

Appendix 2

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.

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

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

(a) This EIA is being completed for a:

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

New build for Gorseinon Primary School (updated in February 2019)

Gorseinon Infant and Junior Schools amalgamated in September 2012 as one single primary school now called Gorseinon Primary.

Some of the comments received during the Statutory Consultation for the amalgamation included:

- Funding needs to be sufficient in order to allow a leadership structure which provides effective management for a multiple split site whilst not being detrimental to current TLR holders. The school would be different from others as it would be on three sites.
- The proposed Admission Number reduction from 60 to 50 for the Infant School will mean that children could be turned away in future and increase the risk of future redundancy and the likelihood of split age group classes. Flexibility on the Junior site or a new demountable to replace that removed previously could increase the Admission Number back up to 60. Nearby schools are either full or near capacity and new houses are being built in the area.
- Both the Infant and Junior Schools are due inspections in the next year and the new Primary would be inspected within 2 years. This proposal will lead to increased stress/workload for staff. The proposal could lead to disruption for children and affect the high standards at the schools.
- A new single site build is crucial to the long term development of the new primary school and governors would expect the Authority to demonstrate that plans for a single site are part of a long term plan, even if a date is unclear. The infant building is categorised as D and the nursery as C and this needs addressing now.
- Teacher workload should not be affected in any detrimental way due to there not being adequate leadership/leadership time in any of the school bases.
- Not opposed to the amalgamation. Uniting the schools would enable the already good transition links to further develop. Staff, other than possibly leadership or TLRs, should not be subjected to applying for their own jobs or being interviewed unless unavoidable - staff should be slotted in wherever possible.

The Consultation Paper for the amalgamation said that if the two schools were to be amalgamated, there would be a single school with an age range of 3 - 11 years. Therefore, a child entering the nursery would continue in the school until they were 11 years old (year 6) and ready to move on to a secondary school, with one head-teacher, one group of staff and one

budget. There would also be a single governing body, and the existing buildings would be used to form the Primary School.

Gorseinon Primary school is located across three school sites including a separate Nursery site.

The School currently provides full time education for pupils between the ages of 3 and 11 and also has a Nursery provision.

The proposed scheme aims to fulfil that aim to co-locate pupils on one site, providing a 1.5 Form entry 315 pupil plus nursery School future proofed to 2 form entry.

The proposed site is on an area of Parc Y Werin; the land take will be 3.24 acres, and will take up an area currently used as a training pitch and a playground.

Gorseinon has a shortage of formal play areas according to the open space audit. However the existing playground is of poor quality, so its relocation and new equipment would enhance existing provision and help to mitigate at least the poor quality of provision.

The development will result in the main sports pitch at Parc Y Werin being retained.

Consideration is being given to a number of sites within the Gorseinon area that may have potential for enhanced sports facilities to ensure that the needs of local sports clubs within the area continue to be met.

Consideration is also being given to the possibility of facilitating shared use of the School's mini pitch and MUGA so as to maximise community usage.

The new school will be situated in an area with a number of existing community facilities, which will still be accessible to the community:

- The grass sports pitch.
- Upgraded and re-sited playground.
- Bowling green and pavilion.
- Health care.

The new school will also include a community room that the school will be able to let out for community use.

(c) It was initially screened for relevance to Equality and Diversity on: 17/11/2014

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

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"/>
Disability	<input checked="" type="checkbox"/>	Poverty/social exclusion	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	Carers (including young carers).....	<input type="checkbox"/>
Asylum seekers.....	<input type="checkbox"/>	Community cohesion	<input checked="" type="checkbox"/>
Gypsies & Travellers.....	<input type="checkbox"/>	Marriage & civil partnership	<input type="checkbox"/>
Religion or (non-)belief.....	<input type="checkbox"/>	Pregnancy and maternity.....	<input type="checkbox"/>
Sex.....	<input type="checkbox"/>		

(e) Lead Officer

Name: Louise Herbert-Evans

Job title: Programme Manager

Date: 04/03/2015

(f) Approved by Head of Service

Name: Brian Roles

Date: 05/03/2015

Section 1 – Aims (See guidance):

Briefly describe the aims of the initiative:

What are the aims?

