

Equality Impact Assessment (EIA) Report

This form should be completed for each Equality Impact Assessment on a new or existing function, a reduction or closure of service, any policy, procedure, strategy, plan or project which has been screened and found relevant to Equality and Diversity.

Please refer to the 'Equality Impact Assessment Guidance' while completing this form. If you would like further guidance please contact the Access to Services Team (see Guidance for details).

Where do you work?
Service Area: Education Planning and Resources
Directorate: People

(a) This EIA is being completed for a...

Service/ Function <input type="checkbox"/>	Policy/ Procedure <input type="checkbox"/>	Project <input type="checkbox"/>	Strategy <input type="checkbox"/>	Plan <input type="checkbox"/>	Proposal <input checked="" type="checkbox"/>
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(b) Please name and describe below...

Amalgamation of Brynhyfryd Infant and Junior schools in September 2015

It is proposed that Brynhyfryd Infant and Junior schools will both close in August 2015 and a new Primary School will open on the existing sites in September 2015.

(c) It was initially screened for relevance to Equality and Diversity on 06/01/2014.

(d) It was found to be relevant to...

Age	<input checked="" type="checkbox"/>	Sex	<input type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	Sexual orientation	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	Welsh language	<input checked="" type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	Poverty/social exclusion	<input checked="" type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	Carers	<input type="checkbox"/>
Race	<input type="checkbox"/>	Community cohesion	<input checked="" type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>		

(e) Lead Officer

Name: Rhodri Jones

Job title Stakeholder and Comms Manager

Date (dd/mm/yyyy): 05/09/2014

(f) Approved by Head of Service

Name: Brian Roles

Date (dd/mm/yyyy): 08/09/2014

Section 1 – Aims (See guidance):

Briefly describe the aims of the function, service, policy, procedure, strategy, plan, proposal or project:

What are the aims?

Provide an all-through primary school that will replace the current Brynhyfryd Infant and Brynhyfryd Junior schools.

Who has responsibility?

Cabinet Member for Learning and Skills
 Chief Education Officer
 Head of Education Planning and Resources
 QEd Programme Manager

Who are the stakeholders?

Audience	Methods
Parents	Letter, local media, twitter, Facebook, CCS website
Governors	Face to face briefing, letter
Head and Management Team	Face to face briefing
Pupils	Face to face school visits, letter, twitter, Facebook, other social networking
CMT	Face to face briefing, newsletter, email
Cabinet	Face to face briefing, newsletter, email
Group Leaders	Face to face briefing, newsletter, email
Ward Members	Email, phone call
Trade Unions	Face to face briefing, email
Evening Post	Face to face briefing, press release
WG	Letter, local media, email
AMs	letter, email
MPs	letter, email
School staff	Face to face, letter, Newsletter, local media, twitter, Facebook, CCS website
Swansea Bay Radio, Wave/Swansea Sound, BBC, ITV, Western Mail, TES,	Press release
Education SMT/DMT	email, newsletter, face to face
Catering and cleaning staff	letter, face to face
Community groups	Letter and liaison with Regeneration, CCS website
All Council staff	Staffnet
Swansea residents	Local media, CCS website, twitter, facebook
Local businesses	Local media, CCS website
Bus operators	Email from Education/Transport
Taxi operators	Email from Education/Transport

Section 2 - Information about Service Users(See guidance):

Please tick what information you know about your service users and provide details/ evidence of how this information is collected.

Age	<input checked="" type="checkbox"/>	Race	<input checked="" type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	Religion or (non-)belief	<input checked="" type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	Sex	<input checked="" type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	Sexual orientation.....	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	Welsh language.....	<input checked="" type="checkbox"/>
Carers	<input type="checkbox"/>		

What information do you know about your service users and how is this information collected?

Pupil information – SIMS which is linked with the Authority’s ‘One’ system which gives more detailed information about pupils with ALN and SEN needs. This is managed by the LEA to ensure that the needs are met of all pupils in all schools within the City & County of Swansea.

General information about schools is collected in January every year as part of the National Census (PLASC).

