting these. We are currently reviewing our support in line with resources and as we revise our structure and processes to implement our Consultation and Engagement strategy with the Council's Leadership Team.

- Some gaps at key stage 4 based on 2022 educational analysis were seen for boys compared to girls, Looked After Children (LAC) compared to non-LAC and Free School Meals (FSM) compared to non-FSM. Black and Minority Ethnic pupils had point scores which were generally higher than White British pupils. These gaps were also typical of the pre-pandemic situation.
- Work is currently underway in relation to the Council adopting a definition of Antisemitism. Work is also underway in relation to exploring the Social Model of Disability and whether the Council can adopt the principles within the model and incorporate these within our policies, procedures and processes. We are also looking to pursue Disability Confident Leader status in the Disability Confident employer scheme.
- Work continues mapping what our services are currently doing in relation to specific actions within the Anti-racist Wales Action Plan and LGBTQ+ Action Plan for Wales.
- We are planning to launch a publicity and communications plan in 2023-24 which aims to further encourage Equality training completion, prioritising managers within the Council.

Appendix B - Equalities Data report – Year end 31 March 2023

The overall headcount across the Council (including schools) has decreased by 442 employees since 2022. The number of full time female staff has increased as has the number of female staff aged under 21.

Those on the lowest pay have decreased and the deletion of SCP1 with effect from 1 April 2023 is anticipated to have an even greater impact when the 2024 data set is published. The remainder of the pay spine has remained generally stable.

The number of employees declaring their protected characteristics has improved by 1% which suggests that pace is slow and further work is needed in encouraging staff to declare. 2022 saw a period of change with work on the old HR information system coming to a close and the introduction on 1 April 2023 of the new Oracle Fusion system. We anticipate that an increase in disclosure will be evident in 2024 as the workforce increases its knowledge of Oracle Fusion and how to enter this information.

Whilst the existing workforce have not increased disclosure rates, applicant disclosures have significantly improved. Of 7960 applicants only 133 did not declare their protected characteristics, suggesting that over time our information reliability should improve as new starters enter the workforce having already declared. Of note, the number of applicants declaring as transgender doubled, an increase was seen in the number of those declaring their sexual orientation and a sizeable number indicated that they have no religious belief (4496 in 2023 compared to 2909 in 2022).

Applicants vary from overall workforce numbers when analysing gender – the workforce of 70% female and 30% male varies considerably from the roughly equal male/female applicant makeup of 51/48 respectively.

Turnover shows that there were 722 resignations in 2023 compared to 629 in the previous year. More female employees aged 21-30 left the Council and an increase in leavers due to ill health capability and ill health retirement was seen. In addition, the number of fixed term contracts being the reason for leaving increased from 147 in 2022 to 269 in 2023. An overall turnover figure of 12% in 2023 is an increase from 9.6% in 2022.

This data set will help inform activity in relation to workforce planning across departments but also at a corporate level in terms of policy review and approach.

WORKFORCE PROFILE

Workforce Profile - Working pattern by Gender

Employment category	Female	Male	Total
Permanent - full time	2167	2449	4616
Permanent - job share	*	*	57
Permanent - part time	2597	364	2961
Temporary - full time	859	377	1236
Temporary - job share	*	*	*
Temporary - part time	2036	256	2292
Grand Total	7715	3451	11166

Workforce Profile - Age Profile by Gender

Age	Female	Male	Total
Under 21	70	53	123
21-30	921	447	1368
31-40	1750	713	2463
41-50	2185	790	2975
51-60	2110	1071	3181
61-70	649	362	1011
Over 70	30	15	45
Grand Total	7715	3451	11166

Workforce Profile - Grade by Gender

Grade Name	Female	Male	Total
Chief Executive 12	*	*	*
Chief Officer 1-5 01-05	*	*	*
Deputy Chief Executive 1-3	*	*	*
Director 001-007	*	*	*
GRADE_01 01	*	*	*
GRADE_02 03	423	88	511
GRADE_02A 03A	*	*	295
GRADE_03 04	203	194	397
GRADE_03A 04A	*	*	*
GRADE_04 05-06	1386	365	1751
GRADE_04A 05A-06A	*	*	92
GRADE_05 07-09	929	409	1338
GRADE_05A 07A-09A	*	*	11
GRADE_06 11-17	1082	403	1485
GRADE_07 19-24	626	645	1271
GRADE_08 25-29	366	285	651
GRADE_09 30-34	300	179	479
GRADE_10 35-39	101	90	191
GRADE_10A 35-37	72	18	90
GRADE_10B 38-39	54	5	59
GRADE_11 40-44	77	55	132

GRADE_12 45-49	39	35	74
Head Deputy and Assistant Teachers 001-043 H00	143	90	233
HOS Band_1 07-13	*	*	11
HOS Band_2 03-09	*	*	7
HOS Band_3 01-05	*	*	*
Minimum Wage 025 025	12	14	26
Minimum Wage APP APP	*	*	19
Minimum Wage 016-022	5	31	36
Soulbury Advisor Inspectors 001-007	*	*	*
Soulbury Advisor Inspectors 002-008	*	*	*
Soulbury Advisor Inspectors 002-011	*	*	6
Soulbury Advisor Inspectors 006-009	*	*	*
Soulbury Advisor Inspectors 010-013	*	*	*
Soulbury Advisor Inspectors 013-016	*	*	*
Soulbury Advisor Inspectors 013-019	*	*	*
Soulbury Advisor Inspectors 022-024	*	*	*
Soulbury Advisor Inspectors 024-027	*	*	*
Soulbury Advisor Inspectors 028-034	*	*	*
Soulbury Advisor Inspectors 047-047	*	*	*
Soulbury Advisor Inspectors 2 -8	*	*	*
Soulbury Ed Psychologist 001-009	*	*	*
Soulbury Ed Psychologist 001-013	*	*	*
Soulbury Ed Psychologist 001-015	*	*	*
Soulbury SNR Ed Psychologist 001-007	*	*	*
Soulbury SNR Ed Psychologist 004-009	*	*	*
Soulbury SNR Ed Psychologist 016-018	*	*	*
Teacher 001-006 W00	356	150	506
Threshold Teacher 001-003 P00	1069	331	1400
Unqualified Teacher 001-006	30	18	48
Grand Total	7715	3451	11166

Workforce Profile - Ethnicity Declaration

Ethnicity	Total	% Workforce
Asian or Asian British - Any Other	5	0.04%
Asian or Asian British - Bangladeshi	7	0.06%
Asian or Asian British - Chinese	*	*
Asian or Asian British - Indian	*	*
Asian or Asian British - Pakistani	*	*
Black or Black British - African	8	0.07%
Black or Black British - Any Other	*	*
Black or Black British - Caribbean	5	0.04%
Mixed - Any Other	6	0.05%
Mixed - White and Asian	*	*
Mixed - White and Black African	*	*
Mixed - White and Black Caribbean	*	*
Not declared	8701	77.92%
Other Ethnic Group	*	*
Prefer not to say	*	*
White - Any Other	66	0.59%
White - British	2342	20.97%

Grand Total	11166	
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Workforce Profile - Sexual Orientation

Sexual Orientation	Total	% Workforce
Bisexual	18	0.16%
Gay/Lesbian	46	0.41%
Heterosexual/Straight	1690	15.14%
Not declared	9359	83.82%
Other	*	*
Prefer not to say	50	0.45%
Grand Total	11166	

Workforce Profile - Religion

Religion	Total	% Workforce
Buddhist	9	0.08%
Christian	830	7.43%
Hindu	*	*
Muslim	11	0.09%
No Religion or belief	841	7.53%
Not declared	9352	83.75%
Other	60	0.53%
Prefer not to say	60	0.53%
Sikh	*	*
Grand Total	11166	

Workforce Profile - Disability Declaration

Disabled?	Total	% Workforce
Disabled	42	0.38%
Not declared	10517	94.18%
Not Disabled	607	5.44%
Grand Total	11166	

Workforce Profile - Marital Status

Marital Status	Total	% Workforce
Civil Partnership	61	0.55%
Divorced	416	3.72%
Formally in Civil Partnership now legally dissolved	*	*
Legally Separated	26	0.23%
Living with Partner (not married or in civil partnership)	360	3.21%
Married	4658	41.72%
Not declared	1440	12.90%
Partner	116	1.04%
Prefer not to say	32	0.29%
Separated – but still legally in Civil Partnership	*	*
Separated – but still legally married	68	0.61%

Single	3928	35.18%
Widowed	55	0.49%
Grand Total	11166	

Workforce Profile - Gender Reassignment

Gender same as birth?	Total	% Workforce
No	8	0.07%
Not declared	9394	84.13%
Yes	1764	15.80%
Grand Total	11166	

Workforce Profile - Maternity and Pregnancy

Maternity = 1.77% workforce

Pregnancy = data unavailable

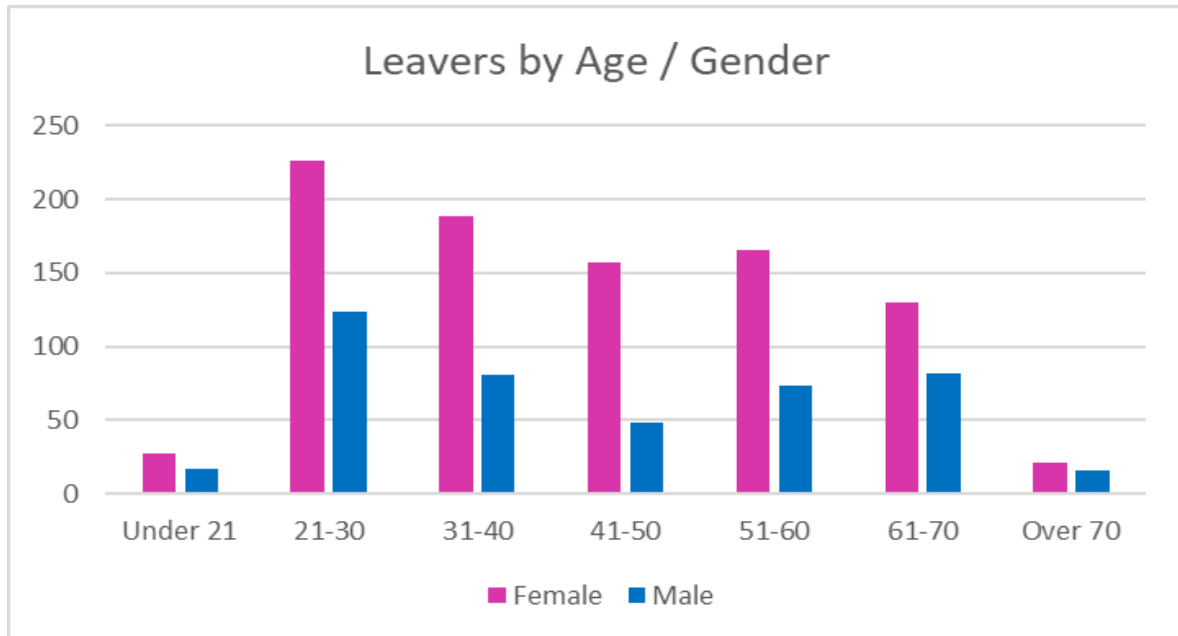
LEAVERS

Leavers by Gender

Leaver Reason	Female	Male	Total
Deceased	6	6	12
Dismissed – Capability	*	*	*
Dismissed – Gross Misconduct	*	*	9
Dismissed – Health Capability	*	*	37
Dismissed – Probation	*	*	13
End of Apprenticeship	*	*	*
End of Fixed-Term Contract	89	69	158
End of Temporary Contract	78	33	111
ERVR – Early Retirement/Voluntary Redundancy	8	5	13
Frustration of Contract	*	*	*
NULL	*	*	13
Other	*	*	22
Promotion	*	*	*
Redundancy	*	*	*
Redundancy – Compulsory	*	*	*
Resigned	510	212	722
Resigned 55+	59	43	102
Resigned 60+	26	9	35
Retirement	*	*	6
Retirement – AAB (Teachers)	*	*	8
Retirement – Early	14	5	19
Retirement – ER/VR (Teachers)	*	*	*
Retirement – Ill Health	22	12	34
Retirement 65+	19	7	26

Traineeship Terminated	*	*	*
Voluntary Redundancy	*	*	*
Grand Total	910	449	1359

Leavers by Age / Gender



Leavers by Ethnicity

Ethnic Origin	Leavers
Asian or Asian British - Any Other	*
Asian or Asian British - Bangladeshi	*
Asian or Asian British - Chinese	*
Asian or Asian British - Indian	*
Asian or Asian British – Pakistani	*
Black or Black British - African	*
Black or Black British - Any Other	*
Black or Black British - Caribbean	*
Mixed - Any Other	*
Mixed - White and Asian	*
Mixed - White and Black African	*
Mixed - White and Black Caribbean	*
Not declared	679
Other Ethnic Group	6
Prefer not to say	*
White - Any Other	229
White - British	434
Grand Total	1359

Leavers by Sexual Orientation

Sexual Orientation	Leavers
Bisexual	17
Gay/Lesbian	45
Heterosexual/Straight	1201
Not declared	39
Other	*
Prefer not to say	53
Grand Total	1359

Leavers by Religion

Religion/Belief	Leavers
Buddhist	9
Christian	826
Hindu	*
Muslim	14
No Religion or belief	358
Not declared	34
Other	52
Prefer not to say	62
Sikh	*
Grand Total	1359

Leavers by Disability

Disabled?	Leavers
Disabled	5
Not declared	1146
Not Disabled	208
Grand Total	1359

GRIEVANCES

Grievance by Gender

Gender	Grievances
Female	*
Male	*
Grand Total	9

Grievance by Ethnicity

Ethnicity	Grievances
Asian or Asian British - Any Other	*
Asian or Asian British - Bangladeshi	*
Asian or Asian British - Chinese	*
Asian or Asian British - Indian	*
Asian or Asian British - Pakistani	*
Black or Black British - African	*
Black or Black British - Any Other	*
Black or Black British - Caribbean	*
Mixed - Any Other	*
Mixed - White and Asian	*
Mixed - White and Black African	*
Mixed - White and Black Caribbean	*
Not declared	9
Other Ethnic Group	*
Prefer not to say	*
White - Any Other	*
White - British	*
Grand Total	9

Grievance by Sexual Orientation

Sexual Orientation	Grievances
Bisexual	*
Gay/Lesbian	*
Heterosexual/Straight	*
Not declared	*
Other	*
Prefer not to say	*
Grand Total	9

Grievance by Religion

Religion/Belief	Grievances
Buddhist	*
Christian	*
Hindu	*

Muslim	*
No Religion or belief	*
Not declared	*
Other	*
Prefer not to say	*
Sikh	*
Grand Total	9

Grievance by Disability

Disabled?	Grievances
Disabled	0
Not declared	9
Not Disabled	0
Grand Total	9

DISCIPLINARY

Disciplinary by Gender

Gender	Disciplinaries
Female	32
Male	38
Grand Total	70

Disciplinary by Ethnicity

Ethnic Origin	Disciplinaries
Asian or Asian British – Any Other	0
Asian or Asian British - Bangladeshi	0
Asian or Asian British - Chinese	0
Asian or Asian British – Indian	0
Asian or Asian British - Pakistani	0
Black or Black British - African	0
Black or Black British – Any Other	0
Black or Black British – Caribbean	0
Mixed – Any Other	*
Mixed – White and Asian	0
Mixed – White and Black African	0
Mixed – White and Black Caribbean	0
Not declared	42
Other Ethnic Group	0
Prefer not to say	0
White - Any Other	0

White - British	27
Grand Total	70

Disciplinary by Sexual Orientation

Sexual Orientation	Disciplinaries
Bisexual	*
Gay/Lesbian	*
Heterosexual/Straight	*
Not declared	70
Other	*
Prefer not to say	*
Grand Total	70

Disciplinary by Religion

Religion	Disciplinaries
Buddhist	*
Christian	*
Hindu	*
Muslim	*
No Religion or belief	*
Not declared	70
Other	*
Prefer not to say	*
Sikh	*
Grand Total	70

Disciplinary by Disability

Disabled?	Disciplinaries
Disabled	0
Not declared	70
Not Disabled	0
Grand Total	70

APPLICANTS

Applicants by Gender

Gender	Applicants
Female	3813
Male	4068
Not declared	59
Transgender	20
Grand Total	7960

Applicants by Sexual Orientation

Sexual Orientation	Applicants
Bisexual	286
Gay Man	112
Gay Woman/Lesbian	94
Heterosexual	6954
Not declared	133
Other	93
Prefer Not to say	288
Grand Total	7960

Applicants by Religion

Religion/Belief	Applicants
Buddhist	43
Christian	2689
Hindu	95
Jewish	5
Muslim	276
No Religion or belief	4496
Not declared	112
Other	40
Prefer not to say	191
Sikh	13
Grand Total	7960

Applicants by Disability

Disabled?	Applicants
Disabled	538
Not declared	199
Not Disabled	7223
Grand Total	7960

Applicants by Age

Age	Applicants
-----	------------

Under 21	503
21-30	2101
31-40	1943
41-50	1398
51-60	1046
61-70	244
Over 70	4
Not declared	721
Grand Total	7960

Appendix C - Integrated Impact Assessment Screening Form

Please ensure that you refer to the Screening Form Guidance while completing this form.

Which service area and directorate are you from?

Service Area: SDU

Directorate: Corporate Services

Q1 (a) What are you screening for relevance?

- New and revised policies, practices or procedures
- Service review, re-organisation or service changes/reductions, which affect the wider community, service users and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- New project proposals affecting staff, communities or accessibility to the built environment, e.g., new construction work or adaptations to existing buildings, moving to on-line services, changing location
- Large Scale Public Events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Services Board, which impact on a public bodies functions
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services
- Other

(b) Please name and fully describe initiative here:

Equality Review Report 2022/23 – This report meets our duty to report on progress in 2022/23 meeting the Strategic Equality Objectives set out in the Strategic Equality Plan 2020/24.

Q2 What is the potential impact on the following: the impacts below could be positive (+) or negative (-)

	High Impact		Medium Impact		Low Impact		Needs further Investigation	No Impact
	+	-	+	-	+	-		
Children/young people (0-18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Future Generations (yet to be born)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Appendix C - Integrated Impact Assessment Screening Form

Human Rights

Q3 What involvement has taken place/will you undertake e.g. engagement/consultation/co-productive approaches? Please provide details below – either of your activities or your reasons for not undertaking involvement

This report meets our duty to report on progress in 2022/23 meeting the Strategic Equality Objectives set out in the Strategic Equality Plan 2020/24 and is not relevant for consultation.

Q4 Have you considered the Well-being of Future Generations Act (Wales) 2015 in the development of this initiative:

- a) Overall does the initiative support our Corporate Plan’s Well-being Objectives when considered together?
 Yes No
- b) Does the initiative consider maximising contribution to each of the seven national well-being goals?
 Yes No
- c) Does the initiative apply each of the five ways of working?
 Yes No
- d) Does the initiative meet the needs of the present without compromising the ability of future generations to meet their own needs?
 Yes No

Q5 What is the potential risk of the initiative? (Consider the following impacts – equality, socio-economic, environmental, cultural, legal, financial, political, media, public perception etc...)

High risk

Medium risk

Low risk

Q6 Will this initiative have an impact (however minor) on any other Council service?

Yes

No

If yes, please provide details below

Q7 Will this initiative result in any changes needed to the external or internal website?

Yes

No

If yes, please provide details below

Q8 What is the cumulative impact of this proposal on people and/or communities when considering all the impacts identified within the screening and any other key decisions affecting similar groups/ service users made by the organisation?

(You may need to discuss this with your Service Head or Cabinet Member to consider more widely if this proposal will affect certain groups/ communities more adversely because of other decisions the organisation is making. For example, financial impact/poverty, withdrawal of multiple services and

Appendix C - Integrated Impact Assessment Screening Form

whether this is disadvantaging the same groups, e.g., disabled people, older people, single parents (who are mainly women), etc.)

Outcome of Screening – This report meets our duty to report on progress in 2022/23 meeting the Strategic Equality Objectives set out in the Strategic Equality Plan 2020/24, so there is no direct impact on people or communities.

Q9 Please describe the outcome of your screening using the headings below:

- **Summary of impacts identified and mitigation needed (Q2)**
- **Summary of involvement (Q3)**
- **WFG considerations (Q4)**
- **Any risks identified (Q5)**
- **Cumulative impact (Q7)**

(NB: This summary paragraph should be used in the ‘**Integrated Assessment Implications**’ section of corporate report)

Full IIA to be completed

Do not complete IIA – please ensure you have provided the relevant information above to support this outcome

NB: Please email this completed form to the Access to Services Team for agreement before obtaining approval from your Head of Service. Head of Service approval is only required via email.

Screening completed by:
Name: R Rowlands
Job title: Strategic Delivery & Performance Manager
Date: 11/12/23
Approval by Head of Service:
Name: Lee Wenham
Position: Head of Communications & marketing
Date: 11/11/23

Please return the completed form to accesstoservices@swansea.gov.uk

Agenda Item 10.



Report of the Local Authority Governor Appointment Group

Cabinet – 18 January 2024

Local Authority Governor Appointments

Purpose:	To approve the nominations submitted to fill Local Authority Governor vacancies in School Governing Bodies
Policy Framework:	Local Authority (LA) Governor Appointments Procedure (Adopted by Council on 26 October 2017)
Consultation:	Access to Services, Finance, Legal
Recommendation(s):	It is recommended that: 1) The nominations recommended by the Director of Education in conjunction with the Cabinet Member for Education & Learning be approved.
Report Author:	Agnes Majewska
Finance Officer:	Aimee Dyer
Legal Officers:	Stephen Holland
Access to Services Officer:	Catherine Window

1.0 The nominations referred for approval

1.1 The nominations are recommended for approval as follows:

1. Brynhfryd Primary	Mrs Debbie Whyte
2. Newton Primary	Mr George Butterfield
3. Pontarddulais Primary	Mrs Melissa Williams
4. Sea View Primary	Cllr Cyril Anderson

5. Tre Uchaf Primary	Mrs Katie Griffiths
6. Olchfa Comprehensive	Cllr Mary Jones
7. Pontarddulais Comprehensive	Cllr Phillip Downing
8. YGG Bryniago	Miss Elen Jones
9. YGG Pontybrenin	Mr Huw Evans

2.0 Financial Implications

2.1 There are no financial implications for the appointments; all costs will be met from existing budgets.

3.0 Legal Implications

3.1 There are no legal implications associated with this report.

4.0 Integrated Assessment Implications

4.1 The Council is subject to the Equality Act (Public Sector Equality Duty and the socio-economic duty), the Well-being of Future Generations (Wales) Act 2015 and the Welsh Language (Wales) Measure, and must in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Acts.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- Deliver better outcomes for those people who experience socio-economic disadvantage
- Consider opportunities for people to use the Welsh language
- Treat the Welsh language no less favourably than English.
- Ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.

4.1.1 The Well-being of Future Generations (Wales) Act 2015 mandates that public bodies in Wales must carry out sustainable development. Sustainable development means the process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the 'well-being goals'.

- 4.1.2 Our Integrated Impact Assessment (IIA) process ensures we have paid due regard to the above. It also takes into account other key issues and priorities, such as poverty and social exclusion, community cohesion, carers, the United Nations Convention on the Rights of the Child (UNCRC) and Welsh language.
- 4.2 Following the completion of the IIA process it has been identified there are no negative impacts and a full IIA is not required.
- 4.3 There is no need for mitigation as impacts that have been identified are not negative impacts. The panel choose Governors, no public consultation is required. In order for schools to run effectively they need to have effective Governing Bodies, this appointment supports this.

Background papers: None

Appendices:

Appendix A - Integrated Impact Assessment Form

Appendix A - Integrated Impact Assessment Screening Form

Please ensure that you refer to the Screening Form Guidance while completing this form.

Which service area and directorate are you from?

Service Area: Achievement and Partnership

Directorate: Education

Q1 (a) What are you screening for relevance?

- New and revised policies, practices or procedures
- Service review, re-organisation or service changes/reductions, which affect the wider community, service users and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- New project proposals affecting staff, communities or accessibility to the built environment, e.g., new construction work or adaptations to existing buildings, moving to on-line services, changing location
- Large Scale Public Events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Services Board, which impact on a public bodies functions
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services

(b) Please name and fully describe initiative here:

Appointing Local Authority governors to schools in Swansea

Q2 What is the potential impact on the following: the impacts below could be positive (+) or negative (-)

	High Impact		Medium Impact		Low Impact		Needs further investigation
	+	-	+	-	+	-	
Children/young people (0-18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Future Generations (yet to be born)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix A - Integrated Impact Assessment Screening Form

- Q3** What involvement has taken place/will you undertake e.g. engagement/consultation/co-productive approaches?
Please provide details below – either of your activities or your reasons for not undertaking involvement

This activity does not require consultation.

- Q4** Have you considered the Well-being of Future Generations Act (Wales) 2015 in the development of this initiative:

- a) Overall does the initiative support our Corporate Plan's Well-being Objectives when considered together?
Yes No
- b) Does the initiative consider maximising contribution to each of the seven national well-being goals?
Yes No
- c) Does the initiative apply each of the five ways of working?
Yes No
- d) Does the initiative meet the needs of the present without compromising the ability of future generations to meet their own needs?
Yes No

-
- Q5** What is the potential risk of the initiative? (*Consider the following impacts – equality, socio-economic, environmental, cultural, legal, financial, political, media, public perception etc...*)

High risk

Medium risk

Low risk

-
- Q6** Will this initiative have an impact (however minor) on any other Council service?

Yes

No

If yes, please provide details below

-
- Q7** What is the cumulative impact of this proposal on people and/or communities when considering all the impacts identified within the screening and any other key decisions affecting similar groups/ service users made by the organisation?
(*You may need to discuss this with your Service Head or Cabinet Member to consider more widely if this proposal will affect certain groups/ communities more adversely because of other decisions the organisation is making. For example, financial impact/poverty, withdrawal of multiple services and whether this is disadvantaging the same groups, e.g., disabled people, older people, single parents (who are mainly women), etc.*)

In order for schools to run effectively they need to have effective Governing Bodies.

Appendix A - Integrated Impact Assessment Screening Form

Outcome of Screening

Q8 Please describe the outcome of your screening below:

- **Summary of impacts identified and mitigation needed (Q2)**
- **Summary of involvement (Q3)**
- **WFG considerations (Q4)**
- **Any risks identified (Q5)**
- **Cumulative impact (Q7)**

We have identified high impact on children and young people because it is in school environment and Governors are appointed to those school. Race, Religion and Welsh language have been also identified as high impact because we have some religious and welsh language schools. There is no need for mitigation as impacts that have been identified are positive. The panel choose governors and no public consultation is required. In order for schools to run effectively they need to have effective governing bodies, this appointment process supports this.

(NB: This summary paragraph should be used in the relevant section of corporate report)

Full IIA to be completed

Do not complete IIA – please ensure you have provided the relevant information above to support this outcome

NB: Please email this completed form to the Access to Services Team for agreement before obtaining approval from your Head of Service. Head of Service approval is only required via email.

Screening completed by:
Name: Gemma Wynne
Job title: Governor Support Officer
Date: 08/09/23
Approval by Head of Service:
Name: Rhodri Jones
Position: Head of Achievement and Partnership
Date: 08/09/23

Please return the completed form to accesstoservices@swansea.gov.uk

Agenda Item 11.



Report of the Cabinet Member for Education and Learning

Cabinet – 18 January 2024

Maximising Education Other Than at School (EOTAS) Provision for Vulnerable Learners in Swansea Follow Up Report

Purpose:	To make recommendations for a revised model of delivery for the Maes Derw Pupil Referral Unit (PRU) following a period of consultation. To seek delegated powers to make the required changes following consultation.
Policy Framework:	Education otherwise than at school (EOTAS): framework for action GOV.WALES Welsh Government 2019.
Consultation:	Access to Services, Finance, Legal.
Recommendation(s):	It is recommended that: 1) The proposed new model which has been developed, following a period of consultation with the Management Committee of Maes Derw Pupil Referral Unit and other relevant stakeholders, is agreed as the future delivery model for EOTAS services. 2) Authority is delegated to the Head of Vulnerable Learners Service in conjunction with the Cabinet Member for Education and Learning to make the proposed operational changes and carry out any further staffing consultations required and to review and refine the model on an ongoing basis as part of usual business.
Report Author:	Kate Phillips
Finance Officer:	Aimee Dyer
Legal Officer:	Stephanie Williams
Access to Services Officer:	Rhian Millar

1. Introduction

- 1.1 A report submitted to Swansea Cabinet in June 2023 outlined the constraints with the current operating model of Maes Derw Pupil Referral Unit (PRU) and the changing need of learners in Swansea. A link to that report is provided as a background paper.
- 1.2 The June 2023 Cabinet report made two recommendations with Cabinet approving the first recommendation; to undertake a period of consultation with the PRU Management Committee and wider stakeholders in order to review the current operating model and reorganise the PRU internally.
- 1.3 The second recommendation was also approved by Cabinet. This recommendation was that a follow up report would be produced and shared at Cabinet to determine next steps.
- 1.4 This report is the outcome of that recommendation and shares the findings of the consultation period. This report makes proposed recommendations for a refinement to the current operating model and seeks delegated powers to make the required changes, including any staffing arrangements, through an appropriate change management consultation period.

2. Consultation and Engagement Period

- 2.1 Following agreement from Cabinet to undertake the consultation exercise the following stakeholders were identified:
 - pupil Referral Unit (PRU) Management Committee;
 - staff at PRU;
 - learners attending PRU and those in receipt of other EOTAS services.
- 2.2 The consultation activity took place over a 12-week period which started following Cabinet's agreement on 15 June and ended on 20 October 2023. This allowed for the school summer break to be excluded from the consultation period.

3. Consultation Activity

3.1 PRU Management Committee

- 3.1.1 Following a full Management Committee meeting where the plan to review was shared, two focus groups were established to develop proposals.
- 3.1.2 The first focus group reflected a leadership focus and included the Headteacher, the Chair of the Management Committee, Head of Service

for Child and Family Services and the Cabinet Member for Education and Learning.

- 3.1.3 The second focus group reflected a practitioner focus and included the Deputy Headteacher and observer committee member, the teacher committee member and two further members of the management committee who have experience of direct work with children and young people who may require EOTAS services.
- 3.1.4 Eight principles were shared with the focus groups which outlined what needed to be achieved. These principles are as follows:
1. The model has to be one that maximises the current resource available across the Vulnerable Learners Service to meet the needs of all learners requiring EOTAS provision and identifies the PRU's role within that.
 2. The model has to be one that will achieve better outcomes for all EOTAS learners across Swansea Council, not just those attending the PRU.
 3. The model does not expect the PRU to provide all of the above however, the role of the PRU needs to be identified in the continuum of support and may need to contribute resource (physical, human, financial) to boost other EOTAS providers (home tuition, Additional Learning Needs and Inclusion Team (A) and Pupil Support Team) so that access to resource is more equitable for all EOTAS learners.
 4. Equally, there may be opportunities for other teams in the Vulnerable Learners Service to work differently with the PRU to support learners who are dual registered at PRU better.
 5. Achieving the above should in turn lead to the PRU functioning more as intended, namely, reintegration model with earlier intervention.
 6. The model needs to work towards addressing the high level of violence and aggression reported by staff at the PRU. It also needs to provide opportunities to improve attendance, reduce exclusions and to ensure that those learners who are on Pastoral Support Plans receive a package of support which increases their time in education (not necessarily increasing time in Maes Derw but offering something alternative).
 7. We need to maximise what works well and address challenges to make improvements where needed.
 8. It is expected that all areas of the Vulnerable Learners Service will need to contribute and collaborate to achieve the above. There is no additional funding / resource but there is an opportunity to use funding / resource differently.
- 3.1.5 The groups were invited to propose suggestions to make changes and adaptations to the current model in line with the 8 principles and the feedback was collated.

3.2 Staff Engagement

- 3.2.1 Staff were invited to complete a questionnaire and provide their views and suggestions. In total 36 members of staff completed the questionnaire which was open to all staff including teachers, teaching assistants, leadership team and associate staff. The questionnaire had around a 50% response rate which was pleasing.
- 3.2.2 The responses were honest, helpful and constructive. Collectively, survey responses provided some important input into revising the current operational model. Responses were analysed and a summary of the key themes is included below.

