

## **Equality Impact Assessment (EIA) Report** – 2017/8

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](mailto:accesstoservices@swansea.gov.uk).**

<b>Where do you work?</b>
Service Area: Education
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"/>
--	--	---	--	--------------------------------------	---

**(b) Please name and describe here:**

### **Closure of Ysgol Gynradd Gymraeg (YGG) Felindre with effect from 31 August 2019**

The number of full time pupils at YGG Felindre have fallen from 47 in 2016 to 36 in 2017 and was just 20 as at January 2018. This figure had fallen to 14 by September 2018. Most of these pupils are from neighbouring catchment areas rather than local to the school. It is quite clear from the trend in intakes over the last few years that the school is no longer viable. This scale of reduction in pupil numbers inevitably impacts on the school budget share and hence the current staffing structure within the school.

During the last six years, YGG Felindre has had five different headteachers. The most recent senior leaders at the school have been acting headteachers. During the last two years, the local authority has intervened to source and appoint acting headteachers to support the school. Because of the decline in pupil numbers, the school has not advertised for the position of permanent headteacher because of doubt cast on being able to attract candidates but more importantly pupils to sustain the school in the future.

The most recent interim leaders at the school have commented on the future sustainability of the school. Despite best efforts to attract pupils by the most recent headteachers, pupil numbers have remained low and in decline.

Because of the temporary leadership arrangement maintaining and improving pupil standards has slowed down. Monitoring reports indicate the rate of improvement in addressing areas of improvement is satisfactory at best. However, the rate of improvement historically has been good. When the school was inspected in 2012, outcomes were good with excellent features, during the last inspection in 2015, standards were lower, and the school required an intense level of follow-up activity. The most recent evaluation of standards seen in pupils' work is adequate.

The challenges faced by leaders at Felindre include developing suitable staff to teach a broad range of ages and abilities, a heavy teaching commitment with no deputy headteacher arrangements and mapping a broad and balanced statutory curriculum.

Full consideration has been given to alternatives to closure, including the potential for federation, however, no viable alternative has been identified.

Following a decision by the Council's Cabinet there has been a statutory consultation on a proposal to close YGG Felindre. The consultation was on the basis that, if agreed, the school would close with effect from 31 August 2019. On 20 December 2018 Cabinet decided to publish a Statutory Notice on the proposal to close YGG Felindre. Objections received during this notice period are now being reported back to Cabinet. The current catchment area for YGG Felindre would be transferred to YGG Tirdeunaw as the next nearest school, unless a separate proposal to relocate YGG Tan-y-lan to a new location off Beacons View Road in Clase is approved, in which case it would become the nearest school and would take the pupils from YGG Felindre's catchment area.

Transport would be provided to the new school as per the Council's Home to School Transport Policy.

**(c) It was initially screened for relevance to Equality and Diversity on: 15/05/2018**

**(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 checked="" type="checkbox"/>
Race (including refugees) .....	<input checked="" 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 checked="" type="checkbox"/>		

**(e) Lead Officer**

**Name:** Kelly Small

**Job title:** Head of Funding and Information Unit

**Date:** 15/05/2018

**(f) Approved by Head of Service**

**Name:** Brian Roles

**Date:** 15/05/2018

UPDATED FOLLOWING THE CONSULTATION on 29<sup>th</sup> November 2018

UPDATED FOLLOWING THE STATUTORY NOTICE PERIOD on 22<sup>nd</sup> February 2019.

## Section 1 – Aims (See guidance):

### Briefly describe the aims of the initiative:

#### What are the aims?

The aim of the proposal is to provide a better quality of education for learners from the Felindre catchment area. The number of full time pupils at YGG Felindre have fallen from 47 in 2016 to 36 in 2017 and was just 20 as at January 2018. This figure had fallen to 14 by September 2018. Most of these pupils are from neighbouring catchment areas rather than local to the school. It is quite clear from the trend in intakes over the last few years that the school is no longer viable. This scale of reduction in pupil numbers inevitably impacts on the school budget share and hence the current staffing structure within the school. Pupils would move to YGG Tan-y-lan and a new school will be built for them in January 2021, providing an environment suitable for learning in the 21<sup>st</sup> Century.