The project aims to satisfy the aspirations of the Quality in Education (QEd) programme to;

- Raise standards of achievement and attainment for all children and young people.
- Improve the quality of the learning environment.
- Make the best use of human, physical and financial resources.

With the specific aims;

- To deliver the local authorities policy for an all through primary school.
- To provide an appropriate environment that facilitates an improvement in attainment levels across the whole age range at Gorseinon Primary School
- Achieve greater operational efficiencies.
- To more appropriately meet the needs of pupils, staff and parents with specific accessibility or disability issues.

The project aims are to build a 1.5 form entry primary school within the Gorseinon Primary School catchment area, that will provide 315 full time KS1 and KS 2 pupil places, plus Nursery, but also future proofed to 2 form entry.

Who has responsibility?

The project is being developed by Swansea Council. If it proceeds it will be funded by a 50% grant from Welsh Government and 50% from City and County of Swansea. The 50% grant funding is subject to Welsh Government approval of the Business Case, and formal contract with Welsh Government. It is proposed to tender the scheme on the basis of a design and build contract.

City and County of Swansea has overall responsibility.

Who are the stakeholders?

Each stakeholder group requires a specific method of communication to promote key messages during the project. A broad approach for communications methods is outlined below. It draws on corporate methods of communicating to staff in general as well as some established meeting structures within the project.

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, Face to Face
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,	Press release

Wave/Swansea Sound, BBC, ITV, Western Mail, TES,	
Education SMT/DMT	email, newsletter, face to face
Catering and cleaning staff	letter, face to face
Community groups and Elba Users	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 which areas you have information on, in terms of service users:

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"/>
Disability	<input checked="" type="checkbox"/>	Poverty/social exclusion	<input checked="" type="checkbox"/>
Race (including refugees)	<input checked="" type="checkbox"/>	Carers (including young carers).....	<input type="checkbox"/>
Asylum seekers.....	<input checked="" type="checkbox"/>	Community cohesion	<input checked="" type="checkbox"/>
Gypsies & Travellers.....	<input checked="" type="checkbox"/>	Marriage & civil partnership	<input type="checkbox"/>
Religion or (non-)belief.....	<input type="checkbox"/>	Pregnancy and maternity.....	<input type="checkbox"/>
Sex.....	<input checked="" type="checkbox"/>		

Please provide a snapshot of the information you hold in relation to the protected groups above:

Research & Information Unit, City and County of Swansea, reported in January 2019

Gorseinon has;

- 20th largest ward population in Swansea, but 12th highest population density (2017)
- Lower proportions aged 16-24 and 65+ than the Swansea average
- Higher percentages of people aged 0-15 and 25-44
- Birth and death rates (2017) slightly above Swansea averages
- Higher proportions of one-pensioner households, people born in Wales and able to speak Welsh

In Mid-2017 estimates, ONS:-

- Population of Gorseinon as 4600 spread over 226 hectares.
- The gender split of Gorseinon was 51.1% Female (2364 people) and 48.9% Male (2,266 people).
- Children and young people aged 0-24 years represent 29.7% of the population, (1376 people).
- 2.6% of the total population of Gorseinon ward (110 people) came from an ethnic minority background.
- 12.8% (529 people) of the ward population were Welsh speakers

A school survey is carried out annually and the following data are headlines from January 2018 PLASC:

	2015-2016	2016-2017	2017-2018
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	10.4	9.8	13.1
Percentage claiming Free School Meals	29.3%	28.8%	24.7%
Percentage with Special Educational Needs (SEN)	20.1%	24.4%	27.0%

	Stage A-C	Stage A-D	Stage A-E
Percentage with English as an Additional Language (EAL)	2.7%	4.8%	5.8%

Ethnic Background	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non White British	21.9%	5.7%	8.8%	6.3%	11.1%	13.9%	11.9%

The Authority's Leisure Department manages the bookings of the pitches at Parc Y Werin

Any actions required, e.g. to fill information gaps?

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

Please consider the possible impact on the different protected characteristics.

	Positive	Negative	Neutral	Needs further investigation
Children/young people (0-18)	<input checked="" 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"/>
Any other age group	<input checked="" 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"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<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"/>
Gender reassignment	<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"/>
Poverty/social exclusion	<input checked="" 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"/>
Community cohesion	<input checked="" 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"/>
Pregnancy and maternity	<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.