3.3 Children and Young People

- 3.3.1 Staff at the PRU supported children and young people to complete a questionnaire which asked for their views on the current provision. 19 responses were provided which was around a 22% response rate.
- 3.3.2 In addition to this Child and Family Services officers were able to speak to children and young people during via their attendance at youth clubs or other community activities.
- 3.3.3 The School Support Team also worked with nine children and young people on the home tuition case load who were in receipt of EOTAS services but not able to access the PRU for a variety of reasons. This input was important as part of the review is about widening access to EOTAS services.
- 3.3.4 Themes from the information collected from children and young people is captured in the summary below.

4. Summary of Consultation Findings

The findings of the consultation exercise have been grouped into themes with feedback from across all groups included within each theme.

The first theme considers what **works well** across all consultation groups the following we identified as strengths:

- small classes / groups / settings were considered successful and beneficial across all consultation groups;
- interventions were also a positive theme from all contributors;
- relationships between staff and pupils were a strength when they worked well;
- staff resilience was considered as strong;
- Teamwork with current staff emerged as a strength;
- assistant headteachers are considered highly effective;

- Tŷ Glas (provision for learners with Social, Emotional and Mental Health) is considered highly effective by stakeholders;
- support workers were considered to be a valuable resource;
- bespoke timetables were identified as an important element of the work.

These are elements it is considered important to retain in the new model and in some cases further develop and embed.

The second theme considers what **doesn't work well**:

- most learner comments relating to subjects on offer identified a lack of choice;
- a minority of learners identified that relationships with some staff was difficult although this needs to be considered within context;
- the majority of learners commented they did not like the catering offer and that the food was disappointing;
- a small number of learners identified that the centre could be noisy and that the mix of learners was sometimes difficult. Some staff also identified that the mix of different learner needs within groups was challenging to manage;
- a small number of learners identified there could be better understanding of mental health issues from some staff;
- learner behaviour was identified as something staff found challenging;
- a lack of good outdoor space was identified by a high number of both staff and learners with a number of suggestions for potential improvements e.g. gym or football space;
- staff retention and a lack of consistency in staffing was identified as an issue;
- it was identified by staff that more external and multi-agency support is needed and would be welcomed;
- a number of staff commented they felt the curriculum offer could be more bespoke to learners and this was also reflected in some of the learners' comments.

All consultation groups were asked to make **suggestions for improvement** and the following themes were identified:

- there was a clear theme around the need to develop more vocational experiences and vocational qualification options;
- it was identified that learner wellbeing should be prioritised over curriculum and there should be less emphasis on academic results with progression and individual achievement being prioritised;
- an even more bespoke approach was seen as beneficial;
- better/improved outdoor spaces are needed and more vocational learning resources/spaces e.g. barbering/hairdressing or construction;

- a need for involvement and commitment from mainstream schools was identified which could be enhanced by facilitating more options for referrals for earlier interventions and greater opportunities for reintegration if access to places was available earlier and more flexibly;
- identifying appropriate settings for learners with Autism or long-term additional learning needs was considered important. Making changes to allow for the differing needs of all learners to be met was a key theme;
- developing Trauma Informed approaches was suggested in responses, as was developing consistency in staff approaches to learners;
- developing greater opportunities to engage with other agencies and services was also considered important alongside securing commitment from other agencies. It was noted that many children and young people needed support beyond what a single provision could offer;
- it was also noted that the roles of the assistant headteachers were very broad in terms of responsibility and that the current staffing structure does not offer many opportunities for staff progression and professional development.

5. Further Information Considered

- 5.1 In addition to the consultation activity, consideration was also given to data held by the local authority in relation to current, emerging need and future predictions.
- 5.2 A summary of this data has indicated the following:
- there is an increasing trajectory for different areas of need across the spectrum including Autism, speech and language and moderate learning difficulties;
 - our current data for early years (0 – 3) indicates exponential growth in these areas and we know from our school census data that there is a correlation between these additional learning needs and social emotional behavioural difficulties which may in turn require EOTAS provision;
 - the current model struggles to manage current numbers, it would definitely not manage future projected levels of demand;
 - we also know that there are long waiting lists for children to receive diagnosis on the neurodevelopmental pathway (Autism and ADHD). These children and young people are in schools without a clinical diagnosis but require specialist support and sometimes EOTAS provision. We must respond to need, not diagnosis and develop flexible, responsive provision.
- 5.3 Furthermore Swansea Council corporate plans and commitments were considered to ensure any proposals was aligned accordingly.

- 5.4 The Vulnerable Learners Service Inclusion Strategy is a key document which outlined the priorities and goals for the Vulnerable Learners Service over the next five years. The proposed model is designed to align to this strategy.
- 5.5 It is also recognised that Swansea Council have made significant investment in EOTAS services including investment in the Maes Derw building. The proposed model allows greater and more flexible use of this resource to ensure it reaches the maximum number of learners.
- 5.6 Legislative obligations were also considered including the Wellbeing of Future Generations, UNCRC and ALNET 2018. There are legal obligations on Swansea Council to meet the needs of our most vulnerable learners and this proposed model is designed to align with these obligations.
- 5.7 As part of the consultation activity dialogue took place with an external provider on our current EOTAS framework to ensure any future proposed model was operationally deliverable.

6. Proposed Model

- 6.1 The proposed model has been developed using all of the information gathered during the consultation period as detailed above.
- 6.2 In addition, it has considered ways to address the challenges outlined in the June 2023 Cabinet Report and has used the eight principles outlined earlier in this report.
- 6.3 The proposed model is detailed in Appendix A.
- 6.4 The key changes are as follows:
- the existing primary phase and halfway house merge to form a single PRU, operating on a reintegration model for learners in primary and lower secondary (up to Y8);
 - the provision for learners with Social and Emotional Mental Health needs remains but operates on a more flexible, bespoke, intervention model allowing for earlier and more flexible bespoke package to be developed for learners some of which will be offered on an outreach basis;
 - the provisions for secondary learners will be merged to one provision catering for Y8/9 upwards and operate on a flexible, bespoke, intervention basis. There will be full time places available but there will also be bespoke, multi-agency outreach packages too;
 - the options available to the EOTAS panel will be expanded and schools will be encouraged to refer earlier for preventative interventions to avoid escalation to longer term or full-time

placements. Registration at Maes Derw will not necessarily be needed to access preventative interventions;

- a special school ‘spoke’ provision will be established in the Maes Derw building to cater for a small number of learners with a long-term additional learning need who require specialist teaching but access to the resources of a PRU.

6.5 For additional consideration the Vulnerable Learners Service are already working closely with colleague in Child and Family Services, specifically, but not exclusively, Youth Justice Service and CMET to develop bespoke packages of support for learners. The new proposed model would formalise this and secure multi agency approaches.

6.6 In response to the comments in the consultation relating to the need to improve outdoor spaces and to increase vocational options an amount of ALN capital grant money has been allocated to the Maes Derw site to develop the outdoor space and vocational options.

6.7 If agreed, the new model will lead to a review of the staffing structure to ensure it is operationally deliverable.

6.8 The proposed model has been shared with the Management Committee and feedback collated. The feedback from the management committee, along with other considerations is reflected below:

Management Committee Feedback	Response
There is a strong need for there to be a contribution from all services, for this proposed model to be successful.	Agreed. Child and Family Services are already working effectively with our EOTAS teams and we hope to extend and expand this offer. The new model allows for greater commissioning and procurement of additional services expanding the offer available.
We recognise the financial pressures on the local authority and that the proposed model has an emphasis on an increased offer. Any decrease in funding will impact the ability for this work to be carried through.	Savings need to be made in line with the Medium-Term Financial Plan of the Local Authority. EOTAS services will remain well funded in comparison to other services to reflect the priority placed on services for vulnerable learners. The new proposals draw upon a range of resources and services to increase and enhance the offer in the most efficient way possible.
The benefits of earlier intervention (access to the PRU), by primary aged	It is intended that schools are able to refer in an early and

pupils is supportive to engage pupils within mainstream provision throughout their later school careers	preventative manner to ensure the PRU becomes an intervention, rather than a placement and consequently support return to mainstream provision quickly and effectively.
On the face of it more young people can access a wider range of options. But it is noted that it will require a lot of detailed attention for its transformation to be implemented	Agreed, the practical application of this model forms the next stage in the process, but we need to secure agreement from Swansea Cabinet to proceed before we do this.

6.9 The overarching message from the Management Committee was that while the proposals were accepted additional, operational detail will be critical to success and this is agreed and accepted.

7. Timeline

7.1 If the recommendations of this report are agreed the next steps will be to draw up a restructure timeline with implementation proposed for September 2024.

7.2 A consultation process with staff and trade unions would begin after the report is approved by Cabinet i.e. January 2024.

7.3 Following staff consultation, it is envisaged that the final staffing structure would be in place by April 2024 with implementation proposed for September 2024.

8. HR Implications

8.1 As the proposals include a change to the staffing structure a consultation process will be undertaken with all staff and trade unions representatives. Redundancies will be avoided wherever possible, by means of ER/VR, matching and slotting into the new structure, not filling vacant posts or redeployment.

However, it is possible that there could be a small number of staff who are in a redundancy position as a result of the restructure.

8.2 Where job descriptions are reviewed as part of the process, they will be subject to the job evaluation process, as appropriate.

8.3 There will need to be a phased approach to any changes in order to allow current learners to transition appropriately. There should be no negative implications for current learners. The intention is to improve the provision.

8.4 This report seeks delegated powers to make those changes in line with our current processes for team restructures.

9. Equality and Engagement Implications

9.1 The Council is subject to the Equality Act (Public Sector Equality Duty and the socio-economic duty), the Well-being of Future Generations (Wales) Act 2015 and the Welsh Language (Wales) Measure, and must in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Acts.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- Deliver better outcomes for those people who experience socio-economic disadvantage
- Consider opportunities for people to use the Welsh language
- Treat the Welsh language no less favourably than English.
- Ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.

9.1.1 The Well-being of Future Generations (Wales) Act 2015 mandates that public bodies in Wales must carry out sustainable development. Sustainable development means the process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the 'well-being goals'.

9.1.2 Our Integrated Impact Assessment (IIA) process ensures we have paid due regard to the above. It also takes into account other key issues and priorities, such as poverty and social exclusion, community cohesion, carers, the United Nations Convention on the Rights of the Child (UNCRC) and Welsh language.

9.2 In order to comply with the relevant regulations an IIA Screening Form has been completed with the agreed outcome that a full IIA report is needed and this is attached as an appendix

9.3 The UNCRC is relevant to this report as Maes Derw is a key resource and service for vulnerable children and young people. It is considered that the improvements this report advocates for will support the Council's commitment to the UNCRC.

9.4 Welsh Language Standards have been considered and again, any improvements resulting from this consultation will aim to strengthen the Council's commitment to the Welsh language.

10. Financial Implications

- 10.1 It is recognised that any potential reorganisation will need to be delivered within the current budget envelope and consider the requirement to make a £150k saving within the EOTAS budget for the 2024/25 financial year and an additional £200k in the 2025/26 financial year. There is no request for additional funding and the proposals will ensure the medium term financial plan savings targets are delivered.
- 10.2 Reorganising Maes Derw and ensuring learners are appropriately placed creates a potential to use funding more effectively in relation to staffing, transport and use of external providers.
- 10.3 Using the Maes Derw building as a hub for the Vulnerable Learners Service and its partners will make better use of existing resource rather than seeking new resource.

11. Legal Implications

- 11.1 A Pupil Referral Unit (PRU) is a type of school established by a Local Authority (LA) which has a duty to provide suitable education for children and young people who, by reason of illness, exclusion or otherwise, may not receive such education in a mainstream school.
- 11.2 It is the responsibility of the LA to maintain PRUs and to ensure they are suitably resourced and organised to provide a high standard of education.
- 11.3 The Education (Pupil Referral Unit) (Management Committees etc.) (Wales) Regulations 2014 and the accompanying guidance will need to be followed to ensure that any provision has an appropriately constituted management committee and instrument of government.
- 11.4 While not directly applicable to pupil referral units, the School Organisation Code 2013 provides guidance as to the considerations to be had when making changes to school organisation and how consultations should be undertaken.

Background Papers:

[Cabinet Report June 2023](#)

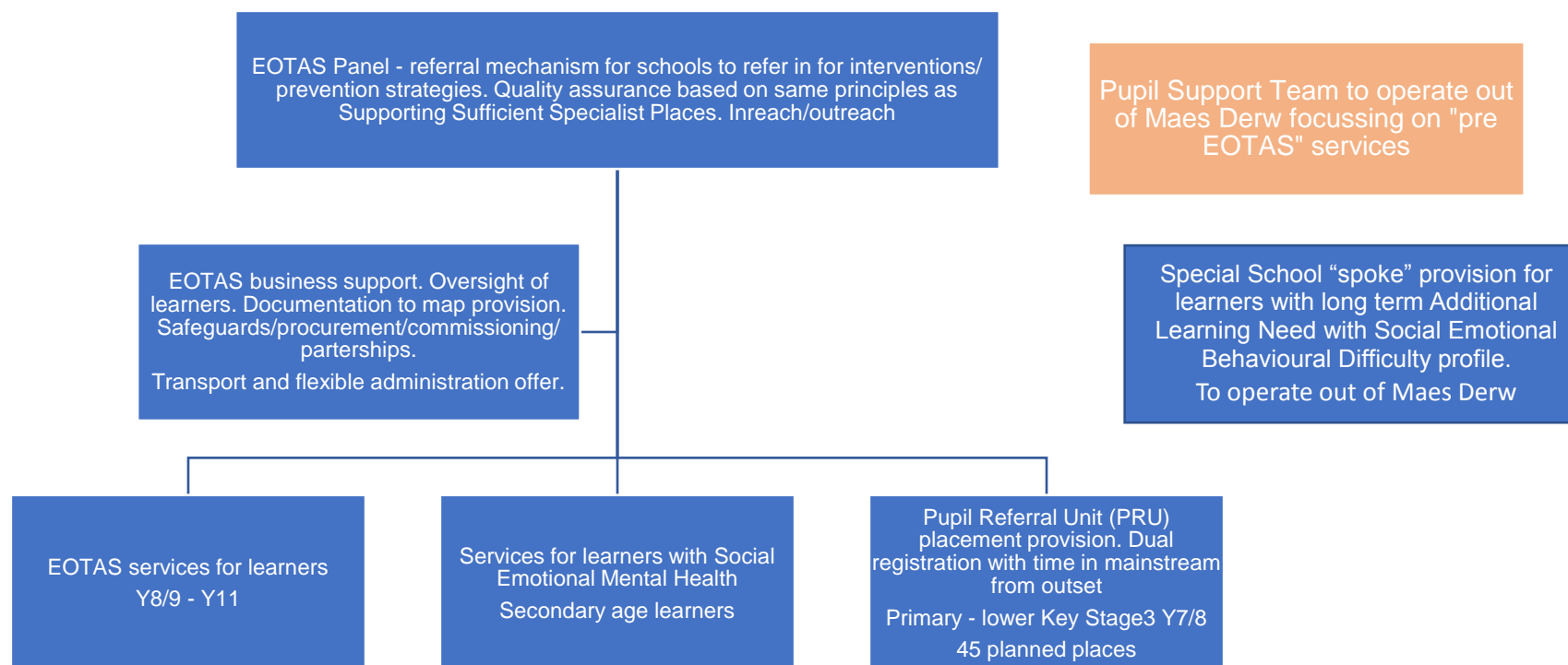
Appendices:

Appendix A – Proposed Model for EOTAS services

Appendix B – IIA

Proposed model for Education other than at School (EOTAS) Services

A suite of provision operating out of Maes Derw building:



EOTAS services offer to include:

Individual Development Plan (IDP) to outline provision – school based outlining Additional Learning Provision

School registration and pastoral support (and other provision linked to interests and engagement)

Outdoor learning offer/Activity Centres.

External providers (LEAP, Down to Earth). Contract centrally and not requiring Maes Derw registration

Gower College. Young apprentices. Contract centrally and not requiring Maes Derw registration

Youth Justice Service

Support worker offer

Maes Derw on site qualification – SWEET, BTEC, GCSE

School on site qualifications – GCSEs / BTEC

Duke of Edinburgh

Work experience

Outreach tuition (home tuition)

Surfability

Bikeability

Princes Trust

Early Help Hubs (understanding and managing behaviour, emotional health and wellbeing and for parents/carers)

And many other options to be developed

Integrated Impact Assessment (IIA) Report

This form should be completed when a screening form has indicated a full Integrated Impact Assessment is required and found to be relevant to Equality Act 2010, Socio-economic Duty and Well-being of Future Generations (Wales) Act 2015

Please refer to the 'IIA Report Form Guidance' while completing this form. If you need further support, please contact accesstoservices@swansea.gov.uk.

Which service area and directorate are you from?

Service Area: Vulnerable Learners Service

Directorate: Education

Q1(a) What are you assessing?

- New and revised policies, practices or procedures
- Service review, re-organisation or service changes/reductions, which affect the wider community, service users and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- New project proposals affecting staff, communities or accessibility to the built environment, e.g., new construction work or adaptations to existing buildings, moving to on-line services, changing location
- Large Scale Public Events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Services Boards which impact on a public bodies functions
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services
- Other

(b) Please name and fully describe initiative here:

New Service Delivery Model for learners requiring education other than at school (EOTAS)

To address the gaps in the current provision for vulnerable learners in Swansea and use available resources more equitably to meet the needs of all learners requiring education otherwise than at school (EOTAS) a new operating model for Maes Derw PRU is being proposed which will result in a review and restructure the internal organisation. This will enable the resource to be used more flexibly and to extend access to the resource. Reviewing and resetting the existing resource is intended to increase flexibility and widen access. This should enhance learner wellbeing by ensuring provision is better suited to emerging need.

The key changes are as follows:

- the existing primary phase and halfway house merge to form a single PRU, operating on a reintegration model for learners in primary and lower secondary (up to Year 8);
- the provision for learners with Social and Emotional Mental Health needs remains but operates on a more flexible, bespoke, intervention model allowing for earlier and more flexible bespoke package to be developed for learners some of which will be offered on an outreach basis;
- the provisions for secondary learners will be merged to one provision catering for Years 8/9 upwards and operate on a flexible, bespoke, intervention basis. There will be full time places available but there will also be bespoke, multi-agency outreach packages too;
- the options available to the EOTAS panel will be expanded and schools will be encouraged to refer earlier for preventative interventions to avoid escalation to longer term or full-time placements. Registration at Maes Derw will not necessarily be needed to access preventative interventions;
- a special school 'spoke' provision will be established in the Maes Derw building to cater for a small number of learners with a long-term additional learning need who require specialist teaching but access to the resources of a PRU.

For additional consideration the Vulnerable Learners Service are already working closely with colleagues in Child and Family Services, specifically, but not exclusively, Youth Justice Service and CMET to develop bespoke packages of support for learners. The new proposed model would formalise this and secure multi agency approaches.

In response to the comments in the consultation relating to the need to improve outdoor spaces and to increase vocational options an amount of ALN capital grant money has been allocated to the Maes Derw site to develop the outdoor space and vocational options.

If agreed, the new model will lead to a review of the staffing structure to ensure it is operationally deliverable and this will be subject to further consultation.

(c) **Will this initiative result in any changes needed to the external or internal website?**

Yes **No** **If yes, please provide details below**

The website reflects the current provision offer and so it will need to be updated to reflect the change to the existing offer.

(d) **It was initially screened for relevance on: 8/05/2023**

(e) **Lead Officer (Head of Service)**

Name: Kate Phillips

Job title: Head of Vulnerable Learners

Date: 3 November 2023

(e) **Approved by Director of Education**

Name: Helen-Morgan-Rees

Job title: Director of Education

Date: 29 November 2023

Section 1 - Aims

What are the aims of the initiative?

- To improve access to EOTAS service for vulnerable learners
- To improve EOTAS services to secure better outcomes for all learners accessing EOTAS provision
- To restructure the PRU to make the most efficient use of the resources available
- To ensure that the model is future proofed and affordable in line with the medium-term financial plan

Who has responsibility?

Head of Vulnerable Learners Services.

Who are the stakeholders?

Maes Derw Management Committee

Maes Derw staff

Maes Derw leaders

Maes Derw learners

Other learners in receipt of EOTAS provision.

Section 2 - Information about Service Users (See guidance)

In order to complete this section you will need to look to data such as Census data, research and performance management information, surveys, future trends, service user data, socio-economic data from recent consultations, engagement and research

- | | | | |
|-------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| Children/young people (0-18)..... | <input checked="" type="checkbox"/> | Sexual orientation..... | <input type="checkbox"/> |
| Older people (50+) | <input type="checkbox"/> | Gender reassignment..... | <input type="checkbox"/> |
| Any other age group..... | <input type="checkbox"/> | Welsh language..... | <input checked="" type="checkbox"/> |
| Future generations (yet to be born) | <input type="checkbox"/> | Poverty/social exclusion | <input checked="" type="checkbox"/> |
| Disability..... | <input checked="" type="checkbox"/> | Carers (including young carers) | <input type="checkbox"/> |
| Race (including refugees) | <input type="checkbox"/> | Community cohesion..... | <input type="checkbox"/> |
| Asylum seekers..... | <input type="checkbox"/> | Marriage & civil partnership..... | <input type="checkbox"/> |
| Gypsies & Travellers | <input type="checkbox"/> | Pregnancy and maternity..... | <input type="checkbox"/> |
| Religion or (non-)belief..... | <input type="checkbox"/> | | |
| Sex..... | <input checked="" type="checkbox"/> | | |

Please provide details of the information you hold in relation to the groups above:

- We hold data on current users from our annual school census which can be accessed via the links below:
- [Educated other than at school \(EOTAS\) \(gov.wales\)](#)
- [Absenteeism \(gov.wales\)](#)
- [Counselling for children and young people \(gov.wales\)](#)
- [Exclusions \(gov.wales\)](#)
- We have also considered data from the Local Health Board (this data was shared by the Health Board for internal use only and Swansea Council are not the data controller and therefore not able to share it.
- We have data on attendance and exclusion rates via [My Local School - Search for a school \(gov.wales\)](#). These data sets are extensive and can be sourced via the weblink

We have considered all of the data sources and it has indicated the following:

- There is an increasing trajectory for different areas of need across the spectrum including Autism, speech and language and moderate learning difficulties.
- Our current data for early years (0 – 3) indicates exponential growth in these areas and we know from our school census data that there is a correlation between these additional learning needs and social emotional behavioural difficulties which may in turn require EOTAS provision.
- The current model struggles to manage current numbers, it would definitely not manage future projected levels of demand.
- We also know that there are long waiting lists for children to receive diagnosis on the neurodevelopmental pathway (Autism and ADHD). These children and young people are in schools without a clinical diagnosis but require specialist support and sometimes EOTAS provision. We must respond to need, not diagnosis and develop flexible, responsive provision.

Any actions required, e.g. to fill information gaps (write below and add to action plan)?

We have sufficient information in our existing data sets and the data provided by our stakeholders. In addition, we have also undertaken a consultation exercise with stakeholders which has filled any gaps e.g. learners voice.

Section 3 – Assessing the Impact (See guidance)

Please consider the possible impact on the different protected characteristics and statutory considerations:

	Potential Impacts	Positive / Negative/Neutral Impact/Needs further investigation	Prompts (not an exhaustive list) Consider:
Race	Extended access to provision for all learners and potential to ensure offers are bespoke to learners needs. For learners from different nationalities, ethnic backgrounds or diverse community groups there would be greater access to appropriate services.	positive	Ethnicity Nationality Gypsies / Travellers Language: interpreter provision Refugee / Asylum Seekers Migrants Awareness events United Nations Convention on the Elimination of All Forms of Racial Discrimination (UNCERD)
Disability	The establishment of a specialist teaching provision as a spoke of our special school will have a high positive impact on learners with additional needs who require EOTAS provision specifically for those with Autism or ADHD.	positive	Mobility / Dexterity Blind or Visually impaired Deaf or Hearing impaired Mental Health Learning Disabilities Dementia Neurological difference / Autism Access to buildings/ facilities Access to communication methods Dietary requirements Other Long Term Health Conditions United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)

	Potential Impacts	Positive / Negative/Neutral Impact/Needs further investigation	Prompts (not an exhaustive list) Consider:
Carers	Any young carer requiring EOTAS provision would benefit from the improved offer	Positive	Providing unpaid and informal care A child caring for a disabled parent An older person caring for a friend who has a mental health issue A young adult caring for a sibling with substance misuse difficulties An adult caring for an older relative who is elderly, frail or experiencing dementia
Sex	Impact will be positive for boys and girls as well as staff because the improvements are intended to ensure every individual is supported to reach their potential.	Positive	Men / Women Gender Identity Childcare Gender Pay Gap Domestic abuse United Nations Convention on the Elimination of All Forms of Discrimination against Women (UNCEDAW)
Age	Improving provision would enable the authority to better meet the needs of more pupils in local provision. Pupils could be offered places at the revised provision, as opposed to provision in the independent sector or out of county. Remaining in their home city would allow them to be closer to their families and wider support network.	Positive	Older People including citizens with dementia. Could the initiative contribute to the 'age friendly' agenda or improve the experience of getting older in Swansea Children, Young People Cross-generational working offers a wide variety of benefits Working Age People, Young Families Demographics NB: Where children / young people are affected complete the Childrens Rights Checklist United Nations Convention on the Rights of the Child (UNCRC) Caring responsibilities
Future generations (yet to be born)	These proposals are about future proofing EOTAS services and meeting the predicted demand from future generations.	Positive	We must ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs

	Potential Impacts	Positive / Negative/Neutral Impact/Needs further investigation	Prompts (not an exhaustive list) Consider:
Religion & Belief	These proposals will secure the strong offer around Relationships and Sexuality Education (RSE) Wales which is available in Maes Derw. The RSE offer positively promotes respect and value in all communities and supports individuals from all religions and beliefs to have their views respected and supported. This is done via the curriculum taught. The new model makes this curriculum more accessible to more learners and therefore increases positive impact on this group.	Positive	Faith Communities Non Beliefs Dietary requirements Vegetarianism/Veganism Other philosophical beliefs Dress code/uniforms Religious festivals/activities, agile working
Sexual Orientation	These proposals will secure the strong offer around Relationships and Sexuality Education (RSE) Wales which is available in Maes Derw. The RSE offer positively promotes respect and value in all communities and supports individuals from all sexual orientations to have their identity respected and supported. This is done via the curriculum taught. The new model makes this curriculum more accessible to more learners and therefore increases positive impact on this group.	Positive	Gay Lesbian Bi-sexual Heterosexual Terminology Confidentiality about sexuality https://www.stonewall.org.uk/
Gender Reassignment	These proposals will secure the strong support for learners in relation to their gender identity which is already in place at Maes Derw. The setting would also follow the Transgender Guidance once issued by the Welsh Government.	Positive	A person who proposes to, starts or has changed their gender identity Transgender Appropriate language use, ie, appropriate pronouns

	Potential Impacts	Positive / Negative/Neutral Impact/Needs further investigation	Prompts (not an exhaustive list) Consider:
Marriage & Civil Partnership	These services are for children and young people who are below the age of 16 and so this does not apply	Neutral	Marital status Civil Partnership status
Pregnancy & Maternity	These proposals will secure the strong offer around Relationships and Sexuality Education (RSE) Wales which is available in Maes Derw This is done via the curriculum which promotes respect and values families and parenting by recognising the differences in family structures and supports all, including young parents.	Positive	Pregnant mothers Those entitled to maternity and paternity leave Foster/Adoption Breastfeeding mothers
Welsh Language	This proposal has the potential to expand the Welsh language offer for learners requiring EOTAS services because there will be more flexibility and greater opportunities for schools with a Welsh language offer to contribute to the provision. The current offer is in need of improvement in this area so these are positive changes	Positive.	Ensuring equal status of both Welsh and English languages. Availability of and access to services, activities and information. Rights of individuals to ask for WL services. Impact on Welsh speaking communities, including: Positive / negative effects on opportunities to use the WL. Possible changes to number/percentage of Welsh speakers Job opportunities / Staffing changes. Training needs and opportunities Availability of Welsh medium education

	Potential Impacts	Positive / Negative/Neutral Impact/Needs further investigation	Prompts (not an exhaustive list) Consider:
Socio Economic Considerations	These proposals improve the education offer for children and young people requiring EOTAS provision by expanding the offer to include more vocational opportunities thus improving their chances of employability	Positive	People living in less favourable social and economic circumstances than others in the same society. Disadvantage may be exacerbated by many factors of daily life, not just urban or rural boundaries. The impact on limited incomes are significant but also consideration needs to be given to service accessibility and barriers to participation. 'Intersectionality' issues - where identity compounds socio-economic status, e.g., single parents (often women), disabled people, some BAME groups.
Human Rights	These proposals support many Human Rights most notably: <ul style="list-style-type: none"> • Protocol 1, Article 2: Right to education 	Positive	See Human Rights Articles .
Intersectionality	These proposals will secure the strong offer around Relationships and Sexuality Education Wales which is available in Maes Derw. The Relationships and Sexuality curriculum is critical to developing healthy, inclusive and supportive communities. It is about promoting respect and tolerance. It identifies all individuals as being valuable and therefore reduces inequalities and challenges power structures. The new model makes this curriculum more accessible to more learners and therefore increases positive impact on this group.	Positive	The way in which power structures based on factors such as gender, race, sexuality, disability etc. interact with each other and create inequalities, discrimination and oppression. (the multiple layers of discrimination)

	Potential Impacts	Positive / Negative/Neutral Impact/Needs further investigation	Prompts (not an exhaustive list) Consider:
Community Cohesion	The strong multi agency links proposed and focus on improving behaviour, relationships and life chances aim to improve community cohesion	Positive	Think about relationship between people from different backgrounds, community tensions, community facilities http://gov.wales/topics/people-and-communities/communities/communitycohesion/?lang=en
Other (please state)			Eg, Modern Slavery, Safeguarding, Other Covid effects, Ex-offenders, Veterans, Care Leavers, Substance Abuse, Homeless

Human Rights Act 1998

- Article 2 Right to life
- Article 3 Freedom from torture and inhuman or degrading treatment
- Article 4 Freedom from Slavery and forced labour
- Article 5 Right to liberty and security
- Article 6 Right to a fair trial
- Article 7 No punishment without law
- Article 8 Respect for private life, family, home and correspondence
- Article 9 Freedom of thought, belief and religion

- Article 10 Freedom of expression
- Article 11 Freedom of Assembly and association
- Article 12 Right to marry and start a family
- Article 13 Right to access effective remedy if rights are violated
- Article 14 Protection from discrimination
- Protocol 1, Article 1: Right to a peaceful enjoyment of your property
- Protocol 1, Article 2: Right to education
- Protocol 1, Article 3: Right to participate in free elections
- Protocol 13, Article 1: Abolition of the death penalty

If you have identified any areas which need further investigation, these will need to be added to your action plan

Section 4 - Involvement

Please consider all of your involvement activities here, e.g. participation, consultation, engagement, co-productive approaches, etc.

What involvement has been undertaken to support your view? How did you ensure this was accessible to all?

There has been a 12-week consultation period with stakeholders using a range of methods, including personal engagement with support

workers, to ensure all were able to access the consultation and provide feedback. There have been:

- Meetings
- Workshops
- Focus groups
- Questionnaires (paper and online)
- Presentations
- Discussions

What did your involvement activities tell you? What feedback have you received?

A full analysis of the findings has been compiled and assessed.

The findings of the consultation exercise have been grouped into themes with feedback from across all groups included within each theme. The first theme considers what **works well** across all consultation groups the following we identified as strengths:

- small classes / groups / settings were considered successful and beneficial across all consultation groups.
- interventions were also a positive theme from all contributors.
- relationships between staff and pupils were a strength when they worked well.
- staff resilience was considered as strong.
- Teamwork with current staff emerged as a strength.
- assistant headteachers are considered highly effective.
- Tŷ Glas (provision for learners with Social, Emotional and Mental Health) is considered highly effective by stakeholders.
- support workers were considered to be a valuable resource.
- bespoke timetables were identified as an important element of the work.

These are elements it is considered important to retain in the new model and in some cases further develop and embed.