This recommendation supports the Council's vision that every child has access to high quality teaching that helps them to make the most of their talents. It is also in line with the QEd vision that budgets should be spent on pupils and not wasted on empty spaces.

#### Who has responsibility?

The overall responsibility would be with Swansea Council.

#### 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	Letters, media, social media, website
Governors	Face to face briefing, emails
Head and Management Team	Face to face briefing, emails,
Pupils	Face to face school visits, social media
Neighbouring schools' headteachers	Face to face, letter, email, newsletter
Neighbouring schools' governing bodies	Face to face, letter, email, newsletter
Neighbouring schools' parents and learners	Letter, website, parents' evenings, local media, social media
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
RhAG	Face to face briefing, email
PACA	Face to face briefing, email
Trade Unions	Face to face briefing, email
Evening Post	Face to face briefing, press release
Welsh Government	Letter, local media, email
Estyn	email
AMs/MPs	letter, email
School staff	Face to face, letter, Newsletter, media, social media, website
Swansea Bay Radio, Wave/Swansea Sound, BBC,	Press release

	ITV, Western Mail, BBC Cymru, Golwg 360		
	Education SLB/EDSLT/DMT	email, newsletter, face to face	
	O and S Chairs and V Chairs	Email, letter	
	Catering and cleaning staff	letter, face to face	
	Community groups	Letter and liaison with Community Regen, social media, website	
	All Council staff	Staffnet, website, social media	
	Swansea residents	Media, website, social media	
	Local businesses	Media, letters, website, social media	

## 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 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:**

The following information was collated in the annual pupil census held in January 2018:

Number of pupils on roll:

School	N1	N2	R	1	2	3	4	5	6	Total
YGG Felindre	2		1	2	6	3	4	4		22

	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	17.9%	19.5%	22.7%
Percentage claiming Free School Meals	9.5%	15.2%	26.3%
Percentage with Special Educational Needs (SEN)	27.4%	27.4%	23.2%

In January 2018 the breakdown for SEN was as follows:

Need	School Action	School Action Plus	Statement	Total
<i>Attention Deficit Hyperactivity Disorder</i>	0	0	0	0
<i>Autistic Spectrum Disorders</i>	0	0	0	0
<i>Behavioural, Emotional &amp; Social Difficulties</i>	0	0	0	0
<i>Dyscalculia</i>	0	0	0	0
<i>Dyslexia</i>	0	0	0	0
<i>Dyspraxia</i>	0	0	0	0
<i>General Learning Difficulties</i>	3	0	0	3
<i>Hearing Impairment</i>	0	0	0	0
<i>Moderate Learning Difficulties</i>	0	0	1	1
<i>Multi-Sensory Impairment</i>	0	0	0	0
<i>Physical and Medical Difficulties</i>	0	0	0	0
<i>Profound &amp; Multiple Learning Difficulties</i>	0	0	0	0
<i>Severe Learning Difficulties</i>	0	0	0	0
<i>Speech, Language and Communication Difficulties</i>	0	0	1	1
<i>Visual Impairment</i>	0	0	0	0
<b>Total</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>5</b>

	Stage A-C	Stage A-D	Stage A-E
Percentage with English	0%	0%	0%

as an Additional Language (EAL)							
---------------------------------	--	--	--	--	--	--	--

  

Ethnic Background	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non White British	0.0%	0.0%	0.0%	0.0%	0%	0.0%	0%

**Staffing**  
Total teaching staff = 1 full-time equivalent (FTE), made up of 2 part-time females at 15.5 hours and 11.4 hours per week.  
1 Part-time female teaching assistant at 27 hours per week  
1 Part-time female admin officer at 15 hours per week  
1 full-time male acting-headteacher (non-teaching)

We do not hold any other protected characteristic information for the staff.

