

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.

| |
|---------------------------|
| Where do you work? |
| 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 checked="" type="checkbox"/> | Strategy <input type="checkbox"/> | Plan <input type="checkbox"/> | Proposal <input checked="" type="checkbox"/> |
|--|--|--|--------------------------------------|----------------------------------|---|

(b) Please name and describe here:

Ysgol Gyfun Gwyr Extension and Catchment Review Project

Extension to provide increased capacity for Ysgol Gyfun Gwyr and replace sub-standard accommodation, together with review of partner primary schools to respond to demand, better balance location and demand for places, and address suitability and condition needs. There is currently insufficient capacity to admit pupils transferring from partner primaries.

- Backlog maintenance totalling £2.01m will be reduced.
- Removal of condition category C asset to condition category B.
- Mitigation of business continuity risks
- Sufficiency of basic need for Welsh-medium places in the right location
- Potential for community use of enhanced external facilities

(c) It was initially screened for relevance to Equality and Diversity on: 19/03/2018

(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 checked="" 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: Nicola Jones

Job title: School Project Business Case Development Officer

Date: 22/03/2018

Updated December 2018

Updated May 2019

Updated November 2019

(f) Approved by Head of Service

Name: Brian Roles

Date: 22/03/2018

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?

The project will be jointly funded by the Welsh Government (pending approval of a successful Final Business Case) and Swansea Council. The overall responsibility lies 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 |
| Feeder School Heads | Face to face, letter, email, newsletter |
| Feeder school 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 | |
| | Bus operators | Email from Education/Transport | |
| | Taxi operators | Email from Education/Transport | |

Section 2 - Information about Service Users (See guidance):

Please tick which areas you have information on, in terms of service users:

- | | | | |
|-----------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|
| Children/young people (0-18)..... | <input checked="" type="checkbox"/> | Sexual orientation..... | <input type="checkbox"/> |
| Older people (50+)..... | <input type="checkbox"/> | Gender reassignment..... | <input type="checkbox"/> |
| Any other age group | <input 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 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:

| | 2015-2016 | 2016-2017 | 2017-2018 |
|---|-----------|-----------|-----------|
| Percentage of total pupils on roll living in areas classed in Welsh Index of Multiple Deprivation (WIMD) as being in the most deprived 30% of all areas | 10.9% | 11.0% | 10.9% |
| Percentage claiming Free School Meals | 4.9% | 5.4% | 5.5% |
| Percentage with Special Educational Needs (SEN) | 21.1% | 21.3% | 19.8% |

| Breakdown of SEN Need | School Action | School Action Plus | Statement | Total |
|---|----------------------|---------------------------|------------------|--------------|
| <i>Attention Deficit Hyperactivity Disorder</i> | 1 | 3 | 0 | 4 |
| <i>Autistic Spectrum Disorders</i> | 0 | 3 | 5 | 8 |
| <i>Behavioural, Emotional & Social Difficulties</i> | 10 | 5 | 1 | 16 |
| <i>Dyscalculia</i> | 0 | 0 | 0 | 0 |
| <i>Dyslexia</i> | 37 | 5 | 1 | 43 |
| <i>Dyspraxia</i> | 3 | 2 | 2 | 7 |
| <i>General Learning Difficulties</i> | 49 | 8 | 0 | 57 |
| <i>Hearing Impairment</i> | 0 | 3 | 1 | 4 |
| <i>Moderate Learning Difficulties</i> | 22 | 2 | 3 | 27 |
| <i>Multi-Sensory Impairment</i> | 0 | 0 | 0 | 0 |
| <i>Physical and Medical Difficulties</i> | 6 | 5 | 6 | 17 |
| <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> | 22 | 7 | 12 | 41 |
| <i>Visual Impairment</i> | 0 | 5 | 1 | 6 |
| Total | 150 | 48 | 32 | 230 |

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

| Ethnic Background | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
|--------------------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|
| Non White British | 3.1% | 2.5% | 2.1% | 2.6% | 2.4% | 4.0% | 1.2% |

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

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

Please consider the possible impact on the different protected characteristics.

| | Positive | Negative | Neutral | Needs further investigation |
|------------------------------|-------------------------------------|--------------------------|-------------------------------------|-----------------------------|
| Children/young people (0-18) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Older people (50+) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Any other age group | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Disability | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Race (including refugees) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Asylum seekers | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Gypsies & travellers | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Religion or (non-)belief | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Sex | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Sexual Orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Gender reassignment | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Welsh Language | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Poverty/social exclusion | <input 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 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) – Ysgol Gyfun Gwyr is a 11-18 school. This project will have a very positive impact on the Education of all 11-18 year olds who attend the school in the future. Although this is very positive it is important to note that there will be some short-term disruption to those currently attending the school. This will be kept to an absolute minimum.

(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.

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 – Ysgol Gyfun Gwyr is a Welsh medium comprehensive school and as a result this project will have a positive impact on the Welsh language.

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.

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?

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.

Any catchment changes will be subject to a full statutory consultation.