The second theme considers what **doesn't work well**:

- Most learner comments relating to subjects on offer identified a lack of choice.
- A minority of learners identified that relationships with some staff was difficult although this needs to be considered within context.
- The majority of learners commented they did not like the catering offer and that the food was disappointing.
- A small number of learners identified that the centre could be noisy and that the mix of learners was sometimes difficult. Some staff also identified that the mix of different learner needs within groups was challenging to manage.
- A small number of learners identified there could be better understanding of mental health issues from some staff.
- Learner behaviour was identified as something staff found challenging.
- A lack of good outdoor space was identified by a high number of both staff and learners with a number of suggestions for potential improvements e.g. gym or football space.
- Staff retention and a lack of consistency in staffing was identified as an issue.
- It was identified by staff that more external and multi-agency support is needed and would be welcomed.
- A number of staff commented they felt the curriculum offer could be more bespoke to learners and this was also reflected in some of the learners' comments.

All consultation groups were asked to make **suggestions for improvement** and the following themes were identified:

- There was a clear theme around the need to develop more vocational experiences and vocational qualification options.
- It was identified that learner wellbeing should be prioritised over curriculum and there should be less emphasis on academic results with progression and individual achievement being prioritised.
- An even more bespoke approach was seen as beneficial.
- Better/improved outdoor spaces are needed and more vocational learning resources/spaces e.g. barbering/hairdressing or construction.
- A need for involvement and commitment from mainstream schools was identified which could be enhanced by facilitating more options for referrals for earlier interventions and greater opportunities for reintegration if access to places was available earlier and more flexibly.
- Identifying appropriate settings for learners with Autism or long-term additional learning needs was considered important. Making changes to allow for the differing needs of all learners to be met was a key theme.
- Developing Trauma Informed approaches was suggested in responses, as was developing consistency in staff approaches to learners.
- Developing greater opportunities to engage with other agencies and services was also considered important alongside securing commitment from other agencies. It was noted that many children and young people needed support beyond what a single provision could offer.
- It was also noted that the roles of the assistant headteachers were very broad in terms of responsibility and that the current staffing structure does not offer many opportunities for staff progression and professional development.

How have you changed your initiative as a result?

The consultation activity was intended to help shape the proposals and so the proposed model is a direct result of the consultation activity.

Any actions required (e.g. further engagement activities, mitigation to address any adverse impact, etc.)? (Add to action plan)

Section 5 – Duties (please see guidance)

Please consider how the initiative might address the following issues. How will the initiative impact on the duties set out below?

Think about what work you have already done to improve the outcomes.

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Public Sector Duty – how will the initiative address the below?	
Foster good relations between different groups	The review of provision will allow the wider support network for children and young people accessing EOTAS provision with multi agency work planned to support fostering good relationships.
Elimination of discrimination, harassment and victimisation	This would mean that less families have to seek a specialist provision outside of the borders of the city and county of Swansea. A number of projects are in place already to provide support work for young people and their families in relation to anti racism. The Education Welfare service provides advice and guidance on issues relating to bullying and any links to non-attendance. Peer-on-Peer bullying and harassment is a key workstream within the new Inclusion Strategy which links to the work of Maes Derw. LGBT support is provided by the YMCA and Stonewall Cymru through a commissioned contract. Prevent training and an online resource is made available.
Advance equality of opportunity between different groups	These proposals will provide greater access to EOTAS provision for more children and young people. Many workstreams within Education Directorate’s work aim to provide equity for learners and this is reflected in the Vulnerable Learners Service Inclusion Strategy. There are many workstreams to provide additional support services for vulnerable learners so they may also access opportunities.
Socio-economic Duty - Describe any issues identified as a result of the initiative for those people experiencing and living in poverty	
a) Communities of place	It is considered that these proposals will improve opportunities and life chances thus contributing positively to communities of place.

b) Communities of interest	The LA recognises that in Swansea, the effects of poverty on pupils can be profound and pupil referral units, such as Maes Derw, work within challenging contexts. Teachers and leaders are often required to develop specific ways of working to mitigate against the risks of disaffection and disengagement of pupils. Effective use of the Pupil Development Grant is key and this is already in place in Maes Derw
How does your proposal ensure that you are working in line with the requirements of the Welsh Language Standards (Welsh Language Measure (Wales) 2011)? (beyond providing services bilingually)	
a) To ensure the Welsh language is not treated less favourably than the English language	The local authority will continue to make reasonable adjustments within EOTAS provision to ensure that pupils are able to access their education through the medium of Welsh. The reviewed provision is designed flexibly so that it can facilitate the provision of Welsh language requirements when required.
b) That every opportunity is taken to promote the Welsh language	The new proposal is not proposed to be a Welsh-medium provision, however Welsh heritage and linguistic identity is a strong feature of the Curriculum for Wales in our schools and across our EOTAS provision
c) Increase opportunities to use and learn the language in the community	Support for the use of Welsh outside the classroom will be an integral part of strategic planning.
United Nations Convention on the Rights of the Child (UNCRC): Many initiatives have an indirect impact on children and you need to consider whether the impact is positive or negative in relation to both children's rights and their best interests	
Will the initiative have any impact (direct or indirect) on children and young people (think about this age group holistically e.g. disabled children, those living in poverty or from BME communities)?	
There will be a positive impact on children and young people as the LA will be improving EOTAS provision with all the benefits outlined above which should also reduce the need for pupils to be placed in specialist provision outside of Swansea.	
<p>All initiatives must be designed / planned in the best interests of children and young people. <i>Best interests of the child (Article 3): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.</i></p> <p>Please explain how you meet this requirement:</p>	

The initiative is planned to enhance and increase flexibility in our EOTAS offer for children and young people thus providing the best opportunity to achieve to their full potential locally. The proposal relates to

the following articles:

Article 3 - All organisations concerned with children should work towards what is best for each child.

Article 12 - Respect for the views of the child

Article 18 - Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.

Article 23 - Disabled children have the right to enjoy a full life, with dignity, and to participate as far as possible in their community. The government should support disabled children and their families

Article 28 - Children have a right to an education. Discipline in schools should respect children's human dignity.

Article 29 - Education should develop each child's personality and talents to the full.

Article 30 - Children have a right to learn and use the language and customs of their families.

Section 6 - Sustainable Development

The Well-being of Future Generations Act (Wales) 2015 places a well-being duty on Swansea Council to carry out sustainable development. This is in line with the Council's Sustainable Development Policy and our Corporate Plan's Well-being Objectives. We must work in a way that improves the economic, social, environmental and cultural well-being of Wales, by taking action, in accordance with the sustainable development principle, aimed at achieving the well-being goals.

The sustainable development principle means we must act in a manner, which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. We do this by applying the five ways of working.

6a) The Sustainable Development Principle's Ways of Working

The Five Ways of Working	Examples or summary of how applied
<p>Long term - The importance of balancing short-term needs while safeguarding the ability to also meet long-term needs</p>	<p>Flexible provision Long term provision to meet identified need and demand Sustainable building & community use Parents, families, learners in LA where appropriate ALNET Act. Linking to local and national strategies - including WESP Proposal addresses business continuity risks in terms of options which if not acted upon could impact on standards of education and or lead to increased tribunals Pre- redesign questionnaires and pupil and staff engagement.</p>
<p>Prevention - Acting to prevent problems occurring or getting worse</p>	<p>Flexing existing services to expand the offer and meet the needs of more children and young people. Working with Pupil Engagement Team, ALN Team and Child and to establish the ongoing need. Liaise with internal departments such as Legal Services Measurable benefits identified and agreed by key stakeholders Determine need for additional services, ALN, flexible use Implications of not acting will result in impact on pupils wellbeing, opportunities, risk of tribunals etc, risk of not being able to meet the needs of vulnerable learners and families Maximise resources Links with regional colleagues, cross boarder collaboration Reducing LAC & NEET</p>

<p>Integration -Considering impacts upon each of the well-being goals, well-being objectives, local well-being objectives, or on the objectives of other public bodies</p>	<p>Consideration of the Council corporate aims and objectives Joint working with Health, Social Services, Education Opportunity to support transformation agenda, standards, Changes in curriculum Working with other teams and schools, providing opportunities for outreach, shared good practice EIA/IIA Considered and evaluate the impact on schools Considered and evaluate the impact on local services e.g Child and Family Services</p>
<p>Collaboration - Acting together with other services or external organisation towards our well-being objectives</p>	<p>Working with the Pupil Support Team, Capital Team, Additional Learning Needs and Inclusion Team, Social Services and Health Ensure project links to the Vulnerable Learners Services Inclusion Strategy and council priorities Stakeholder engagement during engagement period included staff, learners, families Engagement with schools planned.</p>
<p>Involvement - Involving people with an interest in achieving the well-being goals (everybody), and ensuring that those people reflect the diversity of the area served</p>	<p>Working with the Pupil Support Team, Additional Learning Needs and Inclusion Team, Social Services and Health achieving the well-being goals (everybody), and ensuring that those people reflect the diversity of the area served Liaising with other partners including Social Services, Health Engagement period process carried out with all key stakeholders and further liaison with schools planned. Swansea Cabinet updated regularly.</p>

6b) Contribution to Swansea Council's Well-being Objectives

Our Corporate Plan's Well-being objectives	Are directly supported by this initiative	Are not directly impacted by this initiative	May be in conflict or adversely impacted by this initiative
Safeguarding People from harm	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving Education and Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tackling Poverty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transforming our economy and infrastructure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maintaining and enhancing Swansea's natural	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

resources and biodiversity			
Transformation and Future Council development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6c) Thinking about your answers above, does the initiative support our Corporate Plan’s Well-being Objectives when considered together?

Please consider the positives and negatives as a whole. This is an opportunity to analyse the global impact of the proposal where some objectives will be advanced whilst others may be impacted. Where there is a residual negative impact for one or more objectives please show that we have considered mitigation to ensure that negative impacts are lessened. Please detail any conflicts gaps and mitigation measures.

The proposal supports all of the Council’s wellbeing objectives. Firstly, the reviewed structure strengthens our ability to safeguarding people from harm, particularly in relation to vulnerable learners who will have greater opportunities to access safeguarding support services. We will also be able to improve education and skills by broadening the EOTAS offer so that those who are not able to attend school can be supported to gain the skills and qualifications they need to succeed in life. This in turn will support transforming our economy and infrastructure by ensuring we have citizens who can work within the local economy and this in turn helps to tackle poverty and enable communities. **6d) How is contribution to the National Well-being Goals maximised? Where can you add value? Consider the full goal description not just the title.** Consider relevant [Journey Checkers](#). Complete the table below

Well-being Goal (click to view definition)	Primary Goals - tick if key	Any significant positive and/or negative impacts/contributions considered/mitigated
-----------------------------------------------	-----------------------------	-------------------------------------------------------------------------------------

<p>A Prosperous Wales: An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work</p>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Transform the EOTAS provision to meet demand • Improve outcomes for LAC children with specific ALN and families • Improve education and skills for pupils with social emotional behavioural difficulties (SEBD) and ALN • Responding to change in learner requirements in relation to both SEBD and ALN. i.e. where this is a current and projected need. • Addresses the need to implement ALNET Act changes to curriculum and requirements for ALN (flexibility) • Long term provision to meet current and projected demand • Shared use of assets, maximising use of Maes Derw building and flexibility of asset • Pupils can access EOTAS provision within their LA allowing families to stay together • Encourage sustainable transport via travel plans. Less pupils will need to be transported out of county
<p>A Resilient Wales: A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Reviewing the use of Maes Derw building ensuring best use of resources. • Provide a service that is sustainable and fit for the future • Development of outdoor learning areas maximise educational opportunities (habitat, growing, healthier choices) • Flexible design • Parents, families, learners stay in LA where appropriate • Implications of not acting will result in impact on pupils wellbeing, travel, opportunities, LAC risk of tribunals etc., risk of not being able to meet the needs of vulnerable learners and families • Maximise resources • Need to link with regional colleagues, cross border collaboration • Reducing LAC & NEET with ALN

<p>A Healthier Wales A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Responding to change in communities and upturn in ASD , provide a service that is sustainable and fit for the future • Development of outdoor learning areas maximise educational opportunities (healthier choices) • Supports improved opportunities for pupil attainment in schools through improved EOTAS learning environments • Improve social, cultural and environmental wellbeing of pupils with SEBD • Reduce social isolation • Improve education and skills for pupils with SEBD by meeting needs within LA where possible with suitable learning options • Provide timely and effective support within LA where possible • Supports enterprise opportunities for pupils • Working with the wider Vulnerable Learners Service to establish the needs and promote inclusivity • Joint working with Social Services and Education • Opportunity to support transformation agenda, standards, changes in curriculum <ul style="list-style-type: none"> • bespoke services / physical environment within the building will allow for better sports and general activities for pupils, supporting wellbeing
<p>A More Equal Wales A society that enables people to fulfil their potential no matter what their background or circumstances.</p>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Working with the ALN team to establish the needs • Consultation and engagement process carried out • Learners can access a more flexible offer • Reduce social isolation through increased community use • Inclusive for community and families • Distribute knowledge of expertise of staff with other schools via outreach approaches • Enables pupils with effective use of curriculum and enterprise opportunities leads to pupils fulfilling potential • Access to appropriate outdoor areas and green space • More pupils remain in the local authority so more opportunities to participate in Swansea community

<p>A Wales of Cohesive Communities Attractive, viable, safe and well-connected communities.</p>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Shared use of assets, maximising Maes Derw building and flexibility of asset • Engagement activity carried out • Insurance requirements adhered to • Commissioning and procurement activity planned for • Reduce social isolation through increased use • Enterprise opportunities • Community of vulnerable learners where appropriate services are provided, curriculum opportunities • Bolster connection of networks and develop resilience • Active travel opportunities to be considered • Multi agency working and access to building • More pupils remain in the local authority so more opportunities to participate in Swansea community
<p>A Wales of Vibrant Culture & Thriving Welsh Language A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, sports and recreation.</p>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Further opportunities for arts, sports, enterprise opportunities, social skills, etc. • Improvements in pupils attainment and wellbeing • The 10-year WESP has a clear aim to increase the use of the Welsh language for both learners and school staff. The curriculum supports engagement with Welsh and local culture. • The Welsh in Education Team support schools with training and resources to improve and increase the use of Welsh in schools. • Equality of opportunity • The project will be consistent with the aims of the WESP
<p>A Globally Responsible Wales A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Collaboration with ALN teams and Child and Family Services. • Maes Derw to work with partners in colleges, schools, other agencies and third sector • Secondment opportunities • Consideration of corporate objectives • Opportunities to share expertise etc. • design to support outdoor learning opportunities • Stakeholder engagement and consultation process <p>The above all contribute to improvement in social and cultural wellbeing and thus make a positive contribution.</p>

Section 7 - Cumulative Impact/Mitigation

What is the cumulative impact of this proposal on people and/or communities when considering all the impacts identified within the IIA and any other key decisions affecting similar groups/ service users made by the organisation?

This is considered a wholly positive initiative which will improve services for vulnerable children and young people.

Any mitigation needed:

It is important that you record the mitigating actions you will take in developing your final initiative.

Record here what measures or changes you will introduce to the initiative in the final draft, which could:

- reduce or remove any unlawful or negative impact/ disadvantage
- improve equality of opportunity/introduce positive change
- support the Well-being of Future Generations Act (Wales) 2015
- reduce inequalities of outcome resulting from socio-economic disadvantage

Unlawful or Negative Impact Identified	Mitigation / Positive Actions Taken in the initiative (add to action plan)

Section 8 - Monitoring arrangements: The IIA process is an ongoing one that does not end when the initiative is agreed and implemented. Please outline the monitoring arrangements and/or any additional data collection that will help you monitor any equality impacts, risks, sustainability of your initiative once implemented:

Monitoring arrangements:

The initiative will be monitored via the Maes Derw Management Committee, Vulnerable Learners Service Plan and the Vulnerable Learners Inclusion Strategy which has its own action plan.

Actions (add to action plan):

Section 9 – Outcomes:

Having completed sections 1-8, please indicate which of the outcomes listed below applies to your initiative (refer to the guidance for further information on this section).

Outcome 1: Continue the initiative – no concern

Outcome 2: Adjust the initiative – low level of concern

Outcome 3: Justify the initiative – moderate level of concern

Outcome 4: Stop and refer the initiative – high level of concern.

For outcome 3, please provide the justification below:

For outcome 4, detail the next steps / areas of concern below and refer to your Head of Service / Director for further advice:

Section 10 - Publication arrangements:

On completion, please follow this 3-step procedure:

1. Send this IIA report and action plan to the Access to Services Team for feedback and approval – accesstoservices@swansea.gov.uk
2. Make any necessary amendments/additions.
3. Provide the final version of this report to the team for publication, including email approval of the IIA from your Head of Service. The IIA will be published on the Council's website - this is a legal requirement

Agenda Item 12.



Report of Cabinet Member for Education and Learning

Cabinet – 18 January 2024

Future Plans for Special Schools in Swansea

Purpose:	To report to members on the result of consultation and to seek approval for publication of a statutory notice to amalgamate Ysgol Pen-y-Bryn and Ysgol Crug Glas into one special school in September 2025 and relocate to a new purpose-built school whilst increasing capacity from April 2028.
Policy Framework:	Corporate priorities: <ul style="list-style-type: none">• Improving education and skills
Consultation:	Access to Services, Finance, Legal.
Recommendation(s):	It is recommended that: <ol style="list-style-type: none">1) Approval is given to publish a statutory notice on the proposal to amalgamate Ysgol Pen-y-Bryn and Ysgol Crug Glas into one special school in September 2025 on existing sites and relocate to a new purpose-built school whilst increasing capacity from April 2028.2) Cabinet consider any objections received during the statutory notice period and determine the outcome of the proposal at their meeting on 18 April 2024.
Report Author:	Michelle Thomas
Finance Officer:	Aimee Dyer
Legal Officer:	Stephanie Williams
Access to Services Officer:	Rhian Millar

1. Introduction

- 1.1 Swansea has two special schools (Ysgol Pen-y-Bryn and Ysgol Crug Glas) providing education for a maximum of 250 pupils, aged between 3 and 19 years. In recent years the swelling demand for special school places in Swansea led to an increase in planned places available at Ysgol Pen-y-Bryn in Spring 2021.

However, special school places in Swansea are continuing to run at maximum capacity and a further increase in demand for places is projected for the future. A longer term, sustainable solution is now required, and without this the local authority will have no other option than to place pupils into independent and out-of-county schools.

1.2 As detailed in the Consultation Report (Appendix A), whilst developing a preferred solution, the Council considered a range of alternative options and there were varying reasons as to why these options were discounted as specified below:

Option 1	Status Quo	Discounted due to: <ul style="list-style-type: none"> • Insufficient capacity for projected pupil numbers on roll. • Existing buildings are not (at least in part) fit for purpose • Split across three sites • Does not meet the needs of existing pupils
Option 2	Amalgamate existing schools on current sites (with no future increase in planned places)	Discounted due to: <ul style="list-style-type: none"> • Insufficient capacity for projected pupil numbers on roll • Existing buildings are not (at least in part) fit for purpose and are split across three sites • Will not bring benefits of all services on a single site and equality of provision • Does not meet the needs of existing pupils • Even with refurbishment the accommodation is unsuitable and insufficient • May require temporary accommodation
Option 3	Amalgamate and extend Ysgol Crug Glas	Discounted due to: <ul style="list-style-type: none"> • Insufficient capacity for projected pupil numbers on roll and inability to extend sufficiently on constrained site • The school(s) would still be on split sites • Would not provide a suitable building • Disruption to learners • May require temporary accommodation

Option 4	Amalgamate and extend Ysgol Pen-y-Bryn	Discounted due to: <ul style="list-style-type: none"> • Insufficient capacity for projected pupil numbers on roll and inability to extend sufficiently on site, due to lack of outdoor space and current building condition issues • The school would still be on split sites • Would not provide a suitable building • Disruption to learners • May require temporary accommodation
Option 5	Amalgamate and build new school but without increase in planned places	Discounted due to insufficient capacity for projected pupil numbers on roll
Option 6	Increase provision within mainstream STF provision	Discounted due to: <ul style="list-style-type: none"> • Insufficient capacity for projected pupil numbers on roll within timescale required • Presents possible issues around ensuring the appropriate quality of provision and consistency • Will not bring benefits of all services on a single site and equality of provision • Would require new/remodelled/refurbished accommodation at various sites
Option 7	Work regionally to support growing demand	Discounted due to the distance for travel required and logistical challenges presented
Option 8	New special school build in addition to current provision	Discounted as it does not address suitability issues of current school buildings and will not bring identified benefits of a central provision

1.3 Cabinet agreed at a meeting held on 21 September 2023 that consultation should take place on a proposal to amalgamate Ysgol Pen-y-Bryn and Ysgol Crug Glas into one special school in September 2025 on existing sites and relocate to a new purpose-built school whilst increasing capacity from April 2028.

1.4 Consultation took place between 9 October 2023 and 24 November 2023. Following this consultation period, Cabinet is required to consider the responses received by the end of the consultation period and decide if the proposal should

move to the next stage which is the publishing of statutory notices inviting any formal objections to the proposal.

2. Consultation Responses

2.1 Following discussions with both headteachers it was decided that school staff would guide pupils through the pupil consultation paper using appropriate techniques including pictures, familiar language and Structured Advocated Voice for Individuals (SAVI) strategy to inform pupils of the proposal and gather their views.

2.2 During the consultation period 66 responses were received from pupils at Ysgol Pen-y-Bryn. The summary of the pupil survey is as follows:

Support Proposal/Happy	42
Against Proposal/Unhappy	0
Don't know	24

2.3 Ysgol Crug Glas collated views of their pupils and provided a summary response to the local authority on behalf of their pupils.

2.4 The responses received from pupils that were supportive were broadly related to:

- Making new friends
- Being excited
- The school will be big, with more classrooms

Some of the pupils noted they:

- Didn't care
- Were unsure
- Will not be a pupil when the new build opens

One pupil noted that they wanted things to stay the same.

2.5 During the consultation period, 16 responses were received from the online survey. One letter, in support of the proposal, was received from the Governing Body at Ysgol Crug Glas. The Governing Body at Ysgol Pen-y-Bryn were also supportive of the proposal, and their Chair of Governors submitted a positive response to the online survey on behalf of the governing body. The summary of the survey feedback is as follows:

Support proposal/happy	12
Against proposal/unhappy	4
<i>Responses received from:</i>	
Pupil	0
Parent/carer	3
Member of staff	7
Governor	3
Community Member	3
Other	0

2.6 Overall, the feedback was very positive. The main supportive comments received were:

- Acknowledging the positive impact the new school and facilities will have on learners, staff and the community
- Acknowledging that the proposal will allow more pupils to remain in Swansea for their Education
- Noting the proposal will support Specialist Teaching Facilities (STFs) by reducing pressure on mainstream schools and allowing staff learning opportunities

2.7 The concerns raised from the online survey were:

- Traffic congestion around the proposed new build site and potential impact on residents and the environment
- The potential impact on staff, in particular the two current headteachers. This is due to the period of uncertainty and additional workload in relation to the new build.
- The amalgamation date of September 2025 may be too soon
- Concern over staff jobs and roles following potential restructure

2.8 Estyn were also required to comment on the proposal under the School Organisation Code. Copies of all correspondence received has been made available to Cabinet members. A summary of the issues raised, and the full Estyn response is attached in Appendix B.

2.9 Consultation meetings were held as follows:

Meeting for:	Venue	Date	Time	Attendance
Parents/Carers	Ysgol Pen-y-Bryn	07/11/23	1.30pm	4
Governors	Ysgol Pen-y-Bryn	07/11/23	2.30pm	5
Staff	Ysgol Pen-y-Bryn	07/11/23	3.30pm	52
Governors	Ysgol Crug Glas	08/11/23	2.30pm	5
Staff	Ysgol Crug Glas	08/11/23	3.30pm	36
Parents/Carers	Ysgol Crug Glas	08/11/23	4.30pm	4
Alternative Meeting for all interested parties	Virtual – Online Teams Meeting	13/11/23	11.00am	0
Alternative Meeting for all interested parties	Scout and Guide HQ, Swansea	15/11/23	1.00pm	2

2.10 As part of the consultation process, consultees were asked if they had any alternative options to the proposal, the following options were brought forward:

Alternative option suggested by consultee:	Local Authority response:
<p>I think as a Human Rights City we should be looking at UNCRPD, article 24 and general comment 4 for our guidance and moving our school system towards it. So how would our local primary schools look like in 10 years' time? Would buildings, curriculum etc. reflect the human right to Inclusive Education? Inclusive isn't word used for special. Inclusive is children going to their local school in regular classrooms regardless of their protected characteristic. Currently, we systematically segregate based on ability and wonder why we battle discrimination.</p>	<p>Swansea Council recently agreed an Inclusion Strategy that outlines fully our approach to achieving a truly inclusive education model in Swansea. We recognise that this starts with a strong, quality assured universal offer for all children with an absolute entitlement to education within their local communities wherever possible. There are a number of ways we can work towards achieving this and the new special school is a part of a comprehensive offer which includes our Supporting Sufficient Specialist Places transformational programme which aims to place specialisms within school communities.</p> <p>We also recognise that choice is critical. We know that for some families a more specialist provision/ setting is the preference, and we think it is important to allow for a breadth of choice in our current offer. The new special school, if agreed, will be part of a suite of provision to meet all needs and preferences within our population.</p> <p>It should also be noted that the proposals will help strengthen our current inreach/outreach offer which aims to upskill staff across our school communities to enable more children and young people to access a local education offer.</p>
<p>Two separate schools - they are very different children</p>	<p>The new school will be designed in consultation with pupils, staff, governors, parents, and carers considering the needs of all learners. Having one school brings the benefits of:</p> <ul style="list-style-type: none"> • A range of complex needs will be effectively managed with the full range of expertise available on one site • Schools operate as one, sharing best practice and whole school ethos

	<ul style="list-style-type: none"> • Equal opportunities for multi-agency working, health provision inreach and outreach • Range of facilities available for all pupils • Avoid health and other staff losing valuable time travelling between schools • Complements the wider additional learning needs strategy to provide a sufficient and flexible statutory provision available to Children and Young People in Swansea. • Most effective use of resources Community use of areas (internal/external) • Reduced carbon emissions
<p>There are two empty schools nearby - Tirdeunaw and Daniel James school. Why couldn't those be utilised.</p>	<p>In arriving at the preferred location for the new school a long list of site options was considered.</p> <p>The outcome of that exercise resulted in a preferred site being identified which:</p> <ul style="list-style-type: none"> • is close to the existing Ysgol Pen-y-Bryn main site • would mean pupils currently at Ysgol Pen-y-Bryn have little disruption when they move to the new site • the average journey time for pupils across both schools will remain mostly the same • the site is near to some amenities without the need for a vehicle, and • many facilities are within a short car journey • it has close links to the M4 <p>The former Daniel James Community School and the YGG Tirdeunaw buildings would not be suitable for a new special school.</p> <p>The new school build will be designed to national design guidance contained in the Building Bulletin specifically for children with Special Educational Needs and Disability.</p>

<p>The timeline for amalgamation of both schools in advance of the new build is worth considering. The period in which the amalgamated school will operate on its existing sites will provide challenges. The specificity of site provision and the distance between them will render some of the proposed benefits of amalgamation in advance of the new build unachievable. Consideration should be given to reducing the period of time in which the school operates across three sites by delaying the closure of the existing schools and subsequent amalgamation until September 2026. That being said, I am confident that we will be able to overcome the challenges posed by working across the existing sites, that there will be some advantages to early amalgamation and that any and all challenges we may encounter will be a small price to pay to achieve the ambitious new school build.</p> <p>A slightly longer phase prior to amalgamation could be beneficial to both schools, as the experience and leadership of both current Headteachers is clearly working very well and could sustain through the early stages of design and tender, which will be very important as both schools staff, parents and pupils are consulted. This could mean that the focus is clearly and solely on the new build, not split between settling as a newly amalgamated school and contributing to a new build, which may lead to decisions and input not being as focused and meaningful as they could be, if that was the main focus of both schools at the time.</p>	<p>The timeline for this proposal has been carefully considered. Cabinet's determination of the proposals contained in this statutory consultation is not due until May 2024. The new build is proposed to be procured using a two-stage tender process. The first stage tender will be to secure a contractor to work with the council and all stakeholders to develop the design leading to the second stage tender and the construction phase. The second stage tender process cannot commence until Cabinet has made a determination and if that is to proceed as proposed. The project timeline is as contracted as possible and currently indicates that the stage one tender process will commence in May/summer 2024, following that determination. The design process is expected to be completed and the stage two submission delivered in the summer of 2026, with the construction phase commencing as soon after that as possible once the legal processes have been completed.</p> <p>If the amalgamation is not implemented until September 2026, then both schools and staff will be in an unnecessarily long unsettled period between the determination and implementation.</p>
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- 2.11 After carefully considering the points raised during the consultation period, and considering the viability of alternative options, the recommendation is to proceed to the publication of a statutory notice. A summary of all issues raised, and the officer response is attached in the consultation report at Appendix A. This should be read in conjunction with this report. Comments and options should be conscientiously considered in an open-minded approach, alongside the case put forward for publication of the proposal. In this respect there is an expectation

that Cabinet will have read and given due regard to the proposal as consulted upon and the comments received together with officer comments.

3. Integrated Assessment Implications

- 3.1 The Council is subject to the Equality Act (Public Sector Equality Duty and the socio-economic duty), the Well-being of Future Generations (Wales) Act 2015 and the Welsh Language (Wales) Measure, and must in the exercise of their functions, have due regard to the need to:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Acts.
 - Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - Foster good relations between people who share a protected characteristic and those who do not.
 - Deliver better outcomes for those people who experience socio-economic disadvantage.
 - Consider opportunities for people to use the Welsh language
 - Treat the Welsh language no less favourably than English.
 - Ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.
- 3.1.1 The Well-being of Future Generations (Wales) Act 2015 mandates that public bodies in Wales must carry out sustainable development. Sustainable development means the process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the 'well-being goals'.
- 3.1.2 Our Integrated Impact Assessment (IIA) process ensures we have paid due regard to the above. It also takes into account other key issues and priorities, such as poverty and social exclusion, community cohesion, carers, the United Nations Convention on the Rights of the Child (UNCRC) and Welsh language.
- 3.2 An IIA (Appendix C) has been reviewed and updated following the consultation. The impact of the scheme on the Children and Young People (0-18), Other Age Group and Disability will be positive in providing learners with complex and profound additional learning needs aged 3-19 with a designated space for their education whilst also ensuring that more learners can access this specialist provision within the boundaries of the city and county of Swansea.
- 3.3 A Community Impact Assessment has been undertaken and formed part of the consultation papers.
- 3.4 A Welsh-medium Impact Assessment has been completed and formed part of the consultation papers.
- 3.5 Swansea Council acts in accordance with the Well-being of Future Generations (Wales) Act in all that it does. Sustainable development has been a central organising principle since 2012 and each year the council aims to further embed

and build on sustainable practice. An assessment against the Act was included in the consultation papers.

- 3.6 If this report is approved by Cabinet, publication of a statutory notice will take place.
- 3.7 Due regard should be paid to the United Nations Convention on the Rights of the Child at all times when developing proposals, and particularly in relation to proposals which directly impact upon young people.

4. Financial Implications

Capital

- 4.1 No capital funding is being sought for the amalgamation.
- 4.2 The new school build is to be financed through the Welsh Government's Sustainable Communities for Learning Programme. The investment will be funded (75% Welsh Government, 25% Local Authority) subject to business case approval by Welsh Government. If accepted, the overall projected capital cost will be £43,600,000 which has been accounted for in the capital programme.
- 4.3 The current school buildings' future use would be reviewed in line with the Local Authority's Asset Management Plan.

Revenue

- 4.4 Schools are funded from an overall delegated budget – The Individual Schools Budget (ISB). There is a funding formula that allocates a budget share to each individual school from the ISB. The amalgamation will lead to a slight reduction in budget share initially (£43k based on FY2023-2024 values) and this will be released into the overall delegated budget for redistribution to other schools (see Appendix D).
- 4.5 Amalgamations of schools can lead to some initial increased costs, for example, if there are any employees that are not successful in securing a post in the new amalgamated school, then redundancy costs would be incurred, and these would be charged to central Education budgets.
- 4.6 There can be some transitional and implementation costs with school organisation proposals. Further details are provided at Appendix D. These would be met from central Education budgets or the ISB.
- 4.7 The annual revenue costs for the 100 additional planned places at the new special school is £2,083,548 per annum once fully established (based on FY2023-2024 planned place funding). This should be considered in the context that a single pupil placed into the independent sector is costing the local authority more than £100,000 per annum. If all additional places are filled considerable savings can be made on out of county provision.

