

Integrated Impact Assessment Screening Form – Appendix B

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

Which service area and directorate are you from?

Service Area: Education 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:

Sustainable Communities for Learning Programme: Future Proposals and Investment Priorities

The Council is currently determining the future proposals and investment priorities for the Sustainable Communities for Learning Programme, for submission to the Welsh Government.

Band B of the Programme formerly known as the 21st Century Schools Programme is due to end on the 31 March 2024, by which time authorities must submit a nine-year capital programme, including an indicative funding forecast for the 9 years, for consideration towards providing a commitment and support for the first 3 years along with in-principle support for years 4, 5 and 6. Years 7 to 9 are intended to reflect the longer-term project pipeline.

The remaining Band B projects will be included in the first three years of the nine-year capital programme.

The submission must include any changes to the strategy previously set out in Swansea's Strategic Outline Programme and the Council's future investment priorities, demonstrating how these link to local and national priorities such as the Wellbeing of Future Generations (Wales) Act, Welsh medium, and childcare strategies.

If approved each of the investment priorities will be subject to detailed business case development, full Integrated Impact Assessments, Welsh language impact assessments, further Welsh Government approvals, together with separate reports to Cabinet for decision. Some of the priorities may require statutory consultation and catchment area reviews. These will be the subject of separate Cabinet reports.

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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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<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"/>
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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<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"/>
Gypsies & travellers	<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"/>
Religion or (non-)belief	<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"/>
Sex	<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"/>
Sexual Orientation	<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"/>
Gender reassignment	<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"/>
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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<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"/>
Marriage & civil partnership	<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"/>
Pregnancy and maternity	<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"/>
Human Rights	<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"/>

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

The programme is a long term, evolving and flexible strategy, that was initially subject to an extensive stakeholder engagement process in 2008, since then stakeholders have been actively engaged as potential projects have been brought forward. Where proposals contained in the rolling programme are more developed relevant stakeholders have already been engaged at the early stages.

Any project taken forward as a result of the programme's implementation will be subject to engagement and co-construction with all stakeholders including governing bodies, staff, pupils, parents and carers and community groups as appropriate.

Some projects may require a statutory consultation.

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

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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

The programme and projects are detailed on the relevant website pages; [Quality in Education \(QEd\) - Swansea](#)

Q8 Does the initiative involve changes to the way you process the personal data of Council staff or service users, for example the purchase of new customer management software?

Yes No

If your answer is yes, you should also screen the initiative for any implications regarding privacy and other GDPR rights and consider whether you need to amend your entry in the Council's Information Asset Register. Please use the following link to the online screening form for a Data Protection Impact Assessment <https://staffnet.swansea.gov.uk/dpiascreeing>

For more about the Information Asset Register, please see <https://staffnet.swansea.gov.uk/informationassetregister>

Q9 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?

(You may need to discuss this with your Service Head or Cabinet Member to consider more widely if this proposal will affect certain groups/ communities more adversely because of other decisions the organisation is making. For example, financial impact/poverty, withdrawal of multiple services and whether this is disadvantaging the same groups, e.g., disabled people, older people, single parents (who are mainly women), etc.)

The cumulative impact of the programme on schools, people and communities is highly positive.

The programme is a development of Band B, and reflects the national Sustainable Communities for Learning Investment Objectives;

- Transforming learning environments and learner experience
- Meeting demand for school places
- Improving condition and suitability of the education estate

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- Developing sustainable learning environments
- Supporting the community

It will improve education, training and employment opportunities, providing equality and fully accessible provision for pupils, alignment with the aims of the Welsh in Education Strategic Plan (WESP) 2022-2032, and with a focus on biodiversity and aspiration to be net zero operational carbon.

Additional jobs will be created throughout the building work (including opportunities for those out of work through Swansea Council's Beyond Bricks and Mortar initiative).

The programme reflects the wider Additional Learning Needs (ALN) Strategy to provide equality of opportunity to all learners and support and enhance learner wellbeing and mental health through access to health and support services. The equality of quality provision for learners will help to enable more of them to find employment in the future.