Children/Young People (0-18) – Gorseinon Primary School is a 3-11 school. This project will have a very positive impact on the Education of all 3-11 year olds who attend the school in the future. In addition the project will have a very positive impact on all staff at the school, providing them with a modern school to carry out their work. The loss of part of Parc Y Werin and reduced pitch area but enhanced play area, investment in other provision within the locality and on school site MUGA and all weather proposed could be made available for community letting or use subject to approval by the school will mitigate this loss.

Older people (50+) / Any other age group – The staff, parents, carers and wider school community will benefit greatly from improved facilities to deliver education to all pupils and increase the opportunities for the wider school community to have access to the facilities.

Disability – The design, delivery and implementation of this project has taken 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 design of the new buildings and the running of the school in the future will ensure that ALL the pupils and staff can make the most of their new environment.

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

Poverty/Social Exclusion – these brand new facilities would be providing the children and the community with this improved facility and could give access to courses for adults and access to additional extra-curricular activities.

Community Cohesion - It is possible that the improved facilities will provide increased opportunities for the community to make the most of the school's facilities. If the proposal goes ahead the school will work with the community to ensure that the school continues with its inclusive ethos that brings the community together for the benefit of all.

Section 4 - Engagement:

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

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

The school community and the local community were provided with information leaflets to share information about the proposal. Community engagement sessions were held at Canolfan Gorseinon and pupils will be surveyed with regard to their travel to and from School to inform a Travel Plan.

Press Releases, a leaflet drop, Community Engagement Sessions, displays at the School sites and at Gorseinon Library informing the community and stakeholders about the proposals and inviting questions have been undertaken.

Presentations were given to the staff and Governors in February 2015.
A public meeting was held in September 2015.

Formal consultation occurred in relation to the Notice of the Intention to use an area of Open Space for the proposed development, and also through the Planning Application process. Consultation Period was the 23 May 2015 to 20 June 2015 for the Public Open Space notice. No objections were received and the application was approved by Cabinet.

Planning permission for the school on Parc y Werin in the heart of the community was granted in December, 2015.

The site on which it is proposed to construct the new school build is contained within Parc y Werin in Gorseinon. It was the subject of a Village Green application (VGA) in November 2015.

Consequently, the scheme was put on hold pending the outcome of that application. The VGA inquiry was held on the 14-16 February 2017.

The application to register Parc y Werin, Gorseinon as a Village Green was recommended for refusal by the Independent Inspector. The Inspector's report was considered by Swansea Council's Planning Committee on the 6 June 2017, when in accordance with the Inspector's recommendation, the application to register the land known as Parc y Werin as a Village Green was refused. The Planning Committee resolved that; the application for Village Green status at Parc y Werin be refused, and 'that no part of the land of the application site be added to the Register of Town or Village Greens under section 15 of the Commons Act 2006.'

The Council also had to make a decision as to whether the land on which it is proposed to build the school should be appropriated for that purpose and is no longer required for the purpose for which it was held immediately before such appropriation in order to satisfy the provisions contained within Section 122 (1) of the Local Government Act 1972 (as amended).

To enable this, the Council published a notice of the intended appropriation of the said land at Parc y Werin in The South Wales Evening Post on the 23 and 30 May 2015, and again on 30 June 2017 with an extended deadline for objections until 4 August 2017, and then on 16 August and 23 August for 2 consecutive weeks with a deadline for objections of the 7 September 2017.

A report was taken to Cabinet on the 19 October 2017 to consider the objections received, where it was resolved that

- The land currently held by the Council as housing and leisure land identified at Appendix A in the report is no longer required for the purpose for which it is currently appropriated;

- The land at Parc y Werin, Gorseinon identified on the plan at Appendix A of the report be appropriated for the purposes of education under section 122 Local Government Act 1972, namely the construction of a new primary school building;
- The capital scheme as detailed together with the financial implications set out in Appendix C of the report be approved, subject to entering into a contract with the WG;
- The area of land being approximately 3.212 acres, which is proposed to incorporate an all-weather pitch and Multi Use Games Area (MUGA) and is shown on the plan attached at Appendix B of the report, will form part of the new school grounds and as such will remain under the control of the school, but the (all-weather pitch and MUGA shall be made available for community use when they are not required to be used by the school, the details of which shall be set out in a community use agreement;
- The Head of Legal, Democratic Services and Business Intelligence be authorised to enter into any necessary documentation required to achieve the scheme.