- 4.8 There could be some additional associated transport costs for the learners to attend the newly established special school, as per the Home to School Transport Policy; however, these will be lower costs than providing out of county placements in other specialist provision, as well as potential for reduced associated Social Services costs.

5. Legal Implications

- 5.1 The reorganisation of school provision involving the establishment and discontinuance of community schools requires consultation and the publication of statutory notices in accordance with s44 of the School Standards and Organisation (Wales) Act 2013 (“the Act”) and the Welsh Government’s School Organisation Code 2018. Legally an amalgamation is the discontinuing of the two existing schools and establishing a new school.
- 5.2 The Code includes statutory guidance to which the Local Authority must have regard and sets out the policy context, general principles and factors that should be taken into account by those bringing forward proposals to reconfigure school provision and by those responsible for determining proposals.
- 5.3 Additional considerations are applicable when Additional Learning Needs (ALN) provision is being considered:

Standards of provision

In addition to the usual considerations in relation to standards of provision, relevant bodies should consider:

- Whether proposals will improve standards of accommodation for pupils with ALN, including building accessibility;
- How proposals will address any health, safety and welfare issues;
- How proposals, where appropriate, will support increased inclusion;
- The impact of proposals on other ALN provision within the immediate and wider local authority area including out of county where appropriate;
- Need for places and the impact on accessibility of schools;
- Whether there is a need for a particular type of ALN provision in the area;
- Where there is a surplus ALN provision in the area;
- Whether ALN provision would be more effective or efficient if regional provision were made; and
- The impact of proposals on the transportation of learners with ALN.

Other factors

Relevant bodies should consider:

- How changes to ALN provision in schools are likely to impact on all other services provided in an area for pupils with disabilities and/or ALN.

- 5.4 Before publishing any proposals the local authority (Proposer/s) is under a duty, by virtue of s48 of the Act, to consult on such proposals. The Code states that:
- a. At the start of the consultation period Proposers must provide the consultees listed in the Code with a detailed consultation document

- following the requirements listed in the Code and give them at least 42 days in which to respond, with at least 20 of these being school days.
- b. Consultation comments must be collated and summarised by Proposers. This summary together with the responses to the comments must be published in a consultation report within three months of the end of the consultation period.
 - c. A decision must be made by Proposers whether to proceed with changes within 6 months of the end of the consultation period.
 - d. If a decision is made to proceed, a Statutory Notice is published providing a 28-day notice period for objections. The notice must be published on a school day and with 15 school days (not including the day of publication) in the notice period.
 - e. If objections are received, an objection report must be published providing a summary of the objections with responses to them before the end of 7 days beginning with the day of the Proposers determination of the proposals.
 - f. The Proposer must determine under s53 whether the proposals are to be implemented. Proposals must receive final determination within 16 weeks of the end of the objection period. Local determination is a requirement of the School Organisation Code, and The Local Authorities (Executive Arrangements) (Functions and Responsibilities) (Wales) (Amendment) Regulations 2013 allow for this local determination. The Welsh Ministers and Governing Bodies are to be notified of the decision within 7 days of the decision.
 - g. If the Proposer determines to implement proposals, they should be implemented in accordance with the date given in the Statutory Notice, or any subsequent modified date.

5.5 Failure to comply with the statutory consultation requirements in the Act and Code will leave the Authority open to Judicial Review and the decision could be quashed by the Courts.

Case law has established that the consultation process should:

- be undertaken when proposals are still at a formative stage;
- include sufficient reasons and information for particular proposals to enable intelligent consideration and response;
- provide adequate time for consideration and response; and
- ensure that the product of consultation is conscientiously taken into account when the ultimate decision is taken.

Background Papers:

Welsh Government School Organisation Code

Appendices:

Appendix A	Consultation Report
Appendix B	Estyn response
Appendix C	IIA
Appendix D	Financial Implications

Swansea Council

Consultation Report: Future plans for Special Schools in Swansea

Consultation Report on the proposal to:

1. Amalgamate Ysgol Pen-y-Bryn and Ysgol Crug Glas into one Special School on 1 September 2025 on existing sites; and
2. Relocate the new school on 1 April 2028 to purpose-built accommodation on Mynydd Garnllwyd Road, whilst increasing the number of planned places.

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1. Background

Swansea has a strong track record for meeting a wide range of additional learning needs (ALN) with a continuum of specialist provision. This range of ALN has expanded over time. As part of the culture change involved in the implementation of the Additional Learning Needs and Educational Tribunal Act (ALNET), much work has been undertaken with mainstream schools to become increasingly inclusive and responsive to a widening range of ALN. The majority of pupils with ALN are educated in mainstream schools.

A significant number of pupils with ALN, who have more severe and complex needs require a more specialist setting for their learning and well-being needs to be met.

In Swansea these more specialised settings include specialist teaching facilities (STFs), which support pupils with moderate to severe learning difficulties (MSD) or moderate/severe Autistic Spectrum Condition (ASC). There are very few spare places within mainstream STFs.

Additionally, there are two special schools providing education for a maximum of 250 pupils, aged between 3 and 19 years:

Ysgol Crug Glas has 55 places for pupils with profound and multiple learning difficulties (PMLD). This school is made up of three blocks ranging from 1960s to post 2010.

Ysgol Pen-y-Bryn has 195 places. It has 116 places for moderate to severe learning difficulties (M/SLD) and 79 places for pupils with severe autism. This school is made up of five blocks on two sites, ranging in age from 1960s to post 2010.

Over the past five years the proportion of pupils with ALN has risen, driving an increasing demand for special school places within Swansea. In response to this need, Swansea Council increased the planned places available at Ysgol Pen-y-Bryn in Spring 2021, by utilising a recently vacated Pupil Referral Unit. However, this provided a short-term solution, and a longer term, sustainable and flexible solution is now required to ensure that we continue to provide an excellent education for pupils in the coming years.

Swansea Council, as part of a wider review of specialist teaching provision across the local authority, has recently consulted on the following proposed changes to special school provision:

1. Amalgamate Ysgol Pen-y-Bryn and Ysgol Crug Glas from 1 September 2025 on existing sites, in order to facilitate the transition to one school when the build is completed
2. Build a new Special School for 350 pupils at Mynydd Garnllwyd Road on land close to the existing Ysgol Pen-y-Bryn site which will be ready for occupation in April 2028

2. Methodology

The consultation took place with the prescribed consultees contained within the School Organisation Code <https://www.gov.wales/school-organisation-code> via a letter/email with a link to the consultation document on the Swansea Council website:

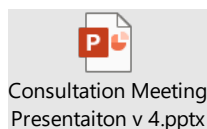
[School organisation - Future plans for Special Schools in Swansea - Swansea](#)

The consultation period was between 9 October and 24 November 2023.

Consultation meetings were held as follows:

Meeting for:	Venue	Date	Time	Attendance
Parents/Carers	Ysgol Pen-y-Bryn	07/11/23	1.30pm	4
Governors	Ysgol Pen-y-Bryn	07/11/23	2.30pm	5
Staff	Ysgol Pen-y-Bryn	07/11/23	3.30pm	52
Governors	Ysgol Crug Glas	08/11/23	2.30pm	5
Staff	Ysgol Crug Glas	08/11/23	3.30pm	36
Parents/Carers	Ysgol Crug Glas	08/11/23	4.30pm	4
Alternative Meeting for all interested parties	Virtual – Online Teams Meeting	13/11/23	11.00am	0
Alternative Meeting for all interested parties	Scout and Guide HQ, Swansea	15/11/23	1.00pm	2

The presentation made at the meetings is included here and available on the website link below:



[School organisation - Future plans for Special Schools in Swansea - Swansea](#)

The publication of a consultation document is central to the consultation process prescribed by the Welsh Government for school reorganisation. The consultation document outlined the changes being considered, the rationale for these, details of the consultation process and incorporated a response form. Consultees were advised of the availability of an online version of the response form and contact addresses to send in comments via e-mail.

3. Consultation with Children and Young People

Ensuring the views of learners were captured and carefully considered was a priority throughout the consultation process. A bespoke, easy to read ‘pupil consultation paper’ was created, and an online pupil survey was also made available for pupils for whom this may be appropriate. Pupils were encouraged to feed back in any form that they felt comfortable with. All learners had the proposal explained to them in a way they can understand by their class teacher, with whom they are familiar and are able to communicate with. For pupils with the most significant special needs, the schools used well-embedded communication strategies, including their own bespoke communication tools to ensure that even those learners who are non-verbal could communicate their feelings around the proposal.

During the consultation period 66 responses were received from pupils from Ysgol Pen-y-Bryn, and a summary response was provided by the school on behalf of pupils at Ysgol Crug Glas. The total number of pupils on roll at both schools on the January 2023 PLASC date was 233 (180 in Ysgol Pen-y-Bryn and 53 in Ysgol Crug Glas). The summary of the survey is as follows:

Support Proposal/Happy	42
Against Proposal/Unhappy	0
Don't know	24

No letters/emails were received.

The main positive pupil responses from both schools were broadly around:

- making new friends;
- being excited; and
- the school will be big with more classrooms.

Some of the pupils noted that they:

- didn't care;
- were unsure; and
- will not be a pupil when the new build opens.

One noted they wanted things to stay the same.

A summary of all the pupil responses collated by the schools can be found at **Appendix 1**.

4. Consultation with parents/carers, staff, and the schools' governing bodies

During the consultation period 16 responses were received to the online survey. The summary of the survey feedback is as follows:

Support Proposal/Happy	12
Against Proposal/Unhappy	4
<i>Responses from:</i>	
Pupil	0
Parent/Carer	3
Member of Staff	7
Governor	3
Community Member	3
Other	0

One letter, in support of the proposal, was received from the Governing Body at Ysgol Crug Glas. The Governing Body at Ysgol Pen-y-bryn were also supportive of the proposal, and their Chair of Governors submitted a positive response to the online survey on behalf of the governing body.

Overall, the feedback was very positive. The main positive comments received were as follows:

- Acknowledgement of the positive impact the new school and facilities will have on learners, staff, and the community.
- Acknowledgement that the proposal will allow more pupils to remain within Swansea for their education.
- The proposal will support Specialist Teaching Facilities (STFs) by reducing pressure on mainstream schools and allowing staff learning opportunities.

The main concerns raised were as follows:

- Traffic congestion around the proposed new build site and potential impact on local residents and the environment.
- The potential impact on staff, in particular the headteachers, due to the period of uncertainty and additional workload linked with the new build.
- The amalgamation date of September 2025 may be too soon.
- Concern over staff jobs and roles following potential restructure.

A summary of the issues raised, and the local authority response is attached at **Appendix 2**.

Notes of the consultation meetings with parents/carers, staff and governing bodies can be found at **Appendix 3**.

5. Estyn Response

Estyn, the schools' inspectorate for Wales, were also required to comment on the proposal, as per the School Organisation Code. Their response is as follows:

Estyn's response to the proposal to amalgamate Ysgol Pen-y-Bryn and Ysgol Crug Glas into one Special School on 1 September 2025 on existing sites; and to relocate the new school on 1 April 2028 to purpose-built accommodation on Mynydd Garnllwyd Road, whilst increasing the number of planned places.

Introduction

This report has been prepared by His Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Summary/ Conclusion

Estyn considers that the proposal is likely to, at least, maintain the standard of education provision in the area.

Description and benefits

The local authority has set out a clear rationale for its proposal. It outlines strongly the many advantages of building a new school to meet the needs of the growing number of pupils with complex needs. The local authority has identified that over the past five years the proportion of pupils with complex ALN has risen, driving an increasing demand for special school places within Swansea. Both schools are currently operating at capacity, with no further options to expand. The rationale for the new build seems sound and includes developing more capacity to meet pupils' needs, greater sharing of expertise and efficient reorganising of resources.

The local authority has provided a suitably detailed description of the proposal which includes an estimated timetable for statutory procedures.

In the main, the proposer identifies clearly and fairly the expected benefits and disadvantages when compared with the status quo and how they will manage any risk. The proposed site for the new school is a short distance from Ysgol Pen-Y-Bryn and a 13-minute drive from Ysgol Crug Glas which would mean additional travel for

these pupils. However, the local authority identifies that due to the nature of this specialist provision, all pupils need to travel across Swansea each day and transport arrangements will be made in accordance with Swansea Council's Home to School Transport Policy. It appears that whilst a site for the new build has been identified, this has yet to be confirmed.

The local authority has considered other options such as expansion of the existing schools, but neither site has the capacity to meet the needs of the growing number of places required across Swansea for pupils with complex and profound ALN. In addition, neither school is currently 'fit for purpose' or able to provide a suitable environment for pupils without a huge financial investment. Thus, a new school will be more cost effective and likely to meet the growing demand for places.

Whilst the new school proposal and eventual amalgamation has clear advantages in terms of a purpose-built school with a larger capacity, the local authority's case for the amalgamation of the two schools by 2025 does not appear as compelling. Whilst the school will operate as one with one governing body, one set of policies, one budget, the advantages to the pupils do not appear to be as clear. There will be no additional places available, no further work is planned to improve the sites and staff will still be working on two separate sites which are almost three miles apart. Sharing of facilities and professional development opportunities for staff and pupils between sites would not be easy. It is not clear why an amalgamation is necessary before the proposed new school is built as this appears to be an additional disruption.

After a wide review of specialist teaching provision across the local authority by Swansea Council, the rationale identifies an increasing demand for special school places within Swansea. The local authority has reviewed the language needs of the current cohort of learners across the schools and have concluded that there is no current requirement for a Welsh-medium special school in Swansea. However, the importance of the Welsh language across the current settings is set out clearly. The local authority is planning to utilise the expertise of staff between schools to continue to develop its practices in this area.

No capital funding is being sought for the amalgamation; however, there will be revenue funding implications as the newly amalgamated school would receive one budget share, as opposed to two. This will be calculated using the approved funding formula and will account for the total of 250 planned places that the amalgamated school would have. When the school moves to the enlarged site the budget share will increase to reflect the new site and the 350 planned places.

The local authority had identified that if the shortfall of special school places in Swansea is not addressed, pupils needing out of county or in the independent sector provision would increase which would impact on cost. The new school will be financed through Welsh Government's Sustainable Communities for Learning Programme and cost have been estimated at £43,600,000. The investment will be funded 75% Welsh Government and 25% council, with 100% of additional costs expected to be met by Welsh Government to deliver the Net Zero Operational

Carbon. However, it is not clear whether this funding is secure. The proposer does not explain what will happen if this funding is not available and if local planning permission is not granted.

The local authority has provided a Welsh Language Impact Assessment and a Community Impact Assessment as part of this proposal. Estyn provides their opinion only on the overall merits of school organisation proposals and does not evaluate the Welsh Language Impact Assessment or the Community Impact Assessment.

Educational aspects of the proposal

The local authority considers appropriately the impact of the proposals on the quality and standards in education, including pupil standards, wellbeing, teaching and learning experiences, care support, guidance, leadership, and management. For example, the proposal identifies that transferring to a new site would provide extensive outdoor space, including green space, for pupils to learn and play. The local authority references the recommendations from the Estyn Inspection of Ysgol Pen-y-Bryn which identifies the need for improved outdoor learning. It assumes fairly that pupil wellbeing and attitudes to learning would benefit from a diverse and engaging outdoor space. It notes that a fit-for-purpose school building would help staff to provide broader learning experiences which would contribute to the delivery of a balanced curriculum, in line with the new Curriculum for Wales. The proposal also notes that Ysgol Crug Glas will continue its work with Welsh Government on developing authentic learning experiences for pupils with profound and multiple learning difficulties.

The local authority considers that the new build will enhance the learning, well-being and therapeutic experiences provided for all the pupils. It also considers how the new school will facilitate the provision of multidisciplinary working with a range of external professionals. Both schools place much emphasis on care, support, and guidance with a focus on meeting individual needs and providing suitable support to develop physical and emotional well-being.

The council appears to have considered the capacity for leadership in both schools and how this has recently developed and improved but does not seem to have considered how this structure will work when the schools amalgamate.

The local authority notes that school reorganisation proposals inevitably cause some disruption and uncertainty. It identifies that experience shows that this can be kept to a minimum through meaningful engagement throughout the consultation process and has included opportunities for pupils to respond to the consultation. Nevertheless, the proposal does not consider what these disruptive factors may be in this case, or how the local authority will minimise these for learners.

Local Authority Response to Estyn

The local authority (LA) is in agreement with the positive feedback provided by Estyn regarding this proposal. However, there are some specific comments to which we have provided a response:

“Whilst the new school proposal and eventual amalgamation has clear advantages in terms of a purpose-built school with a larger capacity, the local authority’s case for the amalgamation of the two schools by 2025 does not appear as compelling. Whilst the school will operate as one with one governing body, one set of policies, one budget, the advantages to the pupils do not appear to be as clear. There will be no additional places available, no further work is planned to improve the sites and staff will still be working on two separate sites which are almost three miles apart. Sharing of facilities and professional development opportunities for staff and pupils between sites would not be easy. It is not clear why an amalgamation is necessary before the proposed new school is built as this appears to be an additional disruption.”

The timeline for this proposal has been carefully considered. Cabinet's determination of the proposals contained in this statutory consultation is not due until May 2024. The new build is proposed to be procured using a two-stage tender process. The first stage tender will be to secure a contractor to work with the council and all stakeholders to develop the design leading to the second stage two tender and the construction phase. The second stage tender process cannot commence until Cabinet has made a determination and if that is to proceed as proposed. The project timeline is as contracted as possible and currently indicates that the stage one tender process will commence in Summer 2024, following that determination. The design process is expected to be completed and the stage two submission delivered in the summer of 2026, with the construction phase commencing as soon after that as possible once the legal processes have been completed.

If the amalgamation is not implemented until September 2026, then both schools and staff will be in an unnecessarily long unsettled period between the determination and implementation.

The design period will involve considerable engagement with the schools’ governing bodies, staff, pupils and parents and carers with many decisions required that will not be able to be changed once the design is frozen in the summer of 2026. Whilst in the period leading to the proposed amalgamation in September 2025 the council will work with both schools, there will be considerable benefits in working with the new school, thinking as one and with its new senior leadership team. If the amalgamation is delayed until September 2026, then there is a risk that the new school will not have ‘ownership’ of its new build, and the final design will not reflect the needs of the new school.

The new school build will include, for example, facilities and technology that does not exist in either of the existing schools. If the new school is implemented in September 2025, then this will afford the opportunity for the new governing body and senior leadership team to consider and prepare its new staffing structure to optimise the benefits of the new build and the bringing together of staff, pupils, and other services

on one site. Once the design is frozen, there is expected to be a two-year construction phase, during which time planning for handover and transition planning will commence. This will benefit from the new embedded staffing structure and help to reduce the impact of transition to the new build for pupils.

“It is not clear whether this funding is secure. The proposer does not explain what will happen if this funding is not available and if local planning permission is not granted”.

Funding cannot be guaranteed until the stage two tender costs are confirmed, Swansea Council has committed the funding to the capital programme and Welsh Government has issued a contract award following business case approvals.

However, the project is part of the council’s Strategic Outline Programme (SOP), and below is the latest information provided by Welsh Government with regard to its funding for the new Sustainable Communities for Learning (SCfL) rolling programme:

‘Due to the nature of the programme, despite strategic infrastructure funding being committed over several years, the Welsh Government and the SCfL team still manage the budgets on an annual basis. As the programmes are introduced at different stages it will be incumbent upon the SCfL team to manage the programme effectively in line with the demands of individual SOPs and to smooth out any peaks or troughs of budget pressures, ensuring that funding is available to all delivery partners at whatever time they submit their new SOP.’

The council has consulted the local planning authority regarding the proposed site and undertaken onsite ground investigations, and as such, subject to the appropriate design development, the risk of not securing planning consent is considered low.

“The council appears to have considered the capacity for leadership in both schools and how this has recently developed and improved but does not seem to have considered how this structure will work when the schools amalgamate.”

The structure will ultimately be for the temporary governing body to determine, and the LA will work closely with them to support and advise on structure and implementation. This is something the LA has much experience and expertise in facilitating, having successfully amalgamated several schools on existing sites to date.

“The local authority notes that school reorganisation proposals inevitably cause some disruption and uncertainty. It identifies that experience shows that this can be kept to a minimum through meaningful engagement throughout the consultation process and has included opportunities for pupils to respond to the consultation. Nevertheless, the proposal does not consider what these disruptive factors may be in this case, or how the local authority will minimise these for learners.”

The LA will work with school staff, parents, and pupils to ensure that the transition is as smooth as possible, and pupils supported throughout. The transition will likely be phased in, so it would not be that everyone moves in straight away. Pupils will have

the opportunity to visit the school prior to their move and have transport 'test' runs so they are prepared for the different journey. Each pupil will have different needs and varying types of support. The teachers and wider school staff will provide pupils with an element of consistency and support throughout, and early amalgamation aids staff consistency. We are realistic and acknowledge this transition maybe difficult for some pupils, but we will do our best to fully support all pupil needs.

Furthermore, the design will be co-constructed with input from the schools' governing bodies, staff, pupils, and parents/carers. During the design and construction phase opportunities will be provided for learners, as appropriate to their needs, for activities and site visits to enable familiarisation with the new build.

6. Feedback in relation to the impact on the Welsh Language

Prior to the consultation, the LA carried out a Welsh Language Impact Assessment. In addition to this, as part of the consultation, we asked responders the following questions:

- Do you have any concerns or evidence to suggest that the Council is treating/using the Welsh Language less favourably than English in relation to the proposal listed in this survey? (Yes/No)
- If you answered yes to the previous question, please give details and state how the proposal suggested in this survey will affect opportunities to use the Welsh Language in your view?

One person responded to this question with a 'Yes' and the details, including the LA response is below:

Concerns raised re Welsh Language. What changes (if any) do you think could be made in order to have more positive effect on the Welsh language?	Local Authority Response
<p>If the ONLY school that is remotely accessible is an English medium school, then yes - it is discriminatory sorry!</p> <p>If all children were welcomed and included in their local school or in their chosen Welsh school, then this would be fair.</p>	<p>Each pupil is assessed and where a need is identified then reasonable steps are made to ensure that pupils can access their education through the medium of Welsh.</p> <p>Nearly all pupils requiring special school placement within Swansea are English speaking and therefore, the new special school build will remain as an English-medium school.</p> <p>The local authority will continue to take reasonable steps, as required by the Additional Learning Needs and Education Tribunal (Wales) Act, within specialist provision to ensure that pupils are able to access their education through the medium of Welsh. Currently, where this is not possible, the local authority seeks to secure Welsh-medium specialist placements from neighbouring authorities.</p> <p>The local authority is currently reviewing its Specialist Teaching Facility provision across our schools. As part of this review, we are looking to increase the Welsh-medium offer so that more learners with specific needs can be supported locally.</p> <p>As set out clearly in Swansea's Welsh in Education Strategic Plan (WESP) 2022-2032, the development and</p>

expansion of Welsh-medium education remains our vision and we recognise the importance of creating opportunities for all Swansea pupils to become bilingual/multilingual so that they emerge from our education system, proud of their identity and confident to use all the languages that they have acquired.

In promoting bilingualism, we are giving all our children an opportunity to thrive in the language of their choice, increasing their life opportunities and by learning more than one language, facilitating the learning of other languages.

One of the key strands of our vision is to provide an equal linguistic opportunity to learners with additional learning needs (ALN). This is supported further by the Additional Learning Needs and Education Tribunal (Wales) Act that requires all reasonable steps to be taken to deliver additional learning provision (ALP) in Welsh where it is requested by a learner and their parent/carers.

This proposal would see the amalgamation of Ysgol Pen-y-Bryn and Ysgol Crug Glas into one Special School on 1 September 2025 on existing sites, followed by the relocation to purpose-built accommodation in April 2028, increasing the number of planned places in the school. We have reviewed the language needs of our current cohort of learners across our schools and have concluded that there is no demand/requirement for a Welsh-medium special school in Swansea. However, the importance of the Welsh language across our current settings is clear and the new school would look to build further on this as both schools are bought together.

Appendix 1 – Summary of Pupil Consultation Responses

Point Raised	Local Authority Response	Number of Written Responses Raising Point
		Support Proposal/Happy
	Against Proposal/Unhappy	0
	Don't know	24
Point Raised	Local Authority Response	Number of Written Responses Raising Point
Its too long away to think about	<p>Noted. We understand this may be hard for some pupils. If the proposal goes forward, pupils will be fully informed and supported and will often be part of the process. The move to the new school building will be phased, so that not everyone moves on the same day, and pupils will have 'transition' days, site visits and transport 'test runs' to help ease them into the new school. Pupils will also be asked for their views regarding the design and will be part of the decision-making process, including through Pupil Voice, around things like the new school name, uniform and logo.</p>	2
I get a new classroom/school		3
It will be big		2
It will be nice for people to mix with other pupils, make new friends		14
Nervous		6
Will be fun/exciting		3
Its new and will have new things/facilities		11
Unsure if travel time may be longer to get to school		1
More room with big classrooms		1
Make other students know how our school works		1
Will be easier for staffing and pupils to stay close to each other		1
Not going to be a pupil in the school when it happens		3
Don't care		1
Want my school to stay the same		1
I don't know		7
It's a bit random		1
I like to swimming weekly		5
The class understand and meet my needs and I have a good relationship with them		1
I like to go on weekly trips in the community		3
I like my classes/actives		5
I like coming to school to play with my friends		1
Happy		4
Wont know some people		2
Don't know what will happen		1

Ysgol Crug Glas Pupil Feedback

The below response was received from the school following their consultation sessions with pupils:

During the consultation process teachers shared pupil friendly proposals with all pupils, using pictures, familiar language, and our SAVI (Structured Advocated Voice for Individuals) strategy, to support their understanding of what the amalgamation will mean for them. The general feedback from pupils and staff advocacy was; pupils are looking forward to new friendships and a new school with new classrooms. It was felt that for the majority of pupils here at Crug Glas they will not notice any changes to their learning until the new build is finished and they move to the new school, but a few may have the opportunity to share learning with new friends at Ysgol Pen-y-Bryn when we amalgamate.

Appendix 2 – Summary of Consultation Responses

	Support Proposal/Happy	12
	Against Proposal/Unhappy	4
	<i>Responses from:</i>	
	Pupil	0
	Parent/Carer	3
	Member of Staff	7
	Governor	3
	Community Member	3
	Other	0
Point Raised	Local Authority Response	Number of Written Responses Raising Point
Educational observations/comments		
Point raised that the children and the staff desperately need a new school - one that is safe and in good repair. The UNCRDP article 24 and general comment 4 it states that the special school/ unit model is actually segregation. What is your plan for Inclusive Education which is explained in more detail in the UNCRDP General Comment 4? As we are signed up to be a Human Rights City we need to be thinking about what we do to disabled children and their families. UNCRPD General Comment 4 (II. Normative content of article 24 - point 11)	<p>Swansea Council recently agreed an Inclusion Strategy that outlines fully our approach to achieving a truly inclusive education model in Swansea. We recognise that this starts with a strong, quality assured universal offer for all children with an absolute entitlement to education within their local communities wherever possible. There are a number of ways we can work towards achieving this and the new special school is a part of a comprehensive offer which includes our Supporting Sufficient Specialist Places transformational programme which aims to place specialisms within school communities.</p> <p>We also recognise that choice is critical. We know that for some families a more specialist provision / setting is the preference, and we think it is important to allow for a breadth of choice in our current offer. The new special school, if agreed, will be part of a suite of provision to meet all needs and preferences within our population.</p> <p>It should also be noted that the proposals will help strengthen our</p>	1

	current inreach/outreach offer which aims to upskill staff across our school communities to enable more children and young people to access a local education offer.	
Query regarding whether children's views have been sought and their care plans considered in relation to this proposal	Yes, pupils have been fully consulted as part of this formal consultation process and if the proposal proceeds then they will continue to be consulted throughout design and build phases of the proposal as well as in planning and implementing the transition to the new build. Pupils will be part of the process throughout with views sought on the design at each stage, along with site visits where possible, virtual visuals, drive by and visits to get pupils used to the new site and travel etc. Pupil's care plans will be fully considered. Health partners are key stakeholders along with staff, governors, parents, and carers whose views will all be sought throughout the process. The Swansea Parent Carer Forum will also be a key stakeholder throughout the process to support pupils and families.	1
A purpose built 21st Century special school will be a wonderful addition to the CCoS education estate and nothing short of what the complex learners in our city deserve.	Agree	1
The increase in planned places will ensure greater numbers of our most complex learners have their learning needs met and will in turn enable our STFs to better meet the needs of complex learners who face challenge in mainstream settings.	Agree	1
It will reduce the numbers of complex learners that are educated outside of our local authority provision whether that be in private provisions or schools in neighbouring LAs.	Agree	2
It will afford the opportunity for Swansea to further establish its credentials as an excellent and leading Authority in providing for and meeting the needs of complex learners.	Agree	1
Improved facilities will enable greater flexibility which equates to better use of current innovative, imaginative teaching techniques.	Agree	1
Combining staff on one site will enable mutual support of the wide range of abilities of pupils,	Agree	2

especially with the projected trend towards more G Band pupils.		
Improved outside learning environment will address an issue raised in a recent ESTYN inspection.	Agree	1
Level of expertise, commitment, professionalism and dedication displayed by the staff at the school is outstanding, but there is frustration that current limitations on space and facilities inhibit even better provision being made for our learners.	Agree	1
Concerns regarding the very different groups of children with very different needs, and feel they need a new school each.	<p>These will be important considerations in the design of the building and we intent to work collaboratively with both current schools to understand the requirements of all learners and to build flexible and appropriate accommodation in line with this. The new building offers an opportunity to improve facilities for all and we recognise there will be a need for different spaces and resources in order to accommodate all learners.</p> <p>The new school will be designed in consultation with pupils, staff, governors, parents, and carers considering the needs of all learners. It will be designed sensitively so learners feel safe and secure. Having one school brings the benefits of:</p> <ul style="list-style-type: none"> • A range of complex needs will be effectively managed with the full range of expertise available on one site • Schools operate as one, sharing best practice and whole school ethos • Equal opportunities for multi-agency working, health provision in reach and outreach • Range of facilities available for all pupils • Avoid health and other staff losing valuable time travelling between schools • Complements the wider additional learning needs strategy to provide a sufficient and flexible statutory provision available to Children and Young People in Swansea. • Most effective use of resources <p>Community use of areas</p>	1

	(internal/external) • Reduced carbon emissions	
The school will be more able to support STFs by inviting teachers into the environment to pick up skills, as well as seconding staff out to STF units.	Agree there would be options available for staff development throughout the local authority.	2
Impact on local traffic/roads/infrastructure/pollution		
Additional pollution from the traffic.	Highways will be consulted throughout the design and planning process. At the early design stage, a traffic impact assessment will be carried out, together with a Stage 1 Road Safety Audit. Information contained within the assessments and reports will then influence the design strategy and how we can manage/reduce traffic impacts. Active travel will be a key consideration for the new site and consultants will be part of the project team to support this. A School Travel Plan will be developed throughout this process. Electrical vehicle charging points will be included on site along with bike and scooter storage for staff and those pupils that can actively travel to school. Car sharing among staff will be encouraged.	2
Resident driveways being parked over due to high traffic at school times.	As part of the design and planning application process Highways will be consulted, and the need for Traffic Regulation Orders will be considered as part of this process. A Road Safety Audit will be carried out along with a Transport Assessment and Travel Plan to mitigate any issues arising from the new school building. The drop off and pick up and traffic management will be carefully designed.	1

<p>The detrimental effect on wildlife.</p>	<p>Preliminary Ecological Assessments, along with other surveys are carried out as part of investigations to support the design and planning application. Ecologists will be part of the design and planning team and ecologists within the council will have recommendations for the site to maintain green infrastructure and corridors. The Project Design Team will include a planning place maker with a focus on creating areas of biodiversity and enhancing the green infrastructure linking with nearby sites of Importance for Nature Conservation (SINC) and creating ecologically resilient habitats. The landscaping and drainage strategies will align with this strategic aim. Sustainable drainage solutions may include for example green roofs and swales located in the habitat areas. Both will support varied flora and fauna.</p> <p>SuD strategies will form part of a neighbourhood wide system of drainage and ecology, so it is a holistic system that benefits the whole place, not just the redline of the proposed development.'</p>	<p>1</p>
<p>Noise pollution for surrounding residents.</p>	<p>As part of the design stage surveys, a Noise Impact Assessment will be commissioned and carried out to assess the existing noise and background noise levels across the site. Based on the information contained within the report, the design will incorporate mitigation against raised noise levels. Additionally, during the construction stage noise levels will be measured and monitored and mitigation measures considered. The contractor will be required to work within designated hours and newsletters will be issued regularly to inform residents of what is happening and when any 'noisy work' is likely to take place.</p>	<p>1</p>