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

- Map community use at YGG Felindre in a community impact assessment.  
This is now available here: <https://www.swansea.gov.uk/yggfelindreconsultation>

## 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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.**

(0-18) – YGG Felindre is a Welsh-medium primary school. This proposal looks to close the school and move the pupils to a neighbouring Welsh-medium primary school. Although the change can be seen as negative in the first instance, we believe that the children will receive a similar, if not better, education at the designated neighbouring Welsh-medium primary school.

(Older People 50+/Any other age group) –there is the chance of some redundancies because of this proposal. We would hope for these staff to get work at neighbouring schools; however, this would be a decision for individual governing bodies.

Disability – The design, delivery and implementation of this proposal 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. If the proposal were to be approved, and other proposals for new Welsh-medium school buildings were approved this would be hugely beneficial to any learner that has a disability. The modern learning environment would be designed and built whilst taking full consideration of all the needs of current and future learners, staff and the wider community.

Welsh – YGG Felindre is a Welsh-medium primary school and although the proposal is to close a Welsh-medium primary school the proposal is part of the wider Welsh in Education Strategic Plan that is looking to increase the number of places available in Swansea's Welsh-medium schools. During the consultation it has been raised that the proposal doesn't take into account Standards 91-93 of Swansea Council's Compliance Notice under the Welsh Language Measure whereas the proposal could impact on opportunities for persons to use the Welsh language, and that we could be treating the Welsh language no less favourably than the English language.

The Council's wider Welsh in Education Strategic Plan seeks to increase the number of Welsh-medium places in Swansea significantly. As a result of proposals to reach our targets we believe that this would increase opportunities for more people to use the Welsh language and ensure that the Welsh language is treated no less favourably than the English language. The increase in Welsh-medium places will see Swansea playing its part in the Welsh Government's target of having one million Welsh speakers in Wales by 2050.

If the proposal were to go ahead we would expect the Mawr ward to become part of the designated school's community and play an active role in the life of the school. The village hall and local church could still have a large part to play in this.

Poverty/social exclusion – There are low levels of deprivation in this area and therefore the impact on poverty/social exclusion is expected to be low. However, due to the possible changes in catchment areas it is important to consider the impact this could have on learners and their families. The large majority of current pupils at the school live outside of the YGG Felindre catchment area and therefore would likely be living closer to the designated school meaning a shorter distance to travel. Those who live more than 2-miles from the designated school would be offered transport as per the Council's Home to School Transport Policy.

Community Cohesion – It is possible that the proposed closure could have a negative impact on the local community. However, we would expect the designated school to ensure that the community becomes part of the school's community. There is no reason why the local church and village hall can't be used for such partnerships to flourish, and the Council would encourage the designated school to do this.

## **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?**

Since announcing the small school review the Council has held a meeting with a working group to look at all options open to the school and its governing body. The council's Cabinet approved the officer recommendation to consult on the closure of the school and a full statutory consultation has taken place to give all stakeholders an opportunity to share their views. These responses were considered by the council's Cabinet on 20 December 2018.

Cabinet decided to proceed to a Statutory notice that provided a further 28 day notice period for objections. Objections were received and these are now being reported back to Cabinet.

The formal consultation processes ran from the 5 September to the 18 October 2018. Survey response forms could be completed on-line, or by hard copy, along with an invitation to respond directly.