The PLASC 2013 data told us the following:

Free School Meals

	NCY	Non-FSM	FSM	Total	%FSM
Brynhyfryd Infant School					
N1		18	0	18	0.0%
N2		56	0	56	0.0%
R		48	12	60	20.0%
1		46	12	58	20.7%
2		46	10	56	17.9%
Brynhyfryd Junior School					
3		40	14	54	25.9%
4		39	14	53	26.4%
5		35	13	48	27.1%
6		45	12	57	21.1%

Ethnic Background

Ethnic background	Brynhyfryd Infant School					Brynhyfryd Junior School			
	N1	N2	R	1	2	3	4	5	6
Asian	0.0%	5.4%	1.7%	0.0%	5.4%	3.7%	3.8%	4.2%	1.8%
Black	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Chinese	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Mixed	0.0%	3.6%	0.0%	3.4%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.0%	1.8%	0.0%	0.0%	1.8%	0.0%	3.8%	0.0%	1.8%
White other	0.0%	0.0%	1.7%	0.0%	1.8%	0.0%	1.9%	0.0%	0.0%
White British		89.3%	96.6%	96.6%	91.1%	96.3%	90.6%	95.8%	96.5%
Not White British*	0.0%	10.7%	3.4%	3.4%	8.9%	3.7%	9.4%	4.2%	3.5%

Special Educational Needs

NCY	No SEN	School Action	School Action Plus	Statement	Total	% A/P	% Statement	% SEN
Brynhyfryd Infant School								
N1	18	0	0	0	18	0.0%	0.0%	0.0%
N2	51	2	2	1	56	7.1%	1.8%	8.9%
R	42	10	6	2	60	26.7%	3.3%	30.0%
1	29	19	8	2	58	46.6%	3.4%	50.0%
2	31	18	7	0	56	44.6%	0.0%	44.6%
Brynhyfryd Junior School								
3	34	11	8	1	54	35.2%	1.9%	37.0%
4	33	9	10	1	53	35.8%	1.9%	37.7%
5	29	10	7	2	48	35.4%	4.2%	39.6%
6	37	10	9	1	57	33.3%	1.8%	35.1%

All the needs of pupils with disabilities are considered by the schools as part of the accessibility planning of the school, thus ensuring all pupils have full access to the curriculum.

Demographic information is maintained by the Authority as a result of the Census data and a summary is below:

The infant school sits in the Cwmbwrla Ward and the junior school is in the Landore Ward:

Cwmbwrla

Population Characteristics	Cwmbwrla	Cwmbwrla %	Swansea %
People: born in Wales	7,107	89.1	77.7
born outside UK	308	3.9	7.2
in non-white ethnic groups	264	3.3	6.0
with long-term health problem or disability	1,828	22.9	23.3
with no qualifications (aged 16+)	1,971	30.7	23.9
with higher level qualifications (aged 16+)	1,056	16.4	25.8
able to speak Welsh (aged 3+)	517	6.7	11.5

Landore

Population Characteristics	Landore	Landore %	Swansea %
People: born in Wales	5,155	83.6	77.7
born outside UK	468	7.6	7.2
in non-white ethnic groups	565	9.2	6.0
with long-term health problem or disability	1,503	24.4	23.3
with no qualifications (aged 16+)	1,667	33.5	23.9
with higher level qualifications (aged 16+)	631	12.7	25.8
able to speak Welsh (aged 3+)	369	6.3	11.4

Any Actions Required?

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Section 3 - Impact on Protected Characteristics (See guidance):

Please consider the possible impact on the different protected characteristics. This could be based on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

	Positive	Negative	Neutral	Needs further investigation
Age	➔ <input checked="" 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"/>
Gender reassignment	➔ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	➔ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	➔ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	➔ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	➔ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	➔ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	➔ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh language	➔ <input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers	➔ <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Thinking about your answers above, please explain in detail why this is the case?

Age – Brynhyfryd Infant School is a 3-7 school and Brynhyfryd Junior School is a 8-11 school. This project will have a positive impact on the Education of all 3-11 year olds who attend the new primary school if the proposal goes ahead. There are numerous positives including:

- Parents only have to contact a single headteacher, governing body and staff
- A shared ethos and philosophy
- A single set of policies and code of behaviour
- One programme of study and system developed across the school
- Coherent continuity of education provision for pupils
- More effective transition from Foundation forwards to Key Stage 2
- Greater opportunities for staff continuing professional development and understanding of child development
- A single school can provide continuity of the curriculum for pupils from 3 to 11 years old
- There are benefits for the whole school community, for example where older children can work with younger children
- A primary school would have a larger team of staff than either of the existing infant and junior schools, so could provide more flexibility in terms of covering all of the subjects in the curriculum. It can provide staff with more opportunities to develop their skills across the whole primary age range and can enable the best use to be made of staff expertise.
- The facilities previously available to two separate schools could be available to all pupils in a combined school
- Pupils would no longer have to apply to be admitted to the Junior School at Year 3, they would only have to apply once in future for admission to Reception.

Welsh – All public signage within the school will be bilingual.

What consultation and engagement has been undertaken (e.g. with the public and/or members of protected groups) to support your view? Please provide details below.

Cabinet agreed at a meeting held on the 6th May 2014 that consultation should take place on a proposal to cease to maintain Brynhyfryd Infant and Brynhyfryd Junior Schools from 31st August 2015 and to establish a single all through Primary School from 1st September 2015, on the existing sites. Following this consultation period, Cabinet are now required to consider the responses received by the end of the consultation period and decide if the proposal should move to the next stage – the publishing of statutory notices inviting any formal objections to the proposal.

106 responses were received during the consultation period. 101 of these were from pupils, 4 were from parents/carers and 1 was from a school governor. 77 responses supported the proposal/were happy with the proposal, 16 were undecided and 13 were unhappy about the proposal. Estyn were also required to comment on the proposal under the new School Organisation Code. Copies of all correspondence received has been made available to Cabinet members. Consultation meetings were held with pupils, parents, staff

and governors. Notes of these meetings have been made available to Cabinet members.

Any actions required (to mitigate adverse impact or to address identified gaps in knowledge).

- A concern was raised during the consultation about the cost of a new school uniform - the Temporary Governing Body will be encouraged to agree to implement a phased approach to adopting the new uniform to enable parents the opportunity to spread costs

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Section 4 - Other Impacts:

Please consider how the initiative might address the following issues.

You could base this on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

Foster good relations between different groups	Advance equality of opportunity between different groups
Elimination of discrimination, harassment and victimisation	Reduction of social exclusion and poverty

(Please see guidance for definitions on the above)

Please explain any possible impact on each of the above.

Impact on...
Foster good relations between different groups
There are benefits for the whole school community, for example where older children can work with younger children
Advance equality of opportunity between different groups
A primary school has a larger team of staff that can provide more flexibility in terms of covering all the subjects in the curriculum. It can provide staff with more opportunities to develop their skills across the whole primary age range and can enable the best use to be made of staff expertise.
Elimination of discrimination, harassment and victimisation
<ul style="list-style-type: none"> • A shared ethos and philosophy
Reduction of social exclusion and poverty
Having one school with one ethos and one philosophy will: <ul style="list-style-type: none"> • Improve attainment and pupil wellbeing; • Raise Standards and pupil wellbeing • Increased opportunities for FSM learners • Improved “all round” learner experience

What work have you already done to improve any of the above?

All primary, infant and junior schools deal with all the above on a daily basis. The governing bodies and management team of the school work hard to ensure that all the above are addressed.

Is the initiative likely to impact on Community Cohesion (see the guidance for more information)?

Parents and the community will only have to deal with a single headteacher, governing body and staff when they are liaising with the school. There will be one point of contact, one ethos and one philosophy.

How will the initiative treat the Welsh language in the same way as the English language?

All signage in the public areas of the new school, if the proposal goes ahead, will be bilingual.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

- Ongoing stakeholder and community engagement
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Section 5 - Monitoring arrangements:

Please explain the arrangements in place (or those which will be put in place) to monitor this function, service, policy, procedure, strategy, plan or project:

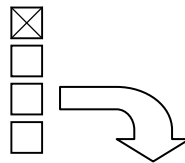
Monitoring arrangements: All projects within the Quality in Education (QEd) 2020 Programme have a clear monitoring process in place. Regular progress meetings are held with the school and if approved a formal Project Board will be held monthly to discuss key issues and make key decisions, any issues can then be escalated to the QEd Programme Board with the Strategic Programme Board (Corporate) having an overarching view of all City & County of Swansea projects.

Actions:

Section 6 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to guidance for further information on this section).

- Outcome 1: Continue the initiative...
- Outcome 2: Adjust the initiative...
- Outcome 3: Justify the initiative...
- Outcome 4: Stop and remove the initiative...



For outcome 3, detail the justification for proceeding here:

Section 7 - Publication arrangements:

On completion, please follow this 3-step procedure:

1. Forward this EIA 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 EIA from your Head of Service. The EIA will be published on the Council's website - this is a legal requirement.

Action Plan:

Objective - What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome - How will we know we have achieved our objective?	Progress
Consider concerns raised about the cost of a new school uniform	Temporary Governing Body	Following the statutory notice period if the proposal goes ahead	Parents will be pleased with the process for acquiring a new school uniform (if required)	
Ongoing Stakeholder and Community engagement	Project Manager	Ongoing	Stakeholder views will shape the proposal going forward	