<p>There is a LDP for 90 houses on the land close by and concerns raised around how the roads will cope with the extra traffic, as roads already gridlocked during school finish time.</p>	<p>The site where the new school will be built is the land that was proposed in the current Local Development Plan for 95 housing units. Therefore, as part of the Replacement Local Development Plan this site has been submitted as a school. As part of the design and planning application process Highways will be consulted, and the need for Traffic Regulation Orders will be considered as part of this process. A Road Safety Audit will be carried out along with a Transport Assessment and Travel Plan to mitigate any issues arising from the new school building. The drop off and pick up and traffic management will be carefully designed.</p>	<p>1</p>
<p>Proposed timeline</p>		
<p>Delay amalgamation of the two schools until a year prior to the opening of the new school, would like to continue working closely with partner school and share best practice wherever possible.</p>	<p>The timeline for this proposal has been carefully considered. Cabinet's determination of the proposals contained in this statutory consultation is not due until May 2024. The new build is proposed to be procured using a two-stage tender process. The first stage tender will be to secure a contractor to work with the council and all stakeholders to develop the design leading to the second stage tender and the construction phase. The second stage tender process cannot commence until Cabinet has made a determination and if that is to proceed as proposed. The project timeline is as contracted as possible and currently indicates that the stage one tender process will commence in May/summer 2024, following that determination. The design process is expected to be completed and the stage two submission delivered in the summer of 2026, with the construction phase commencing as soon after that as possible once the legal processes have been completed.</p>	<p>1</p>
<p>The timeline for amalgamation of both schools in advance of the new build is worth considering. The period in which the amalgamated school will operate on its existing sites will provide challenges. The specificity of site provision and the distance between them will render some of the proposed benefits of amalgamation in advance of the new build unachievable. Consideration should be given to reducing the period of time in which the school operates across three sites by delaying the closure of the existing schools and subsequent amalgamation until September 2026. That being said, I am confident that we will be able to overcome the</p>	<p>If the amalgamation is not implemented until September 2026,</p>	<p>1</p>

<p>challenges posed by working across the existing sites, that there will be some advantages to early amalgamation and that any and all challenges we may encounter will be a small price to pay to achieve the ambitious new school build.</p>	<p>then both schools and staff will be in an unnecessarily long unsettled period between the determination and implementation.</p> <p>The design period will involve considerable engagement with the schools' governing bodies, staff, pupils and parents and carers with many decisions required that will not be able to be changed once the design is frozen in the summer of 2026. Whilst in the period leading to the proposed amalgamation in September 2025 the council will work with both schools, there will be considerable benefits in working with the new school, thinking as one and with its new senior leadership team. If the amalgamation is delayed until September 2026, then there is a risk that the new school will not have 'ownership' of its new build, and the final design will not reflect the needs of the new school.</p>	
<p>Why is amalgamation so long before the new build is ready?</p>	<p>The new school build will include, for example, facilities and technology that does not exist in either of the existing schools. If the new school is implemented in September 2025, then this will afford the opportunity for the new governing body and senior leadership team to consider and prepare its new staffing structure to optimise the benefits of the new build and the bringing together of staff, pupils, and other services on one site. Once the design is frozen, there is expected to be a two-year construction phase, during which time planning for handover and transition planning will commence. This will benefit from the new embedded staffing structure and help to reduce the impact of transition to the new build for pupils.</p>	<p>1</p>

Staffing and leadership		
Concerns regarding grade and role.	Noted that this is a period of uncertainty for staff. While it would be for the temporary governing body to determine the new staff structure, staff will be kept supported and informed throughout with regards to any proposed changes. Formal consultation with staff and trade unions will be undertaken as per requirements and pay protection would be offered, where applicable. We hope the new school will provide increased opportunities for staff.	1
There is a large body of work for the newly appointed Headteacher - with the management and leadership of the newly amalgamated school over 3 sites, whilst also strategically supporting the new build.	Noted. Part of the project planning includes supporting the school to ensure that it can build capacity to support the new build project. There will be opportunities for the new school to enhance its senior leadership team in the short term to facilitate this.	1
The senior team working with the new Headteacher needs to be stable, experienced and able to realise the Headteacher's vision of bringing both schools together, with a newly created school staff team.	Agree	1
Concerned about the early stage in the process that this amalgamation takes place (September 2025). This brings with it a level of uncertainty about the near future on the part of a number of key staff at both existing schools. This is especially the case for the headteachers of the two existing schools, for whom this uncertainty is likely already to be a source of potential stress and will continue to be so for the foreseeable future. The GB believe that a strong level of care and support for the well-being of both headteachers will be paramount in the weeks and months surrounding this amalgamation process.	Agree. The LA will work hard to support staff during this period of uncertainty but feel the proposed timeline is the most appropriate due to the reasons already outlined.	
Finance, resources, and logistics		
Reduced duplication of physical resources and better procurement opportunities	Agree	1
On site facilities (gym/swimming) will immeasurably impact and reduce the travel and logistics currently involved in achieving activities.	Agree	1

<p>The GB at YCG believes that the interim joint governing body that will be established as part of the proposed process, will undoubtedly have a key strategic role in the development of the new special school. The GB at YCG also believe that this interim GB will also have a vital role in ensuring the effectiveness, efficiency of how this amalgamation is conducted and the extent to which care for the personal well-being of all affected is exercised as part of the process.</p>	<p>Agree</p>	
<p>General Comments in Support of the Proposal</p>		
<p>I am in favour of the proposal and will fully support the Local Authority during the process to the best of my ability, ensuring a smooth transition for all of our pupils, parents and staff as both schools bring their leadership teams together.</p>	<p>Noted and this support is welcomed</p>	<p>1</p>
<p>If managed carefully and with consideration the amalgamation at this stage has the potential to be very powerful in bringing both schools together before the new build is completed.</p>	<p>Agree</p>	<p>1</p>
<p>Proposal will benefit all children with additional learning needs in the community in a new modern super school.</p>	<p>Agree</p>	<p>2</p>
<p>Unified state of the art school will have significant benefits for its pupils, staff and also for the wider education community</p>	<p>Agree</p>	<p>2</p>
<p>Alternative Option Suggested</p>		
<p>I think as a Human Rights City we should be looking at UNCRPD, article 24 and general comment 4 for our guidance and moving our school system towards it. So how would our local primary schools look like in 10 years' time? Would buildings, curriculum etc etc reflect the human right to Inclusive Education? Inclusive isn't word used for special. Inclusive is children going to their local school in regular classrooms regardless of their protected characteristic. Currently, we systematically segregate based on ability and wonder why we battle discrimination.</p>	<p>Swansea Council recently agreed an Inclusion Strategy that outlines fully our approach to achieving a truly inclusive education model in Swansea. We recognise that this starts with a strong, quality assured universal offer for all children with an absolute entitlement to education within their local communities wherever possible. There are a number of ways we can work towards achieving this and the new special school is a part of a comprehensive offer which includes our Supporting Sufficient Specialist Places transformational programme which aims to place specialisms within school communities.</p> <p>We also recognise that choice is critical. We know that for some families a more specialist provision / setting is the preference and we think</p>	<p>1</p>

	<p>it is important to allow for a breadth of choice in our current offer. The new special school, if agreed, will be part of a suite of provision to meet all needs and preferences within our population.</p> <p>It should also be noted that the proposals will help strengthen our current inreach/outreach offer which aims to upskill staff across our school communities to enable more children and young people to access a local education offer.</p>	
<p>Two separate schools - they are very different children</p>	<p>The new school will be designed in consultation with pupils, staff, governors, parents, and carers considering the needs of all learners. Having one school brings the benefits of:</p> <ul style="list-style-type: none"> • A range of complex needs will be effectively managed with the full range of expertise available on one site • Schools operate as one, sharing best practice and whole school ethos • Equal opportunities for multi-agency working, health provision in reach and outreach • Range of facilities available for all pupils • Avoid health and other staff losing valuable time travelling between schools • Complements the wider additional learning needs strategy to provide a sufficient and flexible statutory provision available to Children and Young People in Swansea. • Most effective use of resources Community use of areas (internal/external) • Reduced carbon emissions 	<p>1</p>
<p>There are two empty schools nearby Tirdeunaw & Daniel James school. Why couldn't those be utilised.</p>	<p>In arriving at the preferred location for the new school a long list of site options was considered.</p> <p>The outcome of that exercise resulted in a preferred site being identified which;</p> <ul style="list-style-type: none"> • is close to the existing Ysgol Pen-y-Bryn main site 	<p>1</p>

	<ul style="list-style-type: none"> • would mean pupils currently at Ysgol Pen-y-Bryn have little disruption when they move to the new site • the average journey time for pupils across both schools will remain mostly the same • the site is near to some amenities without need for a vehicle, and • many facilities are within a short car journey • it has close links to the M4 <p>The former Daniel James Community School and the YGG Tirdeunaw buildings would not be suitable for a new special school.</p> <p>The new school build will be designed to national design guidance contained in the Building Bulletin specifically for children with Special Educational Needs and Disability.</p>	
<p>The timeline for amalgamation of both schools in advance of the new build is worth considering. The period in which the amalgamated school will operate on its existing sites will provide challenges. The specificity of site provision and the distance between them will render some of the proposed benefits of amalgamation in advance of the new build unachievable. the experience and leadership of both current Headteachers is clearly working very well and could sustain through the early stages of design and tender, which will be very important as both schools staff, parents and pupils are consulted. This could mean that the focus is clearly and solely on the new build, not split between settling as a newly amalgamated school and contributing to a new build, which may lead to decisions and input not being as focused and meaningful as they could be, if that was the main focus of both schools at the time. Consideration should be given to reducing the period of time in which the school operates across three sites by delaying the closure of the existing schools and subsequent amalgamation until September 2026. That being said, I am confident that we will be able to overcome the challenges posed by working across the existing sites, that there will be some advantages to early amalgamation and that any and all challenges we may encounter</p>	<p>Noted, LA response regarding this provided above on page 21.</p>	<p>2</p>

will be a small price to pay to achieve the ambitious new school build.		
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Appendix 3 – Minutes of Consultation Meetings

Future for Special Schools in Swansea

Meeting with Governors – Ysgol Pen-y-Bryn

07 November 2023

Present: Head of Education Planning and Resources
Head of Vulnerable Learners
Team Manager Funding and Information
Lead Additional Learning Needs Performance Specialist
Team Manager, Capital
School Project Business Case Development Manager
Team Manager, Stakeholder and School Support
Principal HR Officer
Funding and Information Officer
HR Officer
Headteacher, Ysgol Pen-y-bryn

5 members of the Governing body were present, including the Chair of Governors and the Chair of the Finance Committee

1.	The head of Education Planning and Resources gave introductions and provided a presentation outlining the proposal.
	Chair of Governors thanked all Officers for all work/effort in driving this proposal forward, noting that it is welcomed by the Governing Body.
	Questions/Answers
2.	<i>The proposed site - is this in the public domain?</i>

	Yes, a map will be uploaded to the website. We have been deliberately vague with regards to the exact location as the location within the site identified has not yet been confirmed. However, we are confident on the deliverability for a school on that site. The build is subject to a planning application process, and we are confident that with the right design, we don't envisage this to be a significant risk. Highways/traffic management/access will be a factor influencing the exact location of the school on the site and will be considered as part of the planning application process.
3.	<i>During the termly meeting with Chairs of Governors, several Chairs were vocal on the strain currently being placed on STF staff. Can we get the consultation out to them for them to comment?</i>
	We have consulted with all schools that have an STF, there is a headteacher meeting on Thursday so we will promote it there too. This proposal is a critical part of the wider suite of specialist teaching facilities in Swansea, and we need to ensure it is as flexible and as responsive as possible as the need arises for pupils. Our STF review is currently ongoing, and we will be providing further updates with regards to this in due course.
4.	<i>With regards to the temporary governing body - will community governors be part of this?</i>
	The governing body will appoint the community governors. In the past we have had community governors "waiting outside" to be formally appointed and then welcomed to the meeting. The temporary governing body sits alongside the two existing governing bodies so there will be three governing bodies for the summer term 2025.
5.	<i>Who determines the size of the governing body?</i>
	There are determined models, and we would want the governing body to reflect the two schools.
6.	<i>Is the temporary governing body inclusive of all governors except community governors?</i>
	Possibly, if the balance does not seem right between the two schools, we can also have observers. There will be a long lead in period and a lot of governing bodies meetings so it is a large commitment of time to be on the temporary governing body as they would still have 'business as usual' meetings for their existing governing body, so some may feel that they cannot commit to sitting on both.
7.	<i>When do you anticipate appointing the headteacher?</i>
	This isn't a tight timeline so as we progress Jeff Fish will provide support. There are options to consider, and it will be up to the temporary governing body whether they choose to ringfence to the existing headteachers of the two schools or advertise externally.
8.	<i>Is it the responsibility of the appointed headteacher to determine the remaining staff structure?</i>
	Yes, with governors
9.	<i>Could you have two structures in place with a shadow structure ready for new build?</i>
	There is a long lead in time so either could work, and there are likely to be changes within that time.
10.	<i>Plan for governing body to submit response to consultation on behalf of the whole governing body. Would it be better to do that or individually?</i>
	We would welcome both individual and a collective response.

Meeting with Governors – Ysgol Crug Glas

08 November 2023

Present: Head of Vulnerable Learners
 Team Manager Funding and Information
 Team Manager, Capital
 School Project Business Case Development Manager
 Team Manager, Stakeholder and School Support
 Principle HR Officer
 Funding and Information Officer
 Deputy Headteacher, Ysgol Crug Glas
 5 Governors were present

1.	The Head of Vulnerable Learners gave introductions and provided a presentation outlining the proposal.
Questions/Answers	
2.	<i>Considering the increasing number of pupils being diagnosed with autism, are you confident the new school will be big enough?</i>
	Data has been analysed with regards to pupils coming through the system, based on past and future projected trends. This is part of a whole suite of provision, which includes a review of Special Teaching Facilities (STFs) and mainstream provision in place to support pupils with additional learning needs. Not all pupils with Autistic Spectrum Disorder (ASD) require a special school place and appropriate support within mainstream schools is also very important.
3.	<i>Many of the pupils within Ysgol Crug Glas are extremely vulnerable, if they are going to be attending a larger school with many pupils with potential behaviour issues, how will they be protected? Will there be two separate sections for the different needs?</i>
	We are not at the design stage yet but if we progress the proposal, there will be extensive consultation with all stakeholders to ensure the school is designed and built so it is suitable for all pupils. Stakeholders will include pupils, parents, staff, governors, parent/carer forum as well as specialist advisors and colleagues within health. A variety of means used to gain input around design – pupil voice, questionnaire and so on.
4.	<i>Will governors be consulted regarding the design?</i>
	Yes, we will be consulting with all stakeholders throughout the design phase – from concept through to final design.

5.	<i>I used to work in a relatively newly built special school designed for 70 pupils and now accommodates up to 120 pupils. They are already seeing design issues within the first 10 years.</i>
	We have done a lot of work looking at recent new build special schools to learn lessons from their experiences and we are hoping to build a highly flexible school that would support potential future needs.
6.	<i>As a member of staff, I know that our main concern is that our pupils have very specific needs, and we want assurance that they would not get 'lost'</i>
	Agreed. We would ensure these needs are fully met.
7.	<i>Would there be a swimming pool as well as a hydrotherapy pool?</i>
	Current thinking was for a hydrotherapy pool only at this stage, but as final designs have not been developed, we are open minded. We are required to follow Welsh Government recommendations regarding design standards and size of school, and anything above those recommended requirement needs to be heavily justified. We acknowledge that the pool in Ysgol Crug Glas is of an excellent size and quality, and we are committed to providing facilities that are suitable and sufficient.
8.	<i>Our hydrotherapy pool is in use nearly all day for our pupils. How would that be shared with additional pupils without compromising the provision for our learners?</i>
	The new school would decide who uses the pool, based on need.
9.	<i>Many of our pupils can only use this pool. They cannot access a public pool. It is the only form of exercise for some pupils.</i>
	Nothing is set in stone yet and we will work with schools and wider stakeholders regarding these design elements, and we will do our best to accommodate additional identified needs.
10.	<i>If you take away any provision this would have a legal implication as it would be contrary to the 'wellbeing Act.'</i>
	Noted.
11.	<i>The hydrotherapy pool is key to all stakeholders</i>
	Noted.
12.	<i>Taking ADS pupils to a public swimming pool is very challenging.</i>
	Noted.
13.	<i>The trampoline is very important</i>
	Noted
14.	<i>Is the funding ring fenced?</i>
	Ring fenced may not be the correct phrasing. The Sustainable Communities for Learning Programme has been approved in principle, and the new special school is a top priority within that. We will need to submit the next stages of the business case to Welsh Government for approvals, and then secure Cabinet approval. The funding is not secured until we have an award of funding from Welsh Government and an approved Cabinet report after the full business case stage and receipt of tenders for the construction phase. We have a strong commitment from everyone involved within this process.
15.	<i>Welsh Government recently announced budgets cuts due to financial pressures faced. Will those budget cuts affect this proposal?</i>
	We don't know for sure what is going to happen in the future. However, most of the cuts announced were 'in year' cuts relating to this current financial year. Future budget cuts may slow down the pace of progress in relation to the Sustainable Communities for Learning Programme, but this is the next

	priority for us on our programme which Welsh Government are also on board with.
16.	<i>Is there a chance of obtaining funding from health to support this proposal?</i>
	It is important that we have a plan that is deliverable and sustainable independent of contributions from health. Any additional funding would be a bonus. We are working alongside health, but it is important to note that their priorities are very different to ours. We are working with the local health board to ensure that the therapy rooms and the like are appropriate, which again is going back to the importance of stakeholder engagement and health board colleagues are key to that process.
17.	<i>Storage is a huge problem within this school</i>
	Yes, we have already picked up on the need for storage to be key to the design and understand that pupils often have several pieces of equipment that will need storage and easy access. We will allow for the maximum storage allowance available to use within the Welsh Government guidance.
18.	<i>How will the governing body be selected?</i>
	The legislation means that the local authority will select all of the temporary governing body members, except for the community governors. These can be quickly appointed in the first meeting. The local authority will work with schools throughout the process to ensure that there is a fair representation from both schools within the temporary governing body. There will be essentially three governing bodies in operation during the initial stage – the new temporary governing body, and the two existing governing bodies of Ysgol Crug Glas and Ysgol Pen-y-Bryn. It is worth noting that there is a substantial work commitment involved with being a member of the temporary governing body, as there will be a lot of work to be done to prepare for the new school opening, including the staff structure, while also having to attend the business as usual governing body meetings for each of the separate schools, and some members may feel they are unable to make this commitment.
19.	<i>The task of appointing the headteacher and deciding on a new staff structure will likely be a very difficult and emotive one – what support will the local authority provide the temporary governing body with this task?</i>
	The local authority can advise and support on process etc, but it is for the temporary governing body to make the decisions – that is not for the local authority.
20	Will the three governing bodies have equal input in relation to the new school?
	No, only the temporary governing body will have input into the design of the new school and be responsible for staffing structure decisions.
21.	<i>What support will there be for the headteachers throughout this process?</i>
	HR will be able to provide support to headteachers and staff. We are understanding that this would be a difficult time. There will be a separate consultation for the wider staff restructure as this is a separate legal process. HR will be communicating and supporting staff throughout that process.
22	<i>What is the timeline between the decision regarding the new special school and the appointment of the head?</i>
	That again would depend on the governing body, as there are several options available. But there is more than a full year between the cabinet decision and opening of the new amalgamated school. Currently we are looking at the

	broad principles around this proposal and the detailed timetables will be confirmed and communicated if the proposal progresses.
23.	<i>There is concern for the welfare for both headteachers during this process and hope the local authority acknowledges there is a role for both headteachers during this process?</i>
	It is for the governing body to decide that, and care would be taken to be understanding and sensitive during this time.
24.	<i>Will there be consideration with regards to the timing of the headteacher appointment?</i>
	Yes, there will be a window during which the governing body can appoint the headteacher.
25.	<i>If one headteacher was appointed, would the governing body be in a position to decide what happens to the unsuccessful individual?</i>
	This would depend on how the governing body would wish to appoint. It may be that one headteacher is in a redundancy position.
26.	<i>Could they be offered a deputy headteacher position?</i>
	If the governing body were to 'ringfence' then headteachers would be appointed to a headteacher post and deputy headteachers would be appointed to deputy headteacher posts. It is important to note that these are matters for the governing body to decide on and that we are looking at the broad principle within this consultation, and more detail and support with regards to the staffing structure will be provided if the proposal is approved.
27.	<i>We need officers to understand that the headteacher is so important to the school and staff. They provide the leadership, vision and direction and are 'looked up to' by staff and this cannot be understated.</i>
	Noted.
28.	<i>Is there a danger that the headteacher – having to oversee the plan for the new build while running the amalgamated schools – that the schools may suffer?</i>
	There is a lot of work for the headteacher during this period and the local authority will look to support the headteacher as much as possible throughout. But we cannot get away from the fact that we need the headteacher's input during the design and build process.

Meeting with Staff – Ysgol Pen-y-Bryn

07 November 2023

Present:

- Head of Education Planning and Resources
- Head of Vulnerable Learners
- Team Manager Funding and Information
- Lead Additional Learning Needs Performance Specialist
- Team Manager, Capital
- School Project Business Case Development Manager
- Team Manager, Stakeholder and School Support
- Principal HR Officer
- Funding and Information Officer
- HR Officer
- Headteacher, Ysgol Pen-y-bryn
- NEU Joint County Secretary
- NASUWT Rep
- 52 Staff Members

1.	Kelly Small gave introductions and provided a presentation outlining the proposal.
	<i>Questions/Answers</i>
2.	<i>How did you arrive at the figure of 100 for the increase in planned places?</i>
	Data has been analysed with regards to pupils coming through the system, based on past and future projected trends. This is part of a whole suite of provision, which includes a review of Special Teaching Facilities (STFs) and mainstream provision in place to support pupils with additional learning needs.
3.	<i>Are you confident an increase of 100 places is enough?</i>
	We are aware that the demand is increasing for places and that historical trends aren't as useful as they once were for projecting demand, but we are as confident as we can be that 100 is sufficient, and we will have a flexible provision in place moving forward. If we find ourselves with surplus places, these could be offered up to other Local Authorities.
4.	<i>What are the plans for the current site after the move?</i>
	There are no concrete plans for the site yet. The site we are proposing to use was previously identified for housing under the Local Development Plan (LDP). The benefit of building on the proposed site is that the pupils can remain in the existing sites until it is ready, once the move happens the

	existing sites if declared surplus by the Education Directorate, will then be considered as part of the council's Asset Management Policy, and could potentially be offered up for housing to mitigate the loss of housing from the site allocated in the LDP
5.	<i>Would plans for the site affect the public consultation?</i>
	The new LDP sets out all sites that can build houses on in the next 10 years, we have designated the site as a school, no decision has been made yet on what the existing site will be designated as - this will need to be considered as part of the Asset Management Policy.
6.	<i>Would staff have to work with Crug Glas pupils?</i>
	Envisage that roles will be more or less the same on amalgamation; the staffing structure will be developed with the new headteacher and governing body, and a separate consultation will be undertaken in relation to the new staff structure.
7.	<i>If there is a senior/middle leader in each school and there may only be one required in the new school what happens?</i>
	This will be identified through the staff restructure process, which will be subject to a separate staff consultation process. If the proposed structure is agreed, staff would need to go through a skills matrix/slotting and matching exercise, and salary protection offered to staff affected. The number of staff is unlikely to change except for the headteacher.
8.	<i>The option for a headteacher was clear, are we confirming that there will not be staff left without a job?</i>
	This will depend on what the structure looks like and what posts are required. It could be that there are different posts/job descriptions etc. that staff slot/match to, and this will require a different process - skills questionnaire or interview. Could have staff employed in different roles. The number of staff is unlikely to change, and indeed likely to increase in readiness for the additional planned places proposed.
9.	<i>The new school will be bigger so the need for more staff, would posts be ringfenced before advertised externally?</i>
	Yes, we would offer all posts internally, complete slotting/matching etc. to existing staff first and then advertise externally if required.

Meeting with Staff – Ysgol Crug Glas

08 November 2023

Present: Head of Vulnerable Learners
 Team Manager Funding and Information
 Team Manager, Capital
 School Project Business Case Development Manager
 Team Manager, Stakeholder and School Support
 Principal HR Officer
 Funding and Information Officer
 Deputy Headteacher, Ysgol Crug Glas
 36 Staff were present

1.	The Head of Vulnerable Learners gave introductions and provided a presentation outlining the proposal.
Questions/Answers	
2.	<i>Why are you proposing to amalgamate so early when the new build will not be ready for some time?</i>
	We believe that bringing the two schools together ahead of moving into the new build would benefit the schools – fostering joint working and a new single school ethos. Furthermore, even though the new build school will not be ready for occupation until 2028, the tender process, which is a two-stage tender – will get underway very soon, including initial design, and this will be done in collaboration with the school staff and governing body.
3.	<i>Looking at the proposed location – all that green space, when we are currently so constrained with outdoor space – it looks fabulous. Will this be used to full affect for forest schools, playing areas and sports fields?</i>
	The design has not been developed yet, but we will be looking to have many different types of outdoor spaces available for pupils and this was a key consideration when we selected the site. We reviewed approximately 147 sites before settling on the one proposed. The area guidelines in Building Bulletin guidance sets out the space required for outdoor spaces including PE, soft and hard informal spaces and habitat, so we will ensure this guidance is adhered to.
4.	<i>Might local residents object to the build?</i>
	The site was already earmarked for housing development in the previous Local Development Plan (LDP) so there was always likely to be development on the site. We have also informed the residents around the boundary of the site of our plans as part of this consultation process. There will be a chance

	for residents to comment during the planning application consultation process. .
5.	<i>Will the new school have sufficient parking?</i>
	There will be parking planned into the design. There is a lot more to be done here before we can comment on the numbers of spaces and this will be part of the design process – we will be factoring in pupil travel plans, local transport assessments and road safety audits. We will also be required to consider options for 'active travel' which is a Welsh Government priority.
6.	<i>Due to the pupil needs, we are a highly staffed school, and we need more parking than a mainstream school – will this be accounted for? I am conscious that Bishop Vaughan is also very busy.</i>
	Noted and this will be considered as part of the design process.
7.	<i>Our pupils have a lot of health needs, and we currently have two nurses working in the school. What consideration has been given to the facilities required by health professionals?</i>
	Yes, we are mindful of this, and we already have that workstream in place, and indeed we are meeting with the Designated Education Clinical Lead Officer (DECLO) from Health very shortly. Going forward, we will have health representatives on the design team to ensure we are capturing the requirements for health care professionals as part of this project.
8.	<i>When the amalgamation happens, will there be an expectation for us to work with Ysgol Pen-y-Bryn pupils?</i>
	That will be something for the new headteacher and temporary governing body to consider, but the plan would be not to dilute the current provision that each school currently has, and it is envisaged that staff would remain largely where they are initially.
9.	<i>Would there be any other changes for staff? Other than the new headteacher?</i>
	That would be for the new temporary governing body to decide, but any changes would be considered in partnership with the headteacher and following proper, formal consultation with staff.
10.	<i>Many of the Teaching Assistants are Level 3, which they are not in Ysgol Pen-y-Bryn, and we are concerned for the role that we have.</i>
	Again, this will be for the temporary governing body to decide, and we cannot provide concrete answers here. Staff will be kept supported and informed throughout with regards to any staffing restructures, and formal consultation will be undertaken as per requirements. Pay protection would be offered if appropriate. We hope the new school will provide increased opportunities for staff.
11.	<i>We are very lucky with our hydrotherapy pool at the moment. Arguably the best in South Wales and fully accessible. Can you confirm we will have the same high standard facility in the new school?</i>
	Yes, we have talked extensively about this in the governor meeting, and we can assure you that the pool facility will be at least the same as the current pool, and we would be looking to improve upon other facilities too such as rebound areas and play space.
12.	<i>What are the budget implications?</i>
	<i>The new amalgamated school would have a single budget share, this will be a larger budget than both schools currently combined due to the planned increase in planned places, and the size of the school would increase. We</i>

	<i>are making this proposal because we want to improve and enhance the facilities for pupils attending our special schools; it is not a cost saving exercise.</i>
13.	<i>How will the temporary governing body link with community governors?</i>
	The local authority will appoint the temporary governing body, ensuring fair representation from each school. The local authority cannot appoint the community governors, but these would usually be quickly appointed by the temp governing body (usually in the first meeting).
14.	<i>I agree that we do not currently have the need for a Welsh-Medium Special School at present. What are the plans though if and when that changes?</i>
	We have a Welsh in Education Strategic Plan (WESP) which has an overarching plan for Welsh education in Swansea. When pupils with Additional Learning Needs indicate a preference for education through the medium of Welsh, then there are ways we can accommodate this. Initially this is likely to be an in-reach/outreach model.
15.	<i>What will the new school be named?</i>
	This will be determined by the temporary governing body, with input/consultation with pupils, staff and parents.
16.	<i>The proposed amalgamation is for September 2025. When will staff know what the proposed staff structure will look like?</i>
	We would be advising the temporary governing body to make these decisions sooner rather than later. It would be May 2025 at the latest, to allow for the appropriate staff consultation, but we would hope it would be completed sooner than this.
17.	<i>What is going to happen with the existing school sites?</i>
	We don't know yet. If they are declared surplus to Education requirements then would go through the usual council process for asset management. They could be offered to other council departments or Housing.
18.	Claire Lewis reiterated to staff that we will need their input and support throughout this process so that staff and pupils' ideas are captured. She will be in touch soon to get started with this work.
19.	<i>This is a brilliant opportunity for us to have the best special school facility.</i>
	Agree.
20	<i>Would there be any changes to the way the new school is classified in relation to the Service Level Agreement (SLA) for things like finance?</i>
	The two current special schools operate under the primary school model and have a dedicated Primary Support Officer (PSO) who assists and advises the schools in relation to budget setting and monitoring. If the proposal was to proceed, the school could request to change to the secondary model for finance, noting that there would be an expectation that the school Business Manager performs more of the budgeting/monitoring functions and there would not be an increase in budget allocation to support this.

Meeting with Parents/Carers – Ysgol Pen-y-Bryn

07 November 2023

Present: Head of Education Planning and Resources
 Head of Vulnerable Learners
 Team Manager Funding and Information
 Lead Additional Learning Needs Performance Specialist
 Team Manager, Capital
 School Project Business Case Development Manager
 Team Manager, Stakeholder and School Support
 Principal HR Officer
 Funding and Information Officer
 HR Officer
 Headteacher, Ysgol Pen-y-bryn
 4 parents were in attendance including two parent governors.

1.	The Head of Education Planning and Resources gave introductions and provided a presentation outlining the proposal.
Questions/Answers	
2.	<i>If the school amalgamates in April 2025, and pupils remain on current sites including the 6th Form, does that mean that Crug Glas pupils will attend Arfryn or remain in Ysgol Crug Glas for their sixth form provision?</i>
	Envisage that status quo remains unless it is thought there is a more appropriate provision for the pupil at the alternative site. Pupils may have more access to facilities but for pupils coming to the end of their education, they wouldn't see much change. Crug Glas pupils have very specific needs and until the new build would likely remain in their current environment.
3.	<i>Regarding the change of school name and uniform, how are pupils prepared for this?</i>
	Pupils will be fully supported and will often be part of the process; change will be carefully phased. Until the new build there will be little change for pupils; the only changes they would see would be the name change and uniform. Given the timeline, there is over a year to prepare pupils for the change and the intention will be that pupils would be part of the decision-making process via Pupil Voice for the school name/uniform/logo.
4.	<i>Longer term there will be more pupils, a bigger school. Will class sizes increase?</i>
	No, there will not be a change to the way the special school is funded, and we fund based on pupil ratios so would envisage no change to class sizes.