A subsequent VGA application was made on the 3 November 2017 under schedule 2 paragraph 3 of the Commons Act 2006. An application was submitted to correct non-Registration or mistaken registration of the land at Parc Y Werin as a village Green. In November 2018 the Planning Inspector's decision was received stating that "no part of the land should be registered as a village green".

Ongoing stakeholder engagement will occur throughout the lifecycle of the project, and will include the stakeholder groups detailed above.

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

All responses were recorded on a spreadsheet and analysed as below

A total of 228 pieces of correspondence (Emails and letters) were received as a result of the notice of the 30 June 2017. A further 510 (Emails and letters) were received as a result of the notice of the 16 August and 23 August 2017.

POS closing date 4 August

A total of 154 letters of objection were received from 92 different addresses. Of the 154 letters received 111 were in the form of a signed copy of one of 2 standard letters having identical content.

In total, 74 emailed items of correspondence were received one of which was in three parts. 17 emails were in the form of two standard pieces of correspondence having identical content.

There were 5 people who submitted more than one emailed objection.

A total of 8 people sent in both an email and a written letter of objection and of those 3 were the same letter submitted through both mediums.

POS closing date 7 September

Of the 510 pieces of correspondence received (Email and letters), a total of 500 letters of objection were received from 371 different addresses. Of the 500 letters received 495 were in the form of a signed copy of one of 2 standard letters having identical content.

Of the 10 emails received two were from people who had also sent an email in answer to the 4 August POS deadline.

A report was compiled to go to Cabinet in October 2017 setting out the points of objection, each issue was addressed in consideration of existing, previously published information including the planning application report, original options appraisals for the project and incorporating information provided by the subject matter experts / relevant service areas within the Council as appropriate.

A full bundle of the objection letters received was made available to Cabinet, together with the redacted bundle of objection letters being made available to the public upon appointment.

How have you changed your initiative as a result?

There have been no major changes to the proposals following the consultation.

Any actions required (e.g. further engagement activities, mitigation to address any adverse impact, etc.):

- Continue to involve key stakeholders as the project develops
- Continue to consider the impact of placing the school on its new site on the surrounding area and the traffic/transport issues

Section 5 – Other impacts:

Please consider how the initiative might address the following issues - see the specific Section 5 Guidance

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 explain any possible impact on each of the above.

Impact on...
Foster good relations between different groups
<p>Press Releases, leaflet drop, Community Information Sessions, displays at the School sites, and at Gorseinon Library, informing the community and stakeholders about the proposals, inviting people to comment on the proposals. The feedback received is now being considered and it may be possible to incorporate some of the points made in the proposals.</p> <p>The development will result in the loss of a grassed training area. However, the existing play ground will be relocated and upgraded, and the new equipment will be chosen to cater for existing demand based on local surveys.</p> <p>It is also planned to design the site in such a way so as to facilitate shared use of the School's mini pitch and MUGA so as to maximise community usage.</p> <p>On completion of the new build, the community may (subject to booking arrangements with the School and fees) have access to the following:</p> <ul style="list-style-type: none"> • A community meeting room • Hall • Improved outdoor Leisure facilities