Projects will include where practical and appropriate a range of support services accessible in one place and will improve access to health and community activities that will enhance learner wellbeing and mental health enabling them to find employment in the future.

The programme will support the Council's Childcare Strategy that has already delivered 18 Flying Start settings in schools, which has also provided the opportunity to achieve effective transition into the Foundation Phase.

The programme will also provide the potential for increased flexibility of assets and community use, and also impact on travel and active travel opportunities, to better support our communities.

Outcome of Screening

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

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

All of the impacts are positive. As each project is developed, we will continue to work with all stakeholders to seek to maximise the benefits and positive impacts on our communities.

- **Summary of involvement (Q3)**

The programme is a long term, evolving and flexible strategy, that was initially subject to an extensive stakeholder engagement process in 2008, since then stakeholders have been actively engaged as potential projects have been brought forward. Where proposals contained in the rolling programme are more developed relevant stakeholders have already been engaged at the early stages.

Any project taken forward as a result of the programme's implementation will be subject to engagement and co-construction with all stakeholders including governing bodies, staff, pupils, parents and carers and community groups as appropriate.

Some projects may require a statutory consultation.

- **WFG considerations (Q4)**

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

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All projects will continue to be developed to consider the wider impacts, and opportunities for collaboration with other services and organisations such as Social Services, Cultural Services, Health and Housing.

Projects will be developed to consider the current needs but also to provide flexibility to provide for future generations.

- **Any risks identified (Q5)**

Programme risks are summarised below;

Risk	Mitigation
Welsh Government alter the proportion of cost they will fund	Monitor. Ensure the programme is suitably prioritised. Slow the programme delivery.
Budgetary constraints within Swansea Council / Welsh Government impacts upon the timing or availability of funds	Monitor. Ensure the programme is suitably prioritised. Slow the programme delivery.
Negative reaction by local community / other stakeholders	Implement comprehensive stakeholder engagement at the appropriate time.
Change of priorities driven by political pressures	Maintain a regular conversation with the political leaders.
Unforeseen costs lead to costs exceeding the budgetary allowances	Costs assessed based on WG cost standard with appropriate level of optimism bias (OB) applied. Ensure the programme is suitably prioritised. Slow the programme delivery
Increases in inflation rates lead to costs exceeding the budgetary allowances	Costs assessed based on WG cost standard with appropriate level of optimism bias (OB) applied, and inflationary allowances to 2028. Ensure the programme is suitably prioritised. Slow the programme delivery
Projects are delayed / fail as a consequence of statutory consultation processes	Implement comprehensive stakeholder engagement at the appropriate time. Project plans allow for timely consultation, considering the political calendar.
There is likely to be an impact as a result of additional WM places on EM.	Assessment and incorporation in business cases, and ongoing monitoring.
If we do not effectively resource tasks and workstreams around our updated Strategic Outline Programme and business cases, then we risk undermining its delivery and also our opportunities through Local Development Plan.	Resourcing options and funding under regular review.
If there is insufficient capacity within the construction industry to deliver the scale of capital investment required, then delivery will be delayed.	Work closely with the industry and frameworks.

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If the Education contributions requested through the LDP are not delivered the authority will have to address the shortfall / mismatch of pupil places.	Continue to work closely with planning and respond to consultations robustly and in good time. (Education responded to Swansea Local Development Plan Draft Review Report consultation 18/04/2023).
If we are unable to gain approval to detailed business cases and timely access to the funding approved in principle by Welsh Government, and Swansea Council funding, Then the investment in schools capital will not address all the identified priority needs. This would in turn impact on other Education strategies, policies and duties eg delivery of the WESP, planning of school places etc.	Continue to develop and submit robust business cases.

• Cumulative impact (Q9)

The cumulative impact of the programme on schools, people and communities is high positive.

The programme is a development of Band B, and reflects the national Sustainable Communities for Learning Investment Objectives;

- Transforming learning environments and learner experience
- Meeting demand for school places
- Improving condition and suitability of the education estate
- Developing sustainable learning environments
- Supporting the community

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

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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: Team Manager Capital
Date: 30/11/2023

Approval by Head of Service:
Name: Kelly Small
Position: Head of Education Planning and Resources
Date: 11/12/2023

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