

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
- Other

(b) Please name and fully describe initiative here:

Education Directorate Accessibility Strategy: Increasing the accessibility of the local authority's schools to disabled learners.

Statutory Guidance for local authorities on producing accessibility strategies is set out in [Planning to Increase Access to Schools for Disabled Pupils, Welsh Government 2018](#)

Schedule 10 of the Equality Act (2010) **requires all local authorities to prepare an accessibility strategy** in relation to schools for which it is the responsible body. Accessibility strategies help ensure full inclusion of disabled children in a school environment.

Improving access to education for disabled children means considering **three planning duties** which are also a statutory requirement of Schedule 10 of the 2010 Act:

- the curriculum and how it is taught;
- the accessibility of school buildings and their surroundings, school activities including school trips and transport; and
- information and activities provided by schools and how easy it is for disabled pupils and/or their disabled parents to understand.

The Accessibility Strategy must cover a **three-year period** and be **reviewed and revised** as necessary, with a new strategy produced at three-yearly intervals and should identify short, medium and long-term objectives. In preparing the accessibility strategy, **full and effective consultation** must be undertaken to identify appropriate improvements ensuring that the views of disabled pupils and their parents/carers and appropriate professionals are considered.

The Education Directorate's vision is for an inclusive, equitable and positive education experience for all disabled learners. This is underpinned by the belief that all children are different, learn differently, and should have full access to the same curriculum. Learners with disabilities are not expected to adjust to a fixed education structure. The structure should be adjusted to ensure everyone's learning styles and needs are met. Barriers to learning are removed to allow each learner to participate fully in the curriculum and school life and to feel equally valued.

Swansea Council has adopted the **Social Model of Disability** which recognises that it is society that creates **attitudinal and physical barriers** which disable people, rather than their physical or mental impairments. The Social Model is a positive approach to disability, which focuses on removing barriers to equality. The Council is committed to the removal of all such barriers to its services.

The Education Directorate recognises:

- that disabled learners face particular challenges which risk their **marginalisation** from education and their local community, from future employment opportunities and from enjoying a social life;
- that disparities remain between the attainment of disabled people and non-disabled people;
- the impact of **intersectionality** where people who share more than one protected characteristic are at risk of multiple disadvantage, inequity, discrimination, harassment and victimisation;
- entrenched, systemic, **discriminatory attitudes** and behaviours can present the greatest challenge;
- the need for an **assets-based approach** that values the knowledge and lived experience of the child and family alongside the expertise of the school, where together positive change can be achieved;
- the connection between disability and **poverty**;
- that disabled children are more likely to be **victims of crime**.

The overarching purpose of this strategy is therefore to improve the levels of presence, participation and achievement of children and young people with disabilities in Swansea. This aligns with the Swansea Council Vision and the associated well-being objective for education ([The City and County of Swansea's Corporate Plan 2023-2028](#)):

The over-arching aims/outcomes are:

- Every disabled learner is wanted, present and valued.
- Every school wants every child in their catchment area to be in their school and seeks to remove barriers by thinking 'outside of the box'.
- Every headteacher and senior leader in Swansea schools 'gets it' and even if they are not there yet, they think about accessibility for disabled learners in every decision that they make.
- Parent carers of disabled learners do not feel like a parent carer but just a parent and know that their child is viewed as valuable.

The development of the Accessibility Strategy (the Strategy) is also based on a **human and children's rights approach** that embodies the key principles of:

- **Embedding Human Rights:** Human/children's rights should be at the core of planning and service delivery.
- **Equality and Non-discrimination:** Ensuring that disabled learners have an equal opportunity to make the most of their lives and talents, and that they do not have to endure poor life chances because of discrimination. Equality involves treating all disabled learners fairly and providing them with opportunities and resources according to their needs, equal with others, and ensuring that they are able to develop and flourish to their fullest potential. Promoting equality means taking action to tackle discrimination.
- **Empowering people:** enhancing disabled learner's capabilities as individuals so they are better able to take advantage of rights.
- **Participation:** listening to disabled learners and their parents/carers and taking their views meaningfully into account.
- **Accountability:** Effective decision making needs to be transparent and reasons provided for decisions and actions.

To work towards achieving the long-term outcomes the priorities for action, identified through consultation are:

- Produce comprehensive guidance for schools on developing accessibility plans that: affirms the definition of disability; clearly outlines statutory responsibilities; puts children's rights at the centre and ensures improvements are based on the views of those with lived experience.
- Review and improve the information and training available to governors, headteachers/senior leaders, premise managers and ALNCOs with respect of the above. Outcome: Improved understanding of legislation and requirements leading to improved auditing and planning for accessibility
- Seek to improve attitudes towards disability through promoting an assets-based approach, that also tackles discrimination and ableist microaggressions.
- Widen the scope of the 'diversifying governing bodies' workstream to incorporate increasing the number of governors who identify as disabled.
- Continue to facilitate effective and meaningful participation of disabled learners and their parent carers in shaping accessibility improvements.
- Review and further expand the professional learning offer to ensure it meets the wide scope of training needs for all groups of staff.
- Develop guidance for schools on reasonable adjustments for trips and residential.
- Develop guidance, including examples of good practice, for inclusive PE/sport.
- Develop an audit for all schools to use to support their proactive planning for improvement of the physical environment, include accessibility at kerbside.
- Improve the system for identifying and prioritising accessibility improvements across the school estate that uses the access audit as a basis and has specified timescales to support a more strategic use of smaller capital grants.
- Explore the potential for improving accessibility at kerbside with the Highways Team.
- Build a brand-new state-of-the-art special school with integrated specialist facilities, an improved learning environment and increased places.
- Consider incorporating a central equipment repository into the special school build that supports a more cost-effective re-use/recycling of equipment.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>	<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"/>	<input 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 checked="" type="checkbox"/>	<input 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"/>	<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"/>	<input 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"/>
Human Rights	<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"/>

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

Initial consultation and Planning:

A core group of education officers was established to plan and develop the draft strategy which has been largely informed by the outcome of an initial scoping exercise. The purpose of the scoping exercise was to **identify views, issues and barriers** from a range of key stakeholders in order to identify areas for improvement. The views of disabled learners and parent carers have been central to shaping the strategy. In late summer/early autumn information was gathered from:

- schools via submission of their current accessibility plan or completion of a questionnaire;
- disabled learners via completion of a Word or Microsoft Forms questionnaire either independently or with support, e.g. from an ALNCo;
- parents of disabled learners via the Parent Carers forum via a small focus group and completion of a Word or Microsoft Forms questionnaire;
- education Officers via completion of a Word or Microsoft Forms questionnaire and through more informal discussion.

Schools	43 respondents: 25 submitted accessibility plans, 18 completed questionnaires
Learners	63 respondents
Parents/Carers	28 respondents, and a focus group with the leads of the parents/carers forum
Local authority officers	Education Officers – strategy planning group Officers in the Learning Support Team

Questionnaires were available in Welsh and English. Respondents could complete the Word form by hand or electronically or complete a Microsoft form.

The priorities have been very much informed by the initial consultation. The outcome and comments from the initial consultation are included in the Strategy

Consultation on the draft strategy:

There will be a public consultation on the draft Strategy. This is currently awaiting approval from CMT and Cabinet. The proposed commencement of the consultation is 8th April.

The strategy is available in Welsh and English and in an Easy Read version in Welsh and English. In addition, the Easy Read strategy is due to be translated into around 10 community languages.

The public consultation will be promoted through schools and to other key organisations/forums particularly those with direct links with disability.

School leaders and governors will be encouraged to respond.

The Easy Read version will be used to develop a questionnaire for learners. ALNCOs will be encouraged to feedback and to also support the voice of disabled learners within their schools.

A small focus group will be held with the Parent Carer ALN forum and the questionnaire/consultation distributed through this group.

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

There is a minimal risk in terms of finance as the strategy and associated plans at school level can only be delivered within financial constraints. However, a number of the current priorities are not particularly contingent on finance but are more concerned with improving systems and processes therefore there should be no impact. Improving processes and systems should make

better, more proactive use of any available finance, therefore this is positive. Finance will always be an issue in terms of physical accessibility of buildings, however, the strategy will ensure year-on-year progress is made within the financial constraints.

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

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

Highways re dropped kerbs – however exploring of this is part of the current strategy so relevant officers will be involved as actions are progressed

Building Services –officers have been involved in relevant discussions. However, one of the aims of the Strategy is to have an improved knowledge of accessibility issues across the whole school estate and to be able to plan more proactively (i.e. positive impact)

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

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

The final strategy will need to be available publicly in full and Easy Read formats.

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>

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 Strategy, once approved, will have a positive impact on disabled learners (current and future) in Swansea schools. There will be a positive impact on some other protected characteristics where there is intersectionality with disability. Parent carers of disabled learners should also benefit from a positive impact. There will be no negative impacts for any groups.

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)**

This Plan will have a positive impact on disabled children and young people and their parent carers. It is anticipated that there will be a wider impact on schools' considerations of their responsibilities under the Equality Act 2010 therefore the benefits in terms of equality and equity should be wider reaching to other protected characteristics. There is no mitigation needed.

Key stakeholders will be consulted on the draft strategy and their responses will shape the final strategy. There will be ongoing engagement with groups such as the parent carer forum. All schools will be expected to ensure their own accessibility plans (a legal requirement for schools) conform to the legal requirements and are shaped by discussion with disabled learners and their parent carers.

The strategy fits within the expectations and considerations of the WFG.

There is a minimal risk financially, however the strategy should ensure more informed use of existing/available finance and that there is progressive improvement.

The cumulative impact is seen as very positive.

(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: Pam Cole
Job title: Senior Lead for Minority Ethnic Learners and Equalities
Date: 13/02/24
Approval by Head of Service:
Name: Rhodri Jones
Position: Head of Achievement and Partnership
Date: 18/02/2024

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