5.	<i>There is pressure in mainstream schools with regards to Additional Learning Needs (ALN), would the increase to planned places release this pressure?</i>
	Yes, that is part of the wider plan.
6.	<i>Increase in planned places, would this mean an increase in dining spaces/yards etc?</i>
	Sufficient and appropriate dining and yard facilities will be incorporated into the design of the build and pupils needs and sensitivities will be considered. Close attention paid to acoustics etc. It won't feel to pupils like there are 350 pupils onsite. It wouldn't be designed to have 350 pupils eating lunch together in the same space. The build is yet to be designed but we would work closely with staff/specialist advisors on this, but there will be more than one dining space for pupils.
7.	<i>Will there be different options for the design of the new build that parents can have input into?</i>
	The design will be guided by the Building Bulletin guidance that is mandated by Welsh Government, and we are currently at early stages but when developing options for the design of the new build then specific engagement will occur with pupils/parents/carers. Site visits to other recently built special schools have taken place and we have taken on board lessons they have learnt through the process. There will also be a planning application that the public can respond to formally.
8.	<i>What will the catchment area of the school look like, assuming lots of parents would choose for their child to attend the new school.</i>
	Current catchment for the schools is the whole of Swansea; places are based on needs and allocated via the Additional Learning Needs (ALN) Panel process. There will be no change to this, matching pupil needs to the places available.

Meeting with Parents/Carers– Ysgol Crug Glas

08 November 2023

Present: Head of Vulnerable Learners
 Team Manager Funding and Information
 Team Manager, Capital
 School Project Business Case Development Manager
 Team Manager, Stakeholder and School Support
 Principal HR Officer
 Funding and Information Officer
 Deputy Headteacher, Ysgol Crug Glas
 4 Parents and one school governor were present

1.	The Head of Vulnerable Learners gave introductions and provided a presentation outlining the proposal.
Questions/Answers	
2.	<i>Pupils that are currently receiving education out of county – will they be transferred to the new school?</i>
	We would not want to disrupt or uproot pupils who are currently receiving provision elsewhere if they are happy and settled; the new school would be to provide for the pupils coming through that will need placements in the future.
3.	<i>How will the transition work? Is it a case of the doors to the old schools would be locked in April 28?</i>
	We have plenty of lead-in time to plan for the transition. We would be working with school staff, parents and pupils to ensure that the transition is as smooth as possible, and pupils supported throughout. The transition will likely be phased in, so it wouldn't be that everyone moves in straight away. Pupils will have the opportunity to visit the school prior to their move and have transport 'test' runs so they are prepared for the different journey. Each pupil will have different needs and different types of support. The teachers and wider school staff will provide pupils with an element of consistency and support. We are realistic and acknowledge this transition maybe difficult for some pupils, but we will do our best to fully support all pupil needs.
4.	<i>Some pupils don't have the 'words' to be able to tell you how they are feeling.</i>
	This is where we would need the support of the school staff so that during the consultation and stakeholder engagement we can gain the views of all pupils. Ysgol Crug Glas has very good communication tools for all learners, including non-verbal learners and we will be working to ensure that every tool we have, to advocate for learners, is used – they are key to this proposal.
5.	<i>You noted in the presentation that the building would be 'net zero' – will it be 'self-sustainable'?</i>

	It is the ambition for the building to be self-sustainable, 'Net Zero Operational Carbon' is a requirement of the Welsh Government funding conditions. There is a lot of additional kit required within a special school so this will be a challenge. There are no other carbon neutral special schools in Wales at present, so it is an exciting opportunity. It will include green infrastructure and having the building be as eco-friendly as possible, along with active travel arrangements where possible. Bridgend are a little further ahead of us, and have a similar proposal, so we will be liaising with them regularly throughout the process to ensure we can learn any lessons and support each other.
6.	<i>What are the outdoor spaces going to look like?</i>
	Nothing has been designed yet. We have ideas of what we think the space could look like and have a lot of experience from other special schools that we can draw upon in terms of what works well. We would want to include a variety of outdoor provision, including soft and hard areas for PE, soft and hard informal play areas, regulation zones and forest / habitat areas and are conscious of the need to design these areas sensitively for the needs of all pupils. The school staff and pupils will have input into the outdoor space design as part of the wider stakeholder engagement.
7.	<i>The interim Governing Body – does that have a set number of members?</i>
	We would need to come back to you on that to confirm. Update to minutes 4/12/23 to answer the question: The temporary governing body size will be determined by the Local Authority. The size of the amalgamated school role number will determine the governing body size.
8.	<i>If we want to recruit additional governing body reps – parent governors for example, could we do that?</i>
	Yes, you can.
9.	<i>Will there be options for pupils to learn independent living skills in the new school?</i>
	Yes, there will. Ysgol Pen-y-Bryn has a '24-hour Curriculum' offer that will remain, and the school will allocate/offer places to this provision as appropriate. There will also be spaces within the new build for 'life skills' learning.
10.	<i>Can you sit on both governing bodies? The 'business as usual' and the new temporary governing body?</i>
	Yes.
11.	<i>Will we be informed after the Cabinet decision, or do we need to wait until being formally told when it goes to Statutory Notice?</i>
	Cabinet is a public meeting so you can know straight away.
12.	<i>Why might Cabinet say 'no'?</i>
	It all depends on the feedback to this consultation as that is what they will base their decision on.
13.	<i>Will the wider impact on the community be part of their decision?</i>
	Yes, they will consider feedback from the wider community. There will also be a separate planning consultation process regarding the design and build if the proposal is approved.
14.	<i>Do you envisage any problems with planning that may cause issues or push back the new build date?</i>

<p>We cannot guarantee that date as we are very early in the process and there is lot to be done, but we don't envisage planning to be a significant risk. We will work hard on the details within the planning application, and consult with all relevant specialists such as ecologists, architects, and drainage. April 28 is our best estimate now, but with this being such a large project, we are doing a lot of different things at once so there is an element of risk. If there is any significant change to that date – we will inform all stakeholders.</p>

Meeting with all interested parties – Scout Hut, Brynmill

15 November 2023

Present: Head of Education Planning and Resources
 Head of Vulnerable Learners
 Team Manager Funding and Information
 Team Manager, Capital
 School Project Business Case Development Manager
 Funding and Information Officer
 Headteacher, Ysgol Pen-y-bryn
 Deputy Headteacher, Ysgol Crug Glas
 2 members of the Swansea Parent Carer Forum attended.

1.	The Head of Education Planning and Resources gave introductions and provided a presentation outlining the proposal.
	Questions/Answers
2.	<i>Do you expect any objections from the local community in relation to transport around the proposed site?</i>
	We have had some feedback from residents regarding transport and roads. We are looking at ways to reduce the number of individual vehicles dropping pupils through increased use of minibuses etc. There will be a separate consultation process if the proposal moves forward, and as part of the planning process, residents will have a chance to comment on traffic plans. We have held informal dialogue with the planning department, and if we progress to submitting the planning application, it will include transport assessments, and we may even be able to make improvements to infrastructure as part of that design and planning process.
3.	<i>Pupils will be moving from a small environment to a much larger one. What consideration has been given to this?</i>
	The school will be designed sensitively so that it won't feel like there are 350 pupils in it. For example, the pupils' won't all be having food together in one big hall. We will be working with staff and pupils regarding the design requirements and will be paying particular attention to things like acoustics. We have also spent time visiting other recently built special schools to learn what has worked well for them, and what did not, and this knowledge will feed into our design. We are also working closely with Bridgend Council as they are slightly ahead of us with a similar proposal.
4.	<i>Is the funding for this proposal 'safe' following recently announced Welsh Government funding cuts?</i>
	While the money is not 'ring fenced' as such, it is a priority within our Sustainable Communities for Learning Programme which has been

	approved. We will have to go through a business case process, and a two-stage tender process before we get the funding 'secured.' There is no indication that the funding cuts you have referred will risk this proposal. The cuts may slow down the pace of future capital programmes, but this proposal is our next priority in Swansea, and it is a priority for the Cabinet too.
5.	<i>Will the independent living/residential provision on Pen-y-Bryn remain?</i>
	Yes
6.	<i>Will the scale of facilities increase in reflection of the increased numbers? Thinking of the hydrotherapy pool for example, will that double?</i>
	We cannot confirm that yet, but this is something we have already received a lot of feedback on during the consultation meetings at Ysgol Crug Glas last week. Our intention is that we would not reduce or remove any facilities, and we want to increase and improve these where possible. We will work with the schools and stakeholders to establish requirements.
7.	<i>The parent/carer room in Ysgol Crug Glas where parents can chat and have a cuppa is really useful and beneficial. Will a similar room be included in the new build?</i>
	Yes. We will be designing spaces for flexible use so that these types of activities can happen, while maximising the use for pupils too. We will also be ensuring that there is sufficient storage built into the design so that these areas don't get filled up with equipment.
8.	<i>How will the various governing bodies work?</i>
	If the proposal goes ahead, there will effectively be three governing bodies during the run up to the amalgamation in September 2025. One 'business as usual' governing body in each school that will take care of normal day-to-day matters within each school, and one temporary governing body, made up of fair representation from both schools that will be focused on the planning and decision making related to the new amalgamated school.
9.	<i>The new build school would see the planned places increase from April 2028. Would the funding for those places be from the April too?</i>
	Yes, that is the intention – to fully fund the increased planned places from 1 April 2028.
10.	<i>Will there be adequate staff parking?</i>
	We will be following guidelines within the Swansea Parking Standard, and this will be based on the full-time equivalent numbers on roll. There is a lot more to be done here before we can comment on the numbers of spaces as it will be part of the design process, but we wouldn't be able to provide a space for every member of staff. There will be sufficient spaces designated for visitors – such as health care workers. We will be factoring in pupil travel plans, local transport assessments, road safety audits and so on. We will also be required to consider options for 'active travel' which is another Welsh Government priority. We would encourage the schools to start reviewing staff travel arrangements sooner rather than later.

Estyn's Response to the proposal to amalgamate Ysgol Pen-y-Bryn and Ysgol Crug Glas into one Special School on 1 September 2025 on existing sites; and to relocate the new school on 1 April 2028 to purpose-built accommodation on Mynydd Garnllwyd Road, whilst increasing the number of planned places.

Introduction

This report has been prepared by His Majesty's Inspectors of Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Summary/ Conclusion

Estyn considers that the proposal is likely to, at least, maintain the standard of education provision in the area.

Description and benefits

The local authority has set out a clear rationale for its proposal. It outlines strongly the many advantages of building a new school to meet the needs of the growing number of pupils with complex needs. The local authority has identified that over the past five years the proportion of pupils with complex ALN has risen, driving an increasing demand for special school places within Swansea. Both schools are currently operating at capacity, with no further options to expand. The rationale for the new build seems sound and includes developing more capacity to meet pupils' needs, greater sharing of expertise and efficient reorganising of resources.

The local authority has provided a suitably detailed description of the proposal which includes an estimated timetable for statutory procedures.

In the main, the proposer identifies clearly and fairly the expected benefits and disadvantages when compared with the status quo and how they will manage any risk. The proposed site for the new school is a short distance from Ysgol Pen-Y-Bryn and a 13-minute drive from Ysgol Crug Glas which would mean additional travel for these pupils. However, the local authority identifies that due to the nature of this specialist provision, all pupils need to travel across Swansea each day and transport arrangements will be made in accordance with Swansea Council's Home to School

Transport Policy. It appears that whilst a site for the new build has been identified, this has yet to be confirmed.

The local authority has considered other options such as expansion of the existing schools, but neither site has the capacity to meet the needs of the growing number of places required across Swansea for pupils with complex and profound ALN. In addition, neither school is currently 'fit for purpose' or able to provide a suitable environment for pupils without a huge financial investment. Thus, a new school will be more cost effective and likely to meet the growing demand for places.

Whilst the new school proposal and eventual amalgamation has clear advantages in terms of a purpose-built school with a larger capacity, the local authority's case for the amalgamation of the two schools by 2025 does not appear as compelling. Whilst the school will operate as one with one governing body, one set of policies, one budget, the advantages to the pupils do not appear to be as clear. There will be no additional places available, no further work is planned to improve the sites and staff will still be working on two separate sites which are almost three miles apart. Sharing of facilities and professional development opportunities for staff and pupils between sites would not be easy. It is not clear why an amalgamation is necessary before the proposed new school is built as this appears to be an additional disruption.

After a wide review of specialist teaching provision across the local authority by Swansea Council, the rationale identifies an increasing demand for special school places within Swansea. The local authority has reviewed the language needs of the current cohort of learners across the schools and have concluded that there is no current requirement for a Welsh-medium special school in Swansea. However, the importance of the Welsh language across the current settings is set out clearly. The local authority is planning to utilise the expertise of staff between schools to continue to develop its practices in this area.

No capital funding is being sought for the amalgamation; however, there will be revenue funding implications as the newly amalgamated school would receive one budget share, as opposed to two. This will be calculated using the approved funding formula and will account for the total of 250 planned places that the amalgamated school would have. When the school moves to the enlarged site the budget share will increase to reflect the new site and the 350 planned places.

The local authority had identified that if the shortfall of special school places in Swansea is not addressed, pupils needing out of county or in the independent sector provision would increase which would impact on cost. The new school will be financed through Welsh Government's Sustainable Communities for Learning Programme and cost have been estimated at £43,600,000. The investment will be funded 75% Welsh Government and 25% council, with 100% of additional costs expected to be met by Welsh Government to deliver the Net Zero Operational

Carbon. However, it is not clear whether this funding is secure. The proposer does not explain what will happen if this funding is not available and if local planning permission is not granted.

The local authority has provided a Welsh Language Impact Assessment and a Community Impact Assessment as part of this proposal. Estyn provides their opinion only on the overall merits of school organisation proposals and does not evaluate the Welsh Language Impact Assessment or the Community Impact Assessment.

Educational aspects of the proposal

The local authority considers appropriately the impact of the proposals on the quality and standards in education, including pupil standards, wellbeing, teaching and learning experiences, care support, guidance, leadership, and management. For example, the proposal identifies that transferring to a new site would provide extensive outdoor space, including green space, for pupils to learn and play. The local authority references the recommendations from the Estyn Inspection of Ysgol Pen-y-Bryn which identifies the need for improved outdoor learning. It assumes fairly that pupil wellbeing and attitudes to learning would benefit from a diverse and engaging outdoor space. It notes that a fit-for-purpose school building would help staff to provide broader learning experiences which would contribute to the delivery of a balanced curriculum, in line with the new Curriculum for Wales. The proposal also notes that Ysgol Crug Glas will continue its work with Welsh Government on developing authentic learning experiences for pupils with profound and multiple learning difficulties.

The local authority considers that the new build will enhance the learning, well-being and therapeutic experiences provided for all the pupils. It also considers how the new school will facilitate the provision of multidisciplinary working with a range of external professionals. Both schools place much emphasis on care, support, and guidance with a focus on meeting individual needs and providing suitable support to develop physical and emotional well-being.

The council appears to have considered the capacity for leadership in both schools and how this has recently developed and improved but does not seem to have considered how this structure will work when the schools amalgamate.

The local authority notes that school reorganisation proposals inevitably cause some disruption and uncertainty. It identifies that experience shows that this can be kept to a minimum through meaningful engagement throughout the consultation process and has included opportunities for pupils to respond to the consultation. Nevertheless, the proposal does not consider what these disruptive factors may be in this case, or how the local authority will minimise these for learners.

Integrated Impact Assessment (IIA) Report

This form should be completed when a screening form has indicated a full Integrated Impact Assessment is required and found to be relevant to Equality Act 2010, Socio-economic Duty and Well-being of Future Generations (Wales) Act 2015

Please refer to the 'IIA Report Form Guidance' while completing this form. If you need further support, please contact accesstoservices@swansea.gov.uk.

Which service area and directorate are you from?

Service Area: Planning and Resources

Directorate: Education

Q1(a) What are you assessing?

- New and revised policies, practices or procedures
- Service review, re-organisation or service changes/reductions, which affect the wider community, service users and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- New project proposals affecting staff, communities or accessibility to the built environment, e.g., new construction work or adaptations to existing buildings, moving to on-line services, changing location
- Large Scale Public Events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Services Boards which impact on a public bodies functions
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services

(b) Please name and fully describe initiative here:

New Build Special School Project

Over the past five years the proportion of pupils with ALN has risen, driving an increasing demand for special school places within Swansea. Special school places in Swansea are running at maximum capacity, and increasing demand for places is projected for the future. The significant demand for places is leading the local authority to have no other option than to place pupils into independent and out-of-county schools. In response to this need, Swansea Council increased the planned places available at Ysgol Pen-y-Bryn in Spring 2021, by utilising a

recently vacated Pupil Referral Unit. However, this provided a short-term solution, and a longer term, sustainable and flexible solution is now required to ensure that we continue to provide an excellent education for pupils in the coming years.

Swansea Council, as part of a wider review of specialist teaching provision across the local authority, is proposing the following changes to the current special school provision:

1. Amalgamate Ysgol Pen-y-Bryn and Ysgol Crug Glas from 1 September 2025 in order to facilitate the transition to one school when the build is completed
2. Build a new Special School for 350 pupils at Mynydd Garnllwyd Road which will be ready for occupation in April 2028

Swansea has two special schools (Ysgol Pen-y-Bryn and Ysgol Crug Glas) providing education for a maximum of 250 pupils, aged between 3 and 19 years. In recent years the swelling demand for special school places in Swansea led to an increase in planned places available at Ysgol Pen-y-Bryn in Spring 2021. However, special school places in Swansea are continuing to run at maximum capacity and a further increase in demand for places is projected for the future. A longer term, sustainable solution is now required, without this, the local authority will have no other option than to place pupils into independent and out-of-county schools.

It is proposed to amalgamate Ysgol Pen-y-Bryn and Ysgol Crug Glas from September 2025 on existing sites, following a period of consultation and Statutory Notice. To amalgamate schools the legal procedure requires the closing of the existing two special schools on 31 August 2025 and the establishment of a new special school on 1 September 2025. Also, part of this proposal is for a new purpose built special school to be built to accommodate all pupils on one site, this will increase the number of planned places available (by 100) and it is proposed this building will be occupied by the new special school in April 2028.

School organisation proposals must adhere to the School Organisation Code and the School Standards and Organisation (Wales) Act 2013. A period of consultation has been undertaken with interested parties and relevant information provided in a consultation document. The Welsh Government and Estyn were consulted at this stage of proposal. All views received during the consultation period have been collated into a further report for Cabinet who will now decide if the proposal should move to the next stage – a period of Statutory Notice. Formal objections can be lodged during the Statutory Notice period. If any objections are received, then a local determination will be needed on the outcome of the proposal.

The Authority has successfully amalgamated schools in recent years. The amalgamation of the two special schools will have the following benefits:

- Schools operate as one, sharing best practice and whole school ethos and shared philosophy
- A single set of policies and procedures
- One governing body would be required
- Greater opportunities for staff continuing professional development
- More opportunity to develop staff skill set and best use made of staff expertise for all pupils
- The facilities previously available to two separate schools could be available to all pupils in a combined school
- Economies of scale and the most effective use of resources, with the potential of reducing the number of senior leadership required

New build special school with increased capacity

Ysgol Crug Glas has 55 places for pupils with profound and multiple learning difficulties (PMLD), the school site consists of three blocks ranging in age from 1960s to post 2010. The buildings within this school have been categorised as Condition B. Ysgol Pen-y-Bryn has a total of 195 pupil places, 116 places for pupils with moderate to severe learning difficulties (M/SLD) and 79 places for pupils with severe autism. This school consists of several blocks on three different sites, ranging in age from 1960s to post 2010. The buildings within this school have been categorised as Condition C+.

Having a new purpose-built school on one site will allow the opportunity to increase the number of planned places available in the amalgamated special school. School organisation regulations require a statutory proposal to take place if a special school increases their planned places by more than 10% (or 20 places, whichever is the lesser). It is proposed to increase the number of planned places for the amalgamated school from 250 to 350 places when the school moves to the new site in April 2028. Therefore, a statutory proposal would be needed to add 80 planned places to the school (as 20 of the 100 extra places can be added without a proposal).

Increasing planned places at the amalgamated special school in April 2028 would enable the authority to better meet the needs of more pupils in local provision. Pupils could be offered places in this school as opposed to a provision in the independent sector or out of county, this would also alleviate pressure on mainstream schools and Specialist Teaching Facilities (STFs) that are struggling to cope with the demands of managing pupils with more severe learning difficulties.

Ysgol Pen-y-Bryn currently has a residential unit where some pupils aged 14-19 are offered overnight '24-hour' curriculum. It is not proposed to make any changes to the unit upon amalgamation of the two schools in September 2025 as the unit would continue to operate in its current form. Once the new build school is operational, the offer of '24-hour' curriculum will remain, and pupils aged 14-19 will continue to be identified to attend an overnight provision for 24-hour curriculum. This will continue to be available Monday-Thursday term time only for a maximum of 6 pupils per night (as is currently the case).

Having a purpose-built special school on one site will have the following benefits:

- Increase places available for local pupils with complex and profound additional learning needs
- 21st Century School facilities to meet the needs of pupils with more complex and profound educational needs
- Improved quality of outdoor environment
- Hydro pool facility integrated within the school building
- New facilities with the required resources such as sensory rooms, specialist therapy rooms, therapeutic external learning environments etc.
- More space and better provision for teaching young people life skills and vocational skills
- Flexibility to adapt to changing needs and increased demand
- Improved opportunities for multi-agency working as will no longer have separate school sites

- Schools budget targeted more appropriately and effectively on pupils
- Reduced carbon emissions.

Post Consultation Update

Cabinet agreed at a meeting held on 21 September 2023 that consultation should take place on the above proposal to amalgamate Ysgol Pen-y-Bryn and Ysgol Crug Glas into one special school in September 2025 on existing sites and relocate to a new purpose-built school whilst increasing capacity from April 2028.

Consultation took place between 9 October 2023 and 24 November 2023.

Consultation Responses

Following discussions with both headteachers it was decided that school staff would guide pupils through the pupil consultation paper using appropriate techniques to inform pupils of the proposal and gather their views.

During the consultation period 66 responses were received from pupils. The summary of the pupil survey is as follows:

Support Proposal/Happy	42
Against Proposal/Unhappy	0
Don't know	24

The responses received from pupils that were supportive were broadly related to:

- Making new friends
- Being excited
- The school will be big, with more classrooms.

Some of the pupils noted they:

- Didn't care
- Were unsure
- Will not be a pupil when the new build opens.

One pupil noted that they wanted things to stay the same.

During the consultation period, 16 responses were received from the online survey. One letter, in support of the proposal, was received from the Governing Body at Ysgol Crug Glas. The summary of the survey feedback is as follows:

Support proposal/happy	12
Against proposal/unhappy	4
<i>Responses received from:</i>	
Pupil	0
Parent/carer	3
Member of staff	7
Governor	3
Community Member	3
Other	0

Overall, the feedback was very positive. The main supportive comments received were:

- Acknowledging the positive impact the new school and facilities will have on learners, staff and the community.
- Acknowledging that the proposal will allow more pupils to remain in Swansea for their Education
- Noting the proposal will support Specialist Teaching Facilities (STFs) by reducing pressure on mainstream schools and allowing staff learning opportunities.

The concerns raised from the online survey were:

- Traffic congestion around the proposed new build site and potential impact on residents and the environment
- The potential impact on staff, in particular, the two current headteachers. This is due to the period of uncertainty and additional workload in relation to the new build.
- The amalgamation date of September 2025 may be too soon
- Concern over staff jobs and roles following potential restructure

(c) **It was initially screened for relevance on:** EIA screening completed in April 2019. This was followed by a pre-consultation IIA report in August 2023 which has now been updated post-consultation in November 2023.

(d) **Lead Officer**
Name: Michelle Thomas
Job title: Team Manager Funding and Information
Date: 29/11/23

16/08/(e) Approved by Head of Service
Name: Kelly Small
Job title: HOS, Education Planning and Resources
Date: 29/11/23

Section 1 - Aims

What are the aims of the initiative?

Increasing planned places and building a new school on a new site to enable the authority to better meet the needs of more pupils in local provision. Pupils requiring special school places could be offered places at the new build as opposed to provision in the independent sector or out of county, and it would also alleviate pressure on mainstream schools and STFs that are struggling to cope with the demands of managing pupils with more severe learning difficulties.

Who has responsibility?

If approved, the overall responsibility would be with Swansea Council's Education Directorate.

Who are the stakeholders?

Audience	Methods
Pupils	Face to face school visits, formal consultation
Parents	Letters, media, website, formal consultation, face to face
Governors	Face to face briefing, emails, formal consultation
Head and Management Team	Face to face briefing, emails, formal consultation
School Staff	Face to face, letter, Newsletter, media, website, formal consultation
All other schools	Letter, email, newsletter
CMT	Face to face briefing, newsletter, email, formal consultation
Cabinet	Face to face briefing, newsletter, email, formal consultation
Ward Members	Email, formal consultation
Trade Unions	Email, formal consultation
Press/Media	Press release
Welsh Government	Letter, local media, email, formal consultation
Estyn	Formal consultation

AMs/MPs	Formal consultation
Education SLB/EDSLT/DMT	Email, newsletter, face to face, formal consultation
SPP Chairs and V Chairs	Email, letter, formal consultation
Community groups	Formal consultation
All Council staff	Formal consultation
Swansea residents	Media, website, social media formal consultation
Neighbouring Local Authorities	Formal consultation

Section 2 - Information about Service Users (See guidance)

In order to complete this section you will need to look to data such as Census data, research and performance management information, surveys, future trends, service user data, socio-economic data from recent consultations, engagement and research

Children/young people (0-18)	<input checked="" type="checkbox"/>	Sexual orientation.....	<input type="checkbox"/>
Older people (50+).....	<input checked="" type="checkbox"/>	Gender reassignment.....	<input type="checkbox"/>
Any other age group	<input checked="" type="checkbox"/>	Welsh language.....	<input checked="" type="checkbox"/>
Future generations (yet to be born)	<input checked="" type="checkbox"/>	Poverty/social exclusion	<input checked="" type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	Carers (including young carers).....	<input checked="" type="checkbox"/>
Race (including refugees).....	<input checked="" type="checkbox"/>	Community cohesion.....	<input checked="" type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	Marriage & civil partnership.....	<input type="checkbox"/>
Gypsies & Travellers.....	<input type="checkbox"/>	Pregnancy and maternity.....	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>		
Sex	<input checked="" type="checkbox"/>		

Please provide details of the information you hold in relation to the groups above:

The following information is collated as part of the annual pupil census that is carried out in January of each year. The below is from the January 2023 PLASC:

Number of pupils on roll:

School	N (R3)	N	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6	Y 7	Y 8	Y 9	Y1 0	Y1 1	Y1 2	Y1 3	Y1 4	FT E	Full Time	Whole School
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TOTAL	0	4	6	4	6	6	5	15	7	28	18	22	24	16	26	26	20	231	229	233
Ysgol Pen-y-bryn	0	0	0	0	3	1	4	9	5	25	17	20	20	15	21	23	17	180	180	180
Ysgol Crug Glas	0	4	6	4	3	5	1	6	2	3	1	2	4	1	5	3	3	51	49	53

% Boys and Girls

School	Boys	Girls	Total	Boys %	Girls%
Penybryn	128	52	180	71.1	28.9
Crug Glas	29	24	53	54.7	45.3
Total	157	76	233	67.4	32.6

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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of total pupils on roll living in areas classed in Welsh Index of Multiple Deprivation (WIMD) as being in the most deprived 30% of all areas	Crug Glas 32.7% Penybryn 48.1%	Crug Glas 25.0% Penybryn 49.6%	Crug Glas 30.8% Penybryn 47.9%	Crug Glas 28.3% Penybryn 44.0%	Crug Glas 30.8% Penybryn 47.3%	Crug Glas 25.0% Penybryn 48.9%
Percentage claiming Free School Meals	Crug Glas 35.1% Penybryn 40.2%	Crug Glas 44.7% Penybryn 44.6%	Crug Glas 45.5% Penybryn 41.0%	Crug Glas 40.5% Penybryn 43.4%	Crug Glas 47.1% Penybryn 46.8%	Crug Glas 40.6% Penybryn 47.1%
Percentage with Special Educational Needs (SEN)	100%	100%	100%	100%	100%	100%

In January 2023 the breakdown for SEN was as follows (NB – pupils can have more than one need):

Crug Glas	School Action	School Action Plus	Statement	School IDP	LA IDP	Total
<i>Attention Deficit Hyperactivity Disorder</i>	0	0	0	0	0	0
<i>Autistic Spectrum Disorders</i>	0	0	4	0	0	4
<i>Behavioural, Emotional & Social Difficulties</i>	0	0	0	0	0	0
<i>Dyscalculia</i>	0	0	0	0	0	0
<i>Dyslexia</i>	0	0	0	0	0	0
<i>Dyspraxia</i>	0	0	0	0	0	0
<i>General Learning Difficulties</i>	0	0	0	0	0	0
<i>Hearing Impairment</i>	0	0	0	0	0	0
<i>Moderate Learning Difficulties</i>	0	0	0	0	0	0
<i>Multi-Sensory Impairment</i>	0	0	0	0	0	0
<i>Physical and Medical Difficulties</i>	0	0	17	0	0	17
<i>Profound & Multiple Learning Difficulties</i>	0	0	40	1	4	45
<i>Severe Learning Difficulties</i>	0	0	4	0	0	4
<i>Speech, Language and Communication Difficulties</i>	0	0	1	0	0	1
<i>Visual Impairment</i>	0	0	2	0	0	2
Total	0	0	68	1	4	73

Pen-y-Bryn	School Action	School Action Plus	Statement	School IDP	LA IDP	Total
<i>Attention Deficit Hyperactivity Disorder</i>	0	0	10	0	1	11
<i>Autistic Spectrum Disorders</i>	0	0	112	0	2	114
<i>Behavioural, Emotional & Social Difficulties</i>	0	0	13	0	0	13
<i>Dyscalculia</i>	0	0	0	0	0	0
<i>Dyslexia</i>	0	0	0	0	0	0
<i>Dyspraxia</i>	0	0	1	0	0	1
<i>General Learning Difficulties</i>	0	0	0	0	0	0

<i>Hearing Impairment</i>	0	0	6	0	1	7
<i>Moderate Learning Difficulties</i>	0	0	81	0	0	81
<i>Multi-Sensory Impairment</i>	0	0	3	0	0	3
<i>Physical and Medical Difficulties</i>	0	0	32	0	0	32
<i>Profound & Multiple Learning Difficulties</i>	0	0	4	0	0	4
<i>Severe Learning Difficulties</i>	0	0	39	0	1	40
<i>Speech, Language and Communication Difficulties</i>	0	0	34	0	0	34
<i>Visual Impairment</i>	0	0	5	0	0	5
Total	0	0	340	0	5	345

Ethnic Background

Crug Glas	N1	N2	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
WBRI - White - British	0	4	4	3	2	4	1	3	2	3	1	2	2	1	4	3	3	42
BAOF - Other Black African	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	2
MWBA - White and Black African	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	2
AIND - Indian	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
ASLT - Sri Lankan Tamil	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
BNGN - Nigerian	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
MWOE - White -And Any Other Ethnic Group	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
OKRD - Kurdish	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
WHUN - Hungarian	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
WPOL - Polish	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Totals	0	4	6	4	3	5	1	6	2	3	1	2	4	1	5	3	3	53
Pen-y-Bryn	N1	N2	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
WBRI - White - British	0	0	0	0	2	1	2	7	3	20	16	15	18	14	19	19	14	150
ABAN - Bangladeshi	0	0	0	0	0	0	0	1	1	2	0	2	0	1	0	1	1	9
MAOE - Asian And Any Other Ethnic Group	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	0	4
AOPK - Other Pakistani	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	3
MOTM - Other Mixed Background	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	3

BNGN - Nigerian	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	2
AIND - Indian	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
BAOF - Other Black African	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
BSOM - Somali	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
MWCH - White And Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
REFU - Information refused	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
OARA - Arab	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
OIRQ - Iraqi	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
WGRE - Greek/Greek Cypriot	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
WRMA - Romanian	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Totals	0	0	0	0	3	1	4	9	5	25	17	20	20	15	21	23	17	180

Any actions required, e.g. to fill information gaps (write below and add to action plan)?