Gwyr pupils and staff at the school will be asked to complete a questionnaire telling the project what they would like to see in the remodelled and refurbished buildings. These will be collated and will be used by the project team as part of the design workshops with the school.

A school council update will be arranged where the outcomes can be discussed with them and discuss how they can/have been used in the design process. Further updates with the School Council will continue throughout the project and updated as part of the on-going web updates.

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

We have engaged with the school and the Governing Body as to the requirements of the school to accommodate approximately 195 further pupil places. BB98 guidelines were used to identify areas of potential shortfall.

| | <u>Actual school M2</u> | <u>BB recommended M2 for 968</u> | <u>Difference</u> |
|------------------------------|-------------------------|----------------------------------|-------------------|
| Total Basic Teaching Area | 3647.73 | 3162.08 | -485.65 |
| Total Dining and Social | 248.82 | 351.68 | 102.86 |
| Total Halls and Studios | 863.47 | 890.4 | 26.93 |
| Total Learning Resource Area | 159.48 | 405.72 | 246.24 |
| Total Storage | 525.61 | 548.48 | 22.87 |
| Total Staff and Admin float | 534.18 | 425.08 | -109.1 |
| | 0 | 559.76 | 559.76 |
| Net Building Area | 5979.29 | 6343.2 | 363.91 |

This was then discussed with the school team to inform the design together with pre occupancy questionnaires which were completed by all pupils and staff at the school.

The pre application consultation was carried out between 5th November 2018 and 3 December 2018. Responses were considered as part of the pre-planning application report compiled to accompany the formal planning application submission. Full Planning application was submitted on 19 December and the outcome is expected at the end of February.

Over 300 leaflets were distributed to advise that Community engagement sessions were taking place in Ysgol Gyfun Gŵyr, at the former Gowerton Infant school site, on 4th and 5th December between 3.30pm and 6.30pm each day, leaflets were also left at Gowerton library.

A copy of the leaflet was made available on the Ysgol Gyfun Gwyr project web page. Also a press release went out on the 23rd November informing of the proposed scheme and the engagement sessions.

Seven members of the public attended the drop in session of 4th December. Of these two were Community Councillors. A few concerns were raised regarding littering and noise coming from the current site. One member of the public voiced concerns over buses leaving their engines running. All expressed concerns over increased traffic in the area.

Five members of the public attended the drop in session on 5th December on the whole they were supportive of the proposal however asked questions regarding drainage and traffic in the area.

How have you changed your initiative as a result?

The project will not achieve sign off if it does not take account of the needs of users.

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

The project team will continue to engage both in the design and construction phase with stakeholders to ensure that it is planned and implemented to maximise the benefits to stakeholders and ensure a positive impact on the protected characteristics

It is anticipated that the planning application will be submitted in December 2018 which is another opportunity for all stakeholders to share their views.

Planning application was submitted 19 December 2018. Consultations were carried out via the planning application process. We received 5 comments 3 objections and 1 in support. The objections were in regard to possible drainage issues and traffic impacts. As part of the planning application condition a detailed drainage scheme will be developed and submitted for approval. Highways were consultees to the process and reported “It was noted that there are existing congestion problems at certain junctions in Gowerton but it was not considered that this development would give rise to any highway safety concerns”

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 |
| There is already a lot of community use of the school’s facilities. The project will look to refurbish some of the school’s facilities and also look to create further opportunities for the community to make use of the facilities. |
| Advance equality of opportunity between different groups |
| Access for all pupils/teachers to an improved learning environment. Increased opportunities for community use through enhanced outdoor facilities and an upgraded dining hall and kitchen facilities. |

| |
|---|
| |
| 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 and this project will look to further enhance this work. |
| 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. |
| How does the initiative support Welsh speakers and encourage use of Welsh? Ysgol Gyfun Gwyr is a Welsh-medium comprehensive 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. |
| 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 pupils' school environment thus giving them the best opportunity of achieving to their full potential. The proposal relates to the following articles:

Article 3 - All organisations concerned with children should work towards what is best for each child.

Article 12 - Respect for the views of the child

Article 18 - Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.

Article 28 - Children have a right to an education. Discipline in schools should respect

children's human dignity.

Article 29 - Education should develop each child's personality and talents to the full.

Article 30 - Children have a right to learn and use the language and customs of their families.

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

Section 7 - Monitoring arrangements:

Please explain the monitoring arrangements for this initiative:

Monitoring arrangements: All projects within the Quality in Education (QEd) Programme have a clear monitoring process in place. Regular progress meetings 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 QEd 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

Outcome 2: Adjust the initiative – low level of concern

Outcome 3: Justify the initiative – moderate level of concern

Outcome 4: Stop and refer the initiative – high level of concern.

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 – acesstoservices@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 |
|---|--|--------------------------|--|----------|
| Monitor the impact of the project on current staff and students and act on any concerns/issues raised | Project Manager | Throughout the project | Concerns/issues raised acted upon | |
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* Please remember to be 'SMART' when completing your action plan (Specific, Measurable, Attainable, Relevant, Timely).