<p>Traffic is always a major concern for new developments. However, it is not expected that the proposals will increase traffic only move it, and possibly reduce it as parents will only need to travel to one site rather than up to three sites using the current provision. The catchment map suggests that more pupils are clustered around the proposed site, and also travel between the infants and juniors will be negated, so this may even reduce traffic. This will be studied in more detail in the Traffic Assessment. The School Travel Plan will also focus on actions to encourage walking to school, car sharing etc.</p>
<p>Advance equality of opportunity between different groups</p> <p>Access for all pupils/teachers to a high quality learning environment. Increased opportunities for community use High end improvements in ICT devices and infrastructure that will enable mobile learning and thereby create extensive potential for equality of use for all site users</p>
<p>Elimination of discrimination, harassment and victimisation</p> <p>Secure by design – reducing the number of secluded settings within the school site that would allow opportunities for bullying etc.</p> <p>Inclusion of an internal and external CCTV system that will allow for “real time” monitoring of potential trouble hotspots</p>
<p>Reduction of social exclusion and poverty</p> <ul style="list-style-type: none"> • Modern learning environment encourages attendance and this leads to better outcomes for individual pupils and gives every child/young person a better start in life. • Improve attainment and pupil wellbeing; • Raising Standards and pupil wellbeing • Increased community engagement • Improved “all round” learner experience
<p>What work have you already done to improve any of the above?</p> <ol style="list-style-type: none"> 1. Proposed upgrade resiting and upgrade of playground. 2. Provisional sum allowed for in the cost estimate to improve pitch facilities elsewhere in the locality to ensure that the needs of local sports clubs continue to be met. 3. Design to include Community Room and Hall, which will provide potential for community usage. 4. Design to include an on school site MUGA and all weather proposed which will provide potential for community usage. 5. Ongoing stakeholder and community engagement. <p>Is the initiative likely to impact on Community Cohesion? Please provide details.</p> <p>Yes. The school already has a positive impact on its community via community facilities. The improvements proposed will provide an opportunity for the school to build on this through greater use of its facilities by the community.</p> <p>How does the initiative support Welsh speakers and encourage use of Welsh?</p> <p>Although the school is an English Medium school all public signage will be bilingual and the school will continue to promote the national curriculum inc. the teaching of Welsh.</p> <p>Actions (to mitigate adverse impact or to address identified gaps in knowledge).</p> <ul style="list-style-type: none"> • Ongoing stakeholder and community engagement.

Section 6 - 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. Please read the UNCRC guidance before completing this section.

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)? If not, please briefly explain your answer here and proceed to Section 7.

The initiative will have a direct impact on children and young people.

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 designed in the best interest of children as stated in guiding principal Article 3. *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.*

The initiative is planned to improve pupils' school environment thus giving them the best opportunity of achieving to their full potential. 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 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.

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

Section 7 - Monitoring arrangements:

Please explain the monitoring arrangements for this initiative:

Monitoring arrangements: All projects within the Quality in Education (QEd) Programme have a clear monitoring process in place. Regular progress meetings will be held with the school and the contractors, 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 Swansea Council projects.
Actions: Monitor EIA monthly at the Project Board and Programme Board by exception as required

Section 8 – Outcomes:

Having completed sections 1-5, 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	<input checked="" type="checkbox"/>
Outcome 2: Adjust the initiative – low level of concern	<input type="checkbox"/>
Outcome 3: Justify the initiative – moderate level of concern	<input type="checkbox"/>
Outcome 4: Stop and refer the initiative – high level of concern.	<input type="checkbox"/>

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 9 - Publication arrangements:

On completion, please follow this 3-step procedure:

1. Send 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.

EIA 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
Ongoing stakeholder and community engagement.	Project Manager	Commenced	Stakeholders up to date with proposals and progress.	
Identify community users of the Parc y Werin site and add them to the stakeholder list	Project Manager	January/February 2015	Users identified and communicated with	Completed
Submission of Planning Application	Technical Project Manager	October 2015	Determination of planning application.	Completed
Notice and consideration of responses of appropriation land of an area of open space under Sub-section 122(2A) of the Local Government Act 1972	Project Manager	May/June 2015	Consideration of any objections received by Cabinet.	Completed, no objections received and approved by Cabinet.
Monitor EIA monthly at the Project Board and Programme Board by exception as required.	Project Manager	Monthly	Updates reported and signed off.	
Consider the impact of placing the school on its new site on the surrounding area and the traffic/transport issues	Project Manager	Ongoing	Impact assessed and mitigation put in place	Traffic assessment carried out and was submitted as part of the planning application
Notice and consideration of responses of appropriation land of an area of open space under Sub-section	Project Manager	August 2017	Consideration of any objections received by Cabinet.	Completed October 2017. Approved by Cabinet.

122(2A) of the Local Government Act 1972				

*** Please remember to be ‘SMART’ when completing your action plan (Specific, Measurable, Attainable, Relevant, Timely).**