Section 3 – Assessing the Impact (See guidance)

Please consider the possible impact on the different protected characteristics and statutory considerations:

	Potential Impacts	Positive / Negative/Neutral Impact/Needs further investigation
Race	Impact will be positive on minority or ethnic groups as it will be for all learners.	Positive
Disability	<p>The design, delivery and implementation of this project will take full consideration of the social model of disability, which recognises that people are disabled by the barriers of society (e.g. physical, environmental, organisational, and attitudinal, communication, etc.) rather than by any physical condition. The new build and the running of the school would continue to ensure that all pupils can make the most of their improved environment.</p> <p>The school will be designed so that the community and other schools can benefit from the specialist provision. This includes all groups listed in the right-hand column.</p>	Positive
Carers	<p>Parents, carers and families will benefit greatly as a result of the increased provision within the boundaries of the city and county of Swansea reducing the need for out of county provision that can put additional strains on families and carers.</p> <p>As well as providing an education the school will provide a wider support network for these families and carers.</p>	Positive
Sex	Impact will be positive for boys and girls as well as staff.	Positive
Age	(0-18) – Increasing planned places and providing a new school building would enable the authority to better meet the needs of more pupils in local provision. Pupils requiring special school places could be offered places at the new school, as opposed to provision in the	Positive

	Potential Impacts	Positive / Negative/Neutral Impact/Needs further investigation
	<p>independent sector or out of county. Remaining in their home City would allow them to be closer to their families and wider support network.</p> <p>(Older People 50+/Any other age group) – The staff, parents, carers and wider school community will benefit greatly from increasing the number of places and the improved school environment. The school will also cater for pupils up to and including the age of 19.</p>	
Future generations (yet to be born)	The project will ensure that all children and young people born and living in Swansea who require special school provision will have access to a modern learning environment that can deliver nearly all their needs.	Positive
Religion & Belief	No impact identified during the planning or consultation process	Neutral
Sexual Orientation	No impact identified during the planning or consultation process	Neutral
Gender Reassignment	No impact identified during the planning or consultation process	Neutral
Marriage & Civil Partnership	No impact identified during the planning or consultation process	Neutral
Pregnancy & Maternity	No impact identified during the planning or consultation process	Neutral
Welsh Language	A full Welsh Medium impact Assessment has been undertaken, and the proposal will not have any detrimental impact on the ability of pupils and staff to use and learn the Welsh language.	Neutral

Potential Impacts

**Positive /
Negative/Neutral
Impact/Needs further
investigation**

**Socio Economic
Considerations**

Taking Wales Forward (**Programme for Government**) sets out how this Government will deliver more and better jobs through a stronger, fairer economy, improve and reform our public services, and build a united, connected and sustainable Wales. This project will support this commitment by delivering improved services for pupils requiring special school places in the right environment and within their local authority. The project will also support additional jobs within the local authority as increasing pupil places will require additional staff to support pupils. Keeping pupils local also supports sustainability.

Jobs and training opportunities will also be created through the school build.

The project will support WGs commitment to **tackle child poverty**. The 5 Strategic Objectives will be supported by this project.

1. To reduce the number of families living in workless households, as children living in workless households are particularly at risk of living in poverty and
2. To increase the skills of parents and young people living in low-income households so they can secure well-paid employment and in-work progression, as in-work poverty is a growing issue – additional jobs will be created throughout the build (including opportunities for those out of work through Beyond Bricks and Mortar) as well as a variety of jobs within the new build school at varying levels of skill.

Positive

	<p>3. To reduce the inequalities which exist in the health, education and economic outcomes of children and families by improving the outcomes of the poorest. Preventing poverty is fundamental to our long term vision for supporting low income households - Pupils and parents will have access to health and support services in the new school</p> <p>4. To use all available levers to create a strong economy and labour market which supports the tackling poverty agenda and reduces in-work poverty in Wales. – as above there will be opportunities for jobs during the build and on occupation of the new build</p> <p>5. To support families living in poverty to increase their household income through debt and financial advice, action to address the “poverty premium” (where low income households pay disproportionately more for goods and services) and action to mitigate the impacts of welfare reform. - as above there will be opportunities for jobs during the build and on occupation of the new build. Support services will be easier to access on one site.</p>	
Human Rights	<p>In Swansea a Children’s Rights Impact Assessment has been integrated into the legally binding Integrated Impact Assessment, meaning that when services and policies are amended and require an assessment, services making those decisions are required to evidence how they have engaged children and young people, if the decision they are making affects them.</p> <p>The Curriculum for Wales and associated professional standards is underpinned by the United Nations Convention Rights of the Child principles.</p>	Positive
Intersectionality	<p>The rights of disabled school pupils under the 2010 Act relating to disability discrimination in schools are enhanced with this proposal.</p> <p>Wider equalities work is being undertaken to develop an overall Equalities plan for schools.</p> <p>Peer-on-peer bullying and harassment work will be a key feature of the new Inclusion Strategy.</p> <p>The Vulnerability Assessment Profile (VAP) is a tool that provides data to inform LA and school support for vulnerable learners.</p> <p>Work with schools to focus on all areas of equalities.</p>	Positive
Community Cohesion	<p>These fully accessible and ALN specific facilities will be available for the wider pupil population and the population of Swansea and further afield. The design is likely to include a community café and it is hoped that this will facilitate community resilience and support tackling poverty. If pupils and adults have suitable and accessible facilities near by this can reduce the need for travel and also utilise facilities they may not have otherwise.</p> <p>ALN and DDA compliant facilities including hydrotherapy pool, rebound rooms will be available for community use, along with the accessible / wheel chair friendly external areas (All Weather Pitch and MUGA for example). General rooms and the hall will also be available for community use. These will be subject to booking and letting arrangements within the council.</p>	Positive

Other (please state)		
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Human Rights Act 1998 <ul style="list-style-type: none"> • Article 2 Right to life • Article 3 Freedom from torture and inhuman or degrading treatment • Article 4 Freedom from Slavery and forced labour • Article 5 Right to liberty and security • Article 6 Right to a fair trial • Article 7 No punishment without law 	<ul style="list-style-type: none"> • Article 8 Respect for private life, family, home and correspondence • Article 9 Freedom of thought, belief and religion • Article 10 Freedom of expression • Article 11 Freedom of Assembly and association • Article 12 Right to marry and start a family • Article 13 Right to access effective remedy if rights are violated • Article 14 Protection from discrimination
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If you have identified any areas which need further investigation, these will need to be added to your action plan

Section 4 – Involvement

Please consider all of your involvement activities here, e.g. participation, consultation, engagement, co-productive approaches, etc.

What involvement has been undertaken to support your view? How did you ensure this was accessible to all?

We have just finalised the formal consultation regarding the proposal, which included an online consultation and response form. We also had a number of meetings that consultees could attend. Learners were also consulted with.

If the proposal proceeds, then informal consultation and engagement will continue, giving all stakeholders and opportunity to share their views and shape the design and delivery of the project.

The current special schools have been involved in the shaping of the project to date and will continue to play a full and active role throughout the life of the project. Numerous internal partners including Child and Family Services, Building Services and Social Services are all key partners that are key stakeholders and involved in the project.

What did your involvement activities tell you? What feedback have you received?

Various workshops with key stakeholders helped determine the scope and service solution for the project to date. The feedback from the consultation was very positive, with the majority of those responding in support of the proposal.

How have you changed your initiative as a result?

Various workshops with key stakeholders helped determine the scope and service solution for the project to date. The views and feedback provided during the consultation will feed into the design and specification of the new school should the proposal proceed.

Any actions required (e.g. further engagement activities, mitigation to address any adverse impact, etc.)? (Add to action plan)

Cabinet will be provided with the consultation response report to consider and decide if we are to move to the next stage – Statutory Notice. If the proposal proceeds, then further informal consultation and engagement will continue, giving all stakeholders an opportunity to share their views and shape the design and delivery of the project.

Section 5 – Duties (please see guidance)

Please consider how the initiative might address the following issues. How will the initiative impact on the duties set out below? Think about what work you have already done to improve the outcomes.

Public Sector Duty – how will the initiative address the below?	
Foster good relations between different groups	This increase to the provision and new school build would allow the wider support network of families to grow by bringing them in as part of the special school family within the city and county of Swansea. Wider equalities work is being undertaken to develop an overall Equalities plan for schools. The new curriculum will support mutual respect, tolerance and citizenship.
Elimination of discrimination, harassment and victimisation	<ul style="list-style-type: none">This would mean that less families have to seek a specialist provision outside of the borders of the city and county of Swansea.

	<ul style="list-style-type: none"> • EYST are commissioned to provide support work for young people and their families from Black, Minority, Ethnic through the WG Families First Programme. • Show Racism the Red Card is commissioned to provide awareness raising sessions in schools. • The Education Welfare service provides advice and guidance on issues relating to bullying and any links to non-attendance. • Peer-on-Peer bullying and harassment is a key workstream within the new Inclusion Strategy that will be published shortly. • LGBT support is provided by the YMCA and Stonewall Cymru through a commissioned contract. • The majority of schools have undertaken Prevent training and an online resource is made available.
Advance equality of opportunity between different groups	This would provide greater access to a local school for more local families. Many workstreams within Education's work aim to provide equity for learners. There are many workstreams to provide additional support services for vulnerable learners so they may also access opportunities.
Socio-economic Duty - Describe any issues identified as a result of the initiative for those people experiencing and living in poverty	
a) Communities of place	The duty will not apply to schools. School Governing Bodies are created by section 19 of the Education Act 2002 and are statutory corporations. They therefore have a distinct legal identity from Local Authorities.
b) Communities of interest	The LA recognises that in Swansea, the effects of poverty on pupils can be profound and in schools with challenging contexts, teachers and leaders are often required to develop specific ways of working to mitigate against the risks of disaffection and disengagement of pupils. Effective use of the Pupil Development Grant is key. The LA will work with schools to support reduction of the impact of poverty for learners in Education.
How does your proposal ensure that you are working in line with the requirements of the Welsh Language Standards (Welsh Language Measure (Wales) 2011)? (beyond providing services bilingually)	
a) To ensure the Welsh language is not treated less favourably than the English language	<p>The local authority will continue to make reasonable adjustments within specialist provision to ensure that pupils are able to access their education in the medium of Welsh. Currently, where this is not possible the local authority will seek to secure Welsh medium specialist placements from neighbouring authorities.</p> <p>The new build will be designed flexibly so that it can facilitate the provision of a Welsh medium unit if required and support the linguistic continuum.</p>

b) That every opportunity is taken to promote the Welsh language	The new special school build is not proposed to be a Welsh medium school, however Welsh heritage and linguistic identity is a strong feature of the curriculum for Wales in our schools.
c) Increase opportunities to use and learn the language in the community	Support for the use of Welsh outside the classroom will be an integral part of strategic planning.

United Nations Convention on the Rights of the Child (UNCRC): Many initiatives have an indirect impact on children and you need to consider whether the impact is positive or negative in relation to both children's rights and their best interests

Will the initiative have any impact (direct or indirect) on children and young people (think about this age group holistically e.g. disabled children, those living in poverty or from BME communities)?

There will be a positive impact on children and young people as the LA will be providing placements for special schools in a new purpose-built facility with all the benefits outlined above which should also reduce the need for pupils to be placed in specialist provision outside of the city and county of Swansea.

All initiatives must be designed / planned in the best interests of children and young people.

Best interests of the child (Article 3): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Please explain how you meet this requirement:

The initiative is planned to increase the number of places available in our local specialist provision and deliver that provision in a new purpose built environment thus giving children and young people the best opportunity of achieving to their full potential locally. The proposal relates to the following articles:

Article 3 - All organisations concerned with children should work towards what is best for each child.

Article 12 - Respect for the views of the child

Article 18 - Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.

Article 23 - Disabled children have the right to enjoy a full life, with dignity, and to participate as far as possible in their community. The government should support disabled children and their families

Article 28 - Children have a right to an education. Discipline in schools should respect children's human dignity.

Article 29 - Education should develop each child's personality and talents to the full.

Article 30 - Children have a right to learn and use the language and customs of their families.

Section 6 - Sustainable Development

The Well-being of Future Generations Act (Wales) 2015 places a well-being duty on Swansea Council to carry out sustainable development. This is in line with the Council's Sustainable Development Policy and our Corporate Plan's Well-being Objectives. We must work in a way that improves the economic, social, environmental and cultural well-being of Wales, by taking action, in accordance with the sustainable development principle, aimed at achieving the well-being goals.

The sustainable development principle means we must act in a manner, which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. We do this by applying the five ways of working.

6a) The Sustainable Development Principle's Ways of Working

The Five Ways of Working	Examples or summary of how applied
<p>Long term - The importance of balancing short-term needs while safeguarding the ability to also meet long-term needs</p>	<p>Building Bulletin (BB104) guidelines Use of existing assets where possible. Flexible design Long term provision to meet identified need and demand Sustainable building & community use Parents, families, learners in LA where appropriate ALNET Act. Linking to local and national strategies - including WESP Statutory consultation to enlarge school and address inefficient number of SS places Proposal addresses business continuity risks in terms of space which if not acted upon could impact on standards of education and or lead to increased tribunals Employers requirements will be revised to be appropriate for specialist provision Pre-occupancy questionnaires and pupil and staff engagement.</p>
<p>Prevention - Acting to prevent problems occurring or getting worse</p>	<p>The right school in the right location at right time. Increase in pupil places to support pupils being educated within Swansea with the right services. Working with the Funding and Information unit, School Support Unit, EIA and Access to Services, FIU and ALN Team to establish the need. Ensure project links to the Strategic Outline Programme Liaise with internal departments such as Legal Services, Planning, Housing and Estates. Measurable benefits identified and agreed by key stakeholders Employers Requirements reviewed, updated and applied Determine need for additional services, ALN, childcare, community use, flexible use Flexible design Parents, families, learners in LA where appropriate Implications of not acting will result in impact on pupils wellbeing, travel, opportunities, LAC Risk of tribunals etc., risk of not being able to meet the needs of vulnerable learners and families</p>

	<p>Maximise resources Links with regional colleagues, cross boarder collaboration Reducing LAC & NEET Health/education hub</p>
<p>Integration -Considering impacts upon each of the well-being goals, well-being objectives, local well-being objectives, or on the objectives of other public bodies</p>	<p>Consideration of the Council corporate aims and objectives together with WBFGA and WG 21st century aims and objectives incorporating their terms and conditions as appropriate Joint working with Health, Social Services, Education Opportunity to support transformation agenda, standards, Changes in curriculum Working with other LAs, providing opportunities for outreach, centres of excellence, shared good practice EIA/IIA and WBFGA carried out Considered and evaluate the impact on other schools in the locality Considered and evaluate the impact on local services and the area as a whole Considered and evaluate the impact on other LAs Pre-occupancy questionnaires for pupil and staff engagement</p> <p>There will be an impact on third party provisions as we will be aiming to reduce the reliance on these businesses</p>
<p>Collaboration - Acting together with other services or external organisation towards our well-being objectives</p>	<p>Working with the Funding and Information Team, Stakeholder and School Support Team, Pupil Support Team, Capital Team, Access to Services, FIU (Family Information Unit), Additional Learning Needs and Inclusion Team, Social Services and Health Ensure project links to the Strategic Outline Programme and council priorities Stakeholder engagement using stakeholder map and communications plan Beyond Bricks and Mortar targets and Welsh Government objectives are agreed with relevant bodies. Statutory consultation process carried out. Consultation with all required departments to produce and ensure that Employers Requirements are updated and relevant. Pre-occupancy questionnaire for pupil and staff engagement Liaise with cabinet and local ward members Liaise with other schools, colleges, universities, other LAs</p>
<p>Involvement - Involving people with an interest in achieving the well-being goals (everybody), and ensuring that those people</p>	<p>Working with the Funding and Information Team, Stakeholder and School Support Team, Pupil Support Team, Capital Team, Access to Services, FIU (Family Information Unit), Additional Learning Needs and Inclusion Team, Social Services and Health Liaising with other partners including Social Services, Health Ensure project links to the Strategic Outline Programme and Corporate Priorities Stakeholder engagement using stakeholder map and communications plan Beyond Bricks and Mortar targets and Welsh Government objectives are agreed with relevant bodies.</p>

reflect the diversity of the area served	Statutory consultation process carried out Consultation with all required departments to produce and ensure that Employers Requirements are updated and relevant. Pre-occupancy questionnaire for pupil and staff engagement Access to services Parent/carer forum. Reflecting diversity of service users and need Community involvement Pupil voice, big conversation Staff, parents, Social Services Liaise with cabinet and local ward members Statutory consultation will be carried out for the project.
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6b) Contribution to Swansea Council's Well-being Objectives

Our Corporate Plan's Well-being objectives	Are directly supported by this initiative	Are not directly impacted by this initiative	May be in conflict or adversely impacted by this initiative
Safeguarding People from harm	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving Education and Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tackling Poverty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transforming our economy and infrastructure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining and enhancing Swansea's natural resources and biodiversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transformation and Future Council development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6c) Thinking about your answers above, does the initiative support our Corporate Plan's Well-being Objectives when considered together?

Please consider the positives and negatives as a whole. This is an opportunity to analyse the global impact of the proposal where some objectives will be advanced whilst others may be impacted. Where there is a residual negative impact for one or more objectives please show that we have considered mitigation to ensure that negative impacts are lessened. Please detail any conflicts gaps and mitigation measures.

The proposal supports all the Council's Well-being objectives.

6d) How is contribution to the National Well-being Goals maximised? Where can you add value? Consider the full goal description not just the title. Consider relevant [Journey Checkers](#). Complete the table below

Well-being Goal (click to view definition)	Primary Goals - tick if key	Any significant positive and/or negative impacts/contributions considered/mitigated
<p>A Prosperous Wales: An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work</p>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Transform the Special School provision and estate to meet demand • Improve outcomes for LAC children with specific ALN and families • Promote renewable energy – low carbon build and building • Improve education and skills for pupils with ALN • Build to BB104 requirements, so not imposing infrastructure that is not required • Right schools in the right places. Responding to change in ALN requirements. i.e. where this is a current and projected need. • Addresses the need to implement ALNET Act changes to curriculum and requirements for ALN (flexibility) • Long term provision to meet current and projected demand • Shared use of assets, maximising community use and flexibility of asset • Pupils can go to specialist provision within their LA allowing families to stay together • Encourage sustainable transport via School traffic management plans & travel plans. less pupils will need to be transported out of county • BREEAM Excellent • EPC A • Reducing CO2 emissions • Utilising energy effectiveness tools within school buildings as teaching aids. • Beyond Bricks and Mortar targets and Welsh Government objectives are agreed with relevant bodies.
<p>A Resilient Wales: A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Use of Asset Review. Economically viable options thereby maximising assets • Provide a service that is sustainable and fit for the future • Beyond Bricks and Mortar targets and Welsh Government objectives are agreed with relevant bodies.

		<ul style="list-style-type: none"> • BREEAM as appropriate to size guidelines • EPC A • Reducing CO2 emissions – low carbon build / building • Utilising energy effectiveness tools within school buildings as teaching aids. • Site designed to incorporate green spaces and biodiversity • Development of outdoor learning areas maximise educational opportunities (habitat, growing, healthier choices) • Flexible design • Parents, families, learners stay in LA where appropriate • Implications of not acting will result in impact on pupils wellbeing, travel, opportunities, LAC risk of tribunals etc., risk of not being able to meet the needs of vulnerable learners and families • Maximise resources • Need to link with regional colleagues, cross border collaboration • Reducing LAC & NEET with ALN • Health/education hub
<p>A Healthier Wales A society in which people’s physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Outdoor areas to include habitat areas and appropriate outdoor spaces and sports facilities in line with BB104 Guidelines • Appropriate school / amount of places for ALN in the most appropriate location. Responding to change in communities and upturn in ASD , provide a service that is sustainable and fit for the future • Development of outdoor learning areas maximise educational opportunities (habitat, growing, healthier choices) • Supports improved opportunities for pupil attainment in schools through improved learning environments • Improve social, cultural and environmental wellbeing of pupils with ALN • Reduce social isolation • Improve education and skills for pupils with ALN by meeting needs within LA where possible within a suitable learning environment • Provide timely and effective support within LA where possible • Access to health services • Supports enterprise opportunities for pupils • Working with the ALN team to establish the needs and promote inclusivity - site and school building fully accessible. • Early consultation with Cultural Services and Parks and that takes account of the needs and requirements of these services and of the community • Working with estates and planning to support regeneration of the area linked

		<p>to LA pilot housing scheme/s</p> <ul style="list-style-type: none"> • Joint working with Health, Social Services, Education - One stop shop • Opportunity to support transformation agenda, standards, changes in curriculum <ul style="list-style-type: none"> • Working with other LAs, providing opportunities for outreach, centres of excellence, shared good practice • more pupils remain in the local authority so less time travelling, pupils in a better frame of mind when arriving at school, improved wellbeing • Active travel opportunities • Chances for parents, families to link, well being opportunities, support network • more families can stay together supporting reduction in LAC for pupils with ALN • bespoke services / physical environment within the building will allow for better sports and general activities for pupils and the wider community, supporting wellbeing and having a positive impact on families, community and support curriculum changes and delivery • supports regeneration of area/s
<p>A More Equal Wales A society that enables people to fulfil their potential no matter what their background or circumstances.</p>	<p style="text-align: center;">☒</p>	<ul style="list-style-type: none"> • Considered and evaluate the impact on other schools in the locality - neighbouring schools a key stakeholder • Consider and evaluate the impact on local services and the area as a whole • Working with the ALN team to establish the needs • Statutory consultation process carried out • Pre-occupancy questionnaire for pupil and staff engagement • working with housing and estates to support regeneration of the area (pilot housing scheme with estates) • Fully accessible, 21 century purpose built special school building • Pupils can stay within LA (there may be a small cohort that may still need to be educated elsewhere) • Reduce social isolation through increased community use • Building supports delivery of curriculum that fulfils pupils potential, supporting their wellbeing regardless of need • Inclusive for community and families • Distribute knowledge of expertise of staff with other schools/STFs • Opportunities for jobs during the build through BBM opportunities and in the new school build

		<ul style="list-style-type: none"> • Impact of services on one site • Enables pupils with effective use of curriculum and enterprise opportunities leads to pupils fulfilling potential • Access to appropriate outdoor areas and green space • More pupils remain in the local authority so more opportunities to participate in Swansea community
<p>A Wales of Cohesive Communities Attractive, viable, safe and well-connected communities.</p>	☒	<ul style="list-style-type: none"> • Statutory consultation process carried out • Shared use of assets, maximising community use and flexibility of asset • Secure by design • Insurance requirements adhered to • Working with housing to regenerate area • Community use of fully accessible services • Reduce social isolation through increased community use • Enterprise opportunities • Community of vulnerable learners where appropriate services are provided, curriculum opportunities • Bolster connection of families, form friendships, networks - resilience, more social connections leads to wellbeing improvements • Active travel opportunities • Opportunities for hub working, training, health, one stop shop • Flexible design of asset • Raises awareness of disabilities in the community, enhances inclusivity • DDA sports, Arts, Drama opportunities • Community engagement events • Community use of building • Multi agency working • More pupils remain in the local authority so more opportunities to participate in Swansea community
<p>A Wales of Vibrant Culture & Thriving Welsh Language A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, sports and recreation.</p>	☒	<ul style="list-style-type: none"> • Further opportunities for DDA arts, sports, enterprise opportunities, social skills, etc. • Improvements in pupils attainment and wellbeing • Increased community involvement and use • The 10-year WESP has a clear aim to increase the use of the Welsh language for both learners and school staff. The curriculum supports engagement with Welsh and local culture.

		<ul style="list-style-type: none"> • The Welsh in Education Team support schools with training and resources to improve and increase the use of Welsh in schools. • Equality of opportunity • The project will be consistent with the aims of the WESP.
<p>A Globally Responsible Wales A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Site selection considers the proximity and best use of natural habitats • Consideration of the Council corporate aims and objectives together with WBFGA and WG 21st century aims and objectives incorporating their terms and conditions as appropriate • Consider and evaluated the impact on other schools in the locality - neighbouring schools a key stakeholder • Consider and evaluate the impact on local services and the area as a whole - community engagement sessions • Cross boarder collaboration with other LAs and ALN teams • Schools work with partners in colleges, other schools, other LAs and countries • ABA provision development • Secondment opportunities • Consideration of corporate objectives • Globally responsible school • Opportunities to share expertise etc. • Health /education hub • BBM opportunities during build • Low carbon build / building • design to support biodiversity and outdoor learning opportunities • Stakeholder engagement, statutory consultation process

Section 7 - Cumulative Impact/Mitigation

What is the cumulative impact of this proposal on people and/or communities when considering all the impacts identified within the IIA and any other key decisions affecting similar groups/ service users made by the organisation?

(You may need to discuss this with your Service Head or Cabinet Member to consider more widely if this proposal will affect certain groups/ communities more adversely because of other decisions the organisation is making/have made.

For example, financial impact/poverty, withdrawal of multiple services and whether this is disadvantaging the same groups, e.g., disabled people, older people, single parents (who are mainly women), etc.)

This proposal, to amalgamate the two special schools and increase the planned places from April 2028 would enable the authority to better meet the needs of more pupils in local provision. Pupils could be offered places in this school as opposed to a provision in the independent sector or out of county. This would also alleviate pressure on mainstream schools and Specialist Teaching Facilities (STFs) that are struggling to cope with the demands of managing pupils with more severe learning difficulties.

Any mitigation needed:

It is important that you record the mitigating actions you will take in developing your final initiative.

Record here what measures or changes you will introduce to the initiative in the final draft, which could:

- reduce or remove any unlawful or negative impact/ disadvantage
- improve equality of opportunity/introduce positive change
- support the Well-being of Future Generations Act (Wales) 2015
- reduce inequalities of outcome resulting from socio-economic disadvantage

Unlawful or Negative Impact Identified	Mitigation / Positive Actions Taken in the initiative (add to action plan)
Some pupils may have to travel for longer to get to school and back if the new school building is further away from their home than that of their current school, however, some pupils will have a reduced journey time.	There is a legal obligation for the Local Authority to ensure suitable transport arrangements. Pupils will be supported with regards to any change in transport arrangements. Pupils will have the opportunity to 'trial run' the new journey prior to opening.
Amalgamating two schools and moving pupils onto a new site will inevitably cause some disruption and uncertainty for a period of time.	The LA will work closely with schools to ensure suitable transition arrangements are made with pupils to support them throughout this period. This will include visits to the school prior to opening to familiarise themselves with the new surroundings, and taster sessions. Pupils will have the opportunity to 'trial run' the new journey prior to opening. School staff will work closely with pupils to ensure any concerns are alleviated and all pupils are supported throughout the transition.

Section 8 - Monitoring arrangements: The IIA process is an ongoing one that does not end when the initiative is agreed and implemented. Please outline the monitoring arrangements and/or any additional data collection that will help you monitor any equality impacts, risks, sustainability of your initiative once implemented:

Monitoring arrangements:

The initiative will be closely monitored by the Education Directorate and the school by using well established project and programme management boards.

Actions (add to action plan):

Section 9 – Outcomes:

Having completed sections 1-8, please indicate which of the outcomes listed below applies to your initiative (refer to the guidance for further information on this section).

- Outcome 1: Continue the initiative – no concern
- Outcome 2: Adjust the initiative – low level of concern
- Outcome 3: Justify the initiative – moderate level of concern
- Outcome 4: Stop and refer the initiative – high level of concern.

For outcome 3, please provide the justification below:

For outcome 4, detail the next steps / areas of concern below and refer to your Head of Service / Director for further advice:

Section 10 - Publication arrangements:

On completion, please follow this 3-step procedure:

1. Send this IIA report and action plan to the Access to Services Team for feedback and approval – accesstoservices@swansea.gov.uk
2. Make any necessary amendments/additions.
3. Provide the final version of this report to the team for publication, including email approval of the IIA from your Head of Service. The IIA will be published on the Council’s website - this is a legal requirement.

Action Plan: Please outline below any actions identified throughout the assessment or any additional data collection that will help you monitor your initiative once it is implemented:

Action	Dates	Timeframe	Lead responsibility	Progress	Add to Service Plan
Note and take action (where necessary) following the completion of the statutory consultation	Consultation – 9 Oct 23 – 24 Nov 23	Oct 23 – Dec 23	Project Team	Consultation complete and review of feedback ongoing.	N/A
Ensure pupils will be supported with regards to any change in transport arrangements. Pupils to have the opportunity to ‘trial run’ the new journey prior to opening	Jan 2028 – April 2028	Jan 2028 – April 2028	Transport Team, School and Project Team	Ongoing	N/A
The LA to work closely with schools to ensure suitable transition arrangements are made with pupils to support them throughout the transition period. This will include visits to the school prior to opening to familiarise themselves with the new surroundings, and transition days. Pupils will have the opportunity to ‘trial run’ the new journey prior to opening. School staff will work closely with pupils to ensure any concerns are alleviated and all pupils are supported throughout the transition.	Jan 2028 – April 2028	Jan 2028 – April 2028	Transport Team, School and Project Team and Contract	Ongoing	N/A

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*** Please remember to be ‘SMART’ when completing your action plan (Specific, Measurable, Attainable, Relevant, Timely).**

Amalgamate Ysgol Crug Glas and Ysgol Pen-y-Bryn on existing sites in September 2025 and move to new build April 2028

(Figures exclude any pupil roll change until April 2028)

Revenue	Implement Proposal to amalgamate Sep-25					Move to new build Apr-28
	Financial Year					
	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Budget Shares:						
Ysgol Crug Glas	£1,999,824	£1,999,824	£833,260	£0	£0	£0
Ysgol Pen-y-Bryn	£4,615,241	£4,615,241	£1,923,017	£0	£0	£0
New Special School (1)			£3,833,405	£6,571,551	£6,571,551	£8,698,613
Total	£6,615,065	£6,615,065	£6,589,682	£6,571,551	£6,571,551	£8,698,613
Admin of Proposal:						
Public Notices (2)	£0	£0	£0	£0	£0	£0
Pre Appointment of Head (if necessary)	£0	£0	£72,895	£0	£0	£0
Clerk to Governors (3)	£0	£0	£0	£0	£0	£0
Advertisement Costs for Head (4)	£0	£500	£0	£0	£0	£0
Advertisement Costs for Deputy (4)	£0	£0	£0	£0	£0	£0
Transitional costs (5)	£0	£0	£0	£0	£0	£0
Transport: (6)						
Current	£1,568,000	£1,568,000	£1,568,000	£1,568,000	£1,568,000	£1,568,000
Additional estimated costs	£0	£0	£0	£0	£0	£627,200
Redundancy/ER Costs (Estimated): (7)						
Teaching - One-off	£0	£0	£0	£0	£0	£0
Teaching - Ongoing	£0	£0	£0	£0	£0	£0
Support Staff - One-off	£0	£0	£0	£0	£0	£0
Support Staff - Ongoing	£0	£0	£0	£0	£0	£0
Total Revenue	£8,183,065	£8,183,565	£8,230,577	£8,139,551	£8,139,551	£10,893,813
Difference from previous year		£500	£47,012	£-91,026	£0	£2,754,262
Cumulative Difference		£500	£47,512	£-43,514	£-43,514	£2,710,748

Capital	Financial Year					
	up to 2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Ysgol Crug Glas	£0	£0	£0	£0	£0	£0
Ysgol Pen-y-Bryn	£0	£0	£0	£0	£0	£0
New Special School (8)	£578,896	£1,660,000	£6,750,000	£16,125,000	£17,375,000	£1,111,104
Total Capital	£578,896	£1,660,000	£6,750,000	£16,125,000	£17,375,000	£1,111,104

Notes:

- (1) Assumes no additional teaching protections will apply at new school, although there potentially could be protected headteacher and deputy headteacher that would be funded from within the ISB
- (1) New School Funding will apply and is included
- (1) Budget Shares assume rateable values unchanged
- (2) Public Notices no longer need to be published in the local press. There will be some printing costs but these will be minimal.
- (3) Central staff would undertake this role for temp governing body
- (4) If required - Governors can agree to ringfence posts to existing Heads/Deputies and not go to advert
- (5) e.g. telephones, stationary etc. To be funded from New School Funding delegated to school
- (6) There could potentially be an increase in transportation costs due to change of routes but these could be offset against shorter routes for some pupils and a decrease in out of county transportation
- (7) It is not anticipated there will be any redundancies from teaching or support staff. However, the temporary governing body will determine if they ringfence leadership roles.
- (8) Estimated timing of expected capital costs

Agenda Item 13.



