

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 acesstoservices@swansea.gov.uk.

Where do you work?
Service Area: Education
Directorate: People

(a) This EIA is being completed for a:

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(b) Please name and describe here:

Relocation and enhancement of capacity and facilities at YGG Tirdeunaw and necessary catchment area reviews

There are significant condition and suitability issues at YGG Tirdeunaw. It could be rebuilt on its current site but this would lose the opportunity to relocate the school to an area, currently part of the YG Bryn Tawe site and so benefit from shared use of the wider facilities. The new location would be less than a mile from the current site and more central for the current pupils attending the school.

A 2 Form Entry (FE) new build was included within the 21st Century Schools Band B submission to Welsh Government, which would have been 'future proofed' to allow future expansion to 2.5FE as required. The further Welsh Government capital funding announced in December 2018 has facilitated the earlier delivery of additional Welsh-medium provision supporting the delivery of a 2.5FE new build for the school from the outset subject to statutory consultation process.

Work is continuing to seek to align the delivery of this new build to, as far as possible mirror the timescale for the new build YGG Tan-y-lan, but this is dependent on the funding model agreed within the detailed business cases and construction phase timelines.

There is potential for short term use of some of the additional capacity and facilities to support child care / wrap around care / adult Welsh classes etc. as well as facilitating the future development of a primary Welsh-medium Specialist Teaching Facility.

The proposal will also impact on the catchment area of YGG Tirdeunaw and a number of other Welsh-medium primary schools and by implication both Welsh-medium secondary schools in Swansea.

(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).....
- Older people (50+).....
- Any other age group
- Disability
- Race (including refugees)
- Asylum seekers.....
- Gypsies & Travellers.....
- Religion or (non-)belief.....
- Sex.....

- Sexual orientation.....
- Gender reassignment
- Welsh language.....
- Poverty/social exclusion
- Carers (including young carers).....
- Community cohesion
- Marriage & civil partnership
- Pregnancy and maternity.....

(e) Lead Officer

Name: Alayne Smith

Job title: School Project Business Case
Development Officer

Date: 15/05/2018

(f) Approved by Head of Service

Name: Brian Roles

Date: 15/05/2018

UPDATED FOLLOWING THE CONSULTATION on 28th November 2018
UPDATED FOLLOWING THE STATUTORY NOTICE on 25th February 2019
UPDATES FOLLOWING PLANNING APPROVAL 5 SEPTEMBER 2019

Section 1 – Aims (See guidance):

Briefly describe the aims of the initiative:

What are the aims?

Raising standards

Our vision is that every child will have access to high quality teaching that helps them to make the most of their talents

Better use of resources

The decision is in line with the QEd vision that budgets should be spent on pupils and not wasted on empty places

Quality of learning environment

Quality learning environments have been shown to lead to improved performance by pupils

Who has responsibility?

If approved by the council's Cabinet, the Welsh Government (pending approval of a successful Final Business Case) and Swansea Council would jointly fund the project. 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' Heads	Face to face, letter, email, newsletter
Neighbouring schools' parents	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
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
Rhieni dros Addysg Gymraeg (RhAG)	Termly meeting, email, website
Partneriaeth Addysg Gymraeg Abertawe (PACA)	Termly meeting, email, website
Swansea Bay Radio, Wave/Swansea Sound, BBC, ITV, Western Mail, BBC Cymru, Golwg 360	Press release
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 is collated as part of the annual pupil census that is carried out in January of each year. The below is from the January 2019 PLASC:

Number of pupils on roll:

School	N1	N2	R	1	2	3	4	5	6	Total
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YGG Tirdeunaw	9	55	44	49	53	58	53	57	62	440
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	2016-2017	2017-2018	2018-2019
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	58.7%	60.2%	56.6%
Percentage claiming Free School Meals	16.2%	18.4%	18.9%
Percentage with Special Educational Needs (SEN)	20.3%	19.7%	15.9%

In January 2019 the breakdown for SEN was as follows:

Need	School Action	School Action Plus	Statement	Total
<i>Attention Deficit Hyperactivity Disorder</i>	1	1	0	2
<i>Autistic Spectrum Disorders</i>	1	0	0	1
<i>Behavioural, Emotional & Social Difficulties</i>	0	4	1	5
<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>	33	5	2	40
<i>Hearing Impairment</i>	0	0	0	0
<i>Moderate Learning Difficulties</i>	16	5	0	21
<i>Multi-Sensory Impairment</i>	0	0	0	0
<i>Physical and Medical Difficulties</i>	0	0	1	1
<i>Profound & 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	1	1	2
<i>Visual Impairment</i>	0	0	0	0
Total	51	16	5	72

	Stage A-C	Stage A-D	Stage A-E
Percentage with English as an Additional Language (EAL)	0%	0%	0%

Ethnic Background	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non White British	0.0%	0.0%	2.0%	1.7%	0.0%	0.0%	0.0%

There are currently 34 teaching and support staff at the school.

This data can include headteachers, deputy headteachers, assistant head teachers, other qualified teachers, Higher Level Teaching Assistants (HLTAs), Teaching Assistants, Special needs support staff, Pastoral support staff, Matrons/nurses/medical staff (including NHS employees), Laboratory or workshop technicians, Librarians and library assistants, Examinations Officers, Other administration staff and School Business Manager or equivalent

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

- Map use of the school by community groups in the community impact assessment. This is available here: <https://www.swansea.gov.uk/yggtirdeunawconsultation>.

Impact Assessment – YGG Tirdeunaw

Community Aspect	Current	Impact Assessment
Community Services Provided by the school (e.g. after school clubs, community library etc.)	Breakfast club is provided at the school.	It is envisaged that the breakfast club will continue on the new site.
Facilities Accommodated by the School (e.g. youth club, play group etc.)	YGG Tirdeunaw run the following school clubs for learners, Rugby, Urdd, Choir, Folk Dancing, Art and Sports Club.	It is envisaged that these clubs will continue.

Would establishing a multi-school site be considered as a way of retaining buildings?

Establishing a multi-school site would not achieve the objectives of this proposal (see consultation paper). There is very limited use of the school out of school hours. The local authority will work with the school on access to out-of-school hours clubs.

Would alternatives to closure, such as clustering, collaboration or federation with other schools, be considered (taking account of the scope for use of ICT links between school sites)?

These alternatives would not achieve the objectives of the proposal (see consultation paper). There is very limited use of the school out of hours.

Have possibilities of making fuller use of the existing buildings as a community or an educational resource been explored (would it be feasible and economical to co-locate local services within the school to offset the costs of maintaining the school)

These alternatives would not achieve the objectives of the proposal (see consultation paper). There is very limited use of the school out of hours.

What is the overall effect of closure on the local community (including the loss of school based facilities which are used by the local community), particularly in rural areas or those receiving funding as part of regeneration activity?

There is very limited used of the school out of hours. There is no funding from regeneration activity for this school.

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.

(0-18) – YGG Tirdeunaw is a Welsh-medium primary school. This project will have a very positive impact on the education of all the children who attend the school in the future. As we are looking to build the school on a new site this should avoid any disruption to those currently attending the school.

(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 experience and use the Welsh language .

Disability – The design, delivery and implementation of this project will take full consideration of the social model of disability, which recognises that people are disabled by the barriers of society (e.g. physical, environmental, organisational, and attitudinal, communication, etc.) rather than by any physical condition. The design of any new building, the re-modelling and the running of the school in the future will ensure that ALL the pupils and staff can make the most of their improved environment.

Welsh – YGG Tirdeunaw is a Welsh medium primary school and as a result this project will have a positive impact on the Welsh language. The project 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.

Poverty/social exclusion – There are high levels of deprivation in this area and providing the children and the community with this improved facility could give access to courses for adults and access to additional extra-curricular activities. Due to the possible changes in catchment areas it is important to consider the impact this could have on learners and their families. Some pupils will inevitably live further away from the new site and this would increase their travel time, however, the sites are less than a mile apart by available walking route and any pupils more than 2 miles away or where there is no available walking route would be offered home to school transport.

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. Due to the possible changes in catchment areas it is important to consider the impact this could have on community cohesion as the schools moves (less than 1 mile) from one community to another. If the proposal goes ahead the school will work with all communities to ensure that the schools continue with its inclusive ethos that brings communities 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?