Consultation took place as is required in the Welsh Government's School Organisation Code with the specified list of consultees, including:

- pupils, staff, governors and parents at YGG Felindre
- schools and parents affected by the catchment review
- Welsh ministers, AMs and MPs in the area, and local councillors
- Estyn
- Trade unions

Consultation meetings and drop-in sessions were held for the YGG Felindre proposal as follows:

Meeting for:	Venue	Date	Time	Attendance
Learners (School Council)	Felindre School	17/09/18	14:30 – 15:30	11
Staff	Felindre Community Hall	17/09/18	15:30 – 16:15	8
Governors	Felindre Community Hall	17/09/18	16:15 – 17:00	5
Drop-in for parents/public	Felindre Community Hall	17/09/18	11:00 – 13:30	8
Drop-in for parents/public	Felindre Community Hall	17/09/18	17:00 – 19:00	7
Drop-in for parents/public	Felindre Community Hall	01/10/18	14:00 – 16:00	0

A drop-in session was also held for all proposals and the wider catchment review on 2 October 2018 in the Civic Centre and was attended by 9 people.

A joint meeting was held for the school councils of the schools affected by the wider catchment review on 5 October 2018 and was attended by 10 school council members.

The following responses were received for the YGG Felindre proposal:

- 86 responses to an online survey
- 2 responses to an online pupil survey
- 29 written/emailed responses

352 objections were received during the statutory notice period.

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

There was understandable disappointment at the proposal and concern about the wider impact on the village, whilst understanding the need to review the future sustainability of the school. Of the total responses received, 90 object to the proposal, 6 support and 1 is undecided/unclear. 1 learner response supports the proposal and 1 objects. However, the responses and attendance at drop-in sessions were fairly modest.

The perceived benefits of a small school were highlighted, as well as the current facilities available, and there was concern that some pupils will find it difficult in a large school. However, current numbers are such that the future sustainability of the quality of educational provision has to be reviewed as well as the implications of such mixed age classes. It was suggested that larger schools do not offer the same equality of experience and that there are more opportunities at Felindre, for example all children get to participate, not just a chosen few e.g. sport. However, pupils are likely to have more opportunities in a larger school in new 21<sup>st</sup> century facilities. There are likely to be more opportunities for sport, particularly team sports, with a larger cohort of pupils.

It was also suggested that the school should be given a chance to improve and that leadership is improving.

The lack of leadership stability at the school was highlighted with a number of acting headteachers being in place over recent years and that there needs to be a period of stability. This has indeed been the case in spite of significant support from the authority. The impact of uncertainty regarding the future of the school was highlighted as contributing to the fall in pupil numbers.

Concerns were raised about moving the children firstly to the current YGG Tan-y-lan site and subsequently to the new school site. It was suggested that any closure should be delayed until the new build for YGG Tan-y-lan was available; however, this would delay the closure until September 2021 and the school would struggle to support the small numbers on roll until that time.

It was also suggested that houses are going to be built in the future in the area at the LDP site at J46 of the M4, so numbers will increase. Future potential housing developments have been considered, however, the timescale and nature of any such developments remain uncertain and the future need for educational provision would be intrinsically linked and outside of the village itself.

Concerns were raised that the school is an integral part of the village which needs children and families and links with the local chapel, although the village is also well served by a community hall. There was also concern about the impact on the Welsh language. However only a very small number of the current pupils are from within the village itself, with most being preferred placements from other parts of Swansea.

As mentioned previously, it has been raised that the proposal doesn't take into account Standards 91-93 of Swansea Council's Compliance Notice under the Welsh Language Measure whereas the proposal could impact on opportunities for persons to use the Welsh language, and that we could be treating the Welsh language no less favourably than the English language.

The Council's wider Welsh in Education Strategic Plan seeks to increase the number of Welsh-medium places in Swansea significantly. As a result of proposals to reach our targets we believe that this would increase opportunities for more people to use the Welsh language and ensure that the Welsh language is treated no less favourably than the English

language. The increase in Welsh-medium places will see Swansea playing its part in the Welsh Government's target of having one million Welsh speakers in Wales by 2050.

As with any statutory proposals, there is a risk of potential legal challenge to the process, however, officers are confident that the process has been appropriately delivered. The 'well-being' goals of the Well-being of Future Generations (Wales) Act 2005 have been considered as well as alternatives to closure, as set out in the consultation document.