Report of the Cabinet Member for Service Transformation

Cabinet – 18 January 2024

Damp & Mould Policy for Council Properties

Purpose:	This report provides details regarding a new proposed damp and mould policy for council properties. It is now a Welsh Government requirement that all social housing providers have such a policy. The policy outlines how the Authority prevents the occurrence of damp and mould, how it responds to reported cases and the timeframes for inspecting and treating it.
Policy Framework:	Local Housing Strategy
Consultation:	Access to Services, Finance, Legal.
Recommendation(s):	It is recommended that Cabinet: 1) Approve The Damp & Mould Policy.
Report Author:	Peter Williams
Finance Officer:	Ben Smith
Legal Officer:	Adrian Jeremiah
Access to Services Officer:	Rhian Millar

1. Introduction

- 1.1 The Welsh Government (WG) has increased both the profile and importance of addressing and preventing damp and mould in the social housing sector since the tragic death of a child in a social housing property in Rochdale in 2020 following exposure to extreme damp and mould.
- 1.2 All social housing providers in Wales are now required by WG to publish a damp and mould policy, which clearly sets out how the organisation will prevent, treat and record cases of damp and mould in

social housing properties. Swansea Council's draft policy is attached to this report at Appendix A

2. Key Elements of the Policy

2.1 The Damp & Mould Policy is divided up into a number of elements. These are:-

- The Council's and Contract Holders' responsibilities
- Staff training
- Preventative works
- Responsive works
- Planned works

2.2 **The Responsibilities of the Council and tenants** -The Council is responsible for insulating and provision of means to properly ventilate properties to reduce the likelihood of condensation occurring. This is achieved, via planned repairs to properties to ensure all properties continue to meet Welsh Housing Quality Standard requirements.

2.2.1 Contract holders are required to follow the advice given to them by the Council to keep their homes ventilated. In addition, contract holders must report to the Council any signs of damp and mould they encounter in their property.

2.3 **Staff Training** - The Council will ensure that training is provided to relevant staff, so they have a good understanding of the policy. All Inspectors will receive relevant training such as Housing Health and Safety Rating System (HHSRS) and specific training related to damp and mould in order to carry out their roles effectively.

2.3.1 The Council will ensure that any visiting staff can offer advice on managing moisture within the home to reduce condensation and will be able to arrange technical inspections if they suspect a property has signs of damp or mould.

2.4 **Preventative Works** - The Council will aim to prevent damp and mould occurring in its properties in the first place by:_

- Ensuring information on how to combat damp and mould is widely communicated to all of its contract holders and leaseholders.
- Arranging follow up visits to properties where damp and mould work has been undertaken to confirm that the repair has been effective.
- Undertaking tenancy inspections with staff being trained to identify the signs damp and mould.
- Signposting to relevant advice where contract-holders are struggling with the cost of living and fuel prices. The Council can provide advice on benefit entitlement and income maximisation.

- 2.5 **Responsive works** - When notified of the presence of damp and mould whether directly from a tenant, or leaseholder via the Council's call centre or via a different source, the Council will undertake an inspection within 5 working days of being informed. The inspection will be holistic in nature and look at underlying structural repairs issues as well as the effects of humidity and condensation. The Council will aim to complete damp and mould remedial work 20 working days after inspection where practical, and to deliver different types of works required within the time frames specified within the Repairs Policy.
- 2.5.1 Where damp and mould is identified and additional to the relevant repairs being logged, the inspector will also look to provide tenants with guidance around how they can help reduce the occurrence of damp and mould relative to living conditions. The issuing of this guidance is formalised internally, and a follow up visit triggered with Neighbourhood Officers so that guidance can be reiterated, and tenants can be signposted to additional support as and where necessary.
- 2.6 **Planned works** - The Council delivers a wide range of damp and mould prevention measures under its annual Capital Repairs programme. Examples of such works include thermal efficiency measures such as insulation in attic space, the installation of double glazed windows, extractor fans in kitchens and bathrooms and positive input ventilation installations.

3. **Integrated Assessment Implications**

The Council is subject to the Equality Act (Public Sector Equality Duty and the socio-economic duty), the Well-being of Future Generations (Wales) Act 2015 and the Welsh Language (Wales) Measure, and must in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Acts.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- Deliver better outcomes for those people who experience socio-economic disadvantage
- Consider opportunities for people to use the Welsh language
- Treat the Welsh language no less favourably than English.
- Ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.

- 3.1.1 The Well-being of Future Generations (Wales) Act 2015 (WFG) mandates that public bodies in Wales must carry out sustainable development. Sustainable development means the process of improving the economic, social, environmental and cultural well-being of Wales by

taking action, in accordance with the sustainable development principle, aimed at achieving the 'well-being goals'.

3.1.2 Our Integrated Impact Assessment (IIA) process ensures we have paid due regard to the above. It also takes into account other key issues and priorities, such as poverty and social exclusion, community cohesion, carers, the United Nations Convention on the Rights of the Child (UNCRC) and Welsh language.

3.2 An Integrated Impact screening exercise was undertaken in relation to this new policy with all the impacts identified being positive or neutral (see Appendix B). The policy impacted positively, especially in relation to the young, the elderly and those with respiratory based medical conditions.

3.2.1 The Authority's Tenant Consultative Panel have discussed the proposed new policy and regard it as a positive development. Comments received from the Panel have been incorporated into the policy.

3.2.2 The proposed policy complements the WFG Act. The 5 ways of working are also addressed.

3.2.3 No risks have been identified and any possible extra expenditure has been factored into the HRA Business Plan.

3.2.4 The cumulative impact is overwhelmingly positive for all tenants.

4. Financial Implications

4.1 There are no financial implications associated with this report.

5. Legal Implications

5.1 There are no legal implications associated with this report.

Background Papers: None

Appendices:

Appendix A – Damp & Mould Policy

Appendix B – Integrated Impact Assessment Screening Form

Damp and Mould Policy

Policy Aim

The aim of this policy is to ensure that Swansea Council meets the needs of its tenants and leaseholders by providing homes that are safe, warm, and dry by proactively managing the potential risks and promptly diagnosing and preventing issues which may arise from damp and mould in Council properties.

Damp and mould related health issues can affect people regardless of their age or current health. However, the elderly, children, those with existing health problems and the unemployed are most at risk. Increasing levels of fuel poverty due to high energy costs can prevent the adequate heating of many homes during winter, leading to an increase in condensation and indoor dampness. It is therefore a key priority of the Council to respond effectively to reports of damp and mould and to take a pro-active approach to prevent problems from arising in the first place. This policy sets out how Swansea Council aims to achieve this.

Current Legislation Regarding Damp & Mould

The Welsh Housing Quality Standard has an overriding requirement that a dwelling must be structurally stable, free from damp and from disrepair, with the key building components such as the roof/ roof coverings and walls being in good condition.

The Housing Health and Safety Rating System (Housing Act 2004) – The presence of damp and mould is considered a Priority Category 1 Hazard under the Housing Health and Safety Rating System given the significant threat it poses to mental and physical health as well as social well being.

Renting Homes (Wales) Act 2016 - Part 4 of the Renting Homes (Wales) Act 2016 sets out the obligations placed on a landlord regarding the condition of a dwelling. These obligations apply to all occupation contracts made for a term of less than seven years. A landlord, under an occupation contract, is obliged to ensure a dwelling is both in repair and Fit for Human Habitation (FFHH).

What is damp and mould?

Damp - There are two types of damp which allows the passage of water into the inside of a property due to defects in the building structure, namely penetrating and rising damp. The third form of damp is condensation, which the consequence of high levels of humidity created within the dwelling.

Penetrating damp occurs when water ingress penetrates through the external fabric into the inside of the building. Two simple examples, ingress due to missing roof tiles

or slates and penetration through defective render of properties of solid masonry wall construction

Rising damp is less a common defect that generally occurs if there is a problem with the damp proof course in walls or membrane in solid concrete floor slabs. Should the damp barriers fail or absent at time of construction, rising damp often shows as a horizontal 'tide mark' usually up to a metre above ground floor level.

Condensation occurs when there is excessive humidity inside a property, which condenses into water droplets when it makes contact with cold surfaces of building fabric such as window glazing or external masonry walls, .

Condensation usually occurs in winter as the house is colder, windows opened less frequently for natural ventilation, which traps the moisture within the property. People produce significant amounts of moisture during their everyday lives through cooking, running baths and even breathing.

Mould spores grow and thrive in with damp conditions.

Causes of Structure Related Damp and Mould in the Home

There are scores of possible reasons for water penetration into a property due to component failure or building fabric defects during the life cycle of a typical property. The period of time building element will last before they fail is dependent upon the type material and the level of exposure of building and its orientation.

Repairs to eliminate damp penetration are generally easily identified and rectified and in the landlord has complete control to find an effective repair solution.

Listed below are a number of typical defects

Roof Leaks- missing or slipped tiles/slates, defective sarking membrane, water penetration through redundant masonry chimneys.

Defective Rainwater Goods – blocked and overflowing gutters, leaking gutter joints and blocked and damaged downpipes.

Damp Through External Walls – debris blockages in cavities of walls creating damp bridges, defective dpc trays over structural openings, defective seals to perimeter of windows and doors, defective render or pointing to solid masonry wall structures, defective/inappropriate cavity wall insulation

Rising Damp – failure or absence of original damp course material allowing ground waters to rise and penetrate inside property, external path floor levels breaching dpc, raised plant beds against property, above dpc level.

Causes of Condensation Related Damp and Mould in the Home

Condensation related damp repair work is relatively straight forward to diagnose and rectify but long term success of repairs are not entirely within the landlords ability to control for number of reasons set out below.

Ventilation- Insufficient ventilation within a dwelling is the main cause excessive humidity, condensation and damp. This could be due to a number of reasons such as window sashes provided for natural ventilation not being opened, trickle vents being blocked up, no mechanical extractor fans in kitchens, bathrooms, and laundry rooms, or mechanical ventilation fitted being turned off/blocked up/broken. Excessive humidity and condensation can be problematic in highly insulated properties which reduce air movement. The provision and use of whole house mechanical ventilation systems is required

Everyday activities - Drying clothes on radiators, cooking without lids on pans, running baths in unventilated rooms whether natural or mechanical, all add to the moisture level within a property.

Fuel Poverty - fuel poverty is now a major factor in the increase in damp and mould problems. Many are unable to afford to adequately heat or ventilate their homes effectively which creates the conditions for moulds to grow.

Cold Bridging - this can occur where a localised structural feature, or lack of insulation material causes the temperature to be lower in an area than other sections of the external building fabric. Cold bridges to inside of a home will attract water vapour and localised areas of black mould . Vulnerable areas of the structure that are difficult to insulate include eaves of a roof, plinths of walls, reveal returns of structural openings, raking soffits of bedrooms within roof structure, concrete mullions and lintels and damp cavity wall insulation where incorrectly installed.

Poor Thermal Performance – The building fabric of older dwellings may not have the same thermal insulation qualities of newer properties, which can lead to excessive heat loss through external walls, roof and solid ground floor slabs. Poorly insulated properties tend to have greater condensation and mould problems.

Type and location of radiators- radiators should be fitted to external walls usually under the window to maximise thermal movement of heated air. They should be of adequate size to heat the room. There are many free 'room size to radiator' calculators online.

The Council's Responsibilities

The Council is responsible for insulating and ventilating properties to reduce the likelihood of condensation occurring. This is achieved via planned repairs to properties to ensure all properties continue to meet Welsh Housing Quality standard requirements.

Contract Holder' responsibilities

Contract holders should take steps to reduce mould and condensation in their home by following the Council's advice such as covering pan lids when cooking, not using radiators to dry clothes without adequate ventilation. Full advice is available on the council's website [How to deal with condensation and mould in your home - Swansea](#)

Any issues of damp mould or condensation within homes should be reported by contract holders so that it can be properly investigated.

Contract holders are required to allow access to the property for inspection and remedial work in line with obligations contained within their occupation contracts so that damp and mould can be properly investigated and treated where necessary.

Contract holders should ensure that window trickle vents are opened and any mechanical ventilation i.e. extractor fans or PIV (positive input ventilation) provided by the Council are used as instructed to prevent the build-up of condensation and indoor dampness.

Leaseholder Responsibilities

The Council is responsible for the repair and maintenance to the structure of the building. The leaseholder is responsible for internal maintenance in accordance with the conditions of their lease unless the cause of any condensation or damp is directly linked to a structural issue such as a roof leak, rising damp etc.

Where there are reports of damp and mould in any leasehold property each case will be inspected and dealt with on an individual basis.

The Council will check the following;-

- Windows to ensure any trickle vents are functioning.
- Whether there is the correct level of insulation in the attic space.
- Confirm whether mechanical ventilation is fitted in the property. Where the Council has installed measures to improve the thermal efficiency of properties such as EWI (external wall insulation) and the programme includes a leasehold property, these properties will be fitted with mechanical ventilation.
If there is a report of damp and mould from a leaseholder and the Council has not undertaken EWI work then the leaseholder is responsible for installing their own mechanical ventilation.
- Signs of rising damp
- Evidence of water ingress
- Evidence of penetrating damp

Advice will also be provided to a leaseholder on how to reduce condensation in their home.

Training

The Council will ensure that training is provided to relevant staff so they have a good understanding of this policy.

All inspectors will receive relevant training such as Health Housing Safety Rating System (HHSRS) and specific training related to damp and mould in order to carry out their roles effectively.

The Council will ensure that any visiting staff can offer advice on managing moisture within the home, to reduce condensation and will be able to arrange technical inspections if they suspect a property has signs of damp or mould.

The Council's Approach to preventing and addressing Damp & Mould

The Council priorities work to tackle and prevent damp and mould issues and has a dedicated team of experienced and well-trained inspectors who utilise specialist equipment. In addition, external contactors can be procured quickly via a damp and mould procurement framework to assist the Council's staff in delivering works quickly and effectively.

Preventative Work and Initiatives

The Council will aim to prevent damp and mould occurring in its properties in the first place by:

- ensuring information on how to combat damp and mould is widely communicated to all of its contract holders and leaseholders.
- arranging follow up visits to properties where damp and mould work has been undertaken to confirm that the repair has been effective.
- undertaking tenancy inspections with staff being trained to identify the signs damp and mould
- signposting relevant advice where contract-holders are struggling with the cost of living and fuel prices. The Council can provide advice on benefit entitlement and income maximisation [Cost of living help - Swansea](#)

Responsive Works

When notified of the presence of damp and mould whether directly from a tenant, or leaseholder via the Council's call centre or via a different source, the Council will undertake an inspection within **5 working days** of being informed.

The inspection will be holistic in nature and look at underlying structural repairs issues as well as the effects of humidity and condensation.

The council will aim to complete damp and mould remedial work **20 working days** after inspection where practical and to deliver different types of works required within the time frames specified within the Repairs Policy. Typical responsive repairs will include:-

- Repairs to the building fabric to eliminate penetrating and rising damp
- Increasing thermal insulation
- Installing wall extractors and positive input systems for whole house ventilation
- Treating the effects of condensation and black mould with inhibiting solution

Performance regarding damp and mould inspections and resulting work is monitored and reported to the Cabinet Member on a regular basis.

Planned Works

The Council delivers a wide range of damp and mould prevention measures under its annual capital repairs programme, these include:-

- Thermal efficiency measures such as increased insulation in attic space and eaves and installing 100mm of insulated render.
- 32mm double glazed windows with trickle vents
- Positive input ventilation installations which have low running costs and operate when relative humidity exceeds 60%
- Kitchen and bathroom extractors
- Roof ventilation including the installation of roof ventilation tiles and ventilation strips on soffits of eaves.
- Full inspecting of properties when they are void to identify penetrating damp, rising damp and the presence of mould with all damp and mould identified being treated before the property is relet.

Future Ambition

The Council is planning on further improving how it deals with damp and mould. Future initiatives include:-

- Improved insulation of properties in combination with mechanical ventilation should reduce the instances of damp and mould within the internal environment
- Rolling out the installation of environmental sensors will provide the Authority with data regarding whether a property has excessive humidity contributing to condensation damp, excessively hot or cold, has poor ventilation or whether the tenant is at risk of suffering from fuel poverty.

Integrated Impact Assessment Screening Form – Appendix B

Please ensure that you refer to the Screening Form Guidance while completing this form.

Which service area and directorate are you from?

Service Area: Housing & Public Health

Directorate: Place

Q1 (a) What are you screening for relevance?

- New and revised policies, practices or procedures
- Service review, re-organisation or service changes/reductions, which affect the wider community, service users and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- New project proposals affecting staff, communities or accessibility to the built environment, e.g., new construction work or adaptations to existing buildings, moving to on-line services, changing location
- Large Scale Public Events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Services Board, which impact on a public bodies functions
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services
- Other

(b) Please name and fully describe initiative here:

Introduction of a new Damp and mould policy for Council Housing. The policy will highlight how it will prevent damp and mould and how it will deal with cases reported by tenants including the time frames for inspection and undertaking remedial works.

Q2 What is the potential impact on the following: the impacts below could be positive (+) or negative (-)

	High Impact		Medium Impact		Low Impact		Needs further Investigation	No Impact
	+	-	+	-	+	-		
Children/young people (0-18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Future Generations (yet to be born)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marriage & civil partnership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Integrated Impact Assessment Screening Form – Appendix B

Human Rights

**Q3 What involvement has taken place/will you undertake e.g. engagement/consultation/co-productive approaches?
Please provide details below – either of your activities or your reasons for not undertaking involvement**

The proposed new policy was considered at a meeting of the Authority’s Tenant consultative Panel. The policy was generally well received and issues raised by members of the group were then addressed within the policy.

Q4 Have you considered the Well-being of Future Generations Act (Wales) 2015 in the development of this initiative:

- a) Overall does the initiative support our Corporate Plan’s Well-being Objectives when considered together?
Yes No
- b) Does the initiative consider maximising contribution to each of the seven national well-being goals?
Yes No
- c) Does the initiative apply each of the five ways of working?
Yes No
- d) Does the initiative meet the needs of the present without compromising the ability of future generations to meet their own needs?
Yes No
-

Q5 What is the potential risk of the initiative? (Consider the following impacts – equality, socio-economic, environmental, cultural, legal, financial, political, media, public perception etc...)

High risk

Medium risk

Low risk

Q6 Will this initiative have an impact (however minor) on any other Council service?

Yes

No

If yes, please provide details below

Q7 Will this initiative result in any changes needed to the external or internal website?

Yes

No

If yes, please provide details below

Q8 Does the initiative involve changes to the way you process the personal data of Council staff or service users, for example the purchase of new customer management software?

Yes

No

If your answer is yes, you should also screen the initiative for any implications regarding privacy and other GDPR rights and consider whether you need to amend your entry in the Council’s Information Asset Register. Please use the following link to the online screening form for a Data Protection Impact Assessment <https://staffnet.swansea.gov.uk/dpiascreeing>

For more about the Information Asset Register, please see <https://staffnet.swansea.gov.uk/informationassetregister>

Integrated Impact Assessment Screening Form – Appendix B

Q9 What is the cumulative impact of this proposal on people and/or communities when considering all the impacts identified within the screening and any other key decisions affecting similar groups/ service users made by the organisation?

(You may need to discuss this with your Service Head or Cabinet Member to consider more widely if this proposal will affect certain groups/ communities more adversely because of other decisions the organisation is making. For example, financial impact/poverty, withdrawal of multiple services and whether this is disadvantaging the same groups, e.g., disabled people, older people, single parents (who are mainly women), etc.)

The cumulative impact of this new policy is overwhelmingly positive for a wide range of groups and services users. The major beneficiaries are the very young and the elderly, unborn children and people with medical conditions especially respiratory issues. The final impact of the policy has already been factored into the HRA Business Plan and officers in Building Services who will be delivering many of the works required have been consulted and are happy with the proposals.

Outcome of Screening

Q9 Please describe the outcome of your screening using the headings below:

- **Summary of impacts identified and mitigation needed (Q2)**
- **Summary of involvement (Q3)**
- **WFG considerations (Q4)**
- **Any risks identified (Q5)**
- **Cumulative impact (Q9)**

All the impacts identified are positive ,especially in relation to the young, the elderly and those with respiratory based medical conditions with there being no need for any mitigation. The Authority's Tenant Consultative Panel have discussed the proposed new policy and regard it as a positive development. Comments received from the Panel have been incorporated into the policy.

The proposed policy complements the WFG Act, for example, damp and mould can adversely affect the outcome of pregnancies. The 5 ways of working are also addressed.

No risks have been identified and any possible extra expenditure has been factored into the HRA Business Plan already. The cumulative impact is overwhelmingly positive for all tenants.

(NB: This summary paragraph should be used in the '**Integrated Assessment Implications**' section of corporate report)

Full IIA to be completed

Do not complete IIA – please ensure you have provided the relevant information above to support this outcome

NB: Please email this completed form to the Access to Services Team for agreement before obtaining approval from your Head of Service. Head of Service approval is only required via email.

Screening completed by:
Name: Peter Williams
Job title: Housing Special Projects Manager
Date: 29/11/23
Approval by Head of Service:
Name:
Position:
Date:

Agenda Item 14.



Report of the Cabinet Member for Economy, Finance and Strategy (Leader), Cabinet Member for Service Transformation (Deputy Leader) and Cabinet Member for Environment & Infrastructure

Cabinet – 18 January 2024

Smart City Infrastructure Agreements

Purpose:	To recommend Cabinet approves this City Deal initiative to sign agreements enabling smart city infrastructure on lamp posts and other street furniture.
Policy Framework:	City Deal Digital Programme Business Case Digital Strategy 2023-28 Transformation & Financial Resilience well-being goal within the Corporate Plan Successful and Sustainable Swansea
Consultation:	Finance, Legal, and Access to Services.
Recommendation(s):	It is recommended that Cabinet: 1) Approves the signing of agreements to enable smart city infrastructure on lamp posts and other street furniture. 2) Delegates authority to progress further roll-out of the infrastructure following the initial phase to the relevant Director and Cabinet Member.
Report Authors:	Laura Jenkins
Finance Officer:	Ben Smith
Legal Officer:	Debbie Smith
Access to Services Officer:	Rhian Millar

1. Background and Context

- 1.1 This initiative is part of the City Deal Digital Infrastructure Programme. The programme has received £175million investment and will look to the boost the economy by £318million across the City Deal region.

- 1.2 The Digital Infrastructure programme has the following aspirations:
- Better broadband for everyone leaving nobody behind.
 - A smart region ready and able to innovate and adopt emerging technology.
 - An inclusive digital landscape that meets everyone's needs.
- 1.3 This report is requesting approval to sign non-exclusive agreements with neutral providers with the aim of deploying smart city infrastructure throughout Swansea. In particular, this will address the network congestion challenges during events and busy periods across the City and County.
- 1.4 This project is specifically focused on using neutral providers who operate a shared infrastructure approach through the signing of an open access agreement with a local authority, allowing them to deploy on council assets such as lampposts.

2. Infrastructure on lampposts and other street furniture

- 2.1 Small access points (AP) provide a cost-effective solution for filling coverage gaps, increasing bandwidth, and future proofing the networks without the need to build more expensive macro sites (masts).
- 2.2 Small APs are quick and easy to deploy and therefore the time to market is effective and efficient.
- 2.3 Each asset has a discrete radio solution, and they sit around 5-6m from the ground, are shoe box sized and weigh up to 18kg, with fibre to each asset. Initially the deployment will involve 5-10 small APs on council assets, e.g., Lampposts.
- 2.4 Benefits to the city include:
- Mobile coverage and capacity:
Much improved mobile phone signal enabling more people to use the network during busy periods within the city centre.
 - Innovation & Growth:
Small APs will be futureproofed, supporting the increasing demand for data and connectivity. It will support higher data speeds, improved network reliability, and the ability to support numerous connected devices simultaneously. This will support innovation and in turn growth within Swansea.
 - The smart city infrastructure will also enable other benefits, e.g. sensors to monitor air pollution, smart bins to reduce the risk of litter, and alerts when the life-saving ring is used in the Marina.
 - As well as improving mobile coverage, the infrastructure can help support greener technology solutions.
 - This infrastructure can also work towards tackling digital inequality by unlocking the benefits of better connectivity for more people.

3. Neutral Providers

- 3.1 As a third-party, neutral providers can deliver commercial, mobile access solutions to several operators. By providing a single, shared network solution that is open to all Mobile Network Operators (MNOs), customers get what they are looking for – seamless coverage and high capacity.
- 3.2 This report seeks approval to enter into agreements with neutral providers, two examples include:
- Freshwave is part of DigitalBridge a global digital infrastructure investment firm. The team manages a \$69 billion portfolio of digital infrastructure assets on behalf of its limited partners and shareholders. Freshwave has recently gone through the open access agreement process with Wrexham Council.
 - Ontix is a next-generation infrastructure-as-a-service provider and is transforming the entire process for wireless network densification by investing in shared small AP infrastructure – including connectivity – and licensing this to operators. Ontix has recently gone through this process with the Connecting Cambridgeshire programme, hosted by Cambridge County Council.

4. Integrated Assessment Implications

- 4.1 The Council is subject to the Equality Act (Public Sector Equality Duty and the socio-economic duty), the Well-being of Future Generations (Wales) Act 2015 and the Welsh Language (Wales) Measure, and must in the exercise of their functions, have due regard to the need to:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Acts.
 - Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - Foster good relations between people who share a protected characteristic and those who do not.
 - Deliver better outcomes for those people who experience socio-economic disadvantage
 - Consider opportunities for people to use the Welsh language
 - Treat the Welsh language no less favourably than English.
 - Ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.
- 4.2 The Well-being of Future Generations (Wales) Act 2015 mandates that public bodies in Wales must carry out sustainable development. Sustainable development means the process of improving the economic, social, environmental, and cultural well-being of Wales by acting in accordance with the sustainable development principle, aimed at achieving the 'well-being goals'.

- 4.3 Our Integrated Impact Assessment (IIA) process ensures we have paid due regard to the above. It also takes into account other key issues and priorities, such as poverty and social exclusion, community cohesion, carers, the United Nations Convention on the Rights of the Child (UNCRC) and Welsh language.
- 4.4 An IIA Screening Form has been completed (Appendix A) with the agreed outcome that a full IIA is not required.
- 4.5 The summary of impacts has been categorised as having a medium positive impact. This project will bring significant advantages as it will address the issues of congestion across networks. However, public perception is important, and some people are always concerned about mobile technology. The project will seek to be open and transparent, starting with a small number of APs and evaluating before expanding further. It is proposed that expansion of the infrastructure is delegated to the relevant Director and Cabinet Member and the integrated impact assessment is kept under review.
- 4.6 Well-being and future generations and the five ways of working considerations include:
- An integrated and collaborative approach to working with telecom providers in the longer term
 - Much improved mobile phone signal enabling more people to use the network during busy periods within the city centre.
 - Small APs will be futureproofed for the long-term, supporting the increasing demand for data and connectivity. It will support higher data speeds, improved network reliability, and the ability to support numerous connected devices simultaneously. This will support innovation and in turn growth within Swansea.

5. Financial Implications

- 5.1 Neutral host agreements present a small revenue opportunity to the Council with a payment associated with each small AP deployed on a council asset on an annual basis. The first small AP on one asset will be £300, the second small AP for a different mobile network operator (MNO) on the same asset will be £150, up to a maximum of four per asset.
- 5.2 In consideration of the Authority's costs and expenses in negotiating and facilitating this license, the supplier will pay the Council's expenses up to £1,500 plus VAT if applicable.
- 5.3 The neutral host will conduct the surveys, write the reports, and cover the costs where required.

6. Legal Implications

- 6.1 Each neutral host provider will complete the supplier selection checklist as a minimum requirement.
- 6.2 The Swansea Bay City deal will review the open access agreement, once it is approved by the Council. This will then become the standard template for neutral providers across the City Deal.

Background Papers:

Appendices:

Appendix A IIA Screening

Integrated Impact Assessment Screening Form – Appendix A

Please ensure that you refer to the Screening Form Guidance while completing this form.

Which service area and directorate are you from?

Service Area: Digital and Customer Services

Directorate: Corporate Services

Q1 (a) What are you screening for relevance?

- New and revised policies, practices or procedures
- Service review, re-organisation or service changes/reductions, which affect the wider community, service users and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- New project proposals affecting staff, communities or accessibility to the built environment, e.g., new construction work or adaptations to existing buildings, moving to on-line services, changing location
- Large Scale Public Events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Services Board, which impact on a public bodies functions
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services

(b) Please name and fully describe initiative here:

This report is requesting approval to sign non-exclusive agreements with neutral providers with the aim of deploying small access points throughout Swansea. In particular, this will address the network congestion challenges during events and busy periods across the City and County.

Q2 What is the potential impact on the following: the impacts below could be positive (+) or negative (-)

	High Impact		Medium Impact		Low Impact		Needs further investigation
	+	-	+	-	+	-	
Children/young people (0-18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Future Generations (yet to be born)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Integrated Impact Assessment Screening Form – Appendix A

**Q3 What involvement has taken place/will you undertake e.g. engagement/consultation/co-productive approaches?
Please provide details below – either of your activities or your reasons for not undertaking involvement**

No involvement has taken place at this point in the project as only 5-10 small access points are being deployed initially and falls within permitted development. This IIA screening will be kept under review following the initial deployment.

Q4 Have you considered the Well-being of Future Generations Act (Wales) 2015 in the development of this initiative:

- a) Overall does the initiative support our Corporate Plan's Well-being Objectives when considered together?
Yes No
- b) Does the initiative consider maximising contribution to each of the seven national well-being goals?
Yes No
- c) Does the initiative apply each of the five ways of working?
Yes No
- d) Does the initiative meet the needs of the present without compromising the ability of future generations to meet their own needs?
Yes No

Benefits to the city include:

- Mobile coverage and capacity: Much improved mobile phone signal enabling more people to use the network during busy periods within the city centre.
- Innovation & Growth: Small access points will be futureproofed, supporting the increasing demand for data and connectivity. It will support higher data speeds, improved network reliability, and the ability to support numerous connected devices simultaneously. This will support innovation and in turn growth within Swansea

Q5 What is the potential risk of the initiative? (Consider the following impacts – equality, socio-economic, environmental, cultural, legal, financial, political, media, public perception etc...)

High risk

Medium risk

Low risk

The project is assessed as medium risk due to the risks around public perception as some people are always concerned about mobile technology.

Q6 Will this initiative have an impact (however minor) on any other Council service?

Yes

No

If yes, please provide details below

This project will include the support of Highways and Planning. This is already being addressed through the establishment of a 'Barrier Busting Group'. This group is establishing a process to ensure the deployment of digital infrastructure causes minimum disruption.

Q7 What is the cumulative impact of this proposal on people and/or communities when considering all the impacts identified within the screening and any other key decisions affecting similar groups/ service users made by the organisation?

Integrated Impact Assessment Screening Form – Appendix A

(You may need to discuss this with your Service Head or Cabinet Member to consider more widely if this proposal will affect certain groups/ communities more adversely because of other decisions the organisation is making. For example, financial impact/poverty, withdrawal of multiple services and whether this is disadvantaging the same groups, e.g., disabled people, older people, single parents (who are mainly women), etc.)

This project will bring significant advantages as it will address the issues of congestion across networks. However, public perception is important, and some people are always concerned about mobile technology. The project will seek to be open and transparent, starting with a small number of cells and evaluating before expanding further.

Outcome of Screening

Q8 Please describe the outcome of your screening below:

- **Summary of impacts identified and mitigation needed (Q2)**
- **Summary of involvement (Q3)**
- **WFG considerations (Q4)**
- **Any risks identified (Q5)**
- **Cumulative impact (Q7)**

The summary of impacts has been categorised as having a medium positive impact. This project will bring significant advantages as it will address the issues of congestion across networks. However, public perception is important, and some people are always concerned about mobile technology. The project will seek to be open and transparent, starting with a small number of access points and evaluating before expanding further. It is proposed that expansion of the infrastructure is delegated to the relevant Director and Cabinet Member and the integrated impact assessment is kept under review.

Well-being and future generations and the five ways of working considerations include:

- An integrated and collaborative approach to working with telecom providers in the longer term
- Much improved mobile phone signal enabling more people to use the network during busy periods within the city centre.
- Access points will be futureproofed for the long-term, supporting the increasing demand for data and connectivity. It will support higher data speeds, improved network reliability, and the ability to support numerous connected devices simultaneously. This will support innovation and in turn growth within Swansea.

(NB: This summary paragraph should be used in the relevant section of corporate report)

Full IIA to be completed

Do not complete IIA – please ensure you have provided the relevant information above to support this outcome

NB: Please email this completed form to the Access to Services Team for agreement before obtaining approval from your Head of Service. Head of Service approval is only required via email.

Screening completed by:
Name: Laura Jenkins
Job title: Digital Connectivity Relationship Manager
Date: 11th December 2023
Approval by Head of Service:
Name: Sarah Lackenby
Position: Head of Digital & Customer Services
Date: 11th December 2023