As Swansea Council wants to increase the size of the school to 2.5FE a full statutory consultation has now taken place. Following this consultation Cabinet decided to publish a Statutory Notice that would provide a further opportunity for any objections to be made. During this period no objections were received and therefore Cabinet was asked to approve the proposal in March 2019..

Statutory Consultation Process

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 Tirdeunaw
- 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 Tirdeunaw proposal as follows:

Meeting for:	Venue	Date	Time	Attendance
Learners (School Council)	Tirdeunaw School	25/09/18	14:30 – 13:30	10
Staff	Tirdeunaw School	25/09/18	13:30 – 16:15	23
Governors	Tirdeunaw School	25/09/18	16:15 – 17:00	0
Drop-in for parents/public	Tirdeunaw School	25/09/18	17:00 – 19:00	2

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 Tirdeunaw proposal:

- 63 responses to an online survey
- 54 responses to an online pupil survey
- 4 written/emailed responses

YGG Tirdeunaw pupils and staff at the school have been asked to complete a questionnaire informing the project what they would like to see in the new school. Information was collated and used by the project team as part of the design workshops with the school. There will be on-going engagement with all stakeholders (as listed) as the project develops and is implemented. This will include meetings, newsletters and online material.

Further updates with the School Council will continue throughout the project and updated as part of any on-going web updates.

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

There was broad support for the proposal from those responding recognising the need for enhanced facilities. The detailed design for the new school will reflect Building Bulletin 99 guidelines as well as the available funding for the scheme.

Of the total responses received, 61 support the proposal, 4 object and 5 are undecided/unclear. 47 of the learner responses support the proposal, none object and 6 were undecided/unclear.

Concerns have been raised regarding the size of the new build if it cannot be 2.5FE from the outset, which was dependent on access to specific Welsh Government Welsh-medium capital grant. Since the end of the consultation period and following further discussions with the Welsh Government we have been now been successful in accessing the grant. This will enable a new build of 2.5FE or 525 places, allowing greater scope to respond to further demand for Welsh-medium provision and so supporting the national targets for Welsh speakers.

No proposed relocation will be considered ideal by everyone and some responses indicated a preference to stay at the current site. As part of the business case process there has been a detailed appraisal of site options which has demonstrated that it would not be feasible or cost effective to rebuild the school on its current site, as well as recognising the benefits of the proposed new location.

Responses have also expressed concern at the impact of the proposed changes to catchment areas. The Cabinet Report of June 2018 sets out clearly the need to rebalance the demand for and availability of Welsh-medium places across the county. The proposed catchment changes, whilst on paper significant, in practice largely formalise the choices already being made by parents and as such should not significantly de-stabilise intake numbers in future years. This is apparent from a comparison of the number and proportion of current pupils from within current catchment areas with the number and proportion after the proposed changes to catchment areas. 68.4% of current YGG Tirdeunaw pupils would be within the proposed new catchment area compared with 47.6% currently. The required capacity of each Welsh-medium primary school has been reviewed in order to, as closely as possible, mirror the number of places required for each pupil to attend their nearest school.

In addition to concerns regarding the size of the proposed school to meet future growth in demand, concerns were raised about the size being perceived to be too large if it were further expanded in the future. However, there are many successful schools in Swansea and Wales of this size and larger. Class teachers will support all learner needs appropriately with the school designed and built to deliver a 21st century education.

Concerns were raised about traffic around the area of the proposed new site and also the transport arrangements to the new site. As part of the planning approval process routes to the school have been assessed and traffic measures will be introduced where necessary. There will be a separate access to the site for the school and suitable drop-off and pick-up points. Some pupils will inevitably live further away from the new site and this would increase their travel time, however, the sites are less than a mile apart by available walking route and any pupils more than 2 miles away or where there is no available walking route would be offered home to school transport.

A concern was raised about perceived larger classes but also recognition of current pressure on accommodation and facilities which this proposal is seeking to address. Class

sizes should not be generally higher than 30 and there is legislation to support this for Foundation Phase classes.