Responses highlighted the pressure on Welsh-medium places in other schools and the potential use of YGG Felindre facilities where this is the case. However, other proposals, and indeed the wider Welsh in Education Strategic Plan (WESP) strategy, seek to address the continuing growth in demand for Welsh-medium provision as well as rebalancing the demand and availability of places. A dual stream English/Welsh-medium school was suggested although this would require statutory consultation and a change the Council's current policy.

Concern was expressed at the timing of the proposal in the light of the implications of the new School Organisation Code for small and rural schools. However, the Council has sought to operate within the spirit of the new code throughout the process, even though it had not, at that time, come into force.

Concerns have been raised at the perception that the proposal is financially driven although it has been emphasised throughout that the proposal has been made for educational reasons and the future sustainability of the quality of educational provision with the decline in pupil numbers.

Responses from the learners focused on the following areas:

Wellbeing – some learners mentioned that they were sad at the thought of the school closing and that they were anxious at the thought of a larger school. If the Council were to go ahead with the proposal we would work with YGG Felindre, the designated school and all the learners involved to ensure that the transition is as easy as possible.

Outdoor areas – learners were very happy with their outdoor learning areas. The proposed designs for both possible designated schools will take into account the need for outdoor learning spaces.

Chance for making new and more friends at a larger school – a larger school will indeed give learners to learn with more children of a similar age and also the possibility of a wider circle of friends. The transition plan for any move would look at as many opportunities as possible to aid this process prior to any change.

The only new issue raised during the statutory notice period that requires attention as part of the EIA is around wrap-around provision.

Objectors (2) stated that *breakfast and after school clubs would not be an option for those having home to school transport and therefore is this fair and equitable for all children that will be attending YGG Tan-y-lan?*

If the proposal is approved discussions could take place with parents on the potential of providing the transport earlier for learners to attend breakfast club, should the demand be there.

#### **How have you changed your initiative as a result?**

As the numbers of pupils at the school have continued to fall this proposal has not been

changed following the consultation process.

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

- Report to Cabinet on the objections received and for a decision to be made on the proposed closure

## **Section 5 – Other impacts:**

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

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

**Please explain any possible impact on each of the above.**

Impact on...
<b>Foster good relations between different groups</b>
For the proposal to succeed there would be a focus on fostering relations for learners and parents with the designated school (if approval is given to proceed). This would be vital to ease the transition for all involved.
<b>Advance equality of opportunity between different groups</b>
A larger school can often increase the opportunities available for learners and the community. The proposal would look to build on the good work already taking place to ensure that all learners have opportunities to make the most of their education.
<b>Elimination of discrimination, harassment and victimisation</b>
For the proposal to succeed there would be a focus on building relationships between learners of both schools (if approval is given to proceed). This would be vital to ease the transition for all involved and avoid any discrimination, harassment or victimisation.
<b>Reduction of social exclusion and poverty</b>
There are low levels of deprivation in this area and therefore the impact on poverty/social exclusion is expected to be low. The large majority of current pupils at the school live outside of the YGG Felindre catchment area and therefore would likely be living closer to the designated school meaning a shorter distance to travel. Those who live more than 2-miles from the designated school would be offered transport as per the Council's Home to School Transport Policy. However, we would continually monitor this throughout the process.

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

Despite best efforts to attract pupils by the most recent headteachers, pupil numbers have remained low and in decline.

**Is the initiative likely to impact on Community Cohesion? Please provide details.**

If approved, the proposal would remove a school from the Mawr community. Consideration has been given, as part of the consultation to the impact that this could have. The designated school's catchment area would include the current YGG Felindre catchment area and the school would work with the community to ensure that they can play an active role in school life going forward. The majority of the pupils that currently attend the school do not live in the Mawr community.

**How does the initiative support Welsh speakers and encourage use of Welsh?**

YGG Felindre is a Welsh-medium primary school. Welsh-medium education provides opportunities for children and young people to achieve fluency in the Welsh language through studying a broad range of subjects and disciplines in Welsh. If the proposal is approved these opportunities would be provided at neighbouring Welsh-medium primary schools. As mentioned previously, it has been raised that the proposal doesn't take into account Standards 91-93 of Swansea Council's Compliance Notice under the Welsh Language Measure whereas the proposal could impact on opportunities for persons to use the Welsh language, and that we could be treating the Welsh language no less favourably than the English language.

The Council's wider Welsh in Education Strategic Plan seeks to increase the number of Welsh-medium places in Swansea significantly. As a result of proposals to reach our targets we believe that this would increase opportunities for more people to use the Welsh language and ensure that the Welsh language is treated no less favourably than the English language. The increase in Welsh-medium places will see Swansea playing its part in the Welsh Government's target of having one million Welsh speakers in Wales by 2050.

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

**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 planned to improve the education offering to learners 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.

<p><b>Article 29</b> - Education should develop each child's personality and talents to the full.</p> <p><b>Article 30</b> - Children have a right to learn and use the language and customs of their families.</p>
<p><b>Actions (to mitigate adverse impact or to address identified gaps in knowledge).</b></p>

## Section 7 - Monitoring arrangements:

Please explain the monitoring arrangements for this initiative:

<p><b>Monitoring arrangements:</b> All projects within the Quality in Education (QEd) Programme have a clear monitoring process in place. Regular progress meetings are held with the school, a formal Project Board is held monthly to discuss key issues and make key decisions, any issues can then be escalated to the Programme Board with the Strategic Programme Board (Corporate) having an overarching view of all Swansea Council projects.</p>
<p><b>Actions:</b></p>

## 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 type="checkbox"/>
Outcome 2: Adjust the initiative – low level of concern	<input type="checkbox"/>
Outcome 3: Justify the initiative – moderate level of concern	<input checked="" 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:

Following the consultation and statutory notice officers continue to believe that this is the correct decision. The number of full time pupils at YGG Felindre have continued to fall from 2016 to the present day with the scale of reduction in pupil numbers inevitably impacting on the school budget share and hence the current staffing structure within the school.

Despite best efforts to attract pupils by the most recent headteachers, pupil numbers have remained low and in decline.

Because of the temporary leadership arrangement maintaining and improving pupil standards has slowed down. Monitoring reports indicate the rate of improvement in addressing areas of improvement is satisfactory at best. The most recent evaluation of standards seen in pupils' work is adequate.

The challenges faced by leaders at Felindre include developing suitable staff to teach a broad range of ages and abilities, a heavy teaching commitment with no deputy headteacher arrangements and mapping a broad and balanced statutory curriculum.

Full consideration has been given to alternatives to closure, including the potential for federation, however, no viable alternative has been identified.

## **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](mailto: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
Report to Cabinet to decide if a statutory consultation will take place on the closure of YGG Felindre	Head of Service Head of Funding and Information Unit	21 <sup>st</sup> June 2018	Cabinet approval to consult	Completed
Carry out statutory consultation	Head of Service Head of Funding and Information Unit	18 <sup>th</sup> October 2018	Consultation completed and findings ready to be reported to Cabinet	Completed
Report findings of the consultation to Cabinet and seek to publish a Statutory Notice	Head of Service Head of Funding and Information Unit	20 <sup>th</sup> December 2018	Report prepared and decision taken by Cabinet	Completed
Report findings of the Statutory Notice period to Cabinet for a decision to be taken on the proposal.	Head of Service Head of Funding and Information Unit	21 <sup>st</sup> March 2019	Report prepared and decision taken by Cabinet	
If the proposal is approved, we will ensure that the pupils play an active role in the planning and implementation of the transition process	Project Team and the school	July 2019	Transition plan in place and delivered upon	

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