

Please ensure that you refer to the Screening Form Guidance while completing this form.

Which service area and directorate are you from?

Service Area: Planning and Resources

Directorate: Education

Q1 (a) What are you screening for relevance?

- New and revised policies, practices or procedures
- Service review, re-organisation or service changes/reductions, which affect the wider community, service users and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- New project proposals affecting staff, communities or accessibility to the built environment, e.g., new construction work or adaptations to existing buildings, moving to on-line services, changing location
- Large Scale Public Events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Services Board, which impact on a public bodies functions
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services
- Other

(b) Please name and fully describe initiative here:

QEd / Sustainable Communities for Learning Programme (formerly known as the QEd / 21st Century Schools Programme)

An Equality Impact Assessment Screening was undertaken in 2017, and this Integrated Impact Assessment Screening now supersedes that.

The Council's QEd / 21st Century Schools Band A Programme focused on;

- Learning environments for children and young people aged from 3 to 19 that will enable the successful implementation of strategies for school improvement and better educational outcome,
- Greater economy through better use of resources to improve the efficiency and cost-effectiveness of the education estate and public service provision; and,
- A sustainable education system with all schools meeting a 21st century schools standard and reducing the recurrent costs and carbon footprint.

The priority investment schemes were identified through the following range of complementary objective criteria:

- Standards (where there were specific concerns),
- risk,
- condition,
- specific suitability issues,
- landscape,

- basic need (where very clear shortfall in places such as Welsh Medium),
- sufficiency (surplus places),
- viability (size),
- sustainability (future demographic trends) and
- deliverability (how readily it could be achieved).

Band B of the programme reflects the natural development of the previously approved long term strategy but reflects further consideration of changes in demands and priorities. The detail of specific schemes within the programme will be further developed in the light of the level of Welsh Government funding available and more detailed discussions with schools and their governing bodies at that time.

Q2 What is the potential impact on the following: the impacts below could be positive (+) or negative (-)

	High Impact		Medium Impact		Low Impact		Needs further Investigation	No Impact
	+	-	+	-	+	-		
Children/young people (0-18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Future Generations (yet to be born)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q3 What involvement has taken place/will you undertake e.g. engagement/consultation/co-productive approaches? Please provide details below – either of your activities or your reasons for not undertaking involvement

Any project taken forwards as a result of the programme’s implementation will be subject to either statutory consultation or public consultation and engagement as and when required.

The programme to date has included engagement with governing bodies, teaching staff, pupils, parents, community groups and other interested stakeholders as applicable to each project.

Following engagement with the Parent Carer Forum with regard to the developing Accessibility Strategy it is proposed that for future projects there will be engagement with disability organisations, and more focused consultation around accessibility.

Q4 Have you considered the Well-being of Future Generations Act (Wales) 2015 in the development of this initiative:

- a) Overall does the initiative support our Corporate Plan’s Well-being Objectives when considered together?
 Yes No
- b) Does the initiative consider maximising contribution to each of the seven national well-being goals?
 Yes No
- c) Does the initiative apply each of the five ways of working?
 Yes No
- d) Does the initiative meet the needs of the present without compromising the ability of future generations to meet their own needs?
 Yes No

Q5 What is the potential risk of the initiative? (Consider the following impacts – equality, socio-economic, environmental, cultural, legal, financial, political, media, public perception etc...)

High risk

Medium risk

Low risk

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

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

The Programme could impact on a number of other council services as we develop school assets that might be used for other service needs. This impact will be determined as the individual projects are developed.

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

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

For each project a webpage will be developed supporting engagement with stakeholders.

Q8 What is the cumulative impact of this proposal on people and/or communities when considering all the impacts identified within the screening and any other key decisions affecting similar groups/ service users made by the organisation?

The programme is to designed to address;

- Standards (where there were specific concerns),
- risk,
- condition,
- specific suitability issues,
- landscape,
- basic need (where very clear shortfall in places such as Welsh Medium),
- sufficiency (surplus places),
- viability (size), and
- sustainability

It also includes a focus on addressing accessibility issues, supporting the community use of our schools and improving family and community engagement and all projects will now be delivered to net zero operational carbon with reduced embodied carbon.

As such the programme is expected to have a positive impact on school and wider communities. However, each project will be subject to an individual Integrated Impact Assessment, and will be subject to full engagement and in some cases statutory consultation with stakeholder groups.

Outcome of Screening

Q9 Please describe the outcome of your screening using the headings below:

- **Summary of impacts identified and mitigation needed (Q2)**

The programme is expected to have a positive impact on school and wider communities, and in particular on children and young people and their families, those with additional learning needs and / or a disability.

- **Summary of involvement (Q3)**

Any project taken forwards as a result of the programme's implementation will be subject to either statutory consultation or public consultation and engagement as and when required.

- **WFG considerations (Q4)**

The five ways of working and seven national well-being goals are embedded in project management practices.

- **Any risks identified (Q5)**

The programme is subject to some significant risks;

Financial – this is linked to the available local and Welsh Government funding, and this has increased since recent inflationary pressures, and hence the report to Cabinet of the 21 September 2023.

Political, media, public perception etc – the projects within the programme are of high interest to school and local communities. Before any project is committed this is subject to political support and engagement with interested stakeholders to help shape projects to best meet the needs of users and their communities.

- **Cumulative impact (Q7)**

The programme is expected to have a positive impact on school and wider communities. However, each project will be subject to an individual Integrated Impact Assessment, and will be subject to full engagement and in some cases statutory consultation with stakeholder groups.

(NB: This summary paragraph should be used in the ‘**Integrated Assessment Implications**’ section of corporate report)

Full IIA to be completed

Do not complete IIA – please ensure you have provided the relevant information above to support this outcome

NB: Please email this completed form to the Access to Services Team for agreement before obtaining approval from your Head of Service. Head of Service approval is only required via email.

Screening completed by:
Name: Louise Herbert-Evans
Job title: Capital Team Manager
Date: 20/07/2023
Approval by Head of Service:
Name: Kelly Small
Position: Head of Education Planning and Resources
Date: 24/07/23

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