There is some concern about the potential future use of the current school site and also a perception that a future 3-18 school might be a possibility, however, there are no current proposals to establish a 3-18 school.

The project has now been given full planning consent (5 September 2019), there were no objections to the application. The local community, parent, pupils and staff affected were given opportunity to attend information sessions prior to the submission of the application.

How have you changed your initiative as a result?

The pupils at the school have shared numerous ideas of what they would like to see included in their proposed new school building. These will be considered by the projects team and used to develop the proposed design of the school.

We have been successful in accessing additional Welsh Government funding to build the new school as a 2.5 Form Entry school that will provide Tirdeunaw with a modern learning facility that will meet with Building Bulletin 99 Guidelines. There will also be more suitable access to external recreation and off -site parking for parents. .

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

- Provide templates to school council to assist them with the ongoing engagement process with the wider school community

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
A new build school would look to create opportunities for the community to make use of the facilities and provide an increased number of Welsh-medium places
Advance equality of opportunity between different groups
Access for all pupils/teachers to an improved learning environment. Increased opportunities for community use
Elimination of discrimination, harassment and victimisation
Secure by design – reducing the number of secluded settings within the school site that would allow opportunities for bullying etc.
Reduction of social exclusion and poverty
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.

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

The school already has links with the community as is shown in the community impact assessment (<https://www.swansea.gov.uk/yggtirdeunawconsultation>) and this project will look to further enhance this work.

A project website has been set up, where information is provided regarding the construction period, timescales of the development and wider community benefits plan which is imbedded within the project's aims and objectives.

<https://www.swansea.gov.uk/yggtirdeunawproject>

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

Yes. The school already has a positive impact on its community. The improvements proposed will provide an opportunity for the school to build on this through greater use of its facilities by the community. However, as mentioned previously, due to the possible changes in catchment areas it is important to consider the impact this could have on community cohesion as the school moves (less than 1 mile) from one community to another but in this case closer to the nucleus of where the majority of pupils are living. If the proposal goes ahead the school will work with all communities to ensure that the schools continue with its inclusive ethos that brings communities together for the benefit of all.

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

YGG Tirdeunaw 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. The proposal to provide a new (possibly larger) facility on a new site will provide excellent facilities for the school and community as a whole as well as increasing the opportunities for children and the wider community to experience and use the Welsh language.

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

- As the project continues to develop include more detailed information on accessibility

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 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 21st Century Schools Programme have a clear monitoring process in place. Regular progress meetings are held with the school and the contractors, 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.

Actions:

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
Map use of the school by community groups	Project Manager	31 st August 2018	Current use of the school facilities by community groups mapped out	This has been done via the community impact assessment that was published alongside the consultation papers.
Report to Cabinet to decide if a statutory consultation will take place on increasing the size of the school to 2.5FE	Head of Service Programme Manager Project Manager	21 st June 2018	Cabinet approval to consult	Decision taken to go out to statutory consultation.
Report to Cabinet for approval to re-locate the school to a new site	Head of Service Programme Manager Project Manager	21 st June 2018	Cabinet approval	
Statutory consultation – to give all interested parties an opportunity to share their views	Head of Service Programme Manager Project Manager	18 th October 2018	Consultation completed	Report prepared for Cabinet
Report to Cabinet to decide if to go out to Statutory Notice	Head of Service Programme Manager Project Manager	20 th December 2018	Statutory Notice publication approved	Completed
Report to Cabinet following the statutory notice period	Head of Service Programme Manager Project Manager	21 st March 2019	Project approved to continue	
Report to Cabinet seeking	Head of Service	23 January 2020	Cabinet approval	

approval to notify stakeholders and Welsh Government of new implementation date	Programme Manager Project Manager			
Provide templates to school council to assist them with the ongoing engagement process with the wider school community	Project Team	December 2020	Increased communication with the wider school community	Ful engagement with pupils throughout the project . Survey questionnaires as part of BREEAM and WG Satisfaction surveys
As the project continues to develop include more detailed information on accessibility	Project Manager	September 2019	Details on the accessibility of the new build	The building is fully compliant and accessible , designed to BB99.It is two storey with a lift and is built on a flat site with direct access from